

**IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE
TEXTS BY USING COOPERATIVE INTEGRATED READING AND
COMPOSITION (CIRC) TECHNIQUE AT CLASS VIII.5 OF
SMPN 6 PEKANBARU**

THESIS



By

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10945

**This Thesis is Submitted to Fulfill One of the Requirements
for the Degree of Magister Pendidikan (M.Pd)**

**ENGLISH LANGUAGE EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG
2010**

SURAT PERNYATAAN

Dengan ini saya nyatakan bahwa:

1. Karya tulis saya, tesis dengan judul “Improving Students’ Reading Comprehension of Narrative Texts by Using Cooperative Integrated Reading and Composition (CIRC) Technique at Class VIII.5 of SMPN 6 Pekanbaru” adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian, dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan Tim Pembimbing yakni Prof. Dr. M. Zaim, M.Hum., Prof. Drs. H. Zainil, M.A., Ph.D., Prof. Dr. H. Mukhiayar, M.Pd., Prof. Dr. H. Jalius Jama, M.Ed., dan Dr. Hj. Desmawati Radjab, M.Pd.
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Padang, 14 Juli 2010

Saya yang menyatakan,

Hanifah Santi

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ACKNOWLEDGEMENT

First of all, the researcher would like to starts the acknowledgement by thanking to Allah SWT for all his mercy. Thanks God for giving me bless, kindness, healthy and ability in finishing this thesis entitled *Improving Students' Reading Comprehension of Narrative Texts by Using Cooperative Integrated Reading and Composition (CIRC) Technique at Class VIII.5 of SMPN 6 Pekanbaru.*

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3. Director of Graduate Program of State University of Padang and his staff and all of the lecturers, especially those of English Language Education Section.
4. My beloved parents, husband, children, sisters, and brothers who had given their valuable understanding and supports in finishing her study smoothly.
5. The headmaster of SMPN Pekanbaru, Dra. Hj. Maisuprihatin, M.M., the English teachers, and her beloved students of class VIII.5 who gave the researcher a chance to continue her study and helped her with supports and ideas.
6. All my dearest classmates at English Language Education Section, Language Education Program, State University of Padang academic year 2008/2009.

Even though the researcher has given her best in completing this thesis, it might be possible that this thesis has mistakes. Therefore, construction critics and suggestions are expected. Thank you.

Padang, July 14th, 2010

The Researcher

Hanifah Santi

ABSTRAK

Hanifah Santi, 2010. Meningkatkan Kemampuan Siswa Kelas VIII.5. SMPN 6 Pekanbaru dalam Memahami Teks Naratif melalui Teknik *Cooperative Integrated Reading and Composition (CIRC)*. Thesis. Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa, Program Pasca Sarjana, Universitas Negeri Padang.

Berdasarkan pengalaman dan pengamatan peneliti, kemampuan siswa kelas VIII.5 SMPN 6 Pekanbaru tahun ajaran 2009/2010 lebih rendah dari pada kelas VIII lainnya. Mereka mengalami kesulitan dalam memahami teks naratif. Hal ini terjadi karena beberapa hal. Misalnya teknik mengajar yang kurang tepat yang digunakan oleh guru, lemahnya kemampuan kosa kata, atau lemahnya kemampuan siswa tentang ciri-ciri teks naratif itu sendiri. Untuk mengatasi masalah ini peneliti melakukan penelitian tindakan kelas dengan menggunakan teknik *Cooperative Integrated Reading and Composition (CIRC)* yang merupakan salah satu jenis *Cooperative Learning*.

Penelitian ini bertujuan untuk menemukan sejauh mana teknik *CIRC* dapat meningkatkan kemampuan siswa dalam memahami teks naratif melalui penelitian tindakan kelas. Dalam melaksanakan penelitian, peneliti dibantu oleh seorang kolaborator. Kolaborator melakukan observasi dengan menggunakan lembar observasi dan catatan lapangan sebagai instrument penelitian. Sedangkan untuk mengetahui peningkatan siswa dalam memahami teks naratif, peneliti menggunakan reading test pada akhir setiap siklus.

Sebelum dimulainya siklus I, nilai rata-rata siswa dibawah nilai KKM (70). Kemudian setelah dilaksanakan tindakan (*action*), kemampuan siswa menunjukkan peningkatan yang berkelanjutan. Setelah dilaksanakan dua siklus, nilai rata-rata siswa berada diatas nilai KKM. Oleh karena itu, peneliti hanya melakukan dua siklus pada Penelitian Tindakan Kelas ini. Adapun faktor-faktor yang mempengaruhi peningkatan kemampuan siswa dalam memahami teks naratif adalah: topik yang menarik, minat siswa dalam membaca, suasana baru dalam proses belajar mengajar, dan motivasi siswa dalam belajar. Berdasarkan temuan penelitian ini, peneliti menyimpulkan bahwa teknik *CIRC* dapat meningkatkan kemampuan siswa kelas VIII.5 SMPN 6 Pekanbaru dalam memahami teks naratif.

ABSTRACT

Hanifah Santi, 2010. Improving Students' Reading Comprehension of Narrative Texts by Using Cooperative Integrated Reading and Composition (CIRC) Technique at Class VIII.5. of SMPN 6 Pekanbaru. Thesis. English Language Education Section, Language Education Program, Graduate Program, State University of Padang.

Based on the researcher's experiences and observations, the students' ability in reading comprehension of narrative texts at class VIII.5 of SMPN 6 Pekanbaru was low. This condition was caused by some factors. There were inappropriate teaching technique, lack of vocabulary, or lack of narrative features.

This research was aimed at explaining whether CIRC can better improve the students' reading comprehension of narrative texts. The researcher was helped by a collaborator used observation sheets and field notes as instruments of the research. Besides that, she also used reading test to find out the improvement of students' reading comprehension of narrative texts at the end of every cycles.

There were a continue improvement on this research. Before beginning cycle I, the average score of students' reading comprehension of narrative texts was under than KKM (70). Therefore, the researcher conducted an action research at this class. At the end of cycle II, their score was higher than KKM. Therefore, the researcher conducted this research in two cycles. There were some factors that influence the students' reading comprehension of narrative texts are: interesting topics, students' interest in solving problems, classroom atmosphere, and students' motivation in teaching learning process. Based on the findings, the researcher concluded that CIRC can better improve students' reading comprehension of narrative texts at class VIII.5 of SMPN 6 Pekanbaru academic year 2009/2010.

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7. All of my dearest classmates at English Language Education Section, Language Education Program, State University of Padang academic year 2008/2009.
8. Everyone who helped the researcher to complete this thesis.

Eventhough the researcher has given her best in completing this thesis, it might be possible that there are still some mistakes that can be found. Therefore, critics and suggestions are expected. Thank you.

Padang, July 14th, 2010

The Researcher

Hanifah Santi

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CHAPTER I

INTRODUCTION

A. Background of the Problems

Based on the School-Based Curriculum (KTSP), the aim of teaching reading is to enable students to comprehend the texts in order to enrich their knowledge. The students are prepared to be proficient to use the language in the real life. The students learn how to read and comprehend the text well. They should be able to identify the main idea, generic structure and linguistics features of the texts.

In terms of reading, there are some genres of texts taught to the Junior High School students. They are descriptive, narrative, recount, procedure and report. For grade VIII of Junior High School, narrative text is a kind of text taught for this grade. Narrative text is a text that tells a story that can be fiction or non-fiction. The functions are to amuse or entertain. In general, the generic structure of fictions consists of orientation, complication and resolution.

From the researcher's experiences in class VIII.5 of SMPN 6 Pekanbaru, some students had difficulties to comprehend narrative text. They had problems in finding information, main ideas, or conclusion. Some students also had difficulties to identify the generic structure of narrative texts, identified the characters, setting, time, conflict, and problem solving from the narrative texts. Therefore, it made the students had difficulties to comprehend narrative texts.

To find out the level of students' reading comprehension, the researcher conducted a reading comprehension test on January 18th, 2010 for class VIII.5 of SMPN 6 Pekanbaru. There were 35 students. At this test, the researcher gave four texts with 20 reading comprehension questions to the students. The result of the test showed that the average score gained by the students was only 59.1. The highest score was only 85. Only seven students had scores between 70-80. While, the others had scores lower than 70 (minimal standard score). At that time, the researcher was disappointed with the result of the test. This fact indicated that many students did not comprehend narrative texts and low ability in reading comprehension of narrative texts.

The researcher assumed that there were some factors influencing the students' low ability in reading comprehension. One of them was the teaching strategy of reading. The teacher did not apply appropriate strategies in teaching reading. Usually, in teaching reading, the teacher read the text and then the students followed or repeated to read. Sometimes, the teacher translated the text into Indonesian or asked the students to translate the texts by themselves. Then, the teacher asked the students to answer some questions. This strategy made the students did not have good interest in reading class. As a result, the students were unable to catch the real meaning of the texts and they did not comprehend the texts.

Beside that, students' low ability in reading comprehension was influenced by the lack of vocabulary. Some students do not have good understanding of what the text is about because of their limited vocabulary. They read the text without

knowing the real meaning of the words. Usually when the students read the texts, they tend to focus their attention on unfamiliar words and consult the dictionary for their meaning. Then, they translate word-by-word while reading the text without understanding the meaning of the texts.

As mentioned in School Based Curriculum, Junior High School students also learn writing skills. They are taught how to write a text. Based on the researcher experiences, many students got difficulties in writing a text. Most of them could not express and organize their ideas. They had difficulties to write the idea and delivered it into words by words, sentence by sentence in order to make a good organization. The students could not distinguish the texts based on the characteristics of the genre. Otherwise, the students also had difficulties of grammar, spelling and choice of words.

Actually, there were many kinds of strategies that can be applied by the teacher in classroom. The teacher should be able to find the suitable strategies for the class. One of them is cooperative learning. Based on the researcher's experiences, the students enjoyed to study in groups or team rather than individually. The students become active and creative when they sat in groups or in pairs. They shared their ideas and they helped each other. This is in line with what Slavin (1995:2) mentions that in cooperative learning methods, the students can help each other. Therefore, the researcher assumed that cooperative learning can give good results on teaching learning process and it would be able to solve the problems in her class.

There are some kinds of cooperative learning that can be applied by the teacher in the classroom, for examples: Students Teams Achievement Divisions (STAD), Cooperative Integrated Reading and Composition (CIRC), Teams Games Tournaments (TGT), Team Accelerated Instruction (TAI), Jigsaw, etc. However, the researcher thinks that using Cooperative Integrated Reading and Composition (CIRC) is more suitable in her class. CIRC is a comprehensive program for teaching reading in the upper elementary and middle grades (Slavin, 1995:7). The students work in pairs within their teams on a series of activities, including reading to one another, making predictions about how narrative texts will be resolved, summarizing stories to one another, writing responses to stories, and practicing spelling, decoding and vocabulary. Therefore, the researcher assumed that CIRC could be an effective strategy to solve the problems. That's why she conducted a research with the title *Improving Students' Reading Comprehension of Narrative Texts by Using Cooperative Integrated Reading and Composition (CIRC) Technique at Class VIII.5 of SMPN 6 Pekanbaru.*

B. Identification of the Problems

Based on the background of the problems above, the researcher identifies some problems in the teaching and learning process, they were:

1. Some students had low reading comprehension to comprehend narrative texts. They had problems in finding information, main idea, or conclusion from the texts.

2. Some students could not identify the generic structure of the narrative texts.
3. Some students lack of vocabulary. They did not have good understanding of what is the text about because of their limited vocabulary.
4. The teacher did not apply appropriate strategies in teaching reading.
5. Some students found difficulties in writing a text. They had difficulties to express the ideas and distinguished the texts based on the characteristics of the genre.

C. Focus of the Problems

Based on the identification of the problems above, there were some problems have been found by the researcher in her classroom. In this research, the researcher focused on students' low reading comprehension in narrative texts. It was the text for grade VIII of Junior High School students. Besides that, he researcher focused on using CIRC technique in improving students' reading comprehension of narrative texts.

D. Statement of the Problems

The problem of this research is stated as follows: "How can Cooperative Integrated Reading and Composition (CIRC) technique improve students' reading comprehension of narrative texts and what factors influence the change of students' reading comprehension of narrative texts by using CIRC at class VIII.5 of SMPN 6 Pekanbaru?"

E. Research Questions

The questions of this research are:

1. To what extent can CIRC technique improve students' reading comprehension of narrative texts at Class VIII.5. of SMPN 6 Pekanbaru?
2. What factors influence the changes of students' reading comprehension of narrative texts by using CIRC technique at Class VIII.5. of SMPN 6 Pekanbaru?

F. Purposes of the Research

The purposes of this research are:

1. To explain whether CIRC can improve students' reading comprehension of narrative texts at Class VIII.5. of SMPN 6, Pekanbaru, academic year 2009/2010.
2. To explain what factors that influence the changes of students' reading comprehension of narrative texts by using CIRC at class VIII.5 of SMPN 6 Pekanbaru, academic year 2009/2010.

G. Significance of the Research

The researcher hopes that the result of this research can give contribution to:

1. The researcher herself, who has experience in conducting CIRC in teaching reading.

2. The English teachers of SMPN 6 Pekanbaru who are interested in applying CIRC to improve students' reading comprehension.
3. Students of class VIII.5 of SMPN 6 Pekanbaru in improving their ability in reading comprehension of narrative texts by using CIRC.
4. Everybody who will read this research to have an insight about the use of CIRC in teaching reading comprehension of narrative texts.

H. Definition of the Key Terms

In order to avoid misunderstanding, it is necessary to define the key terms in this research:

1. Students' reading comprehension is the ability of students in understanding the meaning of the written text.
2. Narrative text is a kind of text that is used to inform the story that can be experience or imaginative in order to amuse or entertain the readers.
3. Cooperative Integrated Reading and Composition (CIRC) technique is a kind of cooperative learning intended to develop the students' reading comprehension and writing composition. Students in the groups are working in pairs on a series of cognitively engaging activities, including reading to another, looking the difficult words, practicing spelling, making predictions about how narrative stories come out, and retelling the story in writing.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

Based on the findings and discussions of the research, the researcher concludes two main points:

1. Using CIRC in teaching reading at class VIII.5 of SMPN 6 Pekanbaru better improves students' reading comprehension of narrative texts. It could be identified from the teaching process and the increasing score of reading comprehension test from pre-test, cycle I, and cycle II. CIRC gives positives contributions and better outcomes to improve students' reading comprehension of narrative texts. There was a significant improvement of students' reading comprehension of narrative texts after conducting CIRC in teaching learning process.
2. There are some factors that influence the changes of students' reading comprehension of narrative texts:
 - a. The interesting topic of narrative texts. They read the text enthusiastically. They read the texts without felt boring.
 - b. The students' interest in solving problems. Students sit in pairs of the higher achievement students help the lower achievement students. The students help each other. They do not feel shame to say their opinion or giving corrections to their partners.

- a. The classroom atmosphere in teaching learning process that allows the students reduce their anxiety. The students participate and follow the activities without feel boring.
- b. The students' interact with partners or group. It increases their motivation in teaching learning process.

B. Implications

There are some implications in this research:

1. CIRC makes teaching reading more enjoyable and students become to be active in teaching learning process.
2. CIRC can increase students' writing ability by writing the composition of the story.
3. CIRC can increase students' speaking skill by telling the story.

C. Suggestions

Based on the result of the research, the researcher suggests as follows:

1. The researcher as an English teacher should continue using CIRC in teaching reading because CIRC can better improve students' reading comprehension.
2. The students of class VIII.5 of SMPN 6 Pekanbaru should notice that applying CIRC can improve their reading comprehension.
3. For further research, the researcher suggests to investigate whether CIRC can improve students' achievement in other skills.

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