CHAPTER I

INTRODUCTION

1.1 Background of the study

Language is tool of communication in human life. It makes people that belong to different culture have understood each other such about information, feeling, mind, and culture. According to oxford dictionary (1995: 662), language is the system of sounds and words used by humans to express their throughts and feelings. Another definition about language comes from Lems, Miller, and Soro (2010: 3), language is a system that coontais small elements that can be combined in an infinite number of ways in order to make larger structures. It means that language cannot be separated from human society life.

The most desirable language around the world is English. English is an important language and one of international languages in this world. Most of nations use english to make good connection with another country. We can find English in our envoronment easily, such as at school, news, food product, agriculture, brochure, advertisement and many more. Most of them are written and spoken in English.

Education itself and English cannot be separated because many text books and reference books are written i English. Of course to understand them, the teachers and the students need to learn English. Besides, many nations make exchange students program with others to develop their knowladge which use English as the prominent condition for sure. Education in Indonesia has implemented English as the main subject from junior high school until to the

higher level, through learning English, government believes that Indonesia students can compete with foreign learner.

In learning english, teachers and students must cover the four basic skills are listening, speaking, writing, and reading. In this research, writer focusses to reading skill. Writer thinks reading skill influences someone to understand text and give contribution to someone about the text. Many text books are written using English such as novel, short story. Through reading we will get idea from the text easier. Therefore we should know more about reading.

> Reading is an extraordiary achievement when one considerers the number of levels and componets that must be mastered. Consider what it takes to read a simple story. The words contain graphemes, phonemes, and morphemes. Sentences have syntatic composition, positions, and stylistic features. Deep comprehension of the sentences requires the construction of referents of nouns, a discourse focus, presuppositions, and plausible inferences (McNamara 2007: 3)

When writer did observation process in PPL in junior high school, writer found most of the students have problem with reading. They also do not interest to read English text because they think that English oly as foreign language and it is boring. This situation also occurs because the methodology or the approach of teaching is not suitable for the students.

There are many methods that the teacher can use or apply to solve the problem. The teacher should selet the right method which is effective to help students in reading especially in reading comprehension. They read a text from the beginning until the ending of the text without knowing and understanding what the meaning is. Writer thinks it happens because the teachers teach in monotone way. The studennts do not know what they do when asked to read and

understand a text. They only translate it from the beginning until the ending of the text without understand the meaninng of the whole text. They will always get difficulties to understand a text if we teach them that way. We should do something to help them. Based on the explanation and experience of the writer, writer interest to examine this method and tries to apply the method to help them comprehend text well. The method is Cooperative Integrated Reading and Composition (CIRC). Cooperative Integrated Reading and Composition was found and develop by John Hopkins-researchers. According to slavin, et al (1995 :2), Cooperative Integrated Reading and Composition (CIRC) is a comprehensive approach to reading and writing instruction for grades two through eight. CIRC consists of three principal elements: story-related activities, direct intruction in reading comprehension, and integrated writing/ language arts. All activities follow a reguler cycle that involves teacher presentation. Teampractice independent practice, peer pre-assesment, additional practice, testing, and team recognition. Writer thinks that this method is good for the students because this method make cooperative with other. The student will enjoy it because they can share with their partner.

Considering the reason above, writer wants to show a research using Cooperative Integrated Reading and Composition (CIRC) that will give good effect to Education in Indonesia. Through Cooperative Integrated Reading and Composition (CIRC) writer as teacher candidate hope it can help teachers teach reading successfully. So, the teacher can develop and explore students' potential by using this method especially for reading comprehension.

Based on writer observation and students in class VIII during attending observation at SMPN 2 PERCUT SEI TUAN, most of them said that reading was difficult especially in recount text. In teaching reading process, the students' passive in class. From the result of scoring the test when teacher gave examination likes multiple choice test, it show that students get low score in quiz.

NO	NAME	RESULT
1	Ella	58
2	Jerry	58
3	Nisa	54
4	Rapiul	56
5	Anggi	54
6	Yolanda	62
7	Adam	52
8	Cello	52
9	Femy	56
10	Dicky	52
11	Agnes	60
12	Riko	50
13	Nurzannah	54
14	Jordan	62
15	Keke	54
16	Elvi	58
17	Kiki	58

18	Rendy	56
19	Tasya	58
20	Gilang	56
21	Ony	56
22	Geisha	58
23	Anggryani	62
24	Dinda	62
25	Fajar	60
26	Rio	58
27	Monica	56
28	Zafira	52
29	Ferdy	60
30	Enjli	50
31	**Mean**	**56.46**

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From the bacckground above, the writer would like to carry out a research entiled ''THE EFFECT OF USING CIRC TECHNIQUE IN IMPROVING THE STUDENTS' READING COMPREHENSION ACHIEVEMENT ON RECOUNT TEXT''.

1.2 Problem of the Study

The writer formulates the problem of this study as the following:"Does the use cooperative integrated reading composition (CIRC) technique affect in improving the students' reading comprehension achievement on recount text?''

1.3 The Objective of the Study

Based on the problem mentioned above, the objective of the study is to find out whether the CIRC (cooperative integrated reading composition) tecnique in improving students' reading comprehension achievement of recount text.

1.4 The Scope of the Study

The scope of this research about reading text. They are some genres in the text that be learned by the learners. They are narrative, recount descriptive, headlines (news item), exposition, anecdote, procedure. The writer chooses recount text especially in generic structure. The writer choose this text because the students lack in reading recount tex. The writer uses cooperative integrated reading composition (CIRC) as a technique to help students in reading recount text and make students comprehend in reading. In this study, the writer focusses cooperative integrated reading composition (CIRC) technique and recount text in second year students of SMP N 2 PERCUT SEI TUAN.

1.5 The Significances of the Study

The findings of the study are expected to be useful for theoretically and practically significant and relevant for some matters.

1. Theoretically, the finding of the study is expected to give evidence about the result of using CIRC technique in students' reading recounnt text.
2. Practically, the findings of the study are expected to be useful for:
    1. Teachers, to help them in finding good teaching technique particularly in teaching reading.

2. To the authority of English department of HKBP Nommensen Medan, especially in Education study program, it can motivate the candidate teachers to be better in teaching reading and increase their technique of teaching by CIRC.

1.6 Hypothesis

Based on research title of"The Effect of using CIRC (cooperative integrated reading composition) technique in improving the students' reading comprehension achievement on recount text. The writer chooses this technique because it is easy to learn recount text'' the writer formulates the hypothesis as the following:

1. Ha: There is significant effect of using CIRC (cooperative integrated reading composition) technique on students' reading recount text.
2. Ho: There is no significant effect of using CIRC (cooperative integrated reading composition) technique on students' reading recount text.

CHAPHTER II

REVIEW OF LITERATURE

2.1.Theoritical Framework

Theoritical framework aims to give clear concept to the application of technique circ (cooperative integrated reading composition) in the study. The writer of this thesis plans to investigate the effect of applying technique circ (cooperative integrated reading composition) on the student's reading comprehension achievement on recount text. It is crucial to clarafy the terms used in the subject matter of this study in order that the readers may not find the ambiguity and not feel doubtless in comprehension the ideas in the same time

2.2. Reading

Reading is most useful and important skill for people (Patel and Praveen,2008:113). This skill is more important than speaking and writing. Reading is a source of juys. Good reading is that which keeps students reguler in reading which provide him both pleasure and profit.

A common way to begin a discussion of the reading comprehension achievement is to provide the definition of the concept students learn to read and learn better by reading. It is the skill of language for students to understand it is and effectiveness means of expanding the language skills.

Reading skills acquisition is the process of acquiring the basic skills necessary for learning to read, Davies (1995) review studies by Lanzer and Gardner (1979) Harris Agustein and Thomas (1984) that set out the different types

of reading that exist citied in Nunan (1999:251): (1) Recepting reading; read along text for pleasure emphasize on over all meaning, (2) Reflective reading; read a short text to find out specific information, (3) Skimming; searching the main point from the text, (4) Scanning; searching specific innformation from the text.

Reading is the most important activity in any language class. Reading is not only a source of information and apleasurable activity but also as a means of consodaiting and extending one's knowladge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture.Reading is certainly an important activity for expanding knowladge of a language.

It is said to be an interactive one because in teaching reading, there should be an interaction between the reader and writer. Both readers understand what the They read a little and then compare their ideas to what is in the book that they read.

In reading a text, of course a readers has purpose. In general the purpose of reading are classified into:

1. Getting general ideas from the text.

2. Getting specific information from the text.

3. Reading is for pleasure.

4. Make the summery and conclusion.

Based on above,the writer concluded reading is an activity of perception, analysis, and interpreting by the reader to obtain the message to be conveyed by

the outhor in the media writing. And reading also as a reading activities include reading aloud.

2.1.1. Purposes of Reading

People read because they want to get something the writing: fact ideas, enjoyment, even feeling of community (from a letter whatever it is, they want to get the message that writer expresses). According to Grabe and Soller (2002: 13) stated that there are 7 purposes for reading first, reading to search for simple information. Second, reading to skim quickly. Third , reading to learn from text. Fourth , reading to integrate information. Fifth , reading to write (or search for information needed for writing). Sixth , reading to critique texts. Seventh, readiang for general comprehension.

Based on Grabe and Soller above, the writer concluded purposes of reading is to find the information and to get pleasure or enjoyment. Reading for information means that we do not stop to analyze the grammatical structure and we understand the meaning of the passage and reading for pleasure is different from reading to get the information, because in reading to grt the information the reader have to understand the meaning of passage in order the reader can get the information the text.

2.2.2. Types of Reading

Brown (2004:189) explained that "in the case reading, variety of performance is derived more from the multiplicity of types the texts than from the variety of overt types of performance.

There are types of reading according to Brown as the following:

1. **Perceptive**

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctution and other graphemic symbol. Reading that focus on basic aspect of reading, such as alphabetic symbols, capitalized and lowercase letters, words, and grapheme-grapheme correspondence. Example: reading aloud, written response, Multtiple-choice, Picture-Cued Items.

2. **Selective**

This reading that focus on formal aspect of language, such as lexical, grammatical, and few discourse feature. A common activity/assesment used for testing reading knowladge of vocabulary and reading knowladge and reading knowladge is the multiple choice format. Example: Multiple-choice (for form focused criteria), Matching Task, Picture-cued tasks, Filling Tasks.

3. **Interactive**

Interactive reading types are stretches of language of several paragraph to on page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is reading as a process of negotiating meaning; the reader brings to the text a set of scemate for understanding it, and intake is the product of that interaction. Typical genres that lend people to interactive reading are ancedotes, short narratives and descriptives, excerpts from longer texts, questionaries, memos, announcement, directions, recipes and the like. The focus of the

interactive task is to identify relevant features within texts of moderatly short length with the objective of the retaining the information that is processed.

Reading on combination of form-focused but with more emphasis on meaning. Example: Cloze Task, Impromptu Reading plus Comprehension Questions, Editing (Longer Text), Scanning, Ordering Task, Information Transfer.

4. Extensive

Extensive reading, applies to texts of more than a page, up to including professional articles, essays, technical reports, short stories, and books. The purposes of assesment usually are to tap into a learner,s global understanding of a text, as opposed to asking test-takers to "zoom" on small details.

An approach to language learning, including foreign language learning, by the means of a large amount of reading. Example: Skimming, Summarizing and Responding, Note-Taking and Outlining.

Based on Brown above, there are types of reading as the following perceptive, selective, itnteractive, extensive. The first is perceptive is reading focus o basic aspect of reading, example reading aloud and multiple-choice. The second selective is reading focus on formal aspect of language such as lexical gramatical. The third interactive focus of the interactive task is to identify relevant fetures within texts. And the last extensive is applies to texts of more than a page, up to including professional articles, essays, and technical reports.

2.3. Comprehension

Alison Boardman (2006:30) stated that "Comprehension is typically measured by requiring students to read a short passage and then answer multiple choice or short-answer questions or by using a cloze task."

Comprehension is the reason for all teaching instruction, and should be emphasize from the beginning of the school experience and an all intructional setting in which media area used. The word "comprehension" is a noun, which means the mind's act are power of understanding (William and Stoller,2004:28) pointed out therefore; the teacher must not lose sight of the fact there are many overlaps and many interlationships among the processes.

It is not only important for teachers of reading to form a content of the reading process, reading instruction. Teaching must be based on an understanding of the students, as learners and learning to read must be viewed as long-term develpmental process.

Based on William and Stoller above the writer concluded comprehension is the ability to understand and get meaning from spoken and written language. And comprehension of a complex process involving knowladge, experiennce, thinking, and teaching. Therefore, effective comprehension instruction is necessary to help students understand, remember, and communicate with others about what is read to them and what they read.

2.4 Reading Comprehension

Klingner, et al (2007:8) define comprehension as intentional thinking during which meaning is constructed through interactions between text and reader. Thus, readers derive meaning from the text when they engage in intentional.

Still in matter of reading comprehension, show writes that reading comprehension means reading for the following:

1. To again and to understand accurate information and ideas
2. To recognize the organization and style
3. To interpret what is reading internal of personal experience
4. To analyse and evaluate

If show's opinion is connected with the components of knowladge base as mentioned above, it can be concluded that students can noot achieve the skill for reading comprehension if they do not have components of knowladge base, in other words, the more they can achieve.

Based on Klingner above the writer concludedreading comprehension is the ability to process text, understand its meaning, and to integrate it with what the reader already knows.And also reading comprehension is an intentional, active, interactive process, that occurs before,juring and after a person reads a particular piece of writing.

2.4.1. The Levels of Reading Comprehension

It is possible to understand materials on a number of different levels. To take in ideas that are directly stated is literal comprehension, to read between the lines is interpretive comprehension, to read for evaluation is critical reading, and to read beyond the lines is creative reading.

According to Burns et al (1984) stated that reading comprehension is divided into four levels, as follows:

1. Literal Reading

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection. Recognizing stated main ideas, details causes and effectiveness, and squences in the basic of literal comprehension and a through understanding of vocabularry, sentence meaning and paragraph meaning is important. It is considered a literal skill when the causes-effect relationship is explicity stated in written passage. The ability to read and follow directions is a prequisite for virtually all succesful school work. This skill is considered a part of literal reading comprehension. It involves understanding details sequences.

2. Interpretive Reading

Involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather that directly stated. Skill for interpretive reading include:

1. Inferring main ideas of passages in which the main ideas or not directly stated.

2. Inferring cause-effect relationships when they are not directly stated.

3. Inferring referent of pronouns. In is easier to remember structured in which the pronoun followed its referent.

4. Inferring referent adverbs.

5. Inferring omitted words. Sometimes, words are omitted and said to be understood as known ellipsis.

6. Detecting mood, (sad)-downcast, sobbing, objected, (happy)-sparkling, shining, laughing).

7. Detecting the author's purpose in writing, to inform, to entertain, to persuade, or to accomplish something else).

8. Drawing conclussion.

3. Critical Reading

Critical reading is evaluating written material comparing the ideasdiscovered in the material (with known standards and drawing conclusions about their accuracy, appropriateness and timeliness). The critical reader must be an active reader questioning, searching for facts, and suspending judgment until he/she has considered all of the material.

4. Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think and to use their imagination as they read. Creative reading concerns with the production of new ideas, the development of new insights, fresh technique, and original consructs.

Helen in Burns (1984) stated that it is concerned with the production new ideas, the development of new insight, fresh technique, and original constuct.

Creative reading must be able analyzing the reasons for the action of in the story; they see the colours, hear the sounds, feel the textures, taste the flavours, and smell the odors describes by the writer, they able to determine whether the actions of characters are reasoanable or unreasonable; they relate the thing they read to their own personal problem; able to predict what will happen next in the story, reacting and drawing conclusions and able to make the story more interesting.

Based on Burns et al reading comprehension is devided into four levels the writer concluded the first literal reading is which involves acquiring information that is directly stated in selection. The second interpretive reading involves readinng between the lines or makinng inferences. The third critical reading is evaluating written material comparing the ideas discovered in the material. And the last creative reading connncerns with the production of new ideas, the development of new insights

2.5.Definition of Genre

According to Hyland (2009:15) Genre is term for grouping texts together, representing how writers typically use language to respond to recurring situations.

The concept of genre based on the idea that members of a community usually have little dificulty in recognizing similirities in the texts they use frequently and area able to draw on their repeated experiences with such text to read, understand and perhaps write them relatively easily.

According to Sabouri et all (2014:2) state that "A genre is a particular class of speech events which are considered by the speech community as being of the same type, e.g, prayers, sermons, conversations, songs, speeches, poems, letters,

and novels. The students must know about genre because it helps the students defining purpose, they can identify the rhetorical structure of the text elements, and rhetorical structure.

2.6.Types of Genre

Genre can be recognized from three rhetorical structures. They are social function, generic structure, and lexicogramatical features. Genre differ in terms of their social purposes for which members of a culture interact. Pardiyono (2007:17-313) says that there are types of genre, they are: narrative, recount, description, report, discussion, etc.

1. Narrative

   Narrative is any written enlish text in which the writer wants to amuse, entertain people and to deal with actual or vicarious experiences in different ways.

1. Recount

   Recount is a narration text too. This has explained in chaphter one, the detailed explanation will be presented on part of recount on the next pages.

2. Descriptive

   Descriptive is a text which can be written out with a descriptive. It describes an object to the readers. The length of the text depends of specific details of the object being describe.

3. Headlines (news item)

   Headlines (news item) is neither paragraph or essay. Instead this conforms to any written english text containing one or more than one paragraph in

which the writer to inform people about events of the day which are considered news worthy or important.

4. Exposition

It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to reader. The aims is just to expose the truth of the fact. In this case, it is just to persuade them to believe it. However, the purpose does not include persuading in orders the readers take a certain course of action related to the truth of the fact of the object.

5. Anecdote

It is any written english text which the writer shares with the others an account of an unusual or amusing incident.

6. procedure

something is accomplished through a sequence of action or step.

2.7.Recount Text

According to Knapp (2005:223) "recount is sequentil text that do little more than sequence a series of events". Besides that, gerot (1994:243) says that purpose of recount is to list and describe past experience by retelling events in which they happened and events in the recount are the main element in composing the text. However it just focuses on the events. Based according to Knapp the writer concludes that recount is used to relate experiences or retells events for the purpose of informing, entertaining or reflecting.

Based on Knapp above the writer concluded recount is a part of category of factual text because it give the explanation of some information and ideas that really happen. In other word, the purpose of recount is to list and describe past

experience by retelling events the order in which they happened. Recounts are written to retell events with the purpose of either informing or enterteining the audience.

2.7.1. Generic Structure of Recount

According to Pardiyono (2007:65),three generic structures of recount text. They are:

1. Orientation: its gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

2. Sequence of events : a series of events, ordered an a choronological sequence.

3. Re-orientation : A personal comment about the event or what happened in the end.

2.7.2. Language Feature of Recount

According to Pardiyono (2007:66) the common grammatical features of recount text are:

1. Using simple past tense

2. Introducing specific participants: my friend, he, etc.

3. Using action verb: spent, visited, decided, etc.

4. Using linking verb: were, was, etc.

5. Using chronological order: first, second, then, after.

Table 3.2

Example of Recount text

Generic structure	A beautiful day at Jogja
Orientation	This morning my friends and I went to EOS studio. It's not very far from our school, so we just rode our bicycles
Events	First, we met Shanty and Rico outside the studio. Then, they took us into the studio and showed us around. After that, we had lunch at EOS canteen. The food was delicious. Before we went home, we took same photographs with Shanty and Rico
Re-orientation	It was tiring but we were very happy

2.8.Cooperative Integrated Reading Composition

A comprehensive program for teaching reading and writing in the upper elementary grades is called cooperative integrated and composition (Steven in Slavin 1995:14). In CIRC, teachers use reading texts and reading groups, much as in traditional reading programs. However, all students are assigned to teams composed of two pairs from two different reading groups. While the teacher is working with one reading group, the paired students in the other groups are working on a series of cognitively engaging activities, including reading to one

another, making predictions about how recount stories will come out, summarizing stories to one another writing responses to stores, and practicing spelling, decoding, and vocabulary.

Based on Steven and Slavin the writer conclude that CIRC is a learning model where the students divide into some group and usually each group consist of four members. Cooperative learning is not just putting students into group but they should learn social skill.

Slavin in Astuti (2013:23), states there are three main elements are essential and to be included for a lesson cooperative and integrated. The three main elements are as follows:

a. Basic activities

Students use another novels or basal reader. Stories are introduced and discussed in teacher-led reading groups that meet for approximately twenty minutes each day. In these groups, teachers set a purpose for reading, introduce new vocabulary. Review old vocabulary, discuss the story after the students read it, and so on. Story discussions are structured to emphasize such skill as making and supporting prediction and identifying the problem in the text.

b. Direct teaching of reading comprehension

One day each week, students receive direct instruction in specific reading comprehension skill, such as identifying main ideas, understanding causal relations and making inferences.

c. Integrated of language arts and writing

During language arts period, teachers use a curriculum, on language arts and writing developed especially for CIRC. The emphasis of this curriculum on the writing process and language mechanics skills are introduced as specific aids to writing rather than as separate topics. The writing program uses both "writer's workshop" in which student write on topics of their choice, and specific, teacher-directed lesson such skills as writing contracts paragraphs as newspaper, articles, mystery stories, and letter.

2.8.1 The Advantages and Disadvantages CIRC

According to Madden in Suhadi (2013:45), there are some advantages and disadvantages of Cooperative Integrated Reading Composition (CIRC).

The advantages are:

a. A variety of activities are include, there is by preventing boredom.

b. Readers practice with a partner before reading aloud individually.

c. Many opportunities are offered for reader to learn vocabulary and to gain comprehension before writing take place.

d. Materials are correlated with a wide array of basal and literature.

e. All students have an equal opportunity for success.

f. They learn to work and get along together.

The disadvantages of CIRC are:

a. This model needs students who active in the learning process. The active students dominate the learning process. So, this is problemfor students

who do not active.

b. It needs long time. Because the students are order to identify the next in pair and they order to identify it in their group.

c. Low levels student will get problem to understand well the lesson

2.8.2. The Steps of Teaching CIRC

According Slavin in Astuti (2013:24), there are major components of CIRC in teaching. They are as follows:

a. Reading Groups

If reading groups are used, students are assigned to two or three reading groups according to their level, as determined by their teachers. Otherwise, instruction is given to the whole class.

b. Teams

Students are assigned two pairs (or triads) within their reading group, and then the pairs are assigned to teams composed of partnerships from two reading group or levels. For example, a time might be composed of two students from the high reading group and two from low reading group.

c. Story relate activities

Students use another novels or basal reader. Stories are introduced and discussed in teacher-led reading groups that meet for approximately twenty minutes each day. In these groups, teacher set a purpose for reading, introduce new vocabulary. After the read are introduced, the students are given story packet, which contain a generic structure of

activities for them to do in their teams when they are not working with the teacher in a reading group.
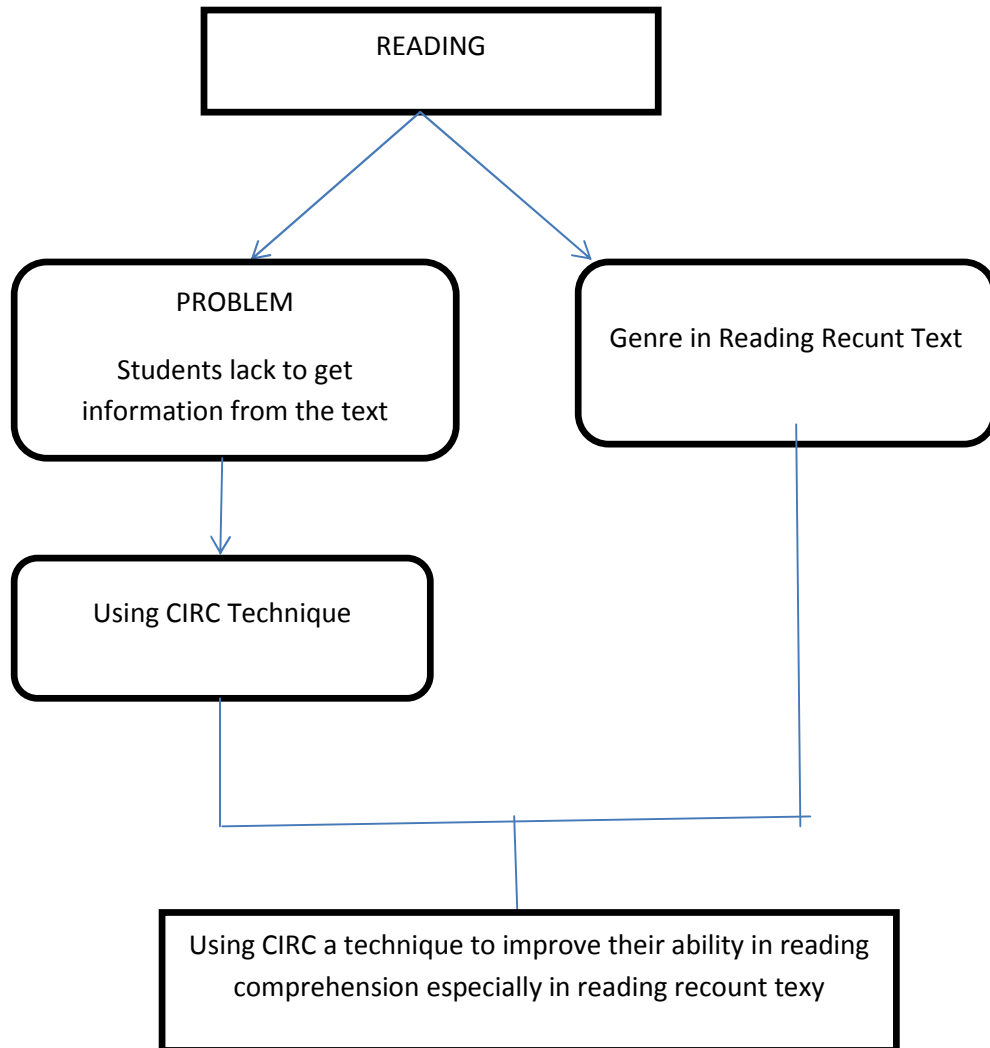
2.9.Previous Research

The writer takes two previous research was written by Salem Saleh Khalaf Ibnian (2010:1) entitled *the effect of using CIRC technique on depoloving VIII Grade Student's CIRC Writig skills in EFL.* The researcher found the current study aimed at investigating the effectiveness of using CIRC technique on devoloping VIII Grade. Tools of the study included a checlist to identify the CIRC writing skills needed for IX Grade students in EFL as well as a prepost CIRC writing test and its scoring scale. Results revealed the effectiveness of using CIRC technique on depoloping VIII Grade Students' CIRC Writing skills.

The second previous research was written by Annisa Purwaning Sayekti (2014:1) entiled *the effect of using CIRC to Teach students' Writing ability of Narrative Text.* In this study the researcher found story CIRC is used to motived students in writing because it helps them to visualize the important elements of story and make students' throughts to be more organized, the writer was interested to conduct reseach by appliying the technique of CIRC towards students' writing ability through the material of narrative text.

The similarities of the jurnal are that is have developing writing for grade VIII students in EFL as well as a prepost CIRC writing test and scoring scale.

The differences is that have developing writing as well as a prepost CIRC writing test and scoring scale students and writing ability applying technique CIRC in narrative text.

2.10. Conceptual Framework

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                    ┌──────────────────────────┐
                    │         READING          │
                    └──────────────────────────┘
                       ↙                    ↘
  ┌──────────────────────────┐      ┌──────────────────────────┐
  │         PROBLEM          │      │  Genre in Reading Recunt  │
  │                          │      │           Text           │
  │    Students lack to get  │      └──────────────────────────┘
  │  information from the text│                   │
  └──────────────────────────┘                   │
                │                                 │
  ┌──────────────────────────┐                   │
  │                          │                   │
  │   Using CIRC Technique   │                   │
  │                          │                   │
  └──────────────────────────┘                   │
                │                                 │
                └──────────────┬──────────────────┘
                               │
        ┌──────────────────────────────────────────────────┐
        │  Using CIRC a technique to improve their ability  │
        │   in reading comprehension especially in reading  │
        │                  recount texy                     │
        └──────────────────────────────────────────────────┘
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Reading is one of important skill. Reading makes the studens can know many information from the text. Many students lack to get information from the text. Therefore, the writers' using CIRC as a technique to improve their ability in reading especially in reading recount text. CIRC is a technique to teaching reading. CIRC technique is used to guide the students through text. CIRC technique describes how the teacher should help students to get many information. It makes the students to comprehend especially in recount the text.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This study was conducted by using experimental quantitative research. Experimental research involves a study of the effect of the systematic manipulation of one variabels (s) on another variabels. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable (Ary, et all, 2010:26). The variable examined in this study where Cooperative Integrated Reading and Composition as Independent variable and Students' Reading Comprehension as Dependent Variable.

To collect the data, the writer chose two classes. They were experimental class and control class. The experimental class was the class who received treatment by using Cooperative Integrated Reading and Composition (CIRC) technique, while the control class was a class of who will taught by using traditional way.

Tabel 3.1 Research Design

Pre-test	Treatment	Post-test
Experimental class	Cooperative Integrated Reading and Composition (CIRC) technique	Experimental class
Control class	Without applying CIRC	Control class

	(conventional strategy)	

3.2. Population and Sampel

3.2.1. Population

The population of this research was the third year of SMP Negeri 2 PercutSei Tuan. The writer chose this school because while the writer did teaching practice there,he found there are some problems of reading comprehension exist. There were seven classes of the second year in this school. Each class (VIII-1,VIII-2,VIII-3,VIII-4,VIII-5,VIII-6,VIII-7,VIII-8, VIII-9, VIII-10) has 30 students , the total of the population were 600 students.

3.2.2 Sampel

The sampel of the research took 2 classes which class VIII-10 and VIII-5. It consisted of 60 students by using randomly sampling. They was used one for experimental group and one for control group. Each was contained 30 students.

3.3. Instrument for Collecting Data

In this research, the writer used test as instrument to collect the data. The data of the study were scores of reading comprehension test. It was collected by giving multiple choice test related to recount text. Brown in Veronika (2015) states that the multiple choice are practical reliable and they give the possibility of an essay and consistent process of scoring and grading.

The question will design based on thecomprehension level of the students. The question usually had four to five options(a,b,c,d) so the students had to choose only one between alternatives.

3.4. Scoring the Test

In scoring the written test, the cumulative score is ranging 0- 100. To score the students' performance in reading a recount text, some criteria is used

$$S=\frac{R}{N}x100$$

Where :   S: Score number of the test

R: Number of the correct answer

N: Number of the questions

3.5. The Procedure of the Research

Before teaching reading comprehension, the researcher gave try-out to one class beside experimental and control class, then gave pre-test to both experimental and control class. After giving the treatment, the post-test gave to both experimental class and control class also.

3.5.1. Try Out

Before doing the research, the researcher gave try out test to one class beside experimental class and control class, class VIII-8 which consisted of 30 students. This try out had a function to find out the appropriateness the comprehension level of the questions towards the students. In this case, the

researcher gave test consisted of 4 recounttext which consisted of 20 items of questions. After doing the try out, the researcher analyzed the instrument. The researcher changed the questions which students make mistakes so that each question matched with the levels of comprehension. Finally, the researcher got 20 items of question as the result of the filtering test.

3.5.2. The Pre-Test

The pre-test was given to both experimental class and control class before giving the treatment. In this pre-test, experimental class and control class was tasted by using the same question. It purposed to find out the mean score of both classes.

3.5.3. Treatment

The experimental class was the group that recived the treatment by using Cooperative Integrated Reading Composition (CIRC) technique. In doing this research, both experimental class and control class was taught with the same material. The treatment for teaching and learning on reading comprehension without using Cooperative Integrated Reading Composition (CIRC) technique.

Table 3.2

The process of treatment

Teaching Procedure	
Control class	**Experimental class**
1. The teacher greeted the students in opening the class and asked one of them to say grace in front of the class. 2. The teacher introduced the lesson then gave the reading text. The teacher read the text and asked the students to repeat after teacher. The teacher asked the students to find the difficult	1. The teacher greeted the students in opening the class and asked one of them to say grace in front of the class. 2. Teacher did brainstorming by asking the students what reading is . 3. Teacher told the students what reading is going to be about and that kind of text was discussed.

words. 3. The students answered the question related to the text. 4. The teacher asked the students to submit the answer of the question. 5. The teacher made the conclusion.	4. Teacher taugh by using Cooperative Integrated Reading and Composition (CIRC) in the classroom. 5. The students were divided into groups and each group consisted of 4 or 5 students. 6. Each group read the text by taking turn,they did the some avtivities like the story told. 7. Then each group discussed the meaning of the text by making list of difficult words, then they retell the story by their own words. 8. Each group checked their spelling, and grammar with teacher's help. 9. Teacher gave a test related to the text that has been discussed.

3.5.4. The post-test

The post-test was done after treatment has been taught. The post-test was given to both experimental class and control class. They was tasted by the same question to find out the mean score of experimental class and control class to find out the effect of Cooperative Integrated Reading and Composition (CIRC) techniquetowards reading comprehension.

3.6. The Validity of the Test

The test is a good test to measure the students' knowladge of the test and writer try to give the multiple-choice questions test to the students. Arikunto (2009:67) states that a test is said to have content validity when measuring contain specific goals that align with the subject matter of content that already given.

Table 3.3

Specification of Test Items

Content			Items	Kinds of test	Score
Recount Text	**Generic Structure**	**Orientation**	10	**Multiple Choice**	50
		Event 1	3	**Multiple Choice**	15
		Event 2	2	**Multiple Choice**	10
		Event 3	3	**Multiple Choice**	15
		Re - orientation	2	**Multiple Choice**	10
			20		100

3.7. TheReability of the Test

The reability of a measure instrument is the degree of consistency with which it measures whatever it is measuring (Ary,et all.2010:236). To obtained there reability of the test, the researcher used Kuder Richardson 21 formula (KR[21]) as the following:

$$ r_{xx} = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{KS^2} \right] $$

Where

R_{xx} =reability of the whole test

K = number of items in the test

S^2 = varience of the scores (squere standard deviation)

M = mean of the scores

The categories of coefficient correlation according to Arikunto (2016:276) are as the following:

0.00-0,20 = there reability is very low

0,21-0,40 = there reability is low

0,41-0,60 = there reability is fair

0,61-0,80 = there reability high

0,81-1,00 = there reability is very high

3.8. Technique of Collecting the Data

The writer prepare multiple choice test, which consisted of 20 question. The reason for choosing this test was because itwas easier to the population to answer the question because the students just choose the right answer and it has been written in the paper test. The score of the correct answer will 1, the incorrect answer will 0. The highest score will 100.

The following formula willapplied:

$$S = \frac{R}{N} X 100$$

Where:

S= The score

R= The number of the correct answer

N= the number of the question

3.9. The Technique For Analyzing the Data

The researcher used t-test in order to find out the difference mean of the scores between experimental and control group as following:

$$t = \frac{M_x - M_y}{\sqrt{\frac{\sum d_x^2 + \sum d_y^2}{N_x + N_y - 2}\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Notes :

t = the effect

M_x = the mean of experimental group

M_y = the mean of control group

d_x = the sum of standard devition of experimental group

d_y = the sum of standard devition of control group

N_x = the total sample of experimental group

N_y = the total control group

3.10 The Procedure of Analyzing the Data

The procedures in analyzing the data wasdoing as following:

1. Find out the mean score of each group by using:

$$M = \frac{\sum d}{N}$$

Where:

M = mean

d = total score

N = sum of students

2. Tabulating the data for control group and evperimental group

3. Comparing the score pf pre-test and post-test by using t-test

4. Conclude the findings and answer the hypothesis

5. Write the finding

3.11. Testing Hypothesis

The researcher used this formula to test hypothesis:

$H_a : M_z > M_y$

$H_o : M_z < M_y$

Notes :

H_o = null hypothesis

H_a = alternative hypothesis

M_x = the mean of the scores taught by CIRC technique

M_y = the mean of the scores taught by conventional strategy