

**THE EFFECT OF COOPERATIVE INTEGRATED READING AND
COMPOSITION (CIRC) TOWARD STUDENTS' READING
COMPREHENSION OF PROCEDURE TEXTS AND READING
MOTIVATION**

(Eleventh Grade Students of SMKN1 Padang)

THESIS



By

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ABSTRAK

SELFA IDRIANI. 2013. Pengaruh Teknik *Cooperative Integrated Reading and Composition* (CIRC) Terhadap Pemahaman Membaca Siswa Pada Prosedure text dan Motivasi Membaca Kelas XI SMK N 1 Kota Padang. Tesis. Program Pascasarjana Universitas Negeri Padang.

Penelitian ini bertujuan untuk menguji pengaruh teknik CIRC terhadap kemampuan pemahaman membaca siswa pada teks prosedur dan motivasi membaca. Penelitian ini merupakan penelitian kuasi-eksperimen. Populasi penelitian ini adalah siswa kelas 11 jurusan otomotif SMK N 1 2012/2013. Sampel diambil dengan menggunakan teknik kluster acak. Instrumen yang digunakan dalam penelitian ini adalah angket untuk mengukur motivasi membaca dan tes untuk mengukur kemampuan pemahaman membaca. Data dalam penelitian ini dianalisis secara manual dengan rumus uji t.

Hasil dari penelitian ini menunjukkan bahwa motivasi membaca siswa yang diajar dengan menggunakan teknik CIRC lebih baik daripada motivasi membaca siswa yang diajar dengan metode diskusi kelompok kecil dan pemahaman membaca siswa yang diajar menggunakan teknik CIRC lebih baik daripada pemahaman membaca siswa yang diajar dengan menggunakan metode diskusi kelompok kecil.

Jadi dapat disimpulkan bahwa teknik CIRC dapat memberikan efek yang lebih baik terhadap motivasi membaca dan pemahaman membaca. Penelitian ini mengimplikasikan bahwa teknik CIRC dapat digunakan sebagai salah satu teknik dalam pengajaran Reading di SMK N 1 Padang. Penelitian lainnya disarankan untuk melanjutkan penelitian berkenaan dengan hasil penelitian dengan mengaplikasikan angket motivasi membaca dan tes membaca teks lainnya.

ABSTRACT

SELFA IDRIANI. 2013. The Effect of Cooperative Integrated Reading and Composition (CIRC) Technique Toward Students' Reading Comprehension of Procedure text and Reading Motivation at Grade XI Automotive of SMK N 1 Padang. Thesis. Graduate Program. State University of Padang.


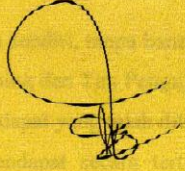

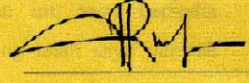

The purpose of this research was to find out the effect of CIRC technique toward students' reading comprehension of procedure text and reading motivation. This research was quasi-experimental research. The design of this research was the posttest-only control group design. The population of this research was the students at grade XI automotive of SMK N1 Padang in academic year of 2012/2013. The researcher used cluster random sampling to select the samples. To collect the data the researcher used reading comprehension of procedure text tests and reading motivation questionnaire. The data were analyzed manually by t-test formula.

The findings of this research showed that (1) the students who were taught by using CIRC technique gave significant effect toward their reading comprehension of procedure text. (2) The students who were taught by using CIRC technique gave significant effect toward students' reading motivation. The findings show that CIRC technique can increase students' reading comprehension in procedure text and reading motivation. The elements of CIRC technique such as treasure hunt activity, heterogeneous group, individual accountability and group reward are considered as the effort for the findings.

Thus, it can be drawn that CIRC technique gave significant effect toward students' reading comprehension of procedure text and reading motivation at grade XI automotive of SMK N 1 Padang in academic year of 2012/2013. This research implied that CIRC technique could be used as one of techniques in teaching reading at SMK N 1 Padang. Other researchers are suggested to conduct further research related to findings of this research by using other reading text and reading motivation indicators.

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TABLE OF CONTENTS

ABSTRAK	i
ABSTRACT	ii
PERSETUJUAN AKHIR	iii
PERSETUJUAN KOMISI PEMBIMBING	iv
SURAT PERNYATAAN	v
ACKNOWLEDGMENTS	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES.	viii
LIST OF FIGURES	ix
LIST OF APPENDICES	x

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem.....	6
D. Formulation of the Problems	7
E. Purpose of the Research.....	7
F. Significance of the Research.....	7
G. Definition of the Key terms	8

CHAPTER II REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theory	
1. Reading Comprehension.....	9
a. Nature of Reading Comprehension	9

b. Procedure Text	15
2. Motivation	
a. Definition of Motivation	18
b. Types of Motivation	19
c. Reading Motivation	21
3. Cooperative Learning	25
a. CIRC Technique	28
1. Definition of CIRC Technique	28
2. The Application of CIRC Technique	30
3. CIRC on Students' reading Motivation	37
b. Small Group Discussion	40
1. Definition of Small Group discussion	40
2. Principles of Small group Discussion	42
B. Review of the Related Findings	44
C. Conceptual Framework	47
D. Hypotheses	48

CHAPTER III RESEARCH METHOD

A. Research Design	49
B. Population and Sample	51
C. Instrumentation	53
1. Test of Reading Comprehension	53
a. Validity of the Test	54
b. Reliability of the Test	55
c. Difficulty Index	56
d. Discrimination Power	56
2. Questionnaire of Reading Motivation	57
a. Validity of the questionnaire	58
b. Reliability of the questionnaire	59
D. Instrument Test Result	59
E. Procedure of the Research	62
F. Techniques of Data Collection	64

G. Technique of Data Analysis.....	64
1. Normality Testing	65
2. Homogeneity Testing.....	66
3. Hypotheses Testing	66
 CHAPTER IV RESEARCH FINDINGS	
A. Data Description	70
1. Reading Comprehension of Procedure Text	70
2. Reading Motivation.....	71
B. Data Analysis	72
1. Prerequisite Analysis.....	72
a. Normality Testing.....	73
b. Homogeneity Testing	75
2. Hypothesis Testing.....	76
a. Hypothesis 1	76
b. Hypothesis 2	77
C. Discussion	78
 CHAPTER V CONCLUSIONS, IMPLICATION AND SUGGESTIONS	
A. Conclusions.....	85
B. Implications	85
C. Suggestions	86
 REFERENCE	 87
APPENDICES	92

LIST OF TABLES

Table	Pages
1. The comparison of CIRC technique and Conventional technique.....	43
2. The Distribution Population of Class Automotive Grade XI of SMK N1 Padang in Academic Year of 2012/2013.....	52
3. List Indicators of Reading Comprehension Procedure text	54
4. List Indicators of Reading Motivation Questionnaire.....	57
5. Results of Validity Test	59
6. Result of Discrimination Power	60
7. Result of Index Difficulty	61
8. Validity of Questionnaire.....	61
9. Teaching Procedure of Experiment Class and Control Class.....	62
10. The Summary Score of Reading Comprehension Procedure Text	70
11. The Summary Score of Reading Motivation Questionnaire	71
12. The Summary of Normality Testing	73
13. The Summary of Homogeneity testing	75
14. Summary of t-Test of Experiment and Control Class Reading Comprehension Procedure text	77
15. Summary of T Test of Experiment and Control Class Reading Motivation.....	77

LIST OF FIGURES

Figures	Pages
1. Conceptual Framework.....	47
2. Normal curve of Reading Comprehension Procedure text of Students Teaching by CIRC technique\	73
3. Normal curve of Reading Comprehension procedure text of Students Teaching by Small Group Discussion	74
4. Normal curve of Reading Motivation of students Teaching by CIRC Technique	74
5. Normal curve of Reading Motivation of Students Teaching by small Group discussion	75

LIST OF APPENDICES

APPENDICES	Page
1 Research Schedule.....	93
2 The Homogeneity and Normality Testing of English Semester Test	
1 Class Automotive of SMK N 1 Padang	94
3 Validation Test from Validators.....	102
4 Research Instrument in Try Out	107
5 Recapitulation of Reading Comprehension Procedure text in Try out	121
6 Validity and Reliability of Reading Comprehension in Try Out	122
7 Recapitulation of Reading Motivation Questionnaire in Try Out.....	127
8 Validity and Reliability of Questionnaire in Try Out	128
9 Research Instruments for Post test	133
10 Distribution Students' Score of Reading Comprehension Procedure	
Text in Posttest.....	147
11 The Normality and Homogeneity of Posttest for Reading	
Comprehension Procedure text	149
12 Distribution Students' Score of Questionnaire in Posttest	152
13 The Normality and Homogeneity of Posttest for Questionnaire.....	153
14 The Testing of Hypothesis	156
15 Lesson Plans for Experiment and Control Class	160
16 Students' Answer Sheet on Worksheet	197
17 Letter of Research Permission.....	205
18 Research Photos	208

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the essential skills for students in vocational school. It is an activity to enlarge students' knowledge according to their field of study. In order to get the knowledge, the students should comprehend the reading materials. The comprehension means the ability of students to explain, retell, paraphrase, summarize, or catch the meaning of the written information.

An important part of reading process is reading comprehension. Dhakal (2010) states "it involves the process of extracting and constructing the meaning of the texts and the readers get involved actively in this process by using their background knowledge, vocabulary, grammatical knowledge and the strategies to understand the texts". It means that the students who are involved in reading actively should comprehend the text well. When they are not able to comprehend the text, they fail to get the information.

At school, especially in the English class, the students are introduced to many kinds of reading materials to improve their reading comprehension. In vocational school, reading is also taught to the students. The aim of reading instruction is to prepare the students to enter business and industry world after finishing their education. Standard competence of the English reading instruction in vocational schools' curriculum is the students should have mastery in comprehending content of the text such as: procedure text (describing process), descriptive text (describe about location or explaining

about graph), agenda, memo, reports, business letters, personal letters, and advertisement, and so on by finding out the message.

At vocational schools, specifically at grade XI, the students are introduced to many different topics of texts. It depends on the students' field of study such as automotive, electricity, machinery, audio video, and building constructions. 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. 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.

However, from the researcher observation, the result of semester 1 test which was taken on December 17th showed that students' in automotive program got very low score among those programs. Many of them had unsatisfied result on their English semester test. The average score of students in automotive classes at grade XI was only 7.0 while the minimum criteria achievement (KKM) of English at SMK N 1 Padang is 7.5 (see appendix 2, page 94). It means many students at grade XI of automotive programs had not achieved the minimum criteria yet and had to follow remedial section to pass the test.

From the interview with some students and observation conducted, there were several problems which caused the students' difficulties in comprehending the texts. The problems was the students were lack of reading motivation, lack of vocabulary and they got difficulties to identify the main idea of the text, determine topic sentence, and identify supporting detail. In

addition, the teachers used the same teaching technique almost all over teaching learning process.

The first problem was students' lack of motivation in reading. It can be seen from researcher preliminary research. She found that most of the students did not give any contribution during teaching reading process. They tended to be passive while the teacher asked them to discuss the material and answer questions that relate to the text, they were unwilling to give response. It means that only few students participated and most of them were lazy. It happened because the materials were not related to students' interest. In addition, the teacher had not applied active learning in reading yet. Therefore, more various activities to make the students more motivated in reading were needed.

Second, low ability in reading comprehension was influenced by the lack of vocabulary. An informal interview had also been done to some students. They said the text was hard to understand. They complained that they didn't know what the word meaning was. 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 a result, they could not finish the assignment completely.

Third, the problem also came 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 skills in comprehending the text. The result of discussion was difficult to determine. When group of students were being asked to do a task, there was only one student did all the work. Wherever the students found difficulties dealing with text, the teacher tended to handle the entire problems by herself. As a result, there was no efficient interaction among the students even they were put in group.

In accordance to the problem above, teachers must be creative in teaching learning process. She/he must make teaching activity which can gain students' motivation, increase students' achievement, gives great opportunities to work together with their partners or peers. The researcher was interested in conducting a research about language teaching technique. Specifically, the technique which could improve students' reading comprehension and reading motivation. One of the teaching techniques is Cooperative Learning.

Cooperative Learning is the teaching system which gives the students a chance to work together in group. It gives academically and socially benefits, for example in increasing students' achievement, enrich conceptual understanding and improving motivation (Morgan, et.al, 2008)

Related to those problems found by the researcher, it was assumed that Cooperative integrated reading and composition (CIRC) was more suitable to solve reading problems. However, there was no single teaching method or strategy 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 the learning techniques based on cooperation. It is design to develop reading, writing and other language skills. 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 difference from conventional technique (small group discussion) of teaching reading.

Then, students are working in a 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 motivated them in reading material.

Considering the problems above, the researcher was interested in doing a research by using CIRC technique to find out its effect toward students' reading comprehension of procedure text and students motivation in reading at grade XI automotive of SMK N1 Padang.

B. Identification of the Problem

Based on the background of the problem above, there were some problems that influence the failure in teaching reading. The problems came not only from the students' side but also from the teacher's side. The problems

on students' side were (1) students got difficulties in reading text especially text which related to their field, (2) students' lack of motivation in reading, (3) students' lack of vocabulary mastery. The problem that came from the teacher side was the teacher always used small group discussion as the main activity which made the students feel bored because without any variation activities. In this study, the researcher conducted the research on Cooperative Learning. It is Cooperative Integrated Reading and Composition (CIRC).

C. Limitation of the Problem

Related to the identification of the problems above, the researcher restricts the problem on the technique the teacher used in teaching reading. This research was limited on using of CIRC (Cooperative and Integrated Reading and Composition) and its effect on reading comprehension of procedure text and reading motivation in SMKN 1 Padang at Grade XI automotive. The researcher limits her population from five of programs at Grade XI automotive because students in automotive classes had very low score of English test from their semester 1 test.

The researcher chose CIRC technique for the reason that through this technique the teaching learning process are students-centered. Students engage actively whereas the role of the teacher was as facilitator and work in cognitive activities in order to comprehend content of text and motivate them in reading.

D. Formulation of the Problems

Based on the limitation of the problem, the problem of the research can be formulated as follows:

1. Does CIRC technique give significant effect on the students' reading comprehension of procedure text at Grade XI automotive of SMK N1 Padang?
2. Does CIRC technique give significant effect on the students' reading motivation at Grade XI automotive of SMK N 1 Padang?

E. Purpose of the Research

The aim of the research was to examine whether:

1. To find out whether CIRC technique gives significant effect on the students' reading comprehension of procedure text at Grade XI automotive of SMK N 1 Padang or not.
2. To find out whether CIRC technique gives significant effect on the students' reading motivation at Grade XI automotive of SMK N 1 Padang or not.

F. Significance of the Research

Using CIRC technique in classroom is supposed to have theoretical and practical significance. Theoretically, it is expected that the result of this study can enrich the theories of language teaching method in vocational school. Practically, it can be a guideline for the English teacher to apply various kinds of teaching technique and to improve their teaching quality; for the students, it is expected that they can solve or answer reading comprehension problems,

become motivate in reading and engage actively in teaching and learning process.

G. Definition of the Key Terms

1. The effect means the outcome or result produced by independent variable.
2. CIRC technique is designed to lead students in analyzing content of text which is being read and motivated them in reading. It emphasizes on group's working and students' responsibility. The activities such as treasure hunt activities (brainstorming, treasure hunt questions), retelling the text, and partner checking.
3. Conventional technique is a common technique applied by the teacher in automotive classes of SMKN 1 Padang. Small group discussion as the main activity. The activities such as teacher presentation, students discuss the material, do the tasks in group and report it in front 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.
6. Reading motivation is one of the students' psychological factors to read and the effort to comprehend it with involvement of strategy. It is measured by questionnaire.

CHAPTER V

CONCLUSIONS, IMPLICATION, AND SUGGESTIONS

A. Conclusions

Based on the research findings above, it could be concluded that:

1. CIRC technique gives significant effect on students' reading comprehension of procedure texts. It can be seen from the mean score of both experimental and control classes. The students' mean score of experiment class who are taught by CIRC technique (70.26) is higher than students' mean score who are taught by small group discussion (62.96).
2. CIRC technique gives significant effect on students' reading motivation. It can be seen from the mean score of both experimental and control classes. The students' mean score of experiment class who are taught by CIRC (100.7) is higher than students' mean score who are taught by small group discussion (92.65).

B. Implication

Based on the conclusion stated above, it is implied that:

1. The teachers at grade XI Automotive SMK N 1 Padang have to realize that the using of small group discussion needs to be improved through CIRC technique in which this technique provides the groups with the needs of an accepted common goal in doing the task. By obtaining this technique, the teachers can be more creative and innovative to renew the learning in order to get a better result especially in reading comprehension.

2. The research shows that when students deal with meaningful learning process, they are motivated to comprehend what they are reading. Therefore, English teacher at grade XI automotive should adapt reading materials which are meaningful and related to the students' field of study.
3. The role of CIRC technique facilitates the students to get knowledge and comprehend content of texts, especially in solving the problem of reading. Students were provided with word mapping before reading the text and questions that lead comprehension. By applying this technique, the students' difficulties in reading comprehension can be minimalized.

C. Suggestions

Based on the research findings and conclusions above, the researcher proposes some suggestions as follows:

1. CIRC technique can be applied in teaching learning process, especially if it purposes to improve students' achievement and motivation.
2. Teachers should plan carefully in planning the activities for teaching learning process by using CIRC technique.
3. For further researchers, it is suggested to conduct the similar research in examining the effect of CIRC technique in wider sample in order to get the larger empirical data and knowledge. Besides, they are also suggested to conduct research by using this technique for other skills like writing, listening and speaking.

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