

**IMPROVING STUDENTS' UNDERSTANDING SHORT STORIES THROUGH
COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) AT THE
FOURTH SEMESTER OF THE ENGLISH EDUCATION DEPARTMENT OF STAI
MIFTAHUL 'ULUM TANJUNGPINANG**

THESIS



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2012

ABSTRAK

Elmiwati, 2012. Improving Students' Understanding Short Stories Through Cooperative Integrated Reading and Composition at the fourth semester of The English Education Department of STAI Miftahul'Ulum Tanjungpinang.. Thesis. Konsentrasi Bahasa Inggris, Program Pascasarjana Universitas Negeri Padang.

Berdasarkan observasi peneliti, sebagian besar mahasiswa semester empat. Jurusan bahasa Inggris di STAI-MU Tanjungpinang rendah dalam pemahaman dan susah dalam menganalisa lima unsur narasi; alur, waktu/tempat, karakter, sudut pandang penulis, ide cerita. Tujuan penelitian adalah untuk menemukan sejauhmana CIRC meningkatkan pemahaman mahasiswa pada cerita pendek dan faktor yang mempengaruhinya. Penelitian mempergunakan CIRC untuk menyelesaikan masalah.

Penelitian ini adalah tindakan kelas yang dilakukan dalam dua siklus, dengan 22 orang peserta. Peneliti dibantu oleh seorang kolaborator dalam melakukan prosedur penelitian. Test, tugas, pengamatan, catatan lapangan dan wawancara merupakan alat penelitian. Data dianalisa dengan dua teknik: data kuantitatif dianalisa dengan menggunakan nilai rata-rata. Untuk melihat nilai rata-rata siswa yang didapat dari ujian pemahaman membaca, sementara data kualitatif didapat dari pengamatan, catatan lapangan, dan wawancara.

Temuan penelitian adalah terdapat peningkatan pemahaman cerita pendek melalui CIRC yang dapat dilihat dengan membandingkan nilai siswa siklus I (51,68%), dan II (78,1%). Peningkatan dipengaruhi oleh beberapa faktor: materi, alat peraga, aktifitas kelas, pendekatan guru, dan strategi. Dapat disimpulkan bahwa, Penerapan CIRC dapat meningkatkan pemahaman cerita pendek lebih baik pada semester empat jurusan bahasa Inggris STAI-MU Tanjungpinang

ABSTRACT

Elmiwati, 2012. Improving Students' Understanding Short Stories Through Cooperative Integrated Reading and Composition at the fourth semester of The English Education Department of STAI Miftahul'Ulum Tanjungpinang. Thesis. English Education Program of Language Education Program, Graduate Program, State University of Padang.

Based on the researcher's observation, most of the students at the fourth semester of the English Education Department of STAI Miftahul'Ulum Tanjungpinang had low understanding and difficulty in analyzing five aspects of narrative; plot, setting, characters, point of view and theme. The purpose of this study was to find out the extent CIRC improve students' understanding short stories and what factors influence the improvement. Therefore, the researcher conducted a research by using CIRC to solve the problem.

This research was classroom action research that was done in two cycles with 22 participants. The researcher was helped by a collaborator in doing procedures of the research. Test, task, observation, field notes and interview were the instruments in this research. The data of this research were analyzed by using two techniques. The quantitative data was analyzed by using mean score to see the average score gained by the students' individual reading comprehension test. Meanwhile, the qualitative data was analyzed through data obtained from observation, field notes and interview.

The finding of this researcher found that there was an improvement of students' understanding short stories through CIRC. It could be seen from the score of students' understanding short stories which had improved by comparing the score between cycle I (51,68%) and II (78,1%). The improvement was influenced by several factors: the material, classroom activity, classroom management, teacher approach, and teacher strategy. Therefore, it can be concluded that the implementation of CIRC can improve students' understanding short stories better at the fourth semester of the English Education Department of STAI Miftahul'Ulum Tanjungpinang.

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ACKNOWLEDGEMENT

Alhamdullillahirabbil'alamin, The researcher would like to express her thankful to Allah SWT who has given her opportunity, health, and let her finish this research. She also wishes to express her gratitude and appreciation to the following people who have enabled her to complete this research entitled, "Improving Students' Understanding Short Stories Through Cooperative Integrated Reading and Composition (CIRC) at The Fourth Semester of the English Education Department of STAI Miftahul 'Ulum Tanjungpinang."

1. Prof. Drs. H. Zainil, M.A, Ph.D. and Prof. Dr,Hj. Hermawati Syarif, M.Hum as her advisors who have kindly and patiently guided her through out the process of the research. Their insights, advice, support, encouragement and approachability have made the process of the research not only precious but also a meaningful one.
2. Prof. Dr. Mukhaiyar, Dr. Desmawati Radjab.M.Pd and Prof.Jalius Jama, M.Ed, Ph.D as her examiners who have given many contributions in finishing this thesis.
3. Prof. Dr. Mukhaiyar, Director of Graduate Program of State University of Padang, all of the lectures at English Education Program of Language Education Program, Graduate Program of State University of Padang who have given knowledge and experiences to the researcher.
4. Her beloved husband, daughter, son, siblings, and brother in-law for their love and support which have enabled her to meet all the challenges and occasionally to turn what she perceives as impossible into a possible one.
5. Mr. Pauzi. M.Si the Chairman of STAI Miftahul Ulum Tanjungpinang, and Mr. Gatot Subroto.SS, M.Pd as her collaborator.
6. All of my students of the fourth semester in morning class of the English Education Department of STAI Miftahul Ulum Tanjungpinang,

7. Everyone who helped the researcher to complete this thesis.

The researcher realized this thesis is far from being perfect. Finally, any comments and contributions to the development for further research are really appreciated.

Padang, 10 Juli 2012

Researcher

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Prose (studies) is a compulsory subject at the English Education Department of STAI Miftahul 'Ulum Tanjungpinang. In prose studies, the students are required to read and to appreciate the literary works . In the end of their study, they have to analyze those literary works. It is hoped that the students have ability to dig it deeply and then to give judgment value on literary works; prose fiction, poetry, drama, and nonfiction prose consists of news reports, articles, essays, editorials, textbooks, historical and biographical works

Infact, some objections were always raised in my prose class . First, the deviated and figurative language of poetry necessitated very long time to grasp. Second, the length of novel made it difficult for such classes to finish. Finally, drama could be used in classes, but it was difficult to act out a play in crowded classes within limited course hours. Considering these objections, it is obvious that among literary forms, short-story which is defined by Menrath. J / 2003. A short story is a piece of prose fiction which can be read at a single sitting. It is usually one plot, a few characters; there is no detailed description of setting. So, it is easy for the students to follow the story line of the works.

Short story is an effective way of capturing students' attention, and can also provide great literary examples of English and reading terminology that students

should be mastered. Short story which is defined in Webster's New World College Dictionary is a kind of story shorter than the novel or novelette, characteristically developing a single central theme and limited in scope and number of characters. They are excellent source of literary masterpieces that the lengths are not too long to consume for students. The shortness of the text is important for the students because they will see that they can read, understand and finish something in English, and it will give the students a feeling of achievement and self-confidence.

The use of short-story in teaching English prose should be aimed to encourage the students to use what they have previously learnt. By doing this, the learning process will be student-centered. However, the teacher plays a great role. She/he must choose a suitable text to use in class, and should help her/his students understand the story with various activities. In using short stories to teach English, story selection is indeed one of the most important roles of the teacher or lecturer. Since the lengths of short-stories quite vary, choose a story short enough to handle within course hours.

Before giving the short-story, the teacher or lecturer should decide the readability of the text. Very long sentences are difficult for students to understand. As students will not understand these sentences and words, they will get bored and not read the work. In order to meet that readability criterion, using graded or simplified stories is possibly the most practical way. Therefore, the use of simplified text with less proficient readers is highly suggested for the sake of suiting the texts with the level of students.

Based on the researcher's observation at her prose class last semester for one semester, especially on January 27th, 2011, She conducted a prose test at the seventh semester students of the English Education Department of STAI Miftahul Ulum Tanjungpinang. The number of students who joined the test were 45 students. They were asked to read, summarize and analyze short stories according to aspects of narrative ; plot, setting, characters, point of view and theme of the short stories. It meant to know their understanding of prose aspects that they had read before. Their understanding were still low. In fact, most of them just comprehend the author names, their works, and their summary of some works. In composition or writing summary, some students had difficulty in arranging sentences. She was disappointed with the result of the test. Only 18 students had score 70 – 90. While the others had scores lower than 70.

Otherwise, this fact mentioned that some students argued that the language of those narrative texts were difficult for them to read. Besides, the texts were long and time consuming to learn, and the target-language culture on which the literature was based, it was strange for them and might be difficult to related to. They found difficulties in expressing their experiences after reading novels or short stories. Another fact based on the researcher's experiences, the students enjoyed studying in groups or team rather than individually. They became more active and creative . They helped each other, shared ideas. It made the learning process more communicative.

The researcher concluded that conducting cooperative learning would be able to solve the problems above. Slavin (1991:58) mentioned that in cooperative learning methods, the students could help each other. In CIRC, students worked in heterogeneous learning teams for all reading, language arts, and writing activities. She thought that using Cooperative Integrated Reading and Composition (CIRC) was more suitable in her class, because it was a comprehensive program for teaching prose. That's why she wanted to do a research with title *Improving Students' Understanding Short Stories Through Cooperative Integrated Reading and Composition (CIRC) at The Fourth Semester of the English Education Department of STAI Miftahul 'Ulum Tanjungpinang*.

B. Identification of the Problem

Dealing with the background, the researcher identifies some problems that had been faced in teaching and learning prose process at the fourth semester students of the English Education Department of STAI Mifahul 'Ulum Tanjungpinang. They were : **(1)** Some students had difficulty in analyzing plot of the short stories text because the texts were long and time consuming to learn. **(2)** Some students had difficulty in analyzing setting because the target-language culture on which the literature based was strange and might be difficult for them to related to. **(3)** They also found difficulties in expressing each characters of the novels or short stories.**(4)** They also had problem in finding the point of view. **(5)** It was hard for them to find the theme of he novels or the short stories. **(6)** In composition or writing summary, some students had difficulty in arranging sentences because they were lack of vocabulary.**(7)** On the other hand, the students enjoyed studying in

groups or team rather than individually. To solve all the problem above, it was important to apply the Cooperative Integrated Reading and Composition (CIRC) because they worked together in teams, and helped each other.

C. Focus of the Problem

Based on the identification of the problems above, this research was conducted on students' understanding short stories. In this case, she limited her research problem only on the students' low understanding in analyzing five aspects of short stories as narrative. They were ; plot, setting, characters, point of view and theme. It solved by using Cooperative Integrated Reading and Composition (CIRC). It implemented for prose study at the English Education Department of STAI Miftahul 'Ulum Tanjungpinang.

D. Formulation of the Problem

The problems in this study formulated as follows :” How far cooperative integrated reading and composition (CIRC) improve students' understanding short stories at the fourth semester of the English Education Department of STAI Miftahul 'Ulum Tanjungpinang”.

E. Research Questions

The questions of this research can be formulated as follows :

1. To what extent can CIRC improve students' understanding short stories at the fourth semester of the English Education Department of STAI Miftahul 'Ulum Tanjungpinang ?

2. What factors influence the changes of students' understanding short stories at the fourth semester of the English Education Department of STAI Miftahul 'Ulum Tanjungpinang?

F. Purpose of the Research

1. To find out the extent CIRC can improve the students' understanding short stories at the fourth semester of the English Education Department of STAI Miftahul 'Ulum Tanjungpinang.
2. To find out the factors that influence the changes of students' understanding short stories at the fourth semester of the English Education Department of STAI Miftahul 'Ulum Tanjungpinang

G. Significance of the Research

The significance of this research divided as follows :

First, the students can gain a lot of benefits because cooperative learning approach can give students the chance to develop positive and productive relationships. It gives students opportunities to learn from one another rather than receive information from the teacher or text alone.

Second, the result of this research will be helpful for students who learn English Literature especially in learning prose in this case short stories. By knowing the strategy, the students will be more motivated and more creative in learning prose. For the one who get involved in the literary criticism, the

information resulted from this study is expected to be useful for the interests on the reading responses criticism.

Third, the result of this research will be useful for lecturer to improve her teaching strategy in prose study and to overcome the problems that have been faced in understanding and writing prose especially short stories. For other researchers, this study is expected to become the information as a contribution for the interest study being taken and to develop the better approach in teaching and learning prose for the future. The problem around the materials, the subject, and the students' attitudes on facing and doing their activities in class are still the matters related to this study.

H. Definition of the Key Terms

To avoid ambiguity, the researcher clarified the terms used in this research as follows :

1. Understanding short stories are the ability to comprehend short short stories and able to analyze them according to the five aspects of narrative.
2. Cooperative Integrated Reading and Composition (C I R C) is a teaching method used in cooperative learning intended to develop all the students reading, language arts and writing

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

After having completed analyzing the data gained from the test, observation, field notes and interviews, the researcher can conclude three main points in this research, entitled “ Improving Students’ Understanding Short Stories Through Cooperative Integrated Reading and Composition (CIRC) at the Fourth Semester of English Education Department of Stai Miftahul ‘Ulum Tanjungpinang” as follows:

1. Using CIRC improves students’ understanding short stories in teaching prose in morning class of the English Department at the fourth semester of STAI Miftahul ‘Ulum Tanjungpinang could improve students’ understanding short stories. It could be identified from the teaching process and increasing score of their understanding short stories from cycle I, and cycle II. CIRC gives positives contributions and better outcomes to improve students’ understanding short stories. There was a significant improvement of students’ understanding short stories after conducting CIRC in teaching learning process.
2. The factors that influence the changes of students’ understanding short stories are : material, classroom activity, classroom management, teacher approach, and teacher strategy.

The first factor is material. The material does not influence much the students' understanding short stories.

The second factor is media. The media used to convey the material has a big influence. The media used in the teaching learning process runs slowly. It is helpful but does not have much influence to the students' understanding short stories.

The third factor is classroom activities. The classroom activities has a big influence toward students' improvement understanding short stories. These activities implent all the aspects: students plan, revise, and edit their composition with teammates, memorize and retell the five aspects of the short stories, write their composition of the story which are related to CIRC technique. They become the most influence factor that causes the improvement of students' understanding short stories.

The fourth factor is classroom management. The classroom management could run smoothly because the researcher is be able to manage the classroom

The fifth factor is teacher approach. The teacher approach motivates the students, to know their difficulties and to find the solusion of the problem that they have.

The last factor is teacher strategy. The teacher strategy influences the students' understanding short stories. In CIRC, the students plan, revise, and edit their composition with teammates, memorize and retell the five aspects of the short stories, than they write their summary of the story.

B. Implication

The Cooperative Integrated Reading and Composition (CIRC) technique can be implemented at the English class, especially in prose class. The result of this research shows that students' understanding short stories in analyzing the five aspects : plot, setting, characters, point of view, and theme. improved after they were taught through CIRC.

C. Suggestion

Based on the result of the research, the conclusion and implications stated above, the lecturer, the students and everyone that involved in this research can consider the following the suggestions :

1. The researcher as a lecturer should continue using CIRC in teaching prose because CIRC better improves students' understanding short stories.
2. The students in the morning class of the fourth semester of the English Department of STAI-MU Tanjungpinang should use CIRC in learning prose.
3. For further research, the researcher suggests to other researcher to investigate related studies.

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