

**THE IMPLEMENTATION OF COOPERATIVE INTEGRATED READIN
AND COMPOSITION (CIRC) METHOD IN TEACHING NARRATIVE
TEXT TO IMPROVE STUDENTS' READING COMPREHENSION AT
THE ELEVENTH GRADE STUDENTS OF MAN 2 MODEL MAKASSAR**

*PENERAPAN METODE COOPERATIVE INTEGRATED READING AND
COMPOSITION (CIRC) DALAM PENGAJARAN NARRATIVE TEXT UNTUK
MENINGKATKAN PEMAHAMAN MEMBACA PADA SISWA KELAS SEBELAS
MAN 2 MODEL MAKASSAR*

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**GRADUATE PROGRAM
STATE UNIVERSITY OF MAKASSAR**

2013

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METHOD IN TEACHING NARRATIVE TEXT TO IMPROVE STUDENTS' READING COMPREHENSION
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THESIS

THE IMPLEMENTATION OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD IN TEACHING NARRATIVE TEXT TO IMPROVE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADE STUDENTS OF MAN 2 MODEL MAKASSAR

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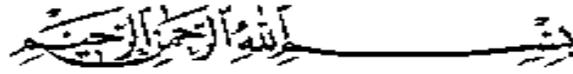
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Makassar,

Oktober 2013

Darmayanti

SURAT PERNYATAAN KEORISINILAN TESIS

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Menyatakan bahwa tesis yang berjudul **“The Implementation of Cooperative Integrated Reading and Composition (CIRC) Method in Teaching Narrative Text to Improve Students’ Reading Comprehension at the Eleventh Grade Students of MAN 2 Model Makassar”** merupakan karya asli. Seluruh ide yang ada dalam tesis ini, kecuali yang saya nyatakan sebagai kutipan, merupakan ide yang saya susun sendiri. Selain itu, tidak ada bagian dari tesis ini yang telah saya gunakan sebelumnya untuk memperoleh gelar atau sertifikat akademik.

Jika pernyataan diatas terbukti sebaliknya, maka saya bersedia menerima sanksi yang ditetapkan oleh PPs Universitas Negeri Makassar.

Tanda tangan

Desember, 2013

ABSTRAK

Darmayanti, 2013. Penerapan Metode Cooperative Integrated Reading and Composition (CIRC) Dalam Pengajaran Narrative Text Untuk Meningkatkan Pemahaman Membaca Pada Siswa Kelas Sebelas MAN 2 Model Makassar. (Di bimbing Oleh H. Muh. Asfah Rahman dan Kisman Salija).

Penelitian ini dimaksudkan untuk meningkatkan pemahaman membaca pada siswa kelas sebelas MAN 2 Model Makassar dengan menggunakan metode CIRC. Metode CIRC dipilih untuk latihan komunikasi untuk mencapai sasaran bahasa. Rumusan masalah penelitian ini adalah (1). Apakah dengan menggunakan metode CIRC dapat meningkatkan pemahaman membaca pada siswa kelas sebelas MAN 2 Model Makassar? (2). Apakah siswa tertarik pada pengajaran text naratif melalui metode CIRC pada siswa kelas sebelas MAN 2 Model Makassar?. Tujuan penelitian ini adalah (1). Untuk mengetahui apakah penggunaan metode CIRC dapat meningkatkan pemahan membaca pada siswa kelas sebelas MAN 2 Model Makassar. (2). Untuk mengetahui ketertarikan siswa terhadap pengajaran text naratif melalui metode CIRC.

Penelitian ini menggunakan metode *quasi-experimental*. Populasi penelitian ini adalah siswa kelas sebelas MAN 2 Model Makassar tahun pelajaran 2013/2014. Sampel penelitian ini adalah siswa IPS 2 sebagai kelas eksperimen yang terdiri atas 33 siswa dan IPA 2 sebagai kelas control yang terdiri atas 37 siswa, dengan total sampel sebanyak 70 siswa. Penelitian ini menggunakan *Cluster Random Sampling*. Peneliti memilih dua kelas dari kelas sebelas MAN 2 Model Makassar, sebagai kelas eksperimen dan kelas kontrol. Kelas eksperimen diajar dengan menggunakan metode CIRC sementara kelas control diajar dengan menggunakan metode konvensional. Data dikumpulkan melalui tes bacaan yaitu Pre test dan Post test. Tes dilakukan dua kali pada kedua kelompok sebelum dan sesudah perlakuan atau treatment. Treatment dilakukan dan dilaksanakan selama delapan kali pertemuan untuk kedua kelompok kelas. Data dikumpulkan melalui tes bacaan yang kemudian dianalisa dan dikalkulasikan dengan menggunakan SPSS versi 20.0. Hasil data menunjukkan bahwa ada perbedaan yang signifikan antara nilai siswa yang diajar dengan metode CIRC, yang dibuktikan dengan mean score dari kelas eksperimen yang lebih tinggi dari pada kelas kontrol pada tes post test. Selain itu hasil uji signifikan menunjukkan bahwa penggunaan metode CIRC dapat meningkatkan pemahaman membaca siswa. Kemudian Angket dianalisa dengan menggunakan Likert Scale yang menunjukkan bahwa siswa tertarik dalam belajar bahasa inggris melalui metode CIRC.

Hasil dari penelitian ini menunjukkan bahwa implementasi dari metode CIRC adalah meningkatnya pemahaman membaca siswa dan ketertarikan siswa terhadap metode tersebut. Itu dinyatakan dan ditampakkan melalui keaktifan partisipasi siswa dalam belajar, percaya diri, dan kemampuan mereka dalam berdiskusi, juga dibuktikan pada prestasi siswa dalam tes kedua yaitu post test dengan nilai mean 72.59 lebih baik dari nilai tes pertama yaitu pre test 52.39. dari Angket juga dibuktikan bahwa siswa tertarik dalam belajar bahasa inggris setelah dilakukan pengajaran melalui metode CIRC yang ditunjukkan dengan meningkatnya keterlibatan siswa dalam proses belajar mengajar.

Dari hasil ini, disarankan kepada guru untuk menggunakan metode CIRC yang bukan hanya sebagai salah satu alternatif pengajaran reading comprehension tapi juga bagi siswa agar termotivasi dalam meningkatkan pemahaman membaca melalui metode CIRC.

ABSTRACT

Darmayanti, 2013. *The Implementation of CIRC Method In Teaching Narrative Text To Improve Students' Reading Comprehension At The Eleventh Grade Students Of MAN 2 Model Makassar* (Supervised by H. Muh. Asfah Rahman, and Kisman Salija).

This study is aimed to improve the reading comprehension of eleventh grade students at MAN 2 Model Makassar by using CIRC Method. CIRC Method is chosen to practice the communication in the target language. The research problems are: (1). Does the use of CIRC method improve reading comprehension of the eleventh grade students of MAN 2 Model Makassar? (2). Are the students interested in teaching Narrative text through CIRC method of the eleventh grade students of MAN 2 Model Makassar?. The objectives of the research were (1) to find out whether or not the use of CIRC method can improve reading comprehension of the eleventh grade students of MAN 2 Model Makassar. (2) to find out the students' interest toward teaching Narrative text through CIRC method.

The research applied *Quasi-experimental Design*. The population of the research was the Eleventh Grade students of MAN 2 Model Makassar in academic year 2013/2014. The sample was IPS 2 as Experimental Group consisting of 33 students and IPA 2 as Control Group consisting of 37 students, with the total sample 70 students. The researcher used *Cluster Random Sampling*, two classes of the eleventh grade of MAN 2 Model Makassar were took as the experimental class and the control class. The experimental class taught by using CIRC Method while the control class taught by conventional learning method. The data were collected through reading tests namely Pre test and Post test. The test was distributed twice for both group before and after the treatment. The treatment was conducted for eight meetings in experimental and control group. The data collected through reading tests were analyzed by using SPSS 20.0 version. The result of the data showed that there was significant difference between the students' score who were taught CIRC method and non CIRC method. It was proven by the mean score of the experimental group that was higher than control group in the post test. The result of the test indicated that using CIRC method significantly improved the students' reading comprehension. Then, the questionnaires were analyzed by using Likert Scale that showed the students were interested in learning English through CIRC Method.

The findings of this study indicated that the implementation of CIRC Method has improved the students' reading comprehension. It is revealed through the students active participation, the increasing self-confidence and their ability to practice the discussion in the classroom. It is also revealed that the students' achievement of the post test with mean score 72.59 is better than the mean score of the pre test 52.39. The questionnaire also proves that the students are interested in learning English after the implementation of the CIRC Method. The students' active involvement has also improved.

Due to these results, is suggested to the teachers to use the CIRC Method not only as an alternative for teaching reading comprehension, but also for students to be more motivated in increasing their reading comprehension by discussing in CIRC Method.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction that covers the background of the research, the problem statement, the objective, the significance, and the scope of the research.

A. Background

Reading is an essential skill that affects academic achievement in all areas, as a basic skill that needs to be owned by everyone, many educators consider reading as a cornerstone for success in school and throughout life. It is particular importance in people's life, that becomes an important activity in any language class, not only an activity to search for information and pleasurable activity, but also as a consolidating and extending one's knowledge of the language.

Reading means to understand the meaning of written or printed words. Besides, it also an activity where a complex act occurs. In reading students are expected to acquire a variety of information that had previously been obtained. In this case, it does not only involve the skills in understanding the script but also the relationship between the script. This is in line with the notion that the understanding of the message of a text should be the focus of the reading purpose. (harmer, 2000), Comprehension is the main purpose of reading. Thus to read does not only mean to interpret the script but also to understand the message of the script.

The main purpose of reading is obtaining information including the content and understand the meaning of the text, it can be said, as a key to get information. The development of science demands people to read a lot, many science books are written in English and reading skill aid students to fulfill their need of comprehending the text. Teachers should provide an interesting reading materials and challenging, so students are motivated and build a spirit of students to read in earnest. It should be selected from a variety of sources such as text books, story books, magazines, newspapers and literary works.

Narrative texts can be used to improve students' motivation in reading. Because it is one popular and common form of reading, while one purpose of narrative text is to entertain, Besides it contain morals and themes. Therefore, it can be used to teach moral lessons. As Alderson (2000: 63-65) explains, what causes difficulty in texts is the way the text is written; its styles or features that make one text different from another. Furthermore, narrative is one of the text that can be used in teaching reading, it is useful for the teacher to achieves the instructional goals of teaching learning process because is necessary in order to help students succeed in their English reading.

Narrative text can be used to improve students' reading ability. Students are excited to know what will happen next. According to Bruder and Henderson (1998) explain, the ability to read can be affected by some factors, such as linguistic aspect, prior knowledge, and reading technique. Dealing with the linguistic aspect, mastering relevant vocabularies and structures become a basis for which a student decodes meaning from the text, and in turn, incorporates with what he or she already knows. Another factor is prior knowledge that students bring into reading. When students are reading a text, they are not

passive; instead, they bring their prior knowledge to incorporate with new information within a text. Meanwhile, the use of reading technique or method brings about some benefits for which the students might adjust their purpose for reading and as well become aware of what they are reading in order to increase students' interest in learning reading materials through cooperative learning which is one of learning and teaching method that can be applied by the teachers.

Good teaching method is also still rare among the teachers. Learning and teaching method can be considered to be a good method if it is systematic procedure created by teacher that is based on the teachers' learning and teaching experience. In this case, the method is applicable, enjoyable and the most important is that the method determines the teacher and the students' roles in class properly.

English teachers are expected not only to provide some creative solutions about method for teaching English reading skill but also to encourage the provision of various activities for English foreign language learners including the application of cooperative learning method. The English teacher as mediator of the teaching and learning process in the classroom has a responsibility to improve the students' reading comprehension and to make the students to be more active in the learning process.

Using appropriate method in teaching process, the teacher can make the students active because it is one of the elements or factors that should be considered by the teacher to increase the students' outcome or to make them successful in their English.

Several solutions can be proposed in order to overcome the problem of students as stated above. One of the reading method that can be used for bringing about an improvement in the students' ability in comprehending a text is Cooperative Integrated

Reading and Composition (CIRC) method as one alternative of successful ways that can be used in teaching strategy in meaningful both as a way to give optimal teaching and learning process and to enhance learning outcome.

CIRC is a cooperative method that introduces the latest techniques of practical training curriculum on teaching reading. CIRC is a school-based program that targets reading, writing, and language arts.

Based on the background above, the researcher conducted a study on reading in applying the new teaching method in the school, entitles “**The Implementation of Cooperative Integrated reading and Composition (CIRC) method in Teaching Narrative Text To Improve Students’ Reading Comprehension At The Eleventh Grade Student of MAN 2 Model Makassar.** This study investigated the use of cooperative learning teams to students and their interest in learning English reading materials.

B. Problem Statement

By looking over the background above, the researcher formulated the core questions to be answered in this research as in the following:

1. Does the use of Cooperative Integrated Reading and Composition (CIRC) method improve reading comprehension of the eleventh grade students of MAN 2 Model Makassar ?
2. Are the students interested in teaching Narrative text through Cooperative Integrated Reading and Composition (CIRC) method of the eleventh grade students of MAN 2 Model Makassar ?

C. Objective of the Research

In line with the research questions previously stated, the objectives of this research provided the empirical account of:

1. To find out whether or not the use of Cooperative Integrated Reading and Composition (CIRC) method can improve reading comprehension of the eleventh grade students of MAN 2 Model Makassar.
2. To find out the students' interest toward teaching narrative text through Cooperative Integrated Reading and Composition (CIRC) method.

D. Significance of the Research

The result of this research was expected to be useful information to the English teachers in developing the students' reading comprehension through CIRC method and become the alternative method for teachers in teaching reading. In other words, this research was expected to give contribution to the enrichment of teaching and learning method especially in teaching reading skill. At the same time, the students are triggered to sharpen their activity and broaden their imagination or ideas to develop their reading comprehension. Besides that, the result of this research was expected to be source information for the next researcher who wants to have further study on reading comprehension.

E. Scope of the Research

the scope of this research was limited to three aspects, namely discipline, content and activity. By discipline, this research was under applied linguistics. It was restricted on the teaching of English to the eleventh grade students of MAN 2 Model Makassar in academic year 2013/2014. This research was focused on applying Cooperative Integrated Reading and Composition (CIRC) method to improve the students' reading comprehension of the eleventh grade students of MAN 2 Model Makassar and the students' interest toward CIRC method in teaching Narrative text.

CIRC is one of the method in teaching reading which is assumed can facilitate the students to connect their knowledge with the content of the text so that they can understand and find the information which they expect and to find the information from other sources. Through this method hoped that the students can find the information they expect in the text by themselves. By activity, the researcher was applied two methods in teaching reading namely CIRC method and conventional method. By content, the topics of the learning reading materials was based on School-level Curriculum (KTSP) for the eleventh grade students of MAN 2 Model Makassar. The basic competences were: Understanding Short Functional Text and written essay test in terms of Narrative text and Understanding Written Monolog Text in terms of Narrative text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some theories and concepts that are used to support this study, that covers of previous of related findings, some pertinent ideas on what is reading, what is reading comprehension, general concept of cooperative integrated reading and composition (CIRC) method, what is narrative text, what is interest, resume, theoretical framework, and hypothesis of the research.

A. Previous Related Research Findings

Many researchers have reported that the identification of the students' attitude and interest in learning English by using alternative method make the teaching and learning process more effective. Some of the researcher's findings are cited concisely below:

Durukan, (2011). Conducted a research entitled “ Effect of Cooperative Integrated Reading and Composition (CIRC) technique on reading-writing skills”. Regarding the findings obtained in relation to reading comprehension skill, based on the findings, an increase was recorded in the mean scores of both experimental and control group students. Analysis of the obtained data revealed a statistically significant relationship in terms of the common effect (of being in different groups [experimental and control groups] and different measurement periods [pre, post and retention-test]) on the mean student scores, the findings obtained in relation to the effect of CIRC on reading comprehension skill are similar to the results produced by some other studies. While, the findings obtained in relation to written expression skill found that, mean written expression achievement scores of both experimental and control group students increased. Analysis of the obtained data revealed a statistically significant relationship in terms of the common effect of being in different groups (experimental and control

groups) and different measurement periods (pre, post and retention-test) on the mean student scores, and the findings in relation to the effect of CIRC on written expression skill are similar to the results produced by some literature studies.

As the conclusion from these findings generally suggest that CIRC technique and traditional method are effective on reading comprehension and writing expression skills however, CIRC technique used in the experimental group is more effective for achievement and retention level than the traditional method. In light of these results, it is suggested that CIRC and other cooperative teaching methods (such as Jigsaw, Cooperative Learning, Team-Game-Tournament, etc.) benefit language acquisition.

The similar between his research and the researcher's are on the approach that used that is cooperative learning approach, namely CIRC method. The research was conducted by Durukan emphasized in relation to the effect of CIRC on reading comprehension skill and relation to written expression skill, with different measurement periods (pre, post and retention-test). The difference on this previous research and the present research that is the object of the study, the researcher tried to see the effect of CIRC on students' reading comprehension, in two kinds of tests. The researcher in the present research collected data quantitatively, the researcher conducted pre test and post test to investigate the effect of CIRC method toward students' reading comprehension skill and to investigate students' interest toward teaching narrative text through CIRC method.

The second research was conducted by Ali Khan, (2008). Entitled "An Experimental Study to Evaluate the Effectiveness of Cooperative Learning Method Versus Traditional Learning Method". This study was focused to find the effect of

cooperative learning and traditional learning on the achievement in reading comprehension and achievement in writing ability of the students in the subject of English. It was an experimental study in which cooperative learning method was compared to traditional learning method. Cooperative learning refers to instructional strategy in which pairs or small groups of learners with different levels of ability work together to accomplish a shared goal. The aim of this cooperation is for learners to maximize their own and each others' learning.

Data analysis reveals that both the experimental and control groups were almost equal in reading comprehension and writing ability at the beginning of the experiment. The experimental group outscored significantly the control group on posttest showing the supremacy of cooperative learning method over traditional learning method. Hence, the ultimate result of the study indicated that cooperative learning method was more effective for English as compared to the traditional learning method. Furthermore, cooperative learning appeared to be more favourable for overcrowded classes.

The previous researcher also using method in his research, it is same with the researcher. On the second previous research, the focus is training students to work together in small group for overcrowded classes. Ali Khan emphasized on his focus to train students to accomplish a shared goal. Like in the present research was aimed to train students working together and interacting with one another in group work or small group. The difference on this previous research is material. The present research taught students with narrative text by using a narrative video through CIRC method that involve students to work in group.

The next research was conducted by Wahyunengsih, (2011). With the title “Enhancing Reading Comprehension of First Grade Students of SMKN 2 Malang through the Cooperative Integrated Reading and Composition (CIRC) Strategy”. Based on the findings of her research described the study concludes that (1) the use of CIRC strategy is effective to enhance the students' ability in reading comprehension by reading aloud, group responses, short composition, and individual and group presentations; (2) the implementation of the CIRC strategy is able to provide comfortable and joyful learning atmosphere.

In the present research, the researcher tried to see the effect of CIRC method on reading comprehension skill and students' interest in learning English reading through CIRC method. The study examined how interaction training the students that affects group interaction and group performance. For this purpose students in learning group can obtained their learning goals with various activities in group discussion, in this case focused on students involvement.

All the previous researches showed that generally CIRC method can be applied to improve the students reading comprehension also writing and other skills. In this research I also would like to find out and to knowing what difficulties that students faced in reading task, not only provide comfortable and joyful learning atmosphere, but also should be a good facilitator in order to the students can comprehend about the material as well as the students easier in identifying and explaining the topic of the story.

B. Some Pertinent Ideas

1. General concept of Reading

a. Definition of Reading

In Islam, reading considered as one of important skills. Angel Gabriel conveyed a revelation from Allah SWT to Prophet Muhammad SAW related to reading skill. It was stated in the holy Al-Qur'an surah Al-'Alaq verse 1-5:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلْقِمْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“Read in the name of your Lord who created. He created man from a clot. Read and your Lord is Most Honorable. Who taught (to write) with the pen. Taught man what he did not know” (Al-‘Alaq 1-5).

“The word “Iqra” in verse 1 of surah al-‘Alaq has meaning of the ability to read and the word “Qalam” in verse 4 has meaning the tool to write (pen). It means that pen is used to write, and the result of using pen is written text”.

Based on those verses, Allah SWT explained that He taught human being by pen (*qalam*). Discovery of pen and writing are the greatest gifts from God. By reading and writing, one generation can transfer their knowledge to the next generations. It shows that reading and writing itself have important role.

The goal of reading is understanding. In order to understand print, a student must be able to decode the words on the page and to extract meaning.

Reading is a complex area. We can use the term to mean the process itself, or a response to literary text. It can mean the retrieval of information in a non-literary text, or take on wider meanings like ‘reading situation’. Reading is not confined to print in a book. It is central to debate about meaning and the construction of the reader. It is linked to issues of standards in education, and one of the functions of education itself (Brindley, 1994 in Dean, 1990).

Walker (1996) defines that reading is an active process in which readers shift between source of information (what they know and the text says), elaborate meaning and strategies check their interpretation (revising when appropriate), the use context to focus their response. It means that reading activity needs a comprehension to interpret (read between the lines) messages from the written text.

The success of reading has the correlation with the success of mastering the second language as Winsler in Titone (1984) says that success in mastering a second language depends in great part upon the interaction of external and internal factors. External factors would include access to speakers of the second language, the frequency with which the child comes in contact and interacts. Internal factors would include the child's cognitive abilities and limitations, perceived need to learn the second language, talent in learning language, and individual temperament and social skills. Then children will likely learn and maintain their language to high levels.

Then, the goal of reading is understanding of reading that includes both decoding and comprehension forms the foundation of this study. If a reader can both decode and comprehend the printed word, she/he has attained a skill in reading that offers the most personal fulfillment and future success (Human Resources and Social Development Canada, 2003b). As such, reading which involves both proficient decoding and skilful comprehension is the ultimate goal of reading instruction.

Based on the definitions above the researcher can say that reading is one of four language skills that has important role for the students. One's academic success has a strong correlation with reading. In reading, students are actively responsible for making

sense and catch the ideas of the texts. In this case, reading needs some technique to make the students easy in understanding the content of a material or a text.

In line with the statement above, some important issues on teaching and learning reading should have the principles of the reading, kinds of reading, purposes and strategies of reading.

b. Principles of reading

Harmer (1991:190) states that reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages. A reading text moves at the speed of the reader or other words it is up to the reader to decide how fast he/she wants to read the text. Reading based on Lado (1988:137) is grasping the language pattern from their written representation quickly without analysis of what symbols represent the sounds.

When we read, we may deal of language, Harmer (1991:142) says that the basic principles of reading are on the content, purpose and expectation and receptive skills. This can make the goal of the reading can be achieved as well as the teaching of reading to be successfully developed the students' in learning. Therefore, the reading actively can develop the student's capability.

For many learners, beginning to read the language involves learning an entire new set of written symbols, Ur (1996:141). Therefore, the teachers need to make the guidelines to begin the reading. The natures of the tasks that the teachers plan to set and

whether the teachers require students to attempt such tasks before, during or after have studied the text.

1. Pre-reading tasks

Such tasks enable students to familiarize themselves with the content of a text. Activities can be systematic (such as vocabulary exercises) or schematic (such as thinking of the purpose of a text or predicting the content from its title).

2. Whilst-reading tasks

These kinds of task, as Hedge (2000) in Woods (2005:65) states, have become more used; since the adoption of the idea of reading as an interactive process, these encourage learners to be active as they read. Students can be given activities which require them to do any of the following: follow the order of ideas in a text; react to the opinions expressed; understand the information it contains; ask themselves questions; make notes; confirm expectations of prior knowledge or predict the next part of a text from various clues.

3. Post-reading tasks

These tasks follow up the work covered and seek to extend candidates. Such activities are directed writing activities, or role-play and group discussion activities.

c. Kinds of Reading

According to Cook in Nadirah (2012:11) there are three kinds of reading. They are reading aloud, silent reading, and speed reading.

1. Aloud Reading

Aloud reading is a kind of reading where a reader expressed orally every word in the text. The purpose of such a reading is to improve the student's ability in pronouncing the words, and having a good intonation about every sentence in a passage. Reading aloud is important and students should be taught to read aloud well enough to communicate satisfactorily with their listener, whether the purpose is to give pleasure, to provide information, to share an interesting item, or to illustrate some points under discussion. Reading aloud is a very important device that cannot be overlooked in achieving the goal because it is a great aid in developing our habits to practice. In reading aloud the students will get in producing sound that should be practiced as many times as possible.

2. Silent reading

Silent reading tends to reinforce the readers to find out the meaning of the words. The kind of leads to better comprehension. Silent reading is a skill to criticize what is written to discuss something written means to draw inferences and conclusions as well to express a new idea on the basis of what is read. Silent reading means reading text by heart where there is no voice expressed. This kind of reading requires the reader to find out the meaning of the words or sentences and find out the word recognition, understanding of vocabulary and concept, reading by units (phrasing) and comprehension. On the other hand, not to practice the pronunciation of the words and how to express the word is in silent reading. It is practiced by a reader who wants to comprehend the text in the reading comprehension process.

3. Speed Reading

This kind of reading is used to improve speed and comprehension in reading. This skill of speed-reading must run side with the main purpose of reading that is

comprehension. The rate of reading speed, however, depends on the kinds of reading material. The rate of speed reading a story or narration will be different from reading scientific material. Reading scientific materials needs a creative thinking, but reading story or narration only needs a feeling and mind.

From these types of reading, the researcher used aloud reading and silent reading type in this research because these types best to increase students reading comprehension. In this case, the researcher able to give some corrections to the students if any mistakes in pronounce the words. Besides, to share an interacting item, or to illustrate some points under discussion. It also related to the concept of learning CIRC method. And silent reading can increase students' ability in reading because in silent reading the students concentrate with the idea of the text. the researcher gave silent reading to the students when the students do not have any problems in reading.

d. Purposes and strategies

There are many ways to carry out the reading, including the strategies in which to make the reading to be understood by the reader. Rivers and Temperly in Nunan (1999:251) suggest that, there are several main purposes for reading; (1). to obtain information and instructions, (2). to act and to keep in touch with friends, (3). to know when or where something take place and happen, and (4). for enjoyment or excitement.

People read because they have a desire to fulfill and have a purpose to achieve. As in Harmer (1991:143) also notes that reading happens because there is an interest and to obtain information from what they read. Similarity with Nunan (1999:250) says that

reading purpose is for pleasure and curiosity and to look for a specific piece of information.

Moreover, to achieve the purpose of the reading, teacher should be able to look some strategies in implementing the reading. There may lots of strategies to do. To employ the reading strategies, it can be on the way of how to read slowly and carefully for both accuracy and pleasure, skimming is done in order to get a general idea of the information contained in some of the text, and scanning other texts for specific information.

Davies in Nunan (1999:251) also has the same description about different types of reading; (1). the first of these is receptive reading in which is rapid, automatic reading that we do when we read narratives; (2). reflective reading in which we pause often and reflect on what we have read; (3). skim reading in which we read rapidly to establish in a general way what a text is about; (4). scanning or searching for specific information.

To accomplish those purpose and strategies, it also needs the classroom environment in order to create the reading circumstances. It can be done by grouping the students in the class. Bushman and Madsen in Krashen (1982:144) note that students are seated on comfortable chairs in a circle to encourage informal contact and free natural communication. Also public service commision in Krashen (1982:144) says that the design of the classroom is meant to produce a pleasant and warm environment.

Krashen (1982:143-144) notes based on Lozanor's method about three essential elements for the system to work effectively: an attractive classroom and a pleasant classroom atmosphere; (1). a teacher with a dynamic personality who is able to act out the materials and motivate the students to learn; (2). a state of relaxed alertness in

the students. Therefore, the teaching and learning reading can be accomplish with a good arrangement from both components teacher and students.

2. Reading Comprehension

a. What is Reading Comprehension?

In this part, the researcher found some definitions about reading comprehension. According to McCormick (2007), reading comprehension refers to understanding text. If the reader comprehends the text it allows the reader to understand what the author is trying to explain. Comprehension is the goal of both reading and listening. Successful comprehension enables readers (or listeners) to acquire information, to experience and be aware of other worlds (including fictional ones), to communicate successfully, and to achieve academic success. Good reading comprehension involves reading the words on the page, accessing their meanings, computing the sense of each sentence and much else as well. To understand text in a meaningful way, readers need to integrate the meanings of successive sentences and to establish *local coherence*. Readers also need to establish how the information fits together as a whole, that is, *global coherence*. For both local and global coherence, readers need to incorporate background knowledge and ideas (retrieved from long-term memory) to make sense of details.

Thus, the product of successful comprehension is a representation of the state of affairs described in the text. This representation includes causal relations between the events, the goals of the characters (protagonists), and spatial and temporal information that is relevant to the story line.

Comprehension occurs in the transaction between the reader and the text (Kucer, 2001, Rosenblatt, 1978). The reader brings many things to the literacy event, the text has certain features, and yet meaning emerges only from the engagement of that reader with that text at that particular moment in time.

The RAND Reading Study Group, (2002:11) states that comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”.

Comprehension entails three elements:

- The *reader* who is doing the comprehending
- The *text* that is to be comprehended
- The *activity* in which comprehension is a part.

Smith and Robinson (1980:205) state that reading comprehension means the understanding, evaluating and utilize of information and ideas gained through an interaction between the reader and the author. Reading comprehension is such a kind of dialogue between an author and a reader in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of printed papers.

Based on the definition above, it can be said that comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.

b. Levels of Reading Comprehension

Richard (1995) states that different types of reading comprehension are distinguished according to the readers’ purposes and type of reading that they use, that commonly referred to:

1. Literal comprehension

According to Berg (2010) literal reading is reading the specific words printed on a page. This is unfortunately the type of reading widely used in most learning situations.

Literal reading it refers to the ideas and fact that is directly stated on the printed pages. It also the skill of getting the primary direct literal meaning of a word, ideas, or sentences in context. The basic of literal comprehension are recognizing the stated main ideas, details, cause and effect and sequences. This level of comprehension is fundamental to all reading skills at any levels because a reader must first understand what the author said before he can draw an inference or make an evaluation.

Reading is done to understand, remember or recall the information explicitly contained in a passage because, it is the most fundamental in reading comprehension kinds which the reader must first understand what the author expresses before drawing an inference, making an evaluation, or gaining an appreciation.

Furthermore, reading comprehension refers to understanding text. McCormick, (2007) stated that if the reader comprehends the text it allows the reader to understand what the author is trying to explain. Reading comprehension involves literal comprehension (lower level comprehension) and higher level comprehension.

Same with McCormick that focus on literal comprehension Elish – Piper, (2010) defines that Literal comprehension refers to answering a question that can be found directly in the text. Teachers refer to this as recall of information. This is an important strategy because students need to be able to determine where to look for

information and find it within the text. Higher level comprehension involves being able to think about the text at a higher level which involves more than just recall of facts.

According to Israel (2007:3) “the behaviors that good reader use help them to construct meaning while reading make evaluations of text, and make connections with prior knowledge and experiences.”

2. Inferential comprehension

It is the ability for you to read something and infer something else from what you read. For example, it may be reading a story and inferring what the overall mood is, or what a character’s personality may be like from a brief description. It is the process of driving ideas that are implied rather than directly stated. This level demands higher level of thinking ability because the question in the category of interpretation are concerned with answer that are not directly stated in the text but are suggested or implied. Smith (1980) states that in interpretation the readers read between the lines, make connections, read between the lines to get inferences, or implied meanings from the text.

Inferences are the conclusions we draw based on what one already knows and judgements we make based on given information. This strategy helps students make connections between their personal experiences and their comprehension of a text. Rather than stopping students during the reading process to comment on specific points, this strategy focuses on their thinking and how new information reshapes their prior knowledge. Inferential reading can be taught using a variety of reading material beyond assigned textbooks (i.e. cartoons and bumper stickers can be used as a way to help students think about what authors imply). As students develop inferential reading skills they learn to (Adlit, 2012):

- Understand the intonation of characters' words and relationships to one another
- Provide explanations for ideas that are presented in the text
- Offer details for events or their own explanations of the events
- Recognize the author's view of the world including the author's biases
- Offer conclusions from facts presented in the text
- Relate what is happening in the text to their own knowledge of the world.

Reading in order to find information which is not explicitly stated in the passage. To make a complete inference, the reader must read the passage carefully, put ideas and fact together to draw a conclusion, then inferences it by using their experience and intuition.

3. Critical or evaluative comprehension

Critical reading is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timeliness. Critical reading compares previous experience to elements in the new material such as content style, expression, information, and ideas, or values of the author. In this level of reading comprehension, the reader must be an active reader, questioning searching for facts, and suspending judgement until he or she has considered all of the material.

Reading in order to compare information in a passage with the readers' own knowledge and values. It requires them to be active in criticizing and evaluating whether or not the information expressed by the author is worth enough to be absorbed.

The following are some critical comprehension strategies students must learn namely:

1. Identifying important information (main idea)
2. Inferring/predicting
3. Monitoring/clarifying
4. Generating and answering questions
5. Visualizing
6. Summarizing

4. Appreciative comprehension: reading in order to gain emotional or other kinds of valued response from a passage.

Robinson (1966) in Hamzah (2012:18), put analysis of the reading process, comprehension includes:

1. Understanding the literal meaning of a writer;
2. Understanding the implied meaning of a writer;
3. Assessment of a writer's purpose, frame of reference, assumptions, and generalizations;
4. Evaluation by the reader of the writer's ideas; and
5. Integration of information and ideas of a writer with the reader's information and related experiences.

c. Nature of Reading Comprehension

Some assumptions about the nature of reading based on Ur (1996:138) who found that reading is perceive and decode letters in order to read words, to understand all the words in order to understand the meaning of a text, gather meaning from what we read and to understand of a text comes from understanding the words of which it is

composed. Therefore, in this section will talk about the nature of reading comprehension, which comprises reading models and schema theory.

1. Reading Models

There are three models that may be taken to execute the reading. According to Nunan (1999) in Soehartini (2010:23) state that, there are three models as a result of the development of reading, namely bottom-up, top-down and interactive models.

a. Bottom-up model

According to Nunan (1999:252) the bottom-up views reading a process of decoding written symbols into their aural equivalents in a linear fashion. Thus, one first discriminates each letters as it is encountered, sounds these out, matching the written symbols with their aural equivalents, blends these together to form words, and derives meaning. Furthermore, the bottom up processing is evoked by the incoming data, the features of the data enter the system through the best fitting. Therefore, bottom up is called data-driven.

b. Top-down model

Top-down model has different sight to the bottom-up model, Nunan (1999:253-254) states that top-down model is learning to read and reading fluently must necessarily involve the same process, in which the function in the way by proponents of the whole-word approach, and that, therefore, this is the way to learn to read, but it does not necessarily follow because fluent readers read by recognizing whole words on sight which assuming how they read. And further Carrel and Eisterhold are also stated in Nunan (1999:258), top-down processing occurs as the system make general prediction

based on higher level, general schemata and then searcher the input for information to fit into these partial satisfied, higher order schemata top down, therefore, is called conceptually-driven.

c. Interactive model

Interactive model is in which the reader constantly shuttles between bottom-up and top-down. In line with Eskey and Grabe, (1988) in Erten (2007:114) the reading process is one that may involve both top-down and bottom-up processes, giving rise to an interactive model of reading. That means, it is an active process and more balance as there is simultaneous interactive between bottom-up and top-down models.

2. Schemata Theory

According to Nunan (1999:201), schema theory is based on the notion that past experience lead to the creation of mental frameworks that help us make sense of new experiences. In the process of interpretation is guided by the principle that every input is mapped against some existing schema and that all aspects of that schema must be compatible with the input of information processing called bottom-up and top-down processing.

In other view, (Anderson & Pearson, 1984; Narvaez, 2002) explain that, In schema theory, individuals organize their world knowledge into categories and systems that make retrieval easier. When a key word or concept is encountered, readers are able to access this information system, pulling forth the ideas that will help them make connections with the text so they can create meaning. Schema theory involves the storage of various kinds of information in long-term memory. Because long-term memory

appears to have infinite capacity (Pressley, 2003), it is likely that readers have many ideas stored in long-term memory.

Short-term memory has limited capacity, and often the information pulled from long-term memory prior to or during reading is only available for a short time and then is placed back in long-term memory. Short-term memory shifts and juggles information, using what is immediately pertinent and allowing less pertinent information to slip back into long-term memory (Schallert & Martin, 2003).

Therefore, the concept of schema theory may recall our knowledge and expectations about the world which affect our ability to understand new information by providing a framework within which that new information might fit.

From definitions that are cited by the experts above, the researcher assumed that, reading comprehension is important because without it reading doesn't provide the reader with any information also reading comprehension is a highly interactive process that takes place between a reader and a text.

3. General concept of Cooperative Integrated Reading and Composition (CIRC)

a. Definition of CIRC

Cooperative learning is an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team.

According to Felder & Brent (2006:1-2), there are several reasons why cooperative learning works as well as it does. The idea that students learn more by doing

something active than by simply watching and listening has long been known to both cognitive psychologists and effective teachers and cooperative learning is by its nature an active method. Beyond that, cooperation enhances learning in several ways. Weak students working individually are likely to give up when they get stuck by working cooperatively, they can keep going. Strong students faced with the task of explaining and clarifying material to weaker students often find gaps in their own understanding and fill them in. Students working alone may tend to delay completing assignments or skip them altogether, but when they know that others are counting on them, they are motivated to do the work in a timely manner.

Based on the statements above, according to the Johnson & Johnson model (2000) in Felder & Brent (2006:1-2), cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements:

1. **Positive interdependence.** Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.
2. **Individual accountability.** All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.
3. **Face-to-face promotive interaction.** Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

4. **Appropriate use of collaborative skills.** Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.
5. **Group processing.** Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

Research and development on cooperative learning began at the Johns Hopkins University Center for Social Organization of schools in 1970. Cooperative Integrated Reading and Composition (**CIRC**) was developed in collaboration with schools during 1986-1988 to provide elementary schools with a full comprehensive reading and writing curriculum based on research on cooperative learning and research on effective reading and writing practices. Development of materials and processes has continued based on use of the program in schools. Program developers include *Robert Slavin, Robert Stevens, Nancy Madden, and Anna Marie Farnish.*

Cooperative integrated reading and composition (CIRC) technique is one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques (Açıkgöz, 1992; Yaman, 1999).

CIRC technique is developed to support traditionally used “skill-based reading groups” approach. Firstly, reading groups are established in the classroom. Next, students are paired off within the groups. When the teacher works with a reading group, couples

try to teach each other meaningful reading and writing skills by using reciprocal learning technique.

They help each other in performing basic skill-building activities (such as oral reading, contextual guessing, asking questions, summarizing, writing a composition based on the story, revising-correcting composition). In general, team books are published at the end of this process. Teams are rewarded for all reading and writing assignments on the basis of the average performance of group members. Thus, equal change for achievement, group support for achievement, and the performance, all basic components of cooperative learning ensure realization of personal responsibility (Senemoglu, 1997; Slavin, 1980).

Internal structure of CIRC technique consists of elements such as knowing individuals well, establishing proper groups, ensuring inter-group communication, using materials appropriate for the content in a timely and orderly manner, supporting groups, fostering cooperation, group and individual assessment. The teacher is the primary actor who realises, regulates and supports these phases. The instructor's experience and knowledge are important for achieving success in these activities. Skilful performance of reading (silent and oral) comprehension activities as well as expressive activities (such as writing composition and grammar activities) via worksheets organized as per the principles of CIRC technique is proportional to the teacher's guidance and close cooperation (Stevens and Slavin, 1995).

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading and writing/language arts. It has three principle elements:

story-related activities, direct instruction in reading comprehension, and integrated language arts/writing.

Daily lessons provide students with an opportunity to practice comprehension and reading skills in pairs and small groups. Pairs of students read to each other; predict how stories will end; summarize stories; write responses to questions posed by the teacher; and practice spelling, decoding, and vocabulary. Within cooperative teams of four, students work to understand the main idea of a story and work through the writing activities linked to the story.

In CIRC, teachers use anthologies basal readers and/or novels, much as they would in traditional reading programs. Students are assigned to teams composed of pairs of students from the same or different reading groups. Students work in pairs on a series of cognitively engaging activities, including reading to each other; predicting how stories will end; summarizing stories to each other; writing responses to stories; and practicing spelling, decoding, and vocabulary. Students work in teams to understand the main idea and master other comprehension skills. During language arts periods, students also write drafts, revise and edit one another's work, and prepare to "publish" their writing.

In CIRC students are taught in reading groups and then return to mixed ability teams to work on a series of cognitively engaging activities, including partner reading, making predictions, identification of characters, settings, problem and problem solutions, summarization, vocabulary, reading comprehension exercises, and story-related writing.

b. The components of CIRC

According to Slavin (1995) CIRC has eight components. The eight components include:

1. Teams, namely the formation of a heterogeneous group consisting of 4 or 5 students;
2. Placement test, for example, is obtained from the average value of daily tests based on previous or grades that teachers know the strengths and weaknesses of students in a particular field;
3. Student creative, perform the task in a group to create a situation where individual success is determined or influenced by the success of the group;
4. Team study, the stage of learning actions to be implemented by the group and the teacher gives assistance to groups that need it;
5. Team leading scorer and team recognition, namely the scoring on the work group and provide criteria for the award of the brilliantly successful group and a group that is seen as less successful in completing the task;
6. Teaching group, which provides a brief matter of teachers towards group work;
7. Facts test, namely the implementation of test or quiz based on facts obtained by the students;
8. Whole-class units, namely providing a summary of the material by the teacher at the end of time learning with problem-solving strategies.

Cooperative Integrated reading and composition (CIRC) (Stevens & Slavin, 1995a) is a comprehension program for teaching reading and writing in the upper elementary grades. Students work in four member cooperative learning teams. They engage in a series of activities with one another, including reading to one another, making

predictions about how narrative stories will come out, summarizing stories to one another, and writing responses to stories. They also work together to master main ideas and other comprehension skills. During language arts periods, students engage in writing drafts, revising, and editing one another's work, and preparing for publication of team books. Three studies of the CIRC program have found positive effects on students' reading skills, including improved scores on standardized reading and language tests (Stevens et al, 1987; Stevens & Slavin, 1991, 1995a).

Cooperative Integrated Reading and Composition (CIRC) is a school-based program that targets reading, writing, and language arts. The three principle program elements are direct instruction in reading comprehension, story-related activities, and integrated language arts/writing instruction. Each student is paired with another student and then assigned to a group of students at the same or different reading level. These learning teams work cooperatively on program-related activities. All activities follow a cycle that involves teacher presentation, team practice, peer pre-assessment, additional practice, and testing. Students are encouraged to cooperate and help one another, because students' scores on individual assessments are summed to form team scores.

From statement in above that CIRC developed to easy of students in reading comprehensive so that students can implementation writing and language arts learning. CIRC is using group to easy of learning process when one of the students is not understand.

Then the researcher can concludes that, in increasing reading ability for the students, there are some ways which do by the teacher. Some experts have provided some methods, techniques and strategies to help the teacher in teaching learning process. One

of them is Cooperative Learning such as CIRC method. This is a method which makes students work together in groups whose usual size is two to four members.

4. General concept of Narrative text

a. Definition of Narrative text

Students with reading problems have difficulty in both studying and their personality. Students with reading problems in school are passive learners, have low self-esteem, emotional problems, poor attention and concentration, have difficulty making and keeping friends, and lack motivation. Because of these deficiencies, a remedial or corrective instruction is necessary in order to help students succeed in their English reading. According to Alderson (2000: 53), poor first and second-language reader lack motivation to read or to spend time improving their ability to read. Narrative texts, or texts that tell stories, can be used to improve students' reading abilities.

A narrative text is an imaginative story to entertain people, Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

In other view, a narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

A narrative has meaning in that it conveys an evaluation of some kind. The writer reacts to the story he or she tells, and states or implies that reaction. This is the "meaning," sometimes called the "theme," of a story. Meaning must always be rendered. The writer has to do more than telling us the truth he sees in the story; he must manifest that truth in the characters and the action.

b. Why Narrative?

Narrative text is one of popular and common forms of reading. In narratives, stories are told and plots unfold. Narratives have characters and plot with a sequence of events. Narratives are written according to forms, or story grammars. Story grammar is similar to sentence grammar in that it attempts to explain the various components in a story and how they function. The story grammar includes characters, a setting, events, and a conclusion. This conclusion illuminates the theme of the story. As Rosenblatt (1978) explains, most well-written stories, whether simple or complex, have a fairly similar structure, and most children have a basic schema for this structure. Therefore, they can easily understand narrative texts.

Narratives can be used to improve students' motivation in reading. According to Alderson (2000: 63-65), what causes difficulty in texts is the way the text is written, its styles or features that make one text different from another. Expository texts are harder to process than narrative texts. The structures associated with stories (story grammars) seem to facilitate comprehension by allowing readers to quickly construct a model of the text. In addition, narrative texts appear to induce visualisation in readers as part of the reading process. In other words, readers can see scenes in their head when they read narrative

texts. The visualization helps readers understand texts easier, and readers did not feel discouraged.

Furthermore, one purpose of narrative texts is to entertain. Readers enjoy reading texts and are excited to know what will happen next. In this way, narrative texts can help increase students' motivation. Moreover, many narratives contain morals and themes. For example, fables are short stories followed by an important moral point. According to Pearson and Fielding (1991), students benefit from reading narrative texts. Therefore, reading instructors can use narratives to teach moral lessons. In addition, narratives inspire imagination. According to Pearson and Fielding (1991), narratives are written to inspire personal responses

In this way, readers learn to represent people, objects, and events in their imagination (Graesser; Golding; & Long. 1991). Thus, cognitive growth is fostered by an imaginative experience. Students become involved in narratives they read and put themselves in the character's place, instructors can foster students' higher-level thinking and imagination through narrative texts.

c. Generic Structure of Narrative Text

A narrative text will consists of the following structure:

- 1) Orientation: Introducing the participants and informing the time and the place, or it is about the opening paragraph where the characters of the story are introduced.
- 2) Complication: Describing the rising crises which the participants have to do with, or where the problems in the story developed.

- 3) Resolution: Showing the way of participant to solve the crises, better or worse, or where the problems in the story is solved, happy ending or bad ending.
- 4) Evaluation: The stepping back to evaluate the story or the moral message of the story. Evaluation of plot or conflict/problems in a story.
- 5) Reorientation: Summarizing of the content of the story, the ending of the story. Maybe, happy ending or sad ending.

In addition to comprehension strategies, students must learn about how text is put together. Identifying narrative text structure, such as during a story “read aloud,” gives students a framework for discussing and retelling stories. As a story is read, the teacher guides students in discussing who the story is about, what happened first, what happened next, and what happened at the end. Students have repeated opportunities to discuss story elements and make text-to-text connections related to main characters and story sequence.

So it can be concluded that, Narrative text is a kind of text to retell the story in past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

5. General concept of Interest

a. Definition of Interest

Reading comprehension is a necessary component of reading and many factors affect a student’s ability to comprehend text. These factors include interest in the topic, layout of the text, and background knowledge the child holds about the topic. As Gill (2008), students will likely enjoy reading text that is interesting to them for example, an

avid athlete may enjoy reading stories in which the main character is also an athlete or there is a sports theme of some sort.

As stated by Fisher, Frey & Lapp (2008) Layout of the text, or “text structure”, refers to the format of the text, which differs from non-fictional (expository) and fictional text. Informational text may include more comparing and contrasting of concepts, problem solving, or cause and effect; narrative text includes the traditional story elements, such as characters, setting, plot, resolution, etc. Other text features, such as illustrations, captions, headings, etc., all contribute to the structure of the text.

In this case, Harvey and Goudvis (2000:5), states that “readers take the written word and construct meaning based on their own thoughts, knowledge, and experience”.

When we talking about interest, we will think about our positive response or attitude to something we like, enjoy, and appreciate which make us having a desire to do. Student’s reading interest should be maintained by teaching materials which can stimulate student’s development. Haris and Sipay in Soehartini (2010:33) stated that a good reading program must creative a desire to read and help the individual to find pleasure moment in the reaction of reading. In this case, teacher must know how to get the reader interested in reading and they must also be concerned with type and readability of reading materials that will encourage extensive reading and that will raise the learner’s general level of reading interest. Attempts to define interest are numerous, and a great variety of definitions have been developed, here are only a few of them.

Interest as preference of someone to love something, so he/she is ready to give attention and mobilizing his/her energy, ideas, time an finance which might be developed by given more stimulant. In addition, Eggen and Kauchak, in Nadirah (2012:35) stated

that interest usually refers to an activity that a person prefers to engage in, would not avoid and choose in preference to many other activities. Level of interest can be expressed verbally or in real activities which relate to something interested for those involved. In education, interest is very important, learning with interest is better than without any interest. Interest occurs when people are interested in something as it is compatible with their needs or because they feel that what they learn is important for them.

In other words, if students are interested in learning English they will study it easily and seriously. By this way, their abilities will be likely to increase. Interest also influences the process of learning result, when a person is not interested in learning something, the result cannot be expected to be well successful. The students with great interest in learning English will be more successful, and the result will be maximum than the students with little or no interest at all.

Good (1959:23), defined interest as a subject-objective attitude concern, or condition involving a perception or idea in attention my a combination of intellectual and conciousness may be temporary or permanent based on native curiously, conditions by experience. Meanwhile, Robert (1968:67) stated that experimentally an interest is a response of liking which is present when we are of an object we prepare to reach to or when we aware of our disposition toward the object we like.

Hidi and Dawey (2007) in Nadirah (2012:36) explained that interest is one of the primary factors that will determine that whether or not reading will occur at all and how long it will persist is the level of interest. The first distinction many researcher make is between personal and situational interest. Personal interest is characterized by long

lasting and relatively stable interest in a topic, where as situational interest is characterized by a more fleeting interest brought about by contextual features such as the text, the environment, or the influence of other people. Personal interest has significant effects or cognitive permanence. Situational interest is described in the literature as being brought about by different environmental sources including ease of comprehension, text cohesion, text vividness, personal engagement, emotional reactions.

Interest also refers to the kind of things that are appreciated and enjoyed. Reading interest is the result of a personal interaction between the individual and the reading materials. Reading interest and overall life interest are highly related. Hidi and Dawey (2007) added that personal interest in a topic can help motivate a person to read a boring article, magazine, journal, newspaper, whereas an article, magazine, journal, newspaper, which sparks situational interest can engage a person in reading about a topic in which they have no personal interest. It is important to note that “interest” is not synonymous with “liking”, even though these factors often accompany one another and much of the literature treats them as identical. In fact, being interested in something at the topic level may motivate one to persist even in the face of a disliked task. Thus, students’ interest depends on the situational and personal interest that may occur during the process of students’ interaction towards the reading materials given in the process of learning.

b. Types of Interest

Hansen *et al* in Nadirah (2012:38) classified interest into four types; they are expressed interest, inventoried interest, tested interest, and manifest interest.

1. Expressed interest

Expressed interest is a type interest, which is defined as verbal expression of liking or disliking something related to maturity and experience.

2. Inventoried interest

Inventoried interest is the interest determined by interest checklist. The examinee is asked to check whether they like or dislike certain activities.

3. Tested interest

Measuring the knowledge of vocabulary or other information the examinee has in specific area, are ways to determine the tested interest. These measures are based on an assumption that interest is resulted in the accumulation of relevant information as well as specialization vocabulary.

4. Manifest interest

There are two factors influencing the students' interest, namely internal factors and external factors include the students' attitude toward the subject and their aptitude or linguistic ability, interest, and motivation in learning the subject. The external factors include the school facilities, such as: language laboratory, radio cassette, English magazine, many kinds of English game, and many other English learning activities.

c. The Indicators of Interest

Hansen in Nadirah (2012:39) there are some indicators that showing someone is interested in something, they are:

- a. Having concentrate, that is he /she pays attention intensely in something or in doing something.

- b. Having sympathy with object that is he/she supports approval to the object.
- c. Having desire, means he / she has a strong wish in doing something.
- d. Having enthusiasm in participation, means he / she enthusiastic in doing something.
- e. Having curiosity, means he/she is eager to know or to learn about something.

d. Interest and Learning

The relationship between interest and learning is further fleshed out by the observation that depends upon interest. Learning cannot occur unless the learner is interested in learning.

The study of interest is complex and diverse because when we really think about it, we find that our interest or determinants of our actions are complex and diverse. A problem with the term interest is that it encompasses so much. Especially when we speak of interest, we refer to factors we initiate and direct behavior and those that determined the intensity and the persistence.

e. The Measurement of Interest

In Robert (1968) stated that there are two principles procedure in the measurement interest namely:

1. The items deals with the respondents' liking of dislike for a wide variety of specific activities objects or types of person that he or she commonly encountered in daily living.

2. The reason was empirically keyed for different occupation. These interest inventories were thus among the first test to employee criterion keying of items. It was found that person engaged in different them from peerson in other occupation. These differences in interests extend not only to matter pertaining directly to job activities but also to school subject, hobbies, sports, types of plays or books the individual enjoyed, social relation, and many other facets of everyday life. It thus proved feasible to prepare an inventory that explore an individual's interest in familiar things and thereby to determine how closely his or her interest a seemed those of persons successfully engaged in particular occupation or subjects.

Furthermore, to measure the students' interest. The researcher can use questionnaire that consist of some questions that may be positive or negative statements. In designing and scoring these questions, we can score by:

- a) For positive items, positive alternative answers for example agree, very interest, very enthusiast, and very often have high score; however negative alternative answers for example uninterestd, unenthusiastic, and seldom have low score. The score for each alternative answers are different and ordered from the highest to the lowest score.
- b) For negative items, alternative answer that refers to agreement have low score and at the other hand, disagree answer will have high score. These alternative answers are also ordered from the highest to the lowest.

The study of the interest has received its strongest inputs from educational and career counseling. In general, interest inventories compare and individuals' expressed

interest with those of person engaged occupations. This is done either in the scoring of individual item responses, or in the interpretation of scores in board interest areas, or both.

f. Factors influencing the students' interest

According to Harmer (1991:3), there are two factors can affect students' motivations as well as their interest in learning; those are extrinsic motivation and intrinsic motivation. Extrinsic motivation which is caused by any number of outside factors, for examples the need to pass an exam, the hope of financial reward, or the possibility of future travel, etc. While intrinsic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

Furthermore, Harmer (1991:5) explained that the motivation as well as their interest in learning English can be affected and influenced by many factors,. Those factors are:

1. The society the students live in

Outside any classroom there are attitudes to language learning and the English language in particular. How important is the learning of English considered to be in the society? In a school situation, for example, is the language learning part of the curriculum of high or low status.

All these views of language learning will affect the students' interest to the language being studied, and the nature and strength of their interest will, in its turn, have

a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues.

2. Significance of others

Apart from the culture of the world around students, their interest to language learning will be greatly affected by the influence of people who are close to them. The interest of a student's peer is also crucial. If they are critical of the subject or activity, the student's own motivation may suffer. If they are enthusiastic learners, however, they may take the student along with them.

3. The teachers

Clearly a major factor in the continuance of a student's motivation is the teacher.

4. The method

It is vital that both teacher and students have some confidence in the way teaching and learning take place. The method by which students are taught must have some effect on their motivation. If they find it deadly boring, they will probably become de-motivated, whereas if they have confidence in the method they will find it motivating.

So, the researcher assumed that, interest is the attention or concern shown toward something. Teacher should be actively seek out students' interest so that they can select texts, topics, themes, and units that will more likely engage students. In this research, the researcher will find investigate students' interest in learning English reading through CIRC method.

C. Resume

Reading is not easy to do if the reader does not know how to read a text effectively and efficiently. Furthermore, readers who know many words certainly facilitate themselves to comprehend and interpret what the author has written. By using a strategic way to read reading materials, readers are able to comprehend the meaning. In this case, good teaching method is also important in teaching English reading skill.

Besides that, the English teachers are expected not only to provide some creative solutions about method for teaching English reading skill but also to encourage and to increase the students' interest and their motivation in learning reading materials because, reading is one of four language skills which is taught in educational setting. Reading needs some technique to make the students easy in understanding the content of material or a text.

Therefore, using appropriate method in teaching process is one of the elements or factors that should be considered by the teachers to increase the students' outcome or to make them successful in their English.

Cooperative Integrated Reading and Composition (CIRC) method is one of cooperative learning method that is used especially to teach reading and writing. It can make the students comprehend the material easily.

Cooperative integrated reading and composition (CIRC) technique, one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques (Açıkgöz, 1992; Yaman, 1999).

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading and writing/language arts. It has three principle elements: story-related activities, direct instruction in reading comprehension, and integrated language arts/writing. It can be said that, Cooperative Integrated Reading and Composition (CIRC) is a school-based program that targets reading, writing, and language art.

D. Conceptual Framework

This study is an experimental on the use of CIRC method in teaching reading comprehension involving the students of the eleventh grade students of MAN 2 Model Makassar as the population. For the next step the researcher will apply test for their skill in reading followed by the implementation of teaching reading using CIRC method. The conceptual framework of this research is presented by showing the following diagram.

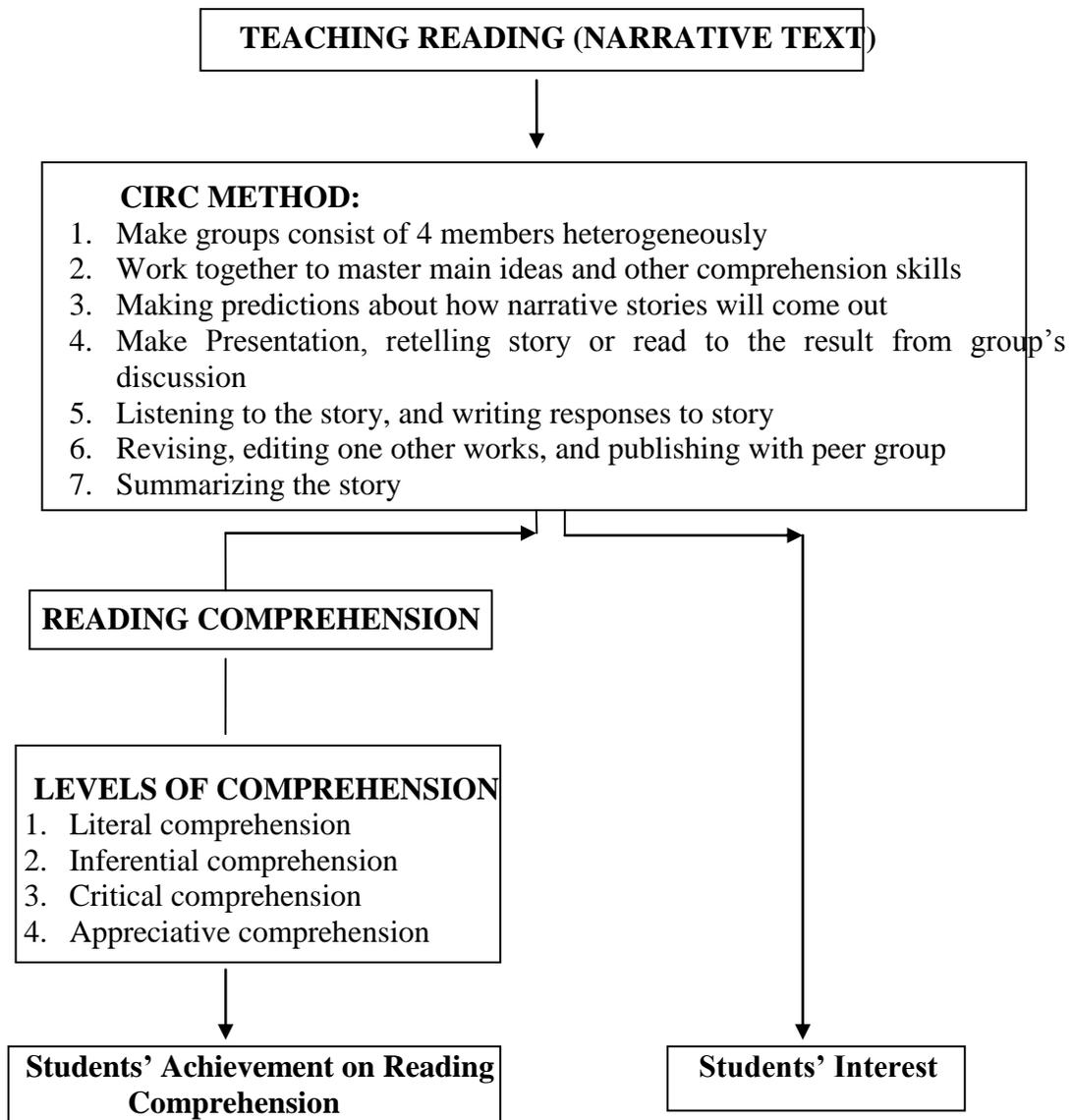


Figure 2.1. Conceptual Framework

The descriptions of component on the figure of the conceptual framework above are briefly clarified in the following:

- a. Reading teaching (Narrative text) is about how to make a good reading in considering procedure of CIRC method is taught in the reading class.
- b. Procedure of CIRC method are given to the students in the seven-step process for making more active and improving students' understanding on reading materials.
- c. Reading comprehension is the students' comprehension using CIRC method.
- d. Students' interest toward the implementation by using CIRC method in reading comprehension.
- e. Students' reading comprehension achievement is the result are obtained of students' after giving CIRC method.

E. Hypothesis of the Research

Based on the review of literature and the conceptual framework above, the hypothesis is formulated as follows:

1. Null hypothesis (Ho) : CIRC method is not effective in improving students' reading comprehension in such level. Whether in the literal comprehension, inferential comprehension, critical comprehension, or in the appreciative comprehension.

- Alternative hypothesis (H_i) : Teaching narrative text through CIRC method is effective in improving students' reading comprehension. Whether in the literal comprehension, inferential comprehension, critical comprehension, or in the appreciative comprehension.
2. The students are interested in learning narrative text through CIRC method in order to improve reading comprehension.

CHAPTER III

METHOD OF THE RESEARCH

This chapter presents design of the research, population and sample, variables of the research, operational definition of the variables, instrument of the research, procedure of data collecting, and technique of data analysis.

A. Design of the research

In this research, the researcher applied quasi-experimental design, with nonequivalent control group design, It is employed when it is not possible to randomly

assign individual participants to groups (Gay, *et al.* 2006: 258). In this research, the groups was assigned randomly in experimental group and control group.

There were two groups of participant in this research; The experimental group and The control group. The experimental group received a treatment by using Cooperative Integrated Reading and Composition (CIRC) method, the treatment was under investigation. While the control group were given a treatment by using conventional method. It means that, the method was used by the researcher, where the researcher distributed reading materials to the students. The researcher asked the students to read the short reading. Then the researcher asked the students to answer the question based on the text or text exercises, after that, the students asked to find out the difficult words then to find their meanings and make sentences. At the end of the teaching period, they were given assignment at home (homework). This way it also called as Traditional learning method or Conventional learning method. Therefore, the control group is needed for comparison purpose to prove if the treatment by using CIRC method is more effective than other. (Gay, 2006:253).

Both groups were given pre-test and post-test. Pre-test was administered before treatment to assess the students' prior knowledge on reading comprehension and the post-test was administered to measure treatment effects. The aim of this test was to find out the effectiveness of CIRC method in teaching reading especially in teaching narrative text.

The schematic of this research design can be represented by the following figure:

Figure 3.1. design of the research

EG	O ₁	X ₁	O ₂
CG	O ₁	X ₂	O ₂

(Adapted from Gay, et.al., 2006:255)

Notation:

- EG : The experimental group
- CG : The control group
- O₁ : Pre-test
- O₂ : Post-test
- X₁ : The treatment by using CIRC method
- X₂ : The treatment without CIRC method.

B. Population and Sample

1. Population

The population of the research was the eleventh grade students of MAN 2 Model Makassar, it consisted of nine classes. Five classes for natural science (IPA) and four classes for social (IPS). Each classes for the natural science (IPA) consisted of 36 to 40 students, and for the social (IPS) consisted of 26 to 34 students. With the total numbers of students of IPA classes consisted of 193 students, and IPS classes consisted of 120 students. So, the sum of the population is 313 students.

2. Sample

Since the number of population was large, the researcher used cluster random sampling. One class was chosen as the experimental group and one class for control group. In which intact group, not individuals, are randomly selected (Gay, et.al. 2006:106). It means that from nine classes of population, the researcher chooses two

classes randomly to represent the experimental and control group. Cluster random sampling is more convenient when the population is very large and also the researcher have much good chance of securing permission to work with all students in several classroom.

From the sampling, IPA 2 became control class and IPS 2 became experimental class. IPA 2 consisting of 37 students and IPS 2 consisting of 33 students. So, the total number of sample was 70 students.

C. Variables of the Research

This research employed two variables; they were independent and dependent variables. The independent variable was using of CIRC method. While dependent variables were the reading comprehension toward teaching Narrative text and the students' interest.

D. Operational Definition of the Variables

To make clear and avoid the reader's misunderstanding, the researcher give the operational definition of variables as the following:

1. CIRC method (Stevens & Slavin, 1995) is a comprehensive program for teaching reading and writing, or CIRC is one of the learning method based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC method presents a structure that increases not only opportunities for direct teaching in reading

and writing but also applicability of composition writing techniques (Açıkgöz, 1992; Yaman, 1999).

From the definitions above can be concluded that, Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading, writing, and language art. In this study CIRC method is a teaching method that be used to improve students' ability in composing reading narrative text in order to make classroom situation more interesting.

2. A narrative text is a text to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
3. Reading comprehension was the grasp of what was read. Parts of comprehension to be investigated are:
 - a. Literal comprehension, that was to retrieve information stated in a passage.
 - b. Inferential comprehension, in order to find information which was not explicitly stated in the passage.
 - c. Critical comprehension, to compare information in a passage with the reader' own knowledge and values.
 - d. Appreciative comprehension, reading in order to gain emotional or other kinds of valued response from a passage.
4. Interest refers to the positive response or attitude to something the people like, enjoy, and appreciate which make them having a desire to do.

E. Instrument of the Research

1. Reading Test

There were two kinds of instruments that used to collect the data, they were test and questionnaire. The tests were pre-test and post-test, both of the tests were given for experimental and control group. The pre-test was given to the students before the treatment and the post-test was given after the treatment or the action was conducted in order to check their reading achievement and comprehension.

2. Questionnaire

Questionnaire was given to know the students' interest after given treatment, by using Likert Scale. The students was assigned to select the number response, namely (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, (5) strongly agree.

F. Experimentation

The researcher conducted the treatment for experimental and control group. The experimental group received a new treatment namely (CIRC method), while the control group given a treatment with a conventional learning method or traditional learning method.

1. Experimental group

In the experimental group, the researcher applied a treatment by using CIRC method in teaching narrative text or teaching reading comprehension. The treatment of the research was conducted in eight meetings. In each meeting the researcher gave

reading materials to the students based on School-level Curriculum (KTSP) in the first semester, namely Narrative text. The steps of CIRC method in this research as follows:

a). Before reading

1. Teacher (Researcher) explained the objectives of learning.
2. Teacher displayed a narrative video or show a picture which is related to reading material.
3. Teacher asked the students to watch the video or look at the picture based on the topic of reading material that will be taught and learnt by the students.
4. Teacher asked the students some questions.
5. Teacher motivated the students to guess what the story is about.
6. Teacher asked the students relating to their own experiences to the situation.
7. Teacher enlightens students to predict the main content of the story.

b). During reading (applying CIRC method)

1. Forming groups. Teacher formed groups of heterogeneous students.
2. Teacher distributed the reading materials (Narrative text) to each group.
3. Teacher asked the students from each group to read the text, or story with peer group.
4. Presentation. Retelling story about the sequences of the story in written form then each group presented their findings in front of the class.

5. Responses. Listening to the story and write their responses.
6. Making conclusion. The students summarized the story.
7. Closing. Teacher distributed the question sheets to the students and they tried to answer what they known about the text.

c). After reading

1. teacher asked the students to give the comment related to reading material.
2. teacher gave a summary explanation in comprehending the reading material.
3. Teacher gave assignment (homework).
4. Feedback.

2. Control Group

In the control group, the researcher taught the students with a conventional method. Eight meetings for treatment and each meeting the researcher gave the same material as experimental group based on School-level Curriculum (KTSP) in the first semester, namely narrative text. The procedure of teaching presented in chronological order as follows:

1. Teacher (Researcher) explained the objectives of teaching learning process to the students.
2. Teacher introduced the reading material and teacher asked the students to read the text and to understand the meaning.
3. Teacher asked the students to answer all the questions in the text.
4. Teacher asked the students to find out difficult words in the text and make sentences.

5. Teacher gave assignment at home (homework), and collected the work and to give the mark.

G. Procedure of data collecting

To collect data of the students' reading comprehension in teaching narrative text, both experimental and control group, the researcher present in chronological order as follows:

1. Pre-test

Before conducting the treatment, pretest was administered to the students for experimental and control group it aims to find out their prior knowledge in reading comprehension. The test consisted of 30 questions which involved the levels of reading comprehension namely literal, inferential, and critical/evaluative questions.

2. Post Test

After doing the treatment, the post test was used to find out the students' achievement which intend to know the students' reading comprehension.

3. Questionnaire

The questionnaire was distributed to the students to know the students' interest toward CIRC method in reading comprehension. The questionnaire was given to the experimental group after the post test. The result of the questionnaire was analyzed whether the students have very high interest, high interest, fair interest, low interest, and very low interest.

The questionnaire consisted of 20 statements, where 10 for positive statements and 10 for negative statements. The data that already collected from the questionnaire

then analyzed by using Likert Scale and then analyzed in percentage to know the students' interest toward the implementation of CIRC method in teaching Narrative text.

H. Technique of Data Analysis

The data was analyzed after observation and the test conducted. The data computed by using the procedure as follows:

1. Scoring of the result of the students' pre-test and post-test
 - a. Tabulating the score of the students
 - b. Classifying the score of the students
2. Calculating the mean score and t-test between reading comprehension of the experimental group and control group by using SPSS program version 20.0.
3. Scoring of students' interest toward CIRC method by using Likert Scale.
4. Calculating the students' score into percentage.
5. Classifying the score of the students' interest.

To determine the classification of students' score, the researcher used the scoring system for reading use as follows:

1. Scoring of the result of the students' pre-test and post-test

- a. Analyzing the raw data of pre-test and post-test, and each of the students' correct answers get 1 and wrong get 0.

Table 3.1. Classification of students' score

Classification	Score	Indicators (the number of true answer)
Excellent	10.00 9.67	30 29

Very Good	9.33	28
	9.00	27
	8.67	26
Good	8.33	25
	8.00	24
	7.67	23
Fairly Good	7.33	22
	7.00	21
	6.67	20
Fair	6.33	19
	6.00	18
	5.67	17
Poor	5.33	16
	5.00	15
	4.67	14
	4.33	13
	4.00	12
	3.67	11
Very Poor	3.33	10
	3.00	9
	2.67	8
	2.33	7
	2.00	6
	1.67	5
	1.33	4
	1.00	3
	0.67	2
	0.33	1
0.00	0	

(Dikbud, 1994 in Soehartini, 2010)

Scoring the students' pretest and posttest by using formula as follows:

$$\text{Score} = \frac{\text{students' correct answer}}{\text{number of items}} \times 100$$

(Gay et al, 2006:302)

By using the formula above was found the students' final score from the students's raw score of both of the test, namely pre-test and post-test.

b. Classifying the score of the students into seven levels as follows:

Table 3.2. students' range score classification

Score	Category
96 – 100	Excellent
86 – 95	Very good
76 – 85	Good
66 – 75	Fairly good
56 – 65	Fair
36 – 55	Poor
20 – 35	Very poor

(Depdiknas, 2008 : 38)

2. Calculating the mean score and t-test between reading comprehension of the experimental group and control group by using SPSS program version 20.0.

Calculating the mean score, finding out the Standard Deviation, and Frequency table by using t – test between reading comprehension of experimental group and control group in SPSS program version 20.0.

3. Scoring of students’ interest toward CIRC method by using Likert Scale.

To find the data on students’ interest on the using CIRC method was analyzed with Likert Scale.

Table 3.3. Likert Scale

Positive		Negative	
Statement	Score	Statement	Score
	5	Strongly agree	1
	4	Agree	2
	3	Undecided	3
	2	Disagree	4
	1	Strongly Disagree	5

(Gay, 2006:130)

4. Calculating the students' score into percentage.

$$P = \frac{fq}{N} \times 100 \%$$

Where:

P : Percentage of question response

Fq : Item of frequency

N : Subject

(Sugiyono: 2009 : 137)

5. Classifying the score of the students' interest

The interval of the students' interest on the questionnaire shown in the table as follows:

Table 3.4. Interval Score of the students' interest

No	Interval Score	Category
1	85 – 100	Very High Interest
2	69 – 84	High Interest
3	52 – 68	Fair Interest
4	36 – 51	Low Interest
5	20 – 35	Very low Interest

(Sugiyono, 2009:136)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings of the research and the discussions of the findings. The findings presented in this part consists of the data obtained through test of reading and questionnaire in order to find out the reading comprehension and the students' interest of the students of MAN 2 Model Makassar toward CIRC method, besides that the students' score in pretest and post test of each group also compared to see the students' achievement after giving the treatments by using the different method in each group. Otherwise, the discussion presents the descriptions of the students' reading achievement, arguments and further interpretation of the findings.

A. Findings

The findings that the researcher reported in this chapter was based on the analysis of data collected by using tests, they were pretest and posttest for experimental and control group. The results were described based on the problem statement after conducting the research for about eight meetings.

The researcher was conducted the treatment for experimental and control group. The experimental group received a new treatment namely CIRC method, while the control group given a treatment with a conventional or traditional learning method.

1. Description of Experimentation Activity.

1.1.Experimental Group.

a. Planning the Action.

In this stage, the researcher prepared anything needed for applying the method or the action; such as (1) preparing the small group or grouping the students into several groups discussion, (2) designing lesson plan, (3) preparing instructional material and media, (4) preparing instrument (the students' worksheet), (5) preparing criteria of success.

1) Preparing the Small Group Procedure

The teacher requires a program, which sets down how the group work was to be integrated with the learning activities. The researcher requires a program of skill development for group member. A discussion group has to master the point after having discussion. Members have to learn how to report to the class, how to master the tasks and make flow into further development. The teacher should be sensitive to the tasks that are

appropriate to different size and type of group. The teacher must know how to frame discussion reading topics as distinct from topic for debate. The teacher has effective method of analyzing the performance of individual students with the group. The teacher guides them, such as sharing the idea between members of the group for solving the problems. The groups should be communicative and make close relationship with the teacher.

2) Designing Lesson Plan

The researcher need to write lesson plan in every meeting in order to make teaching activities well organized. By lesson plan, the success of teaching will be shown.

3) Preparing Instrumental Material and Media.

The material of teaching was taken from students' hand book "Real English: for Senior High School Grade XI; (Peter James); Esis; The Innovative Learning". And other sources retrieved from the internet and English book Interlanguage: English for Senior High School Students XI; Science and Social Study Programme (Joko Priyana; Riandi; Anita Prasetyo Mumpuni) Pusat Perbukuan; Departemen Pendidikan Nasional. And students "Work Sheets" that arranged and designed based on the teaching material. The media that used was a narrative video, dictionary, real media, etc. that were appropriate with the material.

4) Preparing Criteria of Success.

The criteria of success was emphasized on the process and the product (CIRC Method) of learning of reading comprehension skill. There were three criteria used in the research to measure the success of the action; (1) the teaching learning process was conducted based on a good lesson plan, (2) The students were actively involved in the

instructional activities, and (3) the students were confident when they presented the findings with their group.

b. Implementing the Action/Treatment.

The treatment of the research was conducted on 20 August until 13 September 2013 in IPS 2 as experimental group in eight meetings at the eleventh grade students of MAN 2 Model Makassar. The researcher made written preparation namely lesson plan, reading material in Narrative genres, and the students' worksheet. The process and procedure of learning was described in chronological order as follow:

For the first until eight meetings, the researcher taught the students Narrative text by using CIRC method. The students were divided into several groups, besides grouping students into group of four, the researcher also asked the students to work in pair. By dividing them into groups each student had more time to share their ideas or opinion in reading comprehension. The researcher had made the lesson plan (see Appendix 1).

The finding indicated that there were some particular procedures required in teaching reading comprehension through CIRC method. The procedures include assigning the students to groups as follows:

1. formation of the group, the teacher split a heterogeneous group.

The students were grouped into small group consisting of four members of different background of ability and personality. This technique facilitates the students to express their idea in enjoyable discussion because they were helped by their teammates

and their teacher. Furthermore, they worked together, learnt to tolerate, and learnt to help. Thus, small group work provides opportunities for meaningful interaction with one another.

Assigning the students to the group is an important activity in applying CIRC method. The researcher should consider how many students per group and who should be in which group. Group size is an important variable that influences the participation. The group of four or five students is efficient in maximizing the communication. The researcher also composed the member of group into heterogeneous group. The heterogeneous group is a solution to create the students' motivation and solve the problems effectively because the differences bring controversy among ideas. The researcher organized the students into heterogeneous group. Combining the lower, middle, and higher achievers.

Ways to determine the members of the group were as follows:

1.1. Rank students.

By way of finding information about the average score values students in the previous test (pre test). Then sorted by rank of the high academic capability to lowest. Each group consists of four members who were categorized one student was higher achiever, one student was low achiever, and two others were middle achiever, The heterogeneous group treated the students to share the different idea and they can help each other. So, has the ability of average balanced.

1.2. Determine the number of group.

The number of groups is determined by taking into account many members of

each group and the number of students in the classroom. In experimental group there were 33 students were split into eight groups.

So, The steps of activities in experimental group as follows:

This step, the researcher began from pre-reading activity, while-reading activity, and post-reading activity. Pre-reading activity is the activity of students and teacher prepare them for the task and make them familiar with the topic. The researcher did while-reading activity where the teacher gave clearly explanation about the material, grammatical feature, and generic structure of narrative text. After that, the students asked to do the reading tasks in groups, each group that consists of four or five students. The last step is post-reading activity. In this activity the students must present the report of group work in front of class. Then the researcher gave conclusion and test (distributing students' worksheets).

a). Before reading

1. Learning process was started by greeting, asked students to pray together, checking students' attendance and then the teacher gave some questions before started the material by asking the students "Do you know about narrative text and the features of the text?" if you know, raise your hand. In this case, there some students answer the question.
2. Teacher (Researcher) explained the objectives of learning. (see appendix 1 Lesson Plan for Experimental Group).

2.1. Objectives:

a. Cognitive objectives:

- the students are able to identify the structures and the meaning of the reading texts.
- The students are able to master the main idea of the story, general and specific information (implicit meaning) from the text.
- The students are able to analyze and identify the generic structure of the story.

b. Affective objectives:

- Students are able to appreciate good characters in the story such as honesty, responsibility, kindness, wise, patient, etc.
- Students are able to identify some good moral values in the story.

c. Psychomotor objective:

- Students are able to model the pronunciations of words that provides in the reading text.

2.2. Teacher Objectives

- To help students to comprehend the reading material.
 - To help the students to enlarge the vocabulary.
3. Teacher introduces CIRC method and explain about narrative text.
4. Teacher displayed a narrative video which related to reading material that will be taught and learnt for the students.

For example: The researcher taught about the folktale of Bawang Putih and Bawang Merah. The video displayed before distributed the reading text as the

opening of the lesson to stimulate and to catch the students' attention also to gave the visualization to the students about the contents of the narrative text, so they can understand it easier. Duration of the video was seven minutes which displayed once until twice for make it students more understand about the material.

5. Teacher asked the students some questions to motivated them to guess the story talking about. For example:

Teacher (researcher): - *Which kind of story do you prefer to read? A legend, a fable, folktale or a fairy tale?*

- *What do you think about the folktale/the story of Bawang Merah and Bawang Putih?.*

Here some example of students in giving their opinion as follows:

Student 1. : *The story of Bawang merah and Bawang Putih is very famous.*

Student 2. : *I think the story is rife with righteousness, but also rife with fraud and dishonest.*

Student 3. : *In my opinion, the story of Bawang Merah and Bawang Putih is very touching.*

Student 4. : *I think the story is interesting because is about faith and honesty.*

And other students gave different opinion.

6. Teacher enlightens students to predict the main content of the story.

b). During reading (applying CIRC method)

1. Forming groups. Teacher formed groups of heterogeneous students.

Teacher divided students into groups. In experimental group there were 33 students were split into eight groups. The researcher organized the students into a group of four. Combining the lower, middle, and higher achiever. Each group consists of four or five members who were categorized one student was higher achiever, one student was low achiever, and two others were middle achiever. The researcher organized the group based on the first test (pre test). The heterogeneous group treated the students to share the different idea and they can help each other.

2. Teacher distributed the reading materials (script of Bawang Merah and Bawang Putih) to each group. (see appendix 11. Teaching Material & Learning Tools), after watching narrative video of Bawang Merah and Bawang Putih.
3. Teacher asked the students from each group to read the text, or story with peer group.

In this section, each group read the story and found the main ideas, supporting ideas, general and specific information (implicit meaning) from the text, the students also tried to identify the generic structure of story Bawang Merah and Bawang Putih, the characters and the sequences of the story, and asked the students to found what the moral value or moral messages that provided in the story. Then, the students wrote their result findings to present in group discussion. Each group gave 10 minutes for work and discuss with their peer group.

4. Presentation. Retelling story about the sequences and other important parts of the story in written forms, then each group presented their findings or report.

Here each group read the results of the discussion. The groups' result findings also wrote as the students' worksheet and collected in the end of the lesson (see appendix 11. Teaching material and students' worksheet). Each group gave the time 10 until 15 minutes to present their findings. The fourth members of the group present their findings and what they have discussed. One student retell briefly the sequences of the story from the beginning until the end of the story as the generic structure of the narrative text that have three main important parts or components namely Orientation (at the beginning of the story), Complication (in the middle in the story), and resolution (in the end of the story), One student gave explanation about the good and bad characters of the participant in the story, and two others gave explanation about what the moral message in the story (inferential comprehension level) because were not directly stated in the text or implied (implicit meaning). During presentation, the researcher observed the students cooperative in group, the students' activeness in present the material, students concern toward other group presentation, the students' activeness in asking question, and the students' activeness in answering questions in group. Then, for the last discussion one student gave a summary of their discussion and presentation.

5. Responses. where students have to provide feedback from the discussions that have been read by other groups, their responses were in oral or written (composition) form.
6. Making conclusion. The students were summarized the story.

c). After reading

1. teacher asked the students to give their comments related to reading material.

Here some example the students' comments as follows:

Student 1 : - *Bawang Merah and stepmother was cruel and hate to Bawang Putih. But, Bawang Putih always patient and love her stepmother and half sister without revenge of her.*

Student 2 : - *This story give description about two opposite characters, a good and a bad, which figure of Bawang putih was humble and kindness, while Bawang Merah and her stepmother were very cruel, evil and greedy, here we can learnt and know which one is good and bad.*

Student 3 : - *I really like the story because, from the story we can learnt sincerity, and sacrifice of Bawang putih to care and love her mother, father, step mother and half sister. So, always patient to faced every the trouble.*

2. teacher gave a summary explanation in comprehending the reading material. For example:

this story tells us about the fighting a beautiful daughter to faced facts who leaving Bawang putih with no mercy from her cruel stepmother and half sister. Dishonest and pretend that make Bawang Putih feel suffer. This story teach us how we must treated our parents with love and affection, how to keep a good relationship and how important to keep a mandate. From this story we can learnt that:

- Suffering brings happiness.

- *A good deed deserves a reward.*
- *Having no heart makes you isolated.*
- *A gift shows kindness.*
- *Arguing makes you distressed.*

3. Closing. After all the process had finished, the teacher evaluated students by giving a test. The test conducted in next meeting and the teacher gave assignment, and distributed worksheets to the students about what they know about the text, (Homework).

4. Feedback (Learning Log).

One of example the students' comments:

Student 1 : - *I like this story and I like taught with video because I able to understand, and the story become more life than I read the text.*

Student 2 : - *this story give me inspiration that if we always patient even in bad condition we must believe that we able to overcome our problems.*

Student 3: - *The video is help us in analyze the parts of the story because it give description what actually the story happen. And it is accompanied by animation pictures so the students happy.*

5. The last, the teacher gave suggestions to the students to study hard. Then, the teacher say *salam* to closed the meeting.

1.2. Control Group

in the control group, the researcher taught the students with a conventional method. Eight meetings for treatment and each meeting the researcher given the same

material as experimental group based on School-level Curriculum (KTSP) in the first semester, namely narrative text. The procedure of teaching presented in chronological order as follows:

1. Teacher (Researcher) explained the objectives of teaching learning process to the students.

The students will:

- Identify the new words are probably difficult for the students represented in the story.
 - Analyze and identify the generic structure of the story.
 - Students making an interpretation about the story.
 - Expressing the implicit meaning of the story.
 - Ask the students to read aloud the story as well as to express the meaning.
2. Teacher introduced about the reading material and teacher asked the students to read the text and to understand the meaning.

In this activity the researcher introduced the topic material that will be taught for example: learn about the story of Bawang Merah and Bawang Putih, before distributed the reading text to the students, the researcher gave explanation briefly about the lesson in order to reading material and giving the chance to the students to ask questions about difficult words or new words that probably have in the story. And some of them asked to reading aloud and comprehend the story while the researcher monitor the student's pronunciation and also checking the students' understanding. Then, after answer all the students' questions the researcher move to the next activity.

3. Teacher asked the students to answer all the questions in the text or doing the exercises in students' worksheets.

The researcher distributed students' exercises or worksheet to the students and before they answer all the questions, the researcher gave explanation about the direction and what would they do in the exercises. The students do the task given, while the teacher monitor the students' activity.

4. Asking the students to making an interpretation about the moral values that represented in the story.

In this activity the researcher checking the students' answer, and ask to them about what the information they can got from the story or what the moral messages they can got from the story.

5. Giving chances to the students to ask questions (feedback).
6. Teacher gave assignment at home (homework), and collected the students' worksheets that they have done and gave the mark.

2. Calculating the Students' score of Pre test, Post test and Questionnaire.

This part explains about the result description of the research through the scoring classification of pre test and post test on reading comprehension and to see the frequency and percentage of students' score. It also explains the mean score and standard deviation, and t-test result to see the difference between pre test and post test.

2.1. Students' reading comprehension achievement in pre test and post test.

After observation and conducted the treatment, the researcher found the score for pre test and post test of both groups on the students' reading comprehension achievement results. In this part, the researcher reported the result of both groups by comparing the pre test and post test of both groups.

A. Students' reading comprehension achievement of experimental group.

1) Scoring of the result of the students' pre test and post test of experimental group.

In this classification, the researcher presented the frequency and percentage of the students' pre test and post test of experimental group. It shows the improvement of the students in experimental group before giving treatment by using CIRC method and after the treatment.

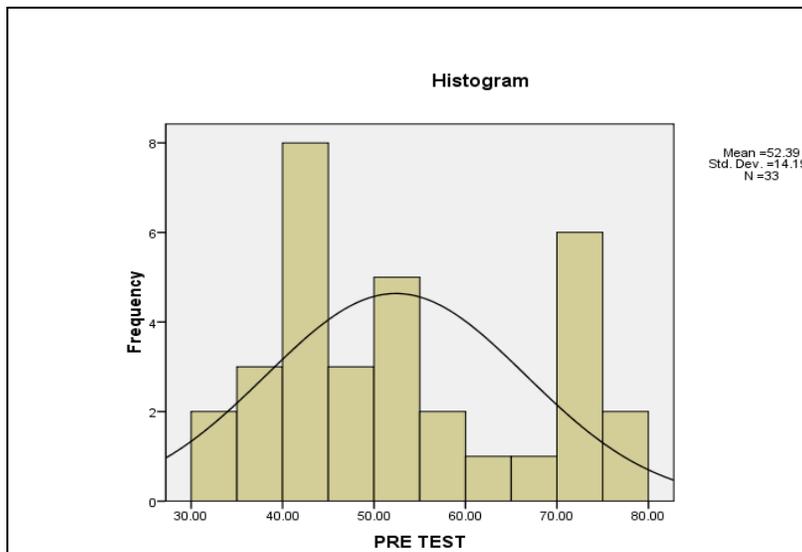
Table 4.1: Frequency and Percentage of Students' Pre test and Post test of Experimental Group

Classification	Range of score	Indicators (the number of true answer)	Pre test		Indicators (the number of true answer)	Post test	
			F	%		F	%
Excellent	96 – 100	0	0	0	0	0	0
Very Good	86 – 95	0	0	0	26 – 27	3	9.09
Good	76 – 85	23	2	6.06	23 – 25	12	36.36
Fairly Good	66 – 75	20 – 22	7	21.21	20 – 22	12	36.36
Fair	56 – 65	17 – 19	3	9.09	17 – 19	3	9.09
Poor	36 – 55	11 – 16	19	57.58	12 – 16	3	9.09
Very Poor	0 - 35	9 – 10	2	6.06	0	0	0

	Total		33	100		33	100
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Table 4.1 shows that most of students in experimental group were classified in poor and very poor classification before giving the treatment. There were 19 students or (57.58 percent) were in poor classification, 2 students (6.06 percent) were classified very poor, 3 students (9.09 percent) were classified in fair classification, 7 students (21.21 percent) in fairly good classification, and only 2 students (6.06 percent) were in good classification, and none of them was in very good and excellent classification.

Table 4.2: Histogram Students' pre test score in Experimental group

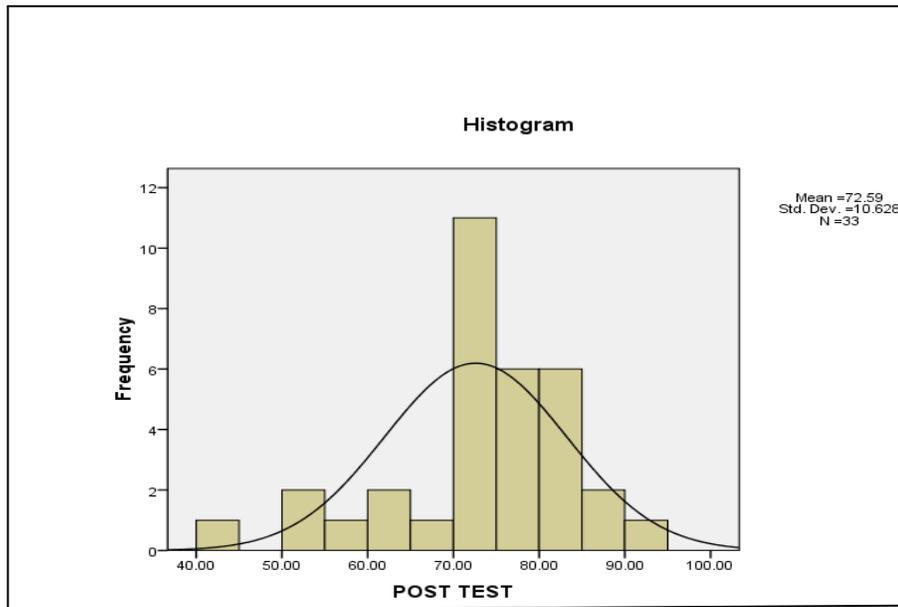


After giving the treatment, the result of the post test indicated that most of the students were in good and fairly good classification. The percentage of post test as we can see in the table above that there were no students categorized in excellent classification. 3 or (9.09 percent) of the students in very good classification, 12 (36.36 percent) of the students were in good classification, 12 students (36.36 percent) were in

fairly good classification, 3 students (9.09 percent) were in fair classification and 3 students (9.09 percent) in poor classification and no students were in very poor classification.

The data of students' improvement of post test score in experimental group was described in the following chart.

Table 4.3: Histogram Students' Improvement post test score in Experimental group.



2). The mean score and the standard deviation of students' pre test and post test of experimental group.

The result of students' pre test and post test of experimental group was indicated by the mean score and standard deviation. The analysis of the mean score is meant to know if there is a difference between the students' score in pre test and post test of experimental group. The standard deviation is needed to know how closer the score to the mean score.

Table 4.4: The Mean Score and Standard Deviation of Students' Pre test and Post test of Experimental Group.

Test	N	Mean score	Standard deviation
Pre test	33	52.39	14.195
Post test	33	72.59	10.628

Table 4.4 shows that there was a difference between the mean score of pre test and post test in experimental group. The mean score of post test was higher than the mean score of pre test ($72.59 > 52.39$). It means that there was an improvement after giving the treatment by using CIRC method. The standard deviation of post test was lower than the standard deviation of pre test ($10.628 < 14.195$). It means that the scores range of post test was closer than the scores range of pre test to the mean score.

The mean score of pre test and post test in experimental group showed an improvement but to know whether or not the difference was statistically significant, the researcher applied the t-test formula. In this case, the pre test and post test score was analyzed at significant level 0.05 by using inferential statistic through SPSS version 20.0

3). The calculation of t-test pre test and post test for experimental group

The data shown in the table 4.5 below indicated the students' reading comprehension achievement of experimental group before conducting the treatment (pre test) and after the treatment (post test).

Table 4.5: The t-test of the Students' Pre test and Post test of Experimental Group

Experimental Group	N	Alpha (α)	Probability Value sig.(2-tailed)
Pre test & Post test of Experimental Group	33	0.05	0.00

Table 4.5 indicates that the statistical hypothesis is based on statistical test of pre test and post test in probability value (significant 2-tailed), probability value was lower than alpha (α) ($0.00 < 0.05$). It means that there was a statistically significant difference between students' reading comprehension achievement in pre test and post test of experimental group. Giving treatment by using CIRC Method can improve students' reading achievement of experimental group.

B. Students' reading comprehension achievement of control group.

1) Scoring classification of the students' pre test and post test of control group.

The following table is the data obtained from the control group before and after treatment using non CIRC method.

Table 4.6: Frequency and Percentage of Students' Pre test and Post test of Control Group.

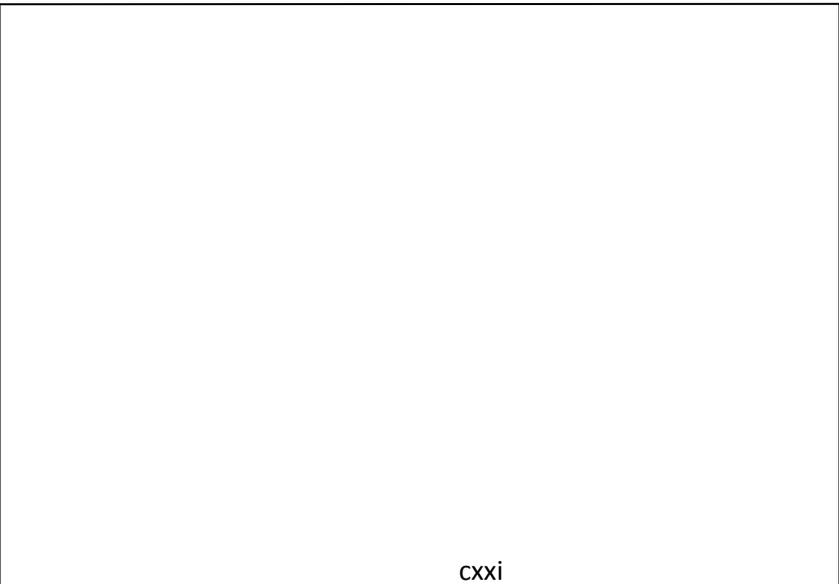
Classification	Range of score	Indicators (the number of true answer)	Pre test		Indicators (the number of true answer)	Post test	
			F	%		F	%
Excellent	96 – 100	0	0	0	0	0	0
Very Good	86 – 95	0	0	0	0	0	0

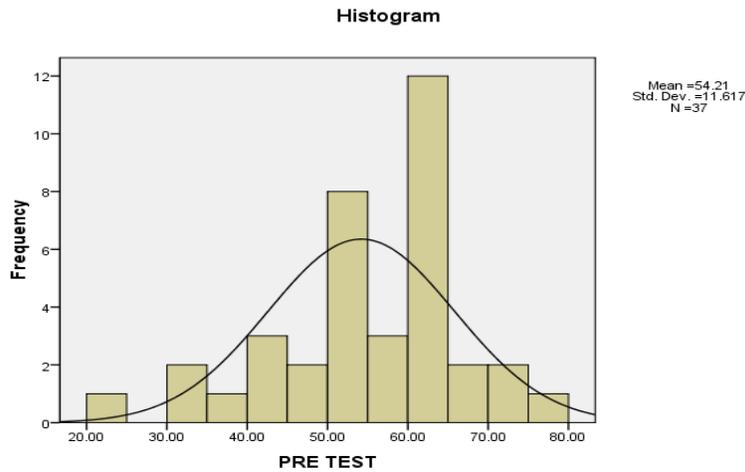
Good	76 – 85	23	1	2.70	23 – 24	3	8.10
Fairly Good	66 – 75	20 – 21	4	10.82	20 – 22	19	51.35
Fair	56 – 65	17 – 19	15	40.54	17 – 19	11	29.73
Poor	36 – 55	11 – 16	14	37.84	14 – 16	2	5.41
Very Poor	0 - 35	7 – 10	3	8.10	9 – 10	2	5.41
	Total		37	100		37	100

Table 4.6 shows that most of the students’ pre test results for control group were in fair classification. There were 2.70 percent (1 student) in good classification, 10.82 percent (4 students) in fairly good classification, 40.54 percent (15 students) in fair classification, 37.84 percent (14 students) in poor classification, and 8.10 percent (3 students) in very poor classification and no one student in very good and excellent classification.

The spreading score of students’ pre test can be also described in the following chart:

Table 4.7: Histogram Students’ pre test score in Control group

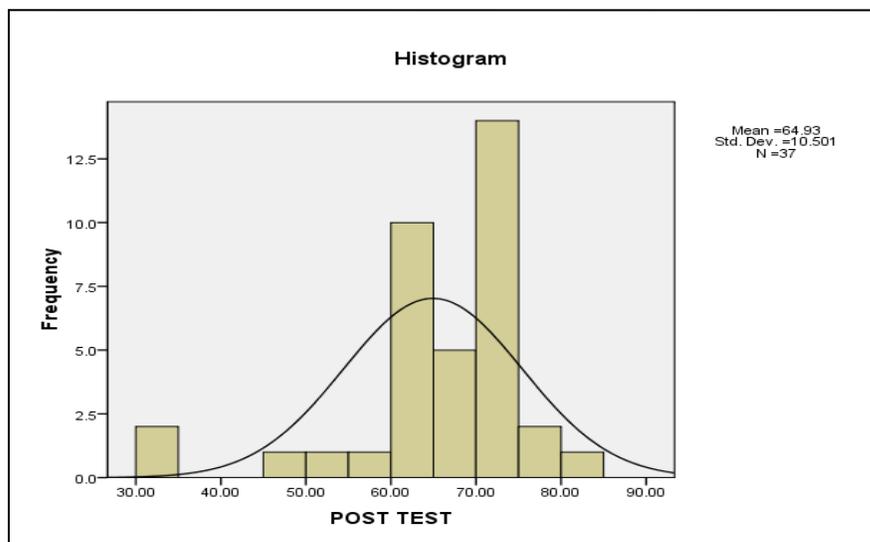




Meanwhile, the data obtained from the students' post test results indicated that there were 8.10 percent (3 students) in good classification, 51.35 percent (19 students) in fairly good classification, 29.73 percent (11 students) in fair classification, 5.41 percent (2 students) in poor classification, 5.41 percent (2 students) in very poor classification, and no one student was in very good and excellent classification. In control group, the spreading of students' classification dominantly in fairly good, and fair classification.

The spreading score of students' post test can be also described in the following chart.

Table 4.8: Students' Improvement post test score in Control group



2). The mean score and the standard deviation of students’ pre test and post test of control group.

The result of the students’ pretest and students’ posttest of control group was indicated by the mean score and standard deviation. The analysis of the mean score was meant to know if there is a difference between the students’ score in pre test and post test of control group.

Table 4.9: The Mean Score and the Standard Deviation of Students’ Pre test and Post test of Control Group.

Test	N	Mean	Standard Deviation
Post test	37	54.21	11.617
Post test	37	64.93	10.501

Table 4.9 shows that the mean score of post test is higher than the mean score of pre test of control group ($64.93 > 54.21$) and the standard deviation in post test was lower than the standard deviation of pre test ($10.501 < 11.617$). It means that there was

also improvement of the students' reading comprehension achievement in control group after giving the treatment using non CIRC method.

Further explanation the comparison of pre test and post test of control group was needed to know whether or not the improvement is statistically significant, so the researcher applied t-test formula. In this case, the pre test and post test score was analyzed at the significant level 0.05.

3) The calculation of t-test in pre test and post test of control group.

The data shown in the table 4.10 below indicated the students' reading comprehension achievement of control group before conducting the treatment (pre test) and after the treatment (post test).

Table 4.10: The t-test of the Students' Pretest and Posttest of Control Group

Control group	N	Alpha (α)	Probability Value sig.(2-tailed)
Pre test & Post test of Control group	37	0.05	0.00

Table 4.10 indicates that statistical hypothesis is based on statistical test of pre test and post test in probability value (significant 2-tailed), probability value was lower than alpha ($0.00 < 0.05$). It means that there was also statistically significant improvement of students' reading comprehension achievement of control group after giving the treatment by using non CIRC method.

After analyzing the students' reading comprehension achievement of each group by comparing pre test and post test, the researcher then compared the achievement of both groups.

C. Students' reading comprehension achievement of experimental and control group.

1). Scoring classification of the students' pre test of experimental and control group.

The following table was the data obtained from the students pre test in experimental and control group before giving the treatment to both groups.

Table 4.11: Frequency and Percentage of Students' Pre test of experimental and Control Group

Classification	Range of score	Experimental Group		Control Group	
		F	%	F	%
Excellent	96 – 100	0	0	0	0
Very Good	86 – 95	0	0	0	0
Good	76 – 85	2	6.06	1	2.70
Fairly Good	66 – 75	7	21.21	4	10.82
Fair	56 – 65	3	9.09	15	40.54
Poor	36 – 55	19	57.58	14	37.84
Very Poor	0 - 35	2	6.06	3	8.10
Total		33	100	37	100

Table 4.11 reveals that before giving the treatment most of the students' pretest results for experimental group was in poor classification. The aggregate percentage of experimental group, categorized as low achiever was 100 percent (33 students) indicated that, 19 students (57.58 percent) were in poor classification, 2 students (6.06 percent)

were in very poor classification, 3 students (9.09) were in fair classification, 7 students (21.21 percent) was in fairly good classification, and only 2 students (6.06) were in good classification and there was no student in very good and excellent classification.

In control group, table 4.11 indicates that most of the students were in fair classification where the percentage of pretest in control group categorized as good achiever were 15 students (40.54 percent) in fair classification, 14 students (37.84 percent) were in poor classification, 3 students (8.10 percent) were in very poor classification, 4 students (10.82 percent) in fairly good classification, and 1 student (2.70 percent) was classified as good classification, and in control group there were no students in two classifications very good and excellent. Based on aggregate percentage both experimental and control group showed that low achievers were bigger than high achievers. Both of them are dominantly in fair and poor classification.

2) Scoring classification of students’ post test results of experimental and control group.

The following table is the data obtained from the students’ post test in experimental and control group after giving the treatment to both groups. Table 4.12 describes that the frequency and percentage of the students’ post test score in reading comprehension taught by CIRC method is different from those who taught by using conventional method or non CIRC method.

Table 4.12: Frequency and Percentage of Students’ Post test of Experimental Group and Control Group

Classification	Range of score	Experimental Group		Control Group	
		F	%	F	%

Excellent	96 – 100	0	0	0	0
Very Good	86 – 95	3	9.09	0	0
Good	76 – 85	12	36.36	3	8.10
Fairly Good	66 – 75	12	36.36	19	51.35
Fair	56 – 65	3	9.09	11	29.73
Poor	36 – 55	3	9.09	2	5.41
Very Poor	0 - 35	0	0	2	5.41
Total		33	100	37	100

Table 4.12 illustrates that most of the students in experimental group after the treatment were in categorized in good and fairly good classification, while in control group were in fairly good classification. Where the percentage of post test in experimental group categorized as good achiever was 3 students (9.09 percent) in very good classification, 12 students (36.36 percent) in good classification, 12 students (36.36 percent) were in fairly good classification, 3 students (9.09 percent) in fair classification and only 3 students (9.09 percent) were classified as poor classification, and none of them were in very poor classification. while in control group based on aggregate percentage shows that, the students' score tend to spread evenly in fairly good, fair, poor and very poor. Where only 3 students were categorized in good classification (8.10 percent), 19 students belong to fairly good classification (51.35 percent), 11 students were categorized as fair classification (29.73 percent), 2 students in poor classification (5.41 percent) and 2 students in very poor classification (5.41 percent), and none of them were categorized in very good and excellent classification.

3). The mean score and standard deviation of students' pretest of experimental and control group.

Before the treatment conducted to both of the experimental and control groups were given pretest to know the students achievement on their reading comprehension. The purpose of the test was to find out whether both experimental and control groups were in the same level or not. The standard deviation was meant to know how close the scores to the mean score.

Table 4.13: The Mean Score and the Standard Deviation of Students' Pretest of experimental and control group.

Group	N	Mean	Standard Deviation
Experimental Group	33	52.39	14.195
Control Group	37	54.21	11.617

Table 4.13 shows that the mean score of students' pretest of experimental group is 52.39 and control group is 54.21. Based on the table 4.13 shown above, it was concluded that the students mean score of experimental group was statistically same with control group. Gay (2006: 124) states that the difference between close score is essentially the same to the students mean score between experimental and control group was relatively the same when the variables have equal intervals. Those experimental and control group had the same or relatively the same baseline knowledge in reading comprehension before the treatment.

Further explanation for students' achievement on the pretest score before the treatment of both groups, the researcher applied t-test formula to analyze whether or not

the difference is statistically significant. In this case, the pretest score was analyzed at the significant level 0.05.

4). The calculation of t-test pretest for experimental and control group.

Data shown in the table 4.14 below indicates the achievement of experimental and control group before giving the treatment.

Table 4.14: The t- test of the Students' Pretest of experimantal and Control Group.

Experimental & Control Group	N	Alpha (α)	Probability Value
Pretest of experimental and control group	70	0.05	.558

The hypotheses were tested by using inferential analysis. In this case, the researcher used t-test (testing of significance) of independent samples tests (t-test for Equality of Means), that is, a test to know the significance of difference between the result of students' mean scores in all mean score of pre test and post test.

Based on the statistics test of pretest in probability value (significant 2-tailed), probability value is higher than alpha ($0.558 > 0.05$). It means that there is no a statistically significant difference between the average scores of the students of experimental and control group in pre test. In other words, the students' reading comprehension achievement of both groups before conducting the treatments were almost the same.

5). The mean score and standard deviation of students' post test of experimental and control group.

In this section, the researcher presented the difference of the students' reading comprehension achievement after treatment of experimental and control groups. The experimental group was taught by CIRC method and control group was taught by non CIRC method in teaching reading with the same materials.

After treatment, the researcher conducted post test in experimental and control group to explore students' reading comprehension achievement whether they are the same or not. The result of post test is shown in table 4.15 below:

Table 4.15: The Mean Score and the Standard Deviation of Students' Post test of experimental and control group.

Group	Mean	Standard Deviation
Experimental Group	72.59	10.628
Control Group	64.93	10.501

Table 4.15 shows that the mean score of students' post test of experimental group was 72.59 and control group was 64.93. The mean score of experimental group was higher than control group ($72.59 > 64.93$) and the standard deviation for experimental group was 10.628 and control group was 10.501.

It shows that after the treatment, the result of experimental group on the mean score is higher than the control group. It proves that the treatment with CIRC method gives more improvement to students' reading comprehension achievement than treatment with non CIRC method.

The mean score shown above would be strengthened by the calculation of t-test. It was done in order to find the statistical difference of students' score in post test of

experimental and control groups. It was analyzed at the significant level 0.05 by using inferential statistic through SPSS 20.0.

6). The calculation of t-test post test for experimental and control group.

Data shown in the table 4.16 below indicates the achievement of experimental and control group after giving the treatment.

Table 4.16: The t-test of the Students' Post test of experimental and Control Group

Experimental & Control Group	N	Alpha (α)	Probability Value
Post test of experimental and control group	70	0.05	.003

The hypotheses were tested by using inferential analysis. In this case, the researcher used t-test (testing of significance) of independent samples tests (t-test for Equality of Means), that is, a test to know the significance of difference between the result of students' mean scores in all mean score of pre test and post test.

Table 4.16 indicates that the statistical hypothesis is based on statistics test in probability value (significant 2-tailed). The probability value was lower than alpha (.003 < 0.05). It means that H_1 was accepted and H_0 was rejected. Because of that condition, the treatment was conducted to both groups. It was concluded that after giving the treatment to the both groups, using CIRC method in experimental group and non CIRC method in control group, the students' reading comprehension achievement of both groups were significantly different.

7). The students' reading comprehension achievement of experimental and control group.

Table 4.17. The students' reading comprehension achievement of experimental and control group.

	Pretest		Posttest	
	Experimental	Control	Experimental	Control
Subject	33	37	33	37
Mean Score	52.39	54.21	72.59	64.93
Std. Dev.	14.195	11.617	10.628	10.501

Table 4.17 shows that the total number of students for each group in experimental group is 33 students and control group is 37 students. The mean score and standard deviation shows the difference in pre test and post test to both groups.

From the data shown in the table 4.17. the mean score pretest of experimental and control group was statistically same before giving the treatment. And after giving the treatment, the post test score of both groups show a difference score of mean score. Then, the mean score difference in both groups, can be described in the following table.

8) The Mean Difference of Reading Comprehension Achievement of Experimental and Control Group.

Table 4.18. The mean difference of reading achievement of Experimental and Control Group.

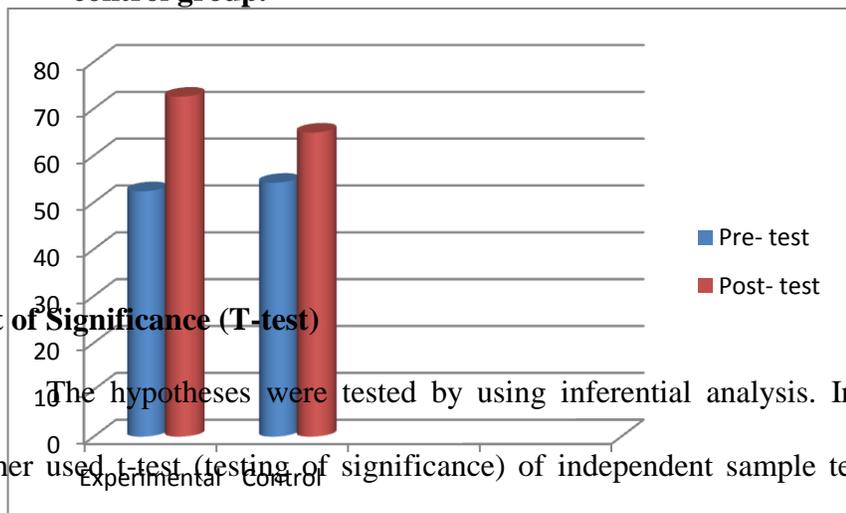
Group	N	Pretest	Posttest	Mean Difference
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Experimental	33	52.39	72.59	20.20
Control	37	54.21	64.93	10.72

Table 4.18 shows that the mean difference of experimental group was 20.20 while in control group the mean difference was 10.72. It indicates that the improvement gained by the students in experimental group through the implementation of CIRC method was very high comparing with control group.

From the description of the students' reading comprehension achievement in the pre test and post test result as shown in table 4.1 to 4.18 above, it also described in the following table of the students' improvement on their reading comprehension of experimental group and control group.

Table. 4.19. Students' improvement reading achievement of experimental group and control group.



9). Test of Significance (T-test)

The hypotheses were tested by using inferential analysis. In this case, the researcher used t-test (testing of significance) of independent sample test, (P-Value or Significant 2 tailed) that is, a test to know the significance of difference between the result of students' mean scores in all mean score of pretests and posttests in experimental and control group.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N-2=68. Below are the t-test results in pretest and posttest of experimental and control group.

Table 4.20. The probability value of t-test of the Experimental and Control group Achievement.

Experimental Group & Control group	df	t	2 Tailed Value	(α)	Remarks
Pre test	68	-.589	.558	0.05	Not Significant Different
Experimental Group & Control Group	68	t	2 Tailed Value	(α)	Remarks
Post test		3.032	.003	0.05	Significantly Different

Based on the result of data analysis as summarized in table 4.19 on pretest and post test of experimental and control Group, the researcher found that the Probability value on pre test (.558) and post test (.003) was lower than the level of significance at t-table (0.05) and the degree of freedom (df) 68. It means that H_0 was rejected and H_1 was accepted. In the other words, there was significant difference between the students reading comprehension of both groups, experimental and control group before and after the treatment. It can be concluded that, CIRC method gave improvement on students' reading comprehension, it can be proved by analyzing the students' pre test and post test in experimental group where the mean score of students' pre test was 52.39 with standard deviation was 14.195. And after the students were taught by using CIRC method the students' post test score indicated an improvement of the mean score of post test. The students mean score after treatment by using CIRC method was 72.59 and the standard

deviation was 10.628. Eventhough the score of both groups improved significantly, the mean score of experimental group was higher than control group. This means that the data of post test as the final result gave significant improvement. It was concluded that the use of CIRC method was able to give greater contribution in teaching reading comprehension.

the improvement rate of the experimental group was significantly higher than of the control group. This result also were supported by the mean difference of reading achievement of Experimental group it can be seen in table 4.18. It means that the students got progress in the application of CIRC method in reading class. It was very effective to be used in the classroom.

In addition, the score between pre test and post test of experimental group was $52.39 < 72.59$. So, The students' achievement increased about 20.20 It indicates that there was a significant progress before and after treatment by using CIRC method.

2. The students' interest in learning reading.

Based on the data analysis the researcher found that the students' interest in learning reading narrative text of the eleventh year students of MAN 2 Model Makassar by using CIRC method was positive. Based on the analysis of the questionnaire items (Appendix 12), the mean score of interest was 80.82. It was in High Interest category. It means that the application of CIRC method of the experimantal group in learning reading narrative text could enhance the interest of the students of MAN 2 Model Makassar in academic year 2013/2014. This was indicated by the students' scores of the questionnaire as shown in the following table:

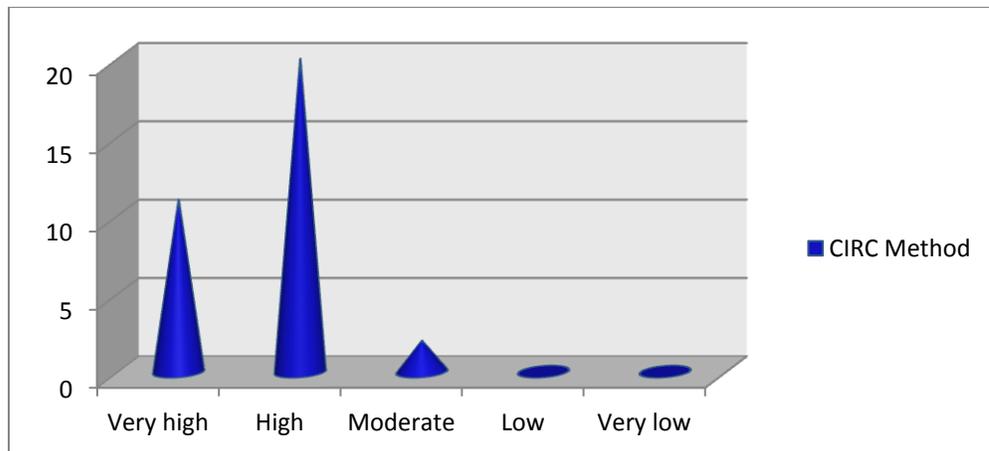
Table 4.21. The Interval Score of the students' interest of Experimental Group.

No	Interval Score	Category	Frequency	Percentage
1	85 – 100	Very High Interest	11	33.33
2	69 – 84	High Interest	20	60.61
3	52 – 68	Fair Interest	2	6.06
4	36 – 51	Low Interest	0	0
5	20 – 35	Very Low Interest	0	0
	Total		33	100

The data in the table 4.21. above indicates that 11 students or 33.33 percent whose scores were in the very high interest category, 20 students or 60.61 percent were in the high interest, and 2 students or 6.06 percent were in fair interest. After analyzing the score, it was found that the mean score was 80.82 with standar deviation 8.826 (see appendix 12). This is classified as High Interest.

The data of students' interest toward the application of CIRC method in teaching reading comprehension also was described in the following figure.

Table 4.22. Chart of Students' Interest towards CIRC Method.



This classification indicated that using CIRC method in teaching reading narrative text can motivated the students, so this method was very effective in improving the reading comprehension achievement of the students and enhancing the students interest in learning English, especially in reading narrative text.

B. Discussion

In this discussion section the researcher presents the interpretation of students' reading achievement of both pre test and post test results. After that, the researcher presents the description of data gained from the questionnaire based on students' interest toward English reading comprehension.

1. The students' reading comprehension achievement

The discussion deals with CIRC method and conventional method. Although both methods, CIRC and conventional method, could be applied in teaching reading comprehension, the application of CIRC method in teaching reading improved the students' achievement significantly. It was proved by the result of students' score of pre test and post test of each group, the mean score and the standard deviation were analyzed in this case. In experimental group, the mean score of post test was higher than the mean score of pre test ($72.59 > 52.39$). And the difference was statistically significant. It was shown by the result of t-test where probability value was lower than alpha ($0.00 < 0.05$). While in control group, the mean score of post test was also higher than the mean score of pre test ($64.93 > 54.21$), it also statistically significant because in t-test the probability

value was lower than alpha ($0.00 < 0.05$). Thus, the implementation of teaching reading comprehension, the CIRC method was better or more effective than non CIRC method.

Based on the standard deviation of both experimental group and control group, the standard deviation of the experimental group was higher than of the control group in the pre test. The standard deviation of the control group was 11.617, while the experimental group was 14.195. In the post test, the standard deviation of the experimental group was same with the control group. The standard deviation of the experimental group was 10.628, while of the control group was 10.501. The standard deviation shows how closer the gain score to the mean. The smaller the standard deviation was the closer of the score to the mean. So the experimental group scores was closer than of the control group in the post test.

The improvement in students' reading comprehension which is marked by the results of the post test occurring in the both experimental and control group. However, the improvement rate of the experimental group was significantly higher than of the control group. The comparison of the improvement of reading comprehension of both groups can be proved by analyzing post test result. After giving treatments to the experimental group, the result was 3 or (9.09 percent) of the students in very good classification, 12 (36.36 percent) of the students were in good classification, 12 students (36.36 percent) were in fairly good classification, 3 students (9.09 percent) were in fair, 3 students (9.09 percent) in poor classification and no students were in very poor classification.

While, the results of post test in control group indicated that there were 8.10 percent in good classification, 51.35 percent in fairly good classification, 29.73 percent in

fair classification, 5.41 percent in poor classification, 5.41 percent in very poor classification, and no one student was in very good and excellent classification.

It means that students' pre test and post test scores for both groups was statistically different, where the mean score of pretest for both groups were in the same level before given a treatment. While after the treatment, there was a significant difference.

By seeing the result of students' pretest, the researcher assumed that the prior knowledge of the students seem lack because the students did not have any knowledge about the test or they are not given the treatment yet by using CIRC method, as paldy (2013:78) stated that there some problems in reading activities such as: the students cannot identify the purpose of the text; they get difficulty in understanding the familiar English vocabulary that used in the text; some students are difficult to get the meaning in explicit information; some students have low motivation in learning reading. In line with slamento in paldy (2013:78) stated that there are some factors that can influence students' achievement. The factors that influence teaching and learning process can be divided into two parts namely: internal factor and external factor. External factors consist of school factor, teaching procedure, school physical condition, curriculum, school discipline, teaching media, time schedule, and peer group. While internal factors are motivation, physical condition, students interest, student intelligence, attitude, language aptitude, and concentration. Another factor that can influences students' achievement in pretest that is teaching media and students' interest. Therefore, pre test was given to find out prior knowledge of students, so the researcher should treat the students by using Cooperative

Integrated reading and Composition (CIRC) as one method to overcome the low achievement of the students.

Related to this statement using appropriate method in teaching process, the teacher can make the students active because the appropriate method is one of the elements or factors that should be considered by the teacher to increase the students' outcome or to make them successful in their English.

2. The students' interest level in application of CIRC method.

The questionnaire that was given to the experimental group covered general statements about interest toward reading comprehension by applying CIRC method. All these statements were related to the CIRC method of this research.

The data of the experimental group scores of motivation through questionnaire indicated that 11 students or 33.33 percent whose scores were in very high interest, 20 students or 60.61 percent were in high interest and 2 students were in fair interest . The mean score was 80.82, with the interval score 69 – 84, it means that the students have high interest toward CIRC method in learning English especially for teaching reading narrative text.

It can be said that, this method was very effective in improving the reading comprehension achievement of the students and enhancing the students interest in learning English, especially in teaching reading narrative text.

This is related to the concept of teaching of CIRC method where in CIRC students are taught in reading groups and then return to mixed ability teams to work on a series of cognitively engaging activities, including partner reading, making predictions,

identification of characters, settings, problem and problem solutions, summarization, vocabulary, reading comprehension exercises, and story-related writing. In this case, most of the responses of the students also stated pleased with the implementation of the method. This is evident by an increase of the score from the pre test and post test.

This means that there was a good applicable method in teaching reading comprehension. Therefore, the interest of students was considered as output because they were expected to have interest category toward the CIRC method, because an interest is a response of liking which is present when we are of an object we prepare to reach to or when we aware of our disposition toward the object we like. When we talking about interest, we will think about our positive response or attitude to something we like, enjoy, and appreciate which make us having a desire to do.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion and suggestion. The conclusion deals with the matching between the research finding and theories which supported them. While the

suggestion refers to the researcher's expectation to the readers regarding research findings.

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher concludes:

1. The use of CIRC method in teaching Narrative text has significant effect on students' reading comprehension in eleventh grade student of MAN 2 Model Makassar. It can be seen from the students' mean score of post test was 72.59 for experimental group, while control group was 64.93, The final score of probability value (significant 2 tailed) in reading comprehension was lower than alpha ($.003 < 0.05$). In other words, H_1 was accepted and H_0 was rejected. It can be concluded that, CIRC method was gave improvement on students' reading comprehension, it can be proved by analyzing the students' pre test and post test in experimental group. The students mean score after treatment by using CIRC method was 72.59 and the standard deviation was 10.628. the improvement rate of the experimental group was significantly higher than of the control group. This result also were supported by the mean difference of reading achievement of Experimental group it can be seen in table 4.18. It means that the students got progress in the application of CIRC method in reading class. It was very effective to be used in the classroom.

In addition, As the conclusion from these findings generally suggest that CIRC method and traditional method are effective on reading comprehension skills however, CIRC technique used in the experimental group is more effective for

achievement than the traditional method. In light of these results, it is suggested that CIRC and other cooperative teaching methods (such as Jigsaw, Cooperative Learning, Team-Game-Tournament, etc.) benefit language acquisition.

2. The students of eleventh grade students of MAN 2 Model Makassar were interested in learning reading narrative text through CIRC method. The mean score of students' interest was (80.82). It was classified as high interest.

B. Suggestions

Based on the conclusions above, the researcher put forwards some suggestions and recommendations as follows:

1. The teachers are recommended to apply CIRC method as one of alternative method to be successfully improving the students' reading comprehension the teacher should be creative and innovative in creating the teaching materials and the activities in using this kind of teaching method. Moreover, CIRC contains many activities which vary in type in each steps. Every activity needs sufficient time allocation to gain the goal.
2. The English teacher should be a good facilitator in order to the students can comprehend about the material well and the students easier in identifying and explaining the topic of the story.
3. Since this research just limited to the use of CIRC method in comprehending only one kinds of the text, namely narrative text, so the researcher suggests, for further researchers are also suggested to solve other reading comprehension problems in

the other reading comprehension level, and to conduct furthermore research related to the use of CIRC method to other kinds or genres of the reading text.

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