

**THE EFFECT OF COOPERATIVE INTEGRATED READING AND
COMPOSITION (CIRC) TECHNIQUE AND SELF-CONFIDENCE
TOWARD STUDENTS' READING COMPREHENSION OF PROCEDURE
TEXT AT ELEVENTH GRADE OF SMKN 1 PADANG**

THESIS



BY

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to obtain a degree of Master of Education*

**ENGLISH EDUCATION PROGRAM
GRADUATE PROGRAM
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ABSTRAK

Evelin Noviatry. 2015. Pengaruh Teknik Cooperative *Integrated Reading and Composition (CIRC)* dan Kepercayaan Diri terhadap Pemahaman Membaca Siswa pada Teks Prosedur di Kelas XI SMKN 1 Padang. Thesis. Program Pascasarjana. Universitas Negeri Padang.

Membaca teks berbahasa Inggris tidaklah mudah bagi siswa dimana mereka sering mengalami kendala dalam memahami teks dan terkadang tidak percaya diri dalam berbagi tentang apa yang mereka pahami setelah membaca teks. Tujuan penelitian ini untuk menemukan pengaruh teknik *Cooperative Integrated Reading and Composition (CIRC)* dan kepercayaan diri terhadap pemahaman membaca siswa pada teks prosedur di kelas XI SMKN 1 Padang. Penelitian ini merupakan semi eksperimen dengan rancangan factorial 2x2. Populasi pada penelitian ini adalah siswa kelas XI otomotif yang terdiri dari 3 kelas. Dengan menggunakan *cluster random sampling* kelas MO. A terpilih sebagai kelas eksperimen dan kelas MO.B sebagai kelas kontrol. Instrumen yang digunakan dalam mengumpulkan data penelitian ini adalah test membaca dan kuisioner. Dalam menganalisis data di gunakan SPSS 16 dengan uji t dan ANOVA dua arah. Hasil penelitian ini menunjukkan bahwa: (1) teknik *Cooperative Integrated Reading and Composition (CIRC)* memberikan pengaruh signifikan terhadap pemahaman membaca siswa dibandingkan teknik *Small Group Discussion*. (2) pemahaman membaca siswa yang memiliki keyakinan diri tinggi yang diajar menggunakan teknik *Cooperative Integrated Reading and Composition (CIRC)* lebih baik daripada siswa yang diajarkan menggunakan teknik *Small Group Discussion*. (3) Pemahaman membaca siswa yang memiliki keyakinan diri rendah yang diajar menggunakan teknik *Cooperative Integrated Reading and Composition* lebih baik dari pada siswa yang diajarkan menggunakan teknik *Small Group Discussion*. (4) Tidak ditemukan adanya interaksi antara teknik yang digunakan (*Cooperative Integrated Reading and Composition* dan *Small Group Discussion*) dan kepercayaan diri siswa terhadap pemahaman membaca siswa dalam teks prosedur. Berdasarkan data hasil penelitian maka dapat disimpulkan bahwa CIRC teknik bisa digunakan sebagai teknik pengajaran dalam mengajar pemahaman membaca teks prosedur di SMKN 1 Padang.

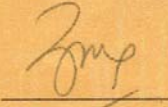
ABSTRACT

Evelin Noviatry. 2015. The Effect of Cooperative Integrated Reading and Composition (CIRC) technique and Self-Confidence toward Students' Reading Comprehension of Procedure Text at Eleventh Grade of SMKN 1 Padang. Thesis Graduate Program State University of Padang.

Reading English text is not easy for students that they often have difficulties in comprehending the text and have low self confidence in sharing their opinion after reading the text. The purpose of this research was to find out the effect of CIRC technique and self-confidence toward students' reading comprehension of procedure text. This research was quasi-experimental research with factorial design 2x2. The population of this research was the students at grade XI automotive of SMKN 1 Padang in academic year of 2014/2015 which consisted of 3 classes (90 students). The researcher used cluster random sampling to select the sample that MO.A as experimental class and MO.B as control class. To collect the data the researcher used reading comprehension of procedure text test and self-confidence questionnaire. The data were analyzed with SPSS 16 to calculate T-test and Two ways ANOVA. The result shows that: (1) CIRC Technique gives significant effect on students' reading comprehension of procedure text. (2) The students with high self-confidence who are by CIRC technique have significant higher result on reading comprehension in procedure text than the students with high self-confidence who was taught by Small Group Discussion. (3) The students with low self-confidence who are by CIRC technique have significant higher result on reading comprehension in procedure text than the students with low self-confidence who was taught by Small Group Discussion. (4) There is no interaction between techniques used and students' self-confidence on students reading comprehension on procedure texts. Based on the finding, it was concluded that, CIRC technique can be used as a teaching technique in teaching reading comprehension of procedure text at SMKN 1 Padang.

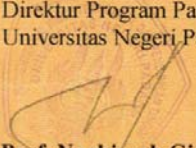
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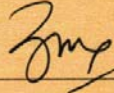


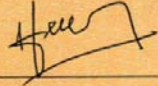

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Saya yang menyatakan,

 
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CHAPTER I

INTRODUCTION

A. Background of the Problem

People read in order to cope with new knowledge in their changing world of technology. They read about things that happen in other part of the world, what have been created and found or what other people think about certain thing. Therefore, reading is known as the window of the world because by reading, people can get the information widely without going anywhere. People learn to read various texts in the school in order to be able to sort the information from reading material.

To master reading skill, students need good comprehension in reading activity. Reading comprehension is the ability to construct the meaning from the text. It means that the students must be able to get a deeper understanding of the information which is presented in a text. The teaching of reading will not be successful if students can only read words or sentences without understanding the message within the text. Therefore, students are not only expected to be able to read the text but also to comprehend it.

For some students, comprehension is always challenging. They can understand each word separately, but they cannot link them together into meaningful ideas. These students can decode the words but they do not develop sufficient skill to comprehend to deeper meaning of the sentences.

As the result, students' reading comprehension skill is still low. It indicated that many students still have insufficient ability to comprehend the texts.

At vocational schools, specifically at grade XI, the students are introduced many different topics of texts such as: anecdote, recount, report, spoof, narrative, hortatory exposition, news item, exposition, procedure text. The aim of using this text is to provide the students with sufficient language skills, especially in comprehending written material related to their subject interests. Procedure text is mostly taught to students because if the students are able to comprehend procedure text, they can easily do standard operating procedure in their workshop related to their field of study.

Based on the preliminary observation, it was found that both teachers and students have some problem in teaching and learning process, especially in reading. After interviewing and observing some students, there were several problems which caused the students' difficulties in comprehending the texts. The first problems, the students low ability in reading comprehension is influenced by the lack of vocabulary, so they got difficulties to identify the main idea of the text, determine topic sentences, and identify supporting detail. They said the text was difficult to understand, and complained that they did not know what the word means. They mostly tended to focus their attention on unfamiliar words and consulted the dictionary for the meaning. They did word by word translation while reading the text without trying to guess it from the context first. When they did not

find the meaning of difficult words, they felt bored to read. As the result, they could not complete the assignment.

The second problem was related to their self-confidence. It seems that they have no self-confidence to take a part in discussion although they knew the answer. It can be seen, when the teacher asked the students to answer the question to the whole class, most of the students motionlessly, keep silence or even drop their hands, and avoid the eye contact with the teacher. Self-confidence becomes important factor that should be considered by the teacher in teaching and learning process. The students who have different confidence did different effort in their learning. Students' with higher self-confidence were not afraid to explore their ability. They were not afraid in making mistakes and usually active in the classroom. Self-confidence could be a negative influence when the students think that they were deficient and have limited skill in language learning. In fact, most of the students were afraid of making mistakes. It seems that they had no self-confidence with their answer in reading comprehension although they knew the answer.

Third, the problem also comes from teacher's side. The teacher was reluctant to use various techniques. The researcher found that the teacher commonly used the same teaching technique almost all over teaching learning process. The main activity of students in learning process was small group discussion. This strategy did not lead the students to engage their skill in comprehending the text because the result of discussion was difficult to determine. In small group discussion when students were being asked to do

task, there was only one student did all the work. Wherever the student found difficulties dealing in reading the text, the teacher tended to handle the entire problems by herself. As the result, there was no efficient interaction among the students even if they were put in group.

Based on the problems above, teachers must be creative in teaching learning process. Teacher must make teaching activity which could gain students' self-confidence, increase students' achievement, gave great opportunities to work together with their partners or peers. The researcher is interested in conducting a research about language teaching technique especially, the technique which could improve students' reading comprehension and self-confidence.

In order to minimize the problems, the researcher assumed that Cooperative Integrated Reading and Composition (CIRC) was more suitable to solve students' problems in comprehending the text. However, there was no single teaching technique that could solve all the problems when teaching learning process occur, but there were some rationale reasons why using CIRC technique.

First, students in CIRC which are assigned to team composed of some pairs of students. It is one of learning techniques based on cooperation. It is design to develop reading, writing and other language skill. In CIRC technique the students would not take the test until their teammates have determined that they are ready. It means that all of the team members need to make sure whether each of members has mastered the material. It makes this

technique different from conventional technique (small group discussion) of teaching reading where only one student works.

Second, students were working in series of cognitive activities including: partner reading, treasure hunt activities (brainstorming (word map), treasure hunt questions), retelling the text, and partner checking. Students also work in their teams to master main idea and other comprehension skills. These activities engage the students with more opportunity in analyzing content of text that was given, reduced their dependence on teacher and improved their self-confidence in reading material.

Thus, the researcher would conduct the research of implementing CIRC technique on students' self-confidence and its effect to students' reading comprehension of procedure text.

B. Identification of the Problem

Based on the background of the problems above, the researcher has identified some problems in reading class. First, the students got difficulties in comprehending the text which was related to their vocabularies. They got some difficulties to think critically, because they have never brought the text into mind when they were reading. It was hard for them to catch the ideas; opinion and feeling in procedure text, when they started to read, they often ask the teacher about meaning of the difficult words one by one. As the

result, when they read the text especially procedure text, they could not comprehend the text with their limited vocabularies.

The second are related to their self-confidence. Self-confidence is one of the variables that affect the students' positively in successfully reading comprehension. It could made the students become brave and calm in order to answer the questions, but in reality the researcher found that most the students did not give any contribution during teaching reading process. They was afraid of making mistake and usually they tended to be passive while the teacher asked them to discuss the material and answer question that related the text, they were unwilling to give response because they think that they were deficient and have limited skill in learning. It means only few students participated, and most of them was not.

Then the problem comes from the teacher side which is related to teaching technique. The teacher used Small Group Discussion as the main activity that made students felt bored because no variation activities. In small group discussion, students activities was reading the material individually in group and are asked to answer some questions related the topic; students are asked to translate difficult words by looking at their dictionary.

From the problem above, we know the students at vocational school still got difficulties while comprehending the text and understanding the component of the text. It is influenced by the students and teacher side in teaching and learning process. One of the caused from students side is students' self-confidence in learning. The different self-confidence would

give different achievement. Meanwhile, from the teacher side was the learning technique that is used by the teacher in teaching. In attempting to solve those problems, the researcher assumed that CIRC technique that can be used to improve students' reading comprehension both for students with high self-confidence and students with low self-confidence.

C. Limitation of the Problem

Related to identification of the problems above, the researcher limited the problem on the teaching technique and self-confidence of students. The research was limited on the effect of Cooperative Integrated Reading and Composition (CIRC) technique and Students' Self-Confidence toward students' reading comprehension of procedure text in SMKN 1 Padang.

D. Formulation of the Problem

Based on limitation of the problems above, the problems of this research were formulated as follow:

1. Do the students who are taught by Cooperative Integrated Reading and Composition (CIRC) technique have significantly higher reading comprehension on procedure text than those taught by small group discussion?
2. Do the students with high self-confidence who are taught by Cooperative Integrated Reading and Composition (CIRC) technique have

significantly higher reading comprehension on procedure text than those taught by small group discussion?

3. Do the students with low self-confidence who are taught by Cooperative Integrated Reading and Composition (CIRC) technique have significantly higher reading comprehension on procedure text than those taught by small group discussion?
4. Is there any interaction between both technique and students' self-confidence toward students' reading comprehension of procedure texts?

E. Purpose of the Research

The purposes of the research were:

1. To find out whether students who are taught by Cooperative Integrated Reading and Composition (CIRC) technique have significantly higher reading comprehension on procedure text than those taught by small group discussion.
2. To find out whether students with high self-confidence who are taught by Cooperative Integrated Reading and Composition (CIRC) technique have significantly higher reading comprehension on procedure text than those taught by small group discussion.
3. To find out whether students with low self-confidence who are taught by Cooperative Integrated Reading and Composition (CIRC) technique have significantly higher reading comprehension on procedure text than those taught by small group discussion.

4. To find out whether there is an interaction between both technique and students' self-confidence toward students' reading comprehension of procedure texts.

F. Significance of the Research

The significances of the research: (1) theoretically, this research is given some significances. First, for the field of education, it is expected that the result of this study given contribution to the teaching and learning English especially about using Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading comprehension. Second, the result of this research can enrich the theories of language teaching method especially teaching reading comprehension at vocation school. Third, it can be a source of information about investigating the effect of Cooperative Integrated Reading and Composition (CIRC) technique and Self-Confidence towards students' reading comprehension. (2) Practically, for the practical application, CIRC can be a guideline for the English teacher to apply various kinds of teaching technique. For the students, it is expected that they can solve or answer reading comprehension problems and their self-confidence can be applied in reading comprehension.

G. Definition of key Term

1. CIRC technique is design to lead students in analyzing content of text which is being reading comprehension. It emphasized on group's working and students' responsibility. The activities such as treasure hunt activities (brainstorming, treasure hunt questions), retelling the text, and partner checking.
2. Self-confidence is someone belief that she/he can achieve a success and competency.
3. Small Group discussion technique is common technique applied by the teacher in SMKN 1 Padang. The activities such as teacher presentation, students' discussion the material, do the tasks in group and report of class.
4. Reading comprehension is a complex process of constructing meaning from the texts and it is measured by reading comprehension test.
5. Procedure text is a text that contains directions, manual, or steps in doing something.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

The result of this research indicates that Cooperative Integrated Reading and Composition (CIRC) gives significant effect on students' reading comprehension. CIRC Technique is very beneficial as investment of teaching reading comprehension. It gives significant effect on students' reading comprehension. It can be seen from scores of students' reading comprehension in experimental class taught by using CIRC Technique. The scores of students' reading comprehension in experimental class taught by CIRC Technique are higher than the score of students' reading comprehension in control class taught by Small Group Discussion technique.

Second, it proves the theory that the students who feel confidence in learning that they were involved more actively in learning activities and work harder when they encounter difficulties and achieve a higher levels. The students' reading comprehension with high self-confidence taught by using CIRC technique is significantly higher than those taught by using Small Group Discussion technique.

Furthermore, the result of this research also indicates that Cooperative Integrated Reading and Composition (CIRC) technique can effectively be applied in teaching reading, especially for the students who

have low self-confidence. The students who have positive confidence toward reading comprehension can easily adapt to new teaching technique and they enjoy it. Thus the combination effect of an appropriate teaching technique and the students' who have low self-confidence toward English as foreign language can effectively support the students to have better reading achievement.

Finally, the finding of this research also shows that there is no interaction between the two teaching technique used and students' self-confidence toward students' reading comprehension of procedure text. Self-confidence indirectly leads the students to develop their reading comprehension. It shows that no matter what the teaching technique is, students with low self-confidence got higher score than the students' high self-confidence. It indicates that no matter what the students' level of self-confidence is, the students taught by CIRC technique got higher score than those taught by Small Group Discussion.

B. Implication

Based on the result of this research, it can be implied that CIRC technique is effective to maximize students reading comprehension. The implications of the benefits of CIRC technique in teaching learning reading comprehension are presented below. CIRC technique brings the important role on students' reading comprehension, because the role of CIRC technique gives the opportunities to the students' to interact with

their partner, stimulate students' creativity, facilitate them to get knowledge and comprehend content of texts, especially in solving the problem of reading. Students are provided with word mapping before reading the text and questions that lead comprehension. It makes the students are more confidence in comprehend the reading text.

Self confidence is very important aspect to be noticed and considered in teaching a foreign language. In this research, it is found that the students' reading comprehension with high self-confidence taught by using CIRC technique is significantly higher than those who were taught by using Small Group Discussion technique. It implies that the students who feel self-confidence about learning can participate more actively and work harder when they encounter difficulties and achieve at higher level.

CIRC technique helps the student with low self-confidence on reading comprehension which is proven by the students' reading comprehension with low self-confidence taught by using CIRC technique were significantly higher than those who were taught by using Small Group Discussion technique. It implies that the students with low self-confidence are intended to have low comprehension in reading. The judgment toward their ability in reading comprehension influenced, indirectly, by their low self-confidence.

C. Suggestion

Referring to the conclusion and implication of the research, some suggestions could be given. First, it is suggested that the teacher of SMKN 1 Padang and other teacher to use appropriate and interesting text on using CIRC technique in teaching reading. The more appropriate and interesting the media used, the more successful the use of this technique in teaching and learning process. Second, English teacher can apply CIRC technique as one of alternative way to improve students' reading skill. It can help the teacher vary the activities in the classroom especially in reading comprehension.

Third, this research was only done in vocation school, while CIRC technique can be used for other level education since this technique is not limited only on vocation school. Fourth, as the moderator variable in this research was students' self-confidence, it is suggested to other researchers to conduct a research on other moderator variables such as motivation, attitude, interest, and so on. Fifth, this research was only limited on procedure text. It is suggested to other researcher to attempt conducting a research about students' reading comprehension skill on other kind text like analytical exposition, hortatory exposition, narrative and so on. And the last, for further researcher, it is highly recommended to find as many as good method and activities to increase students' reading skill. It will be beneficial to get various alternative of reading skill teaching technique.

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