

**THE EFFECT OF USING COOPERATIVE INTEGRATED READING
COMPOSITION (CIRC) TEACHING MODEL IN TEACHING READING
NARRATIVE AND HORTATORY EXPOSITION TEXT AT GRADE XI
SENIOR HIGH SCHOOL 1 AKABILURU**

THESIS

*Submitted As Partial Fulfillment of the Requirements
to Obtain Strata One (S1) Degree*



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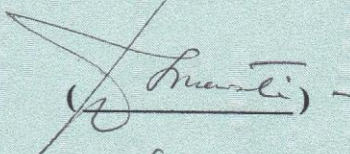
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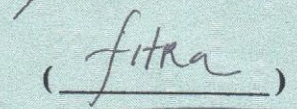
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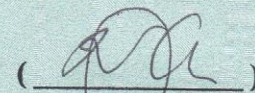
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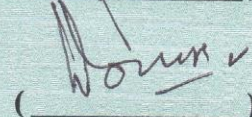
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ABSTRAK

Sri Indah Pertiwi. 04659/2008: “The Effect of Using Cooperative Integrated Reading Composition (CIRC) Teaching Model in Teaching Reading Narrative and Hortatory Exposition Text at Grade XI Senior High School 1 Akabiluru”. Skripsi. Padang. Universitas Negeri Padang.

Jenis penelitian yang digunakan adalah eksperimen dengan design *Pretest-Posttest Control Group design*. Populasi penelitian ini adalah seluruh siswa kelas XI di SMAN 1 Akabiluru. Pengambilan sample menggunakan teknik *Random Sampling*. Dari sample tersebut, peneliti menentukan kelas XI.IPS 1 sebagai kelas experiment, dan XI.IPS 2 sebagai kelas kontrol secara acak. Instrument penelitian adalah test berupa pilihan ganda yang diberikan sebanyak dua kali; pretest dan posttest. Teknik analisis data adalah uji hipotesis dengan menggunakan uji-t.

Dari penelitian ditemukan bahwa nilai siswa yang menggunakan model CIRC lebih tinggi dari pada siswa yang menggunakan teknik umum yang digunakan guru, dimana rata-rata kelas experiment adalah 79.08 sedangkan kelas kontrol adalah 73.30. Setelah dilakukan uji-t, diperoleh t_{hitung} 4.48, sedangkan t_{tabel} 1.99 yang berarti H_0 diterima karena $t_{hitung} > t_{tabel}$. Dapat disimpulkan bahwa penggunaan model CIRC dapat memberikan pengaruh yang baik terhadap pemahaman siswa dalam membaca.

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The Writer

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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of important skills in English language besides writing, speaking, and listening. Through reading, someone gets much information which builds her/his knowledge. Reading has been learned by students since elementary school until senior high school. In English class at elementary school, the students are asked to read a number of words, phrases, and sentences. Later, in high schools, they are asked to read texts or passages which consist of several genres; they are recount, report, procedure, narrative, news item, descriptive, analytical exposition, hortatory exposition, explanation, discussion, review, and spoof.

According to School Based Curriculum (2006), there are several monolog text types that have to be learned in Senior High School. They consist of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review. However, for the second semester in the second year, there are only monolog text that should be learned, they are narrative, spoof, and hortatory exposition. As clearly stated in curriculum that is written by Depdiknas (2006), the basic competence of reading monolog/essay text for senior high school grade XI in second semester is responding the meaning and rhetorical of written text accurately, fluently, and acceptable in daily context to gain information from narrative, spoof, and hortatory exposition text.

However, many students get trouble in achieving the basic competence of reading. When they are asked to read a text by their own, they are able to read it orally but they cannot get the idea of the text, such as getting the main idea, characters, setting, plot, and other parts of the story. In order to know the ability of the students in reading, the researcher has taken a data about the ability of SMAN.1 Akabiluru's students in reading Narrative text. The researcher decided to do a research in this school because of the data taken from the school which showed the mean score of National Examination enrolled 2011/2012 academic years from Science class was 6.47, Social class was 6.15, and from the language class was 5.29.

The preliminary study about narrative text was taken from two classes of Social Science Class at grade eleventh in SMAN.1 Akabiluru; XI IPS¹ and XI IPS². From the data, it can be seen that among 72 students, there are only 13 students who passed the minimum mastery standard that is called as "SKBM" (*Standar Ketuntasan Belajar Minimal*) which is 70. It means the percentages of the students who succeed are 18.1%.

Table 1.
Score of Narrative's Test of XI Grades Students
In SMAN.1 Akabiluru

Classes	Members	Score \geq 70	Score \leq 70
XI IPS 1	35	7	28
XI IPS 2	37	6	31
Total	72	13	59
Percentage	100%	18.1%	81.9%

From the data above, it could be concluded that the ability of eleventh grade students in SMAN.1 Akabiluru in understanding narrative text is low

although this text type always comes out every semester in high school and it needs to be improved.

The difficulties in understanding narrative text which found were caused by some factors that come from both students and teacher's side. The first factor from student's side is lack of motivation. The students do not have enough motivation in reading the text. Most of them feel bored when they are asked to read a text. They prefer to choose fiddling around with their classmate rather than reading the text.

The second factor is limited vocabulary that the students have. They could not get the idea of the text without seeking the words in the dictionary first. So, when the dictionary was not allowed, they will know nothing about the text. Thus, those factors above make the students have a low ability in reading comprehension.

From teacher's side, the teacher did not offer a new story/title of the text for the students. She just used the material from text book or even LKS of the students. They do not interested to read the text because they already known about the story of the text that will be read. In fact, the material that was given by the teacher also has important role in attracting student's interest in reading. The teacher usually uses materials which are uninteresting because they are very familiar to the students. From the LKS that is used by the students in SMAN.1 Akabiluru, the researcher found some familiar stories; they are Snow White, *Malin Kundang*, Toba Lake, etc. These materials make the students feel bored because they have already known about the story.

The last factor is the teaching technique used by the teacher. Teaching technique also takes a big role in learning process. Based on the researcher's observation, the researcher found that the teacher in the school commonly used a quiz to find out the students' understanding of the text. The quiz given to the students after they had finished their discussion about the text given in their group. Concerned about the technique before, the researcher thinks that the technique is not good enough. It could be seen from the students' ability in understanding the text is not satisfactory enough. Thus, it will be useless when the teacher used inappropriate teaching technique while she already used an interesting material.

In order to make the students easy to understand a text, the teacher needs to work hard to modify the teaching technique and also the material used in teaching. There are some models can be used to help the students to comprehend a text, one of them is CIRC (Cooperative Integrated Reading and Composition). Slavin (1995) states that this model can be applied in teaching reading narrative and expository text. That is why the researcher wants to apply it in teaching narrative and hortatory exposition text, since hortatory exposition is belong to expository text, in order to develop students' reading and writing skills.

CIRC (Cooperative Integrated Reading Composition) is a model of teaching which helps the students in reading and comprehending a text cooperatively and also to compose/summarize the text. They will be placed in group which contains of about four students in one group. They work

cooperatively in reading process included reading aloud in group, practice to pronounce words, find out meaning of the words, and also in understanding idea of the text itself. After that the students are asked to summarize/retell the story that they had already read before. Then, the students will get a multiple choice test individually about their understanding of the text.

Based on the explanation above, the researcher assumes that CIRC can help the students to comprehend English text more easily. The problems that might appear in teaching expectedly will be solved when CIRC is applied in a class. Consequently, the students will not feel bored anymore when they are asked to read a text because in CIRC model they will be involved in a group to read the text together. The student will actively engage in the learning process. They can also discuss about the text with the member of their group. Besides, the students who have better understanding about the text can help the other students who get difficulties to understand it. Moreover, the teacher will also help the students by choosing an interesting material to be read not only from the text book or LKS, but also from internet.

B. Identification of the Problem

There is a problem that appears in reading. The problem is students have low reading ability, especially in narrative and hortatory exposition text. It is caused by several factors. The first one is the students have lack of motivation. The second one is limited vocabulary that the student's have. The next one is uninteresting material given by the teacher. The last one is the teaching technique used by the teacher.

C. Limitation of the Problem

Based on the problem identified above, this research will be limited to student's ability in reading narrative and hortatory exposition text and figuring out the effectiveness of using CIRC model compare with the technique usually used by the teacher in teaching narrative and hortatory exposition text for Senior High School Student in SMAN.1 Akabiluru, Kab.50 Kota.

D. Formulation of the Problem

Based on the limitation of the problem stated before, the formulation of the problem is: "Does Cooperative Integrated Reading Composition (CIRC) model give a better effect toward student's reading comprehension than the common technique used by the teacher in teaching reading at SMAN.1 Akabiluru?"

E. Purpose of the Research

The purpose of the research is to find out and explain how effective CIRC model in teaching reading of narrative and hortatory exposition text rather than the common technique used by the teacher.

F. Significance of the Research

It is expected that the result of this research will give big contribution both theoretically and practically for teaching and learning English process, especially in reading. Theoretically, it is expected that the result of this research can give more information about CIRC model in teaching reading. In addition, it is also hoped that by using this model, the students will

comprehend narrative and hortatory exposition text and other texts easily. Practically, the researcher hopes it can give information for the teacher as her/his consideration to choose a good technique/model in teaching Narrative and Hortatory exposition text.

G. Definition of the Key Terms

Reading	: one skill that help readers to get information and knowledge from a text/reading material.
Narrative	: one kind of text/genre that is aimed at amusing and entertaining the readers.
Hortatory Exposition	: one kind of text/genre that is aimed to explain the readers that something should or should not be done.
Common Teaching Technique	: A teaching technique which commonly used by the teacher in the school in a True-False quiz form.
CIRC	: CIRC stands for Cooperative Integrated Reading and Composition. It is one of learning models in Cooperative Learning that is designed to develop reading and writing skills. This technique is applied in heterogeneous work groups.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

As stated in the chapter I, the purpose of this research was to find out and explain how effective CIRC teaching model in teaching reading of narrative and hortatory exposition text rather than the technique usually used by the teacher. Based on the data analysis and the finding in the chapter IV, it can be concluded that the applying of CIRC teaching model gives better effect in improving students' reading comprehension at the second grade students of SMAN 1 Akabiluru in 2012/2013 academic year. Before giving a treatment, the pretest's mean score for experimental class which used CIRC teaching model was 53.70 and for control class which used teacher's teaching technique was 54.48. After given the treatment, the mean score increased; for experimental class was 79.08 and for control class was 73.30.

Based on the hypothesis testing, the value of t_{observed} was bigger than the value of the t_{table} at the level of significance 0.05. The t_{observed} was 4.48 and the t_{table} was 1.99; it means $t_{\text{observed}} > t_{\text{table}}$. It can be concluded that the difference of students' reading comprehension between the two groups (experimental group and control group) was considerably significant. From that result, it was decided that H_0 was rejected while H_i was accepted. Therefore, it can be stated that the use of the CIRC teaching model in teaching reading narrative and hortatory exposition text gave better effect on the students' reading comprehension.

B. Suggestion

It has been proved that the CIRC (Cooperative Integrated Reading and Composition) teaching model gives positive impact toward students' reading comprehension in the English teaching.

Based on the finding of the research, a number of suggestions is given:

1. In order to increase reading comprehension of the students, it is advisable for English teachers to use some interesting materials and also interesting way of teaching. In this case, the researcher suggests an English teacher to use the *CIRC* teaching model as one alternative model of teaching because it has been proven increases the student's reading comprehension. In addition, to maximize the result, it hopes the teacher will use this model continually.
2. For teachers, it is suggested to apply CIRC model, not only in Narrative and Expository genres, but also in other genres.
3. For teachers, it is suggested to maximize the result of applying CIRC model by supporting with interesting material.
4. For the school committee, it is suggested to socialize the CIRC model, not only to other teachers in the same subject but also the other teachers from other subjects.
5. For the researcher and other researchers, it is expected to do further research about CIRC teaching model in other schools and other materials.

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