

**TEACHING READING AT SENIOR HIGH SCHOOL THROUGH
COOPERATIVE INTEGRATED READING AND
COMPOSITION (CIRC) TECHNIQUE**

PAPER

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to Obtain Strata One (S1) Degree*



BY

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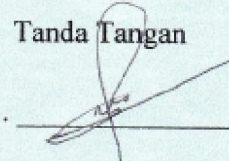
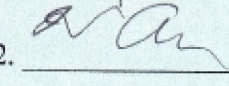
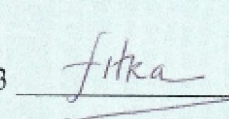
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Teaching Reading at Senior High School through Cooperative Integrated Reading
and Composition (CIRC) Technique

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ABSTRAK

Ersandi, Putra. 2006. Teaching Reading at Senior High School through Cooperative Integrated Reading and Composition (CIRC) Technique. Makalah. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Membaca merupakan salah satu kemampuan yang sangat penting dalam belajar Bahasa Inggris. Pada saat ini banyak siswa yang mengalami kesulitan dalam belajar bahasa Inggris khususnya dalam membaca. Dalam membaca sebuah text Bahasa Inggris, pada umumnya siswa mengalami beberapa kesulitan yang disebabkan karena para siswa tidak memiliki kemampuan dalam mengartikan kata-kata didalam teks, mereka tidak memiliki pengetahuan tentang struktur kalimat, dan jarang atau kurang terbiasa membaca sebuah teks bahasa Inggris. Di sisi lain guru bahasa Inggris juga mengalami kesulitan dalam mengajarkan sebuah teks karena beberapa masalah seperti media yang mereka berikan tidak mampu untuk menarik kemauan siswa dalam membaca sebuah teks bahasa Inggris, teknik yang digunakan tidak menarik dan pemilihan materi yang tidak cocok dalam mengajarkan teks. Hal tersebut juga sangat berpengaruh terhadap hasil belajar siswa di dalam kelas.

Makalah ini bertujuan untuk membahas mengenai bagaimana mengimplementasikan penggunaan teknik CIRC dalam pengajaran membaca sebuah teks bahasa Inggris. Penulis memaparkan beberapa langkah penggunaan teknik CIRC sebagai salah satu kegiatan yang digunakan dalam pengajaran membaca oleh guru Bahasa Inggris. Teknik CIRC tidak hanya meningkatkan minat dan kepercayaan diri siswa dalam membaca teks bahasa Inggris tetapi juga memberikan mereka motivasi untuk lebih intensif lagi dalam membaca. Dengan menggunakan teknik CIRC dalam belajar membaca, siswa dituntut untuk mampu bekerjasama secara kelompok untuk memahami isi dan maksud dari sebuah teks bahasa Inggris.

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CHAPTER I INTRODUCTION

A. Background of the Problem

As an English language skill, reading is more important to learn today. It is because of the fact that reading is needed in every sector of life, such as education, social, politics, industry and economics. By reading, the students can get a lot information and knowledge from what they are reading. Reading is also needed to run business as the business matters are written in English. Not only is that, reading skill used to read materials in social, politics and other aspects of life. That is why, the more a person reads, the more he/she gets.

Because of the importance of reading, in Indonesia the government has put it in education curriculum from elementary until university level. The teaching of reading in Indonesian schools this time is not done in isolation but integrated with other English language skills such as writing, listening and speaking. By the integration, the students will get all skills simultaneously at one class meeting. Besides, the teaching of reading in junior and senior high schools are done by genre-base approach. Based on curriculum 2006, there are several genres that are taught to the students namely, analytical exposition, narrative, recount, descriptive, procedure, report, spoof, news items, exposition, explanation and discussion.

Even though reading has been taught to the students at junior and senior high schools, students still have problems in comprehending reading texts. The problems might be caused by several factors deriving from teachers and students.

The problems that come from the teachers' side. They are materials, media, and techniques. It is inevitable that in the process of teaching and learning the teachers' technique, media and materials contribute to the success of students in reading comprehension. Meanwhile, the problems which come from the students' side are lack of grammar knowledge, lack of vocabulary and low habit of reading. These factors will also influence the students' comprehension in reading.

By not intending to blame all English teachers, it was found that some teachers were unable to choose the appropriate technique for teaching reading. They just used traditional or conventional technique. In this case the teaching of reading was started by distributing the texts to the students, and then reading aloud, discussing difficult words and finally answering the questions based on the text. This technique seemed not interesting to the students. As the result, they did not learn well.

Beside the inability to choose an appropriate technique, many teachers is rarely use media in teaching. If they used it, it seemed that the teachers were unable to select appropriate teaching media for reading class. The problem was not only about the absence of media in teaching reading, but very often that the teachers found problems in using media if any. This happened because the teachers did not have enough knowledge about media. The problems found in using media are as follows: media was too small, media was not suitable to the materials, media was unclear, media did not give the same perception to the students or media did not facilitate learning.

Furthermore, reading teachers seemed unable to make variation about their teaching materials. Commonly, English teachers just took materials from package books which are available in schools or got them from publishers. Several teachers also bought the books by themselves, it was seldom that the teachers tried to find materials from internet, magazines or newspapers. The unvaried materials like that also contributed to the students' failure in reading. The students will be interested in reading when a teacher is able to prepare some materials from different sources.

The problems in reading comprehension were also caused by the students themselves. First, many students seemed not have enough grammar knowledge needed to read. Theoretically, the knowledge of grammar will help a reader to understand the meaning of sentences in a reading text. It will control their comprehension. It is impossible for a reader to catch the meaning of a sentence if he/she does not know the structure of the sentence. That is why; the students who want to be successful in reading should have grammar knowledge.

Next, the students also found problems in reading because they were lack of vocabulary. The vocabulary is important in reading because a sentence is constructed by a group of word. If a reader has a lot of vocabulary, it will be easy for him/her to understand the meaning of each word. In turn, this will help the reader to understand the writer's message. It seemed that the students were bored in reading because they found many new words. As the result, they stopped reading.

Beside the problems of grammar and vocabulary, the students also had low habit in reading. In fact, reading habit determines the success in reading. If a student has high reading habit, she or he will feel glad to read the text. In reality, in the class only some students have high habit of reading and the others are lazy to read. They only keep silent when teacher asks them to read a text. This condition makes the students unmotivated to do exercises. They seemed reluctant to read outside the class. Consequently, the students' reading ability never increases.

Based on the description above, it be concluded that the problems in reading at senior high schools might come the teachers or students. From the teachers' side the problems are teaching technique, media and materials. Meanwhile, the problems from the students' side are lack of grammar, lack of vocabulary and low habit in reading. Those problems should be overcome by teachers, teaching experts or researchers. As a matter of fact, it is impossible to solve all the problems in one time. It should be done gradually. In this case, the writer wants to offer one technique to be applied in reading class. The technique offered here is Cooperative Integrated Reading and Composition (CIRC).

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading and writing/language arts. Admittedly, there are many reading techniques that can be used in teaching reading such as jigsaw, buzz group, CIRC, number head together, modeling, inquiry, collaborative technique, question and answers, and so on. On the other hand, in this paper the writer will try to discuss CIRC technique in teaching

reading. This technique will be expected to help reading teachers to achieve their teaching goal and increase the students' ability and motivation in reading.

B. Identification of The Problem

As mentioned in background of the problem above there are many factors that make the reading difficult for the students. The problems might derive from the teachers such as technique, media and materials, and from the students such as vocabulary, grammar, and habit of reading. In this paper, the writer will discuss CIRC technique.

There are many techniques that can be used by teachers in teaching reading. The techniques are jigsaw, CIRC, number head together, questions and answer, discussion, modeling, collaborative technique and so forth. The success of reading will be chiefly determined by the teacher's technique. If the teacher can choose an appropriate technique, it is assumed that he/she will be successful in his job.

All techniques used by a teacher will give different effects to the students' success in reading comprehension. That is why; the teacher should be able to find the technique for reading materials he/she presents to his/her students.

C. Limitation of the Problem

There are many techniques that can be used to teach reading, such as jigsaw, buzz group, number head together, CIRC, discussion, questions and answers, collaborative technique, and so forth. In this paper, the writer will

discuss only CIRC technique to increase the students' reading comprehension in teaching reading an analytical exposition text.

D. Formulation of the problem

Based on the limitation of the problem above, the problem of this paper is formulated as follows: "How can CIRC technique be applied in teaching reading at senior high school?"

G. Purpose of the Paper

The purpose of this paper isto discuss how CIRC technique can be used or applied in teaching reading at senior high school.