

**The Use of Cooperative Integrated Reading and Composition (CIRC)
Technique to Improve Students' Reading Comprehension
At The Eight Grade Students of SMP Al Islam Kartasura
in the Academic Year of 2015/2016
(A Classroom Action Research)**

THESIS

Submitted as A Partial Requirements

For the Degree of Sarjana in English Education Study Program



By

**DESY APRILIA NURVASARI
SRN. 113221058**

**ENGLISH EDUCATION DEPARTMENT
ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF SURAKARTA**

2017

ADVISORS SHEET

Subject : Thesis of Desy Aprilia Nurvasari

SRN : 113221058

To :

The Dean of Islamic Education
and Teacher Training Faculty

IAIN Surakarta

In Surakarta

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After reading throughly and giving necessary advices, herewith, as the advisors, we state that the article thesis of :

Name : Desy Aprilia Nurvasari

SRN : 113221058

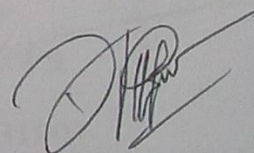
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Advisor




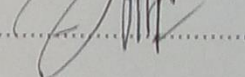
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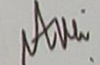
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Chairman : Budiasih, S.Pd., M.Hum. 
(.....)
NIP. 19760308 200312 2 003

Secretary : Suprapti, M.Pd. 
(.....)
NIP. 19740807 200501 2 004

Main Examiner : Novianni Anggraini, S.Pd., M.Pd. 
(.....)
NIP. 19830130 201101 2 008

Surakarta, 20th February 2017

Approved by

The Dean of Islamic Educational and Teacher Training Faculty



Dr. H. Giloto, M. Hum
NIP. 196702242000031001

DEDICATION

This thesis is dedicated to:

1. My beloved father and mother (Joko Margono and Siti Masrukah)
2. My lovely brothers and sister (Devy, Dinar and Dilla)
3. All of my uncle and aunt

MOTTO

“Allah does not burden any human being with more than they can bear. They will get reward (from their kindness) that they do and they will get torture (from their badness) that they do....”

(Al-Baqarah 286)

Hasil tak akan pernah mengkhianati proses

(Hady Ryanto)

You were born to win, but to be a winner, you must plan to win

And expect to win

(Zig Ziglar)

“Success is hardwork and belief ”

PRONOUNCEMENT

Name : Desy Aprilia Nurvasari
SRN : 11.32.2.1.058
Study Program : English Education
Faculty : Islamic Education and Teacher Training

I hereby sincerely state that the thesis titled “The Use of Cooperative Integrated Reading and Composition (CIRC) Technique to Improve Students’ Reading Comprehension at The Eight Grade of Smp Al Islam Kartasura in The Academic Year of 2015/2016” is real my materpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, February 20th 2017

Stated by,



Desy Aprilia Nurvasari
SRN. 11.32.2.1.058

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "The Use of Cooperative Integrated Reading and Composition (CIRC) Technique to Improve Students' Reading Comprehension at The Eight Grade of Smp Al Islam Kartasura in The Academic Year of 2015/2016". Peace is upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

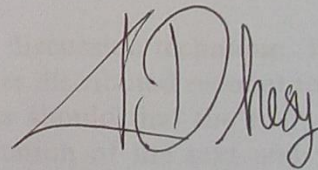
1. Dr. Mudofir, S.Ag, M.Ag., the head of the State Islamic Institute of Surakarta.
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7. All of the Eight grade students of SMP Al Islam Kartasura for their nice participation to be the subject of this research.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, February 20th 2017

The researcher

A handwritten signature in black ink, appearing to read 'Desy Aprilia Nurvasari', written in a cursive style.

Desy Aprilia Nurvasari

ABSTRACT

Desy Aprilia Nurvasari. 113221058. The Use of Cooperative Integrated Reading and Composition (CIRC) Technique to Improve Students' Reading Comprehension at The Eight Grade of SMP Al Islam Kartasura in The Academic Year of 2016/2017. Thesis. English Education Study Program, Islamic Education and Teacher Training Faculty. 2017.

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Keyword: reading, recount, CIRC

The problems of the research are: (1) How is the implementation of CIRC technique in teaching reading comprehension at the eighth grade of SMP Al Islam Kartasura in academic year of 2016/2017, and (2) How is the improvement of students reading comprehension by using CIRC technique at the eighth grade of SMP Al Islam Kartasura in academic year of 2016/2017. The objectives of the research are: (1) Describing how the implementation of CIRC Technique in improving students' reading recount text at the eighth grade of SMP Al Islam Kartasura in academic year of 2016/2017, (2) Knowing how the improvement of students reading comprehension by using CIRC technique at the eighth grade of SMP Al Islam Kartasura in academic year of 2016/2017.

The method used in this research was Classroom Action Research (CAR). This research was started from March until June 2016. The subject of the research was class D of the eight grade students of SMP Al Islam Kartasura, they are 31 students. This research was conducted in two cycles of actions with three meetings in each cycle. It was consisting of planning, acting, observing, and reflecting in each cycle and ended by post-test. The instruments that were used in this research involved observation checklist, interview guidelines, and reading comprehension test.

The implementation of CIRC did by discussion technique. The researcher made a group of students. Then the researcher distributed recount text for each of group as a discussion material. The students should find the main idea, generic structure, the purpose of text, detail information of the text and verb 2 as the characteristic language feature of recount text. After the discussion session was done, the researcher asked the group to present their discussion result in front of class. In the end of meeting, the researcher did test to measure the student understading about the material. The result of the study showed that there was improvement of students' reading comprehension and class situation of English class. Most of the students gradually gained good scores at the end of each cycle. The score of Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) of English lesson is 70. The students' mean score in pre-tes was 54,51. The mean score of the first cycle was 65,80. The mean score in the second cycle was 74,35. While, the implementation of CIRC improves class situation and students performance. It is hoped that this result can give other teachers inspiration to implement CIRC in their class.

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CHAPTER 1

INTRODUCTION

A. Background Of Study

English is an international language. Almost all countries have adapted English used as a compulsory subject at schools. The national education has decided that English as a foreign language taught in Indonesian schools. It learned started from primary schools up to university. Studying English as a foreign language in Junior High School is getting important. In Indonesia, English subject has been included in the curriculum of Junior High School and also as the one subject that is examined in the National Examination. It means that English cannot be ignored to the students of Junior High School. The process of teaching and learning, the learners are supposed to master the four language skills in order to use English well. Those are speaking, listening, writing and reading skills (Crandall, 1989).

Reading is one of four language skills that has important role for the students. One's academic success has a strong correlation with reading. Academically, reading is one of the most important skill. Reading can be defined as the ability to get understanding from written text. L2 reading can best be understood as a combination of skills and abilities that individuals bring to bear as they begin to read (Grabe, 2002). Brown (1982) says that a person must be able to understand what the author writes in order to be an effective reader. It means that the readers have to catch the information which writer writes so that it can be seen the benefits in doing reading.

Today almost all people only read but they do not think how to comprehend. Reading needs more comprehension. To comprehend, a reader must have a wide range of capacities

and abilities. These include cognitive capacities, motivation, and various type of knowledge. In order to produce good ability in reading comprehension, students need to use appropriate method or technique in learning reading. Beside that, the specific cognitive, motivational, linguistic capacities, and the knowledge base called in any act of reading comprehension depend on the text that is used and the specific activity in which one who is engaged.

Teaching reading comprehension in Junior High School can be done in many ways. The teacher can use some techniques that may lead a learners' comprehension and intrinsically motivating the students to help them achieve the lesson objectives. To comprehend a reading text, the reader should be able to recognize the words correctly, know the meaning almost all of the words, and connect the meanings sequentially into a coherent message. In fact, there are many problems appear from their comprehension. Most of the students think twice to read comprehently the text given. Moreover, they could not get the main idea and supporting details of the text. Consequently, most of the students think that reading comprehension is a hard thing to do.

SMP Al Islam Kartasura is one of Islamic junior high school in Kartasura, Sukoharjo. It is located on Jl. Jenderal Sudirman, Kartasura, Sukoharjo. This school is divided to 12 classes. There are four classes for seventh grade, four classes for eighth grade and four classes for ninth grade students. The researcher chooses it because SMP Al Islam is an Islamic public school which is equivalent to junior high school that has B accreditation in the middle of sub district Pucangan, Kartasura. This school is strategies, because near the main street. Beside, SMP Al Islam Kartasura has english extracuriculer that most of the students follow. The researcher chooses the eighth grade students because they have got many English lessons include of conversation transactional and interpersonal skills and also

introduction of some genre texts. One of the text types is recount text. Recount text is a text that telling the reader about one story, action or activity. The goal is to entertaining and informing the reader. Generic structure of Recount text is Orientation, Events and Reorientation. Language features of recount text are using past tense, conjunction and time connectives, adverb and adverbial phrases and action verb.

The researcher conducted an interview on Maret 18, 2016 with the English teacher of SMP Al Islam Kartasura, Mrs. Handayani, S.Pd. She said that the students of the eight grade in SMP Al Islam Kartasura have difficulties in remembering and comprehending the text. When reading test was done, there were no students who got more than the passing grade, 70. It means that there were 32 students who got score under the passing grade. The problem happened because when the students are asked to read a text, the students think that they understand the reading passage. In fact, when the students are requested to answer the questions or to retell and describe what the message the text conveys, the students are looked blank. Some students would say that they forget what the story is about, some would only recall one or two pieces of information, and some others can only tell the beginning and the ending of the passage but they cannot catch the main point of the text. The students always looked for the meaning for every word of the passage to get the whole understanding. Hence, sometime the teacher has to translate it to help the students comprehend the text. It will make the teacher dominant in teaching learning process and students will feel bored. Those problems are because of students' vocabulary are still in low.

Related to the problem, the researcher intends to overcome the problem by implying Cooperative Integrated Reading and Composition (CIRC) technique. According to Johnson (in Isjoni,2007:16) states that cooperative learning is the instructional use of small group that

allows the students to work together to maximize their own and each other as learning. In short, cooperative learning is a learning activity in which the students work together to accomplish the objective of learning.

Concerning with reading CIRC is a comprehensive program to teach reading, writing and language arts. Slavin (2005:200) state that the development of CIRC is focused on curriculum simulatenously and instructional method is an attempt to use cooperative learning as a vehicle for introduction state of the art curricular practices on the partial teaching of reading and writing. It is concerned in group goals and individual responsibility. CIRC in reading section can help the students to understand the material easily because every students has different idea about the text and they can share in group. Moreover, in this section they can share about the appropriate themes which are related to the material. Then, the teammate can help the other to give suggestion or comment. CIRC is rarely implemented in the classroom. The teacher usually uses the conventional method that has dominant role in the classroom so that the students are only passive and receive from the teacher.

Based on the situation at the students of eight grade in SMP Al Islam Kartasura above, the researcher decides to do the research entitled “The Use Of Cooperative Integrated Reading And Composition (CIRC) Technique To Improve Students’ Reading Comprehension At The Eight Grade Of Smpal Islam Kartasura In The Academic Year Of 2015/2016”

B. Problem Statement

Based on the background above, the research question are as follow:

1. How is the implementation of CIRC technique in teaching reading comprehension at the eighth grade of SMP Al Islam Kartasura in academic year of 2015/2016?

2. How is the improvement of students reading comprehension by using CIRC technique at the eighth grade of SMP Al Islam Kartasura in academic year of 2015/2016?

C. The Objective Study

Based on the problem statement above, the purposes of the study can be stated briefly as follows:

1. Describing how the implementation of CIRC Technique in teaching reading comprehension at the eighth grade of SMP Al Islam Kartasura in academic year of 2015/2016
2. Knowing how the improvement of students reading comprehension by using CIRC technique at the eighth grade of SMP Al Islam Kartasura in academic year of 2015/2016.

D. Limitation of the Study

Depend on the background and formulation of the problems, the researcher limits the scope of the study. The researcher will do a classroom action research and it will be conducted at the eighth grade students of SMP Al Islam Kartasura in the academic year of 2015/2016. The research will only discuss on improving reading comprehension by using CIRC. The researcher will focus on teaching reading recount text, because it is one of the genre text that include in the syllabus of second semester at the eighth grade.

E. The Benefit of the Study

There are some benefits of the research some of them are as follows:

1. Theoretically:

The findings will enrich:

The English language teaching methodologies especially the CIRC technique for other researchers to conduct further researches.

2. Practically:

a. For the researcher

The findings of the research can be used as a starting point in improving the writers' teaching ability.

b. For the students

The findings of the research will improve the students reading ability.

c. For the English teacher

It can give an objective description to the teacher on how to teach speaking to the students by CIRC technique.

d. For the school

This research is expected to be held school SMP Al Islam Kartasura so that more advanced and developed in this improving of teaching and learning process.

e. For other researcher

The result of this research could be useful as a reference to conduct future researches dealing with similar problem by using another research design or model such as the correlation or class room action research to improve the students' reading achievement by using one of cooperative learning models, namely cooperative integrated reading and composition (CIRC).

F. Definition of Key Term

They are three key terms in this research, they are: reading, recount text and CIRC.

The explanation as follow:

1. Reading

Richard C. Anderson, Elfrida H. Hiebert, Judith A. Scott and Ian A. G. Wilkinson (1985: 17) state that reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning. Good reader skillfully integrate information in the text what they already know.

2. Recount

Pardiyono (2006:58) says that recount is the record of events in the past time. the recout text is made up of three elements; orientation, sequence events (without crisis and climax), which is closed with re-orientation. In the orientation, the writer introduces the participants and the setting of the story. In the sequence events, the writer tells what happened to the participant in sequence. And in the reorientation, the writer tells the summary of the story that usually tell what the participant felt of all the events.

3. CIRC

Cooperative learning is the instructional use of small group that allows students to work together to maximize their own and each other as learning (Johnson in Hasan, 1994).

CHAPTER II

LITERATURE REVIEW

A. Reading

Reading takes a big part in language learning process. Reading can be seen as an interactive and complex process. It involve a reader, a text, and the process of the reader to comprehend the text. Here, the more detailed explanation of the definition of reading, reading comprehension, the students' ability in reading comprehension, reading strategies, process of reading comprehension, reading activity technique of reading, and genre.

1. Definition of Reading

There are many definitions of reading. Firstly, According to Anderson et. all (1985: 17) reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning. Good reader skillfully integrate information in the text what they already know.

Reading is what happens when people look at the text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the reading process to begin. Thus, there is an interaction between the text and the reader that constitute actual reading (Aebersold and Field, 1998:15).

Reading involves a reader, a text and a writer. Reading skills are developed in an active process. This process involves the surface representation encoded by a writer and ends with interpretation of the written text and interchanges between the writer and the reader. If the writer is careless, the reader may not get the message. If the writer makes demand that the reader cannot fulfill, the message will not be received,

eventhough to another reader it might be clear. If the reader careless, reading will result in incomplete interpretation. The reader tries to interpret the text through his/her own experiences, but they may differ from the writers experiences. This explanation proves that reading is not just an active process, but also an interactive one.

Based on the definition above, the researcher concludes that reading is a means of communication between the reader and the writer so that the reader understand what the writer says in a certain text, and then the reader reads these graphic symbols as the message representation. Beside it, reading has some basic aspects that reading for active, interactive process that go on between the reader and the text, resulting in comprehension.

2. The Nature of Reading

The meaning constructed from same text can vary greatly among people because of differences in the knowledge they possess. According to Anderson et. all (1985: 18-25) the successful of reading achievement depend on five generalizations, they are:

- a. The first *reading is a constructive process*. No text is completely self-explanatory. In interpreting a text, readers draw on their store of knowledge about the topic of the text. Readers use this prior knowledge to fill in gaps in the message and to integrate the different pieces of information in the message. That is to say, readers “construct” the meaning.
- b. The second *reading must be fluent*. The foundation of fluency is the ability to identify individual words. Since English is an alphabetic language, there is a fairly regular connection between the spelling of a word and its pronunciation. Every would be reader must “break the code” that relates spelling to sound and meaning.

Reader must be able to decode words quickly and accurately so that this process can coordinate fluidly with the process of constructing the meaning of the text.

- c. The third *reading must be strategic*. Skilled readers are flexible. How they read depends upon the complexity of the text, their familiarity with the topic, and their purpose for reading.
- d. The fourth *reading requires motivation*. As every teacher knows, motivation is one of the keys to learning to read. It will take most to learn to read well. Somehow, attention must be sustained during this period and must not lose the hope that eventually will become successful reader. Teachers whose classes are motivated are described as business-like but supportive and friendly.
- e. The fifth *reading is a continuously developing skill*. Reading, like playing a musical instrument, is not something that is mastered once and for all at a certain age. Rather, it is like that continues to improve through practice. The process begins with a person's earliest exposure to text and a literate culture and continues throughout life.

3. Aims of Reading

Wallace (1996: 6-7) classifies the purpose of reading based on the personal reasons as follow:

a. Reading for survival

Reading for survival is reading a text that is very crucial for life. For example a warning sign, an admonition sign, an instruction sign, etcetera. Survival reading serves immediate needs

b. Reading for learning

It is expected to be exclusively school-related. Reading is intended to support learning. The reader needs to 'translate' the text, literally or metaphorically, to learn vocabulary, to identify 'useful' structures or collocations, to use a text as a model for writing and to practice pronunciation. For example one reads a text loudly, then analyzes it and makes the same kind of text.

c. Reading for pleasure

Reading for pleasure is reading to get happiness. The reader wants to enjoy the sound, and rhythm or rhyme of the text. The text being read is written originally to offer enjoyment. For example read recount text.

4. Models of Reading

According to Aebersold, et. al (1998: 17-18), there are three main models of how reading occurs, they are: bottom-up theory, top-down theory, the interactive school of theorists.

- a. Bottom up theory argues that the reader constructs the text from the smallest units (letters to words to phrases to sentences, etc.) and that the process of constructing the text from those small units becomes so automatic that readers are not aware how it operates.
- b. Top down theory argues that readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and, given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations. The top down school of reading theory argues that readers fit the text into knowledge (cultural, syntactic, linguistic, historical) they already possess, then check back when new or unexpected information appears.

- c. The interactive school of theorists describe a process that moves both bottom up and top down, depending on the type of text as well as on the reader's background knowledge, language, proficiency level, motivation, strategy use and cultural shaped beliefs about reading.

Reader use both top-down strategies to comprehend a text, and the mixing of those types of strategies constitutes the interactive process. The bottom-up strategies provide a linear or sentence-by-sentence building of comprehension. Top-down approaches, such as discourse-level strategies, aid readers' comprehension of larger pieces of text, such as paragraph or section. They help reader see how an individual sentence or a group sentence contribute to that larger meaning (a top-down approach). Efficient readers employ both types, moving from one to the other as they read (the interactive model)

5. Reading Comprehension

The essence of reading act is comprehension: it becomes a primary challenge in teaching or learning of reading skill. In order to learn or understand the message of the author, the students are hoped to have the ability to comprehend the written textbook. Comprehension means understanding the meaning or the point of a topic, F. Dubin et all (1986: 6) show a more specific explanation, comprehension means relating what we do not know or new information, which is not random collection of facts but a .theory of a world in each of our heads.

Reading with comprehension means to understand what has been read. Dorothy Rubin states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities concern word meanings and reasoning with verbal concepts. English has been taught as a foreign language in our country, however,

it does not mean that the result of teaching English in our school is satisfactory, despite the fact that it is taught continuously for six years at the high school, three years at SMP, and three years at SMA. Ramelan (1992: 4) say that most SMP graduates are still very poor in their reading comprehension, since they cannot usually read or understand articles in English dailies. There are different lists of skills that they feel are basic to understanding. The skills usually listed are as follows:

- a. React to the sensory images (visual, kinesthetic, taste, smell) suggested by words.
- b. Interpret verbal connotations and denotations.
- c. Recognize and understand the writer's purpose.
- d. Determine whether the text affirms, denies, or fails to express an opinion about a supposed fact or condition.
- e. Identify the antecedents of such words as who, some, or they.

6. Kinds of Reading Comprehension

Kennedy (1981: 199) states that there are three kinds of reading comprehension. They are literal comprehension, inferntal comprehension and evaluative comprehensio. The explanation of these three kinds of reading comprehension is as follow:

a. Literal comprehension

It means reading to understand, remember or recall the information explicitly, contained in passage such as identifying explicitly stated main idea, details, sequence, cause-effect relationship and patterns.

b. Inferential comprehension

It means reading in order to find information, which is not explicitly stated in passage. The reader uses his experience and intuition. This activity includes inferring main ideas, details, comparison, cause-effect relationship which is not explicitly stated, drawing conclusion or generalization from a text, predicting outcome.

c. Analysis comprehension

It means reading in order to compare information in a passage with the reader's own knowledge and values; for example, distinguishing between facts and opinions, reacting to a text's content, character and use of language. From the theories above, it can be concluded that comprehending the text means: (1) gain the main ideas of the text, (2) find the explicit and implicit detail information of the text, (3) identify the contextual reference from the text and (4) analyze the language used in the text.

7. Factors Affecting Comprehensions

As it has already been shown, reading comprehension needs some intellectual ability to master it. According to Alderson (2000: 32) there are six basic factors that influence the students.

a. Background Experiences

Students who have little experience may have some difficulties in comprehending many ideas and activities with which other children are familiar before they learn in school. For an example, a student who never sees or hears about the mountain, and in some occasions dealing with it will find the story hard to follow, so he must have experiences in his background that enables him to bring personal meaning to the events and feelings of the story.

b. Intellectual Abilities

Second aspect of comprehension is the students. Ability to think, it all depends on his intellectual development. Although the teacher gives the same textbook and same purpose of reading, the result of reading may be different. The number of ideas that they understand and the depth of their understanding will be largely dependent upon their general capacity to learn. The slow learning or dull-normal students cannot be expected to show same reaction or gain the same appreciations as the bright students when they read together for pleasure or to gain information.

c. Language Abilities

The third aspect is the students' language abilities, including semantics or word meaning and grasp of syntax. Understanding of semantics comes from experience with words in various, personally meaningful settings. A grasp of syntax is needed to recover the structure of the language, so the students have to master syntax which links deep and surface structure.

d. Affection

Such as personal interest, motivation, attitudes, beliefs, feelings; students will attend a better understanding to the story about a topic if they find personally interesting. The cause of greater understanding is also affected by reader's attitude and beliefs, readers could understand materials better when it matches their own attitudes and beliefs on a topic. This affection is usually linked to each other.

e. The purpose of reading

This fifth factor also determines the comprehension ability, student could also have difficulties to understand the story if he reads it with no particular purpose in mind. Comprehension is always directed and controlled by the needs and purposes of an individual. If that so, they must establish their own purpose before reading and commits the entire story to memory.

f. Skills of comprehending

Another factor which influences the depth and the amount of comprehension is the skills that the students have developed for that purpose; the ability to comprehend develops gradually from the simple to the complex skills. The teacher give a balanced program, include direct teaching of techniques which will aid the student in developing attitudes and skill of thoughtful, purposeful reading.

g. Teaching Reading

Teaching requires long and difficult period of academic preparation, legal recognition and social responsibility. Teaching is guiding and facilitating, enabling the learner to learn, setting the conditions for learning. Teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. It can be conclude that teaching is a process of helping and guiding students to learn and develop their knowledge.

1) Background of Teaching Reading

Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. Second, teaching reading refers to teaching learners who already have reading skill in their first language. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension (Anderson, 1985:68-69).

2) Principles of Teaching Reading

Harmer (1998: 70) suggests six principles in teaching reading. They are:

a) Reading is not a passive skill

Reading is an incredible active occupation. To do it successfully, we have to understand what the words mean, see the picture the words are painting, understand the arguments, and work out if we agree with them. If we do not do these things and if students do not do these things, then we only just scratch the surface of the text and we quickly forget it.

b) Students need to be engaged with what they are reading

As with everything else in lessons, students who are not engaged with the reading text, not actively interested in what they are doing are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

c) Students should be encouraged to respond to the content of reading text, not just to the language

It is important to study reading texts for the way they use language, the number of paragraph they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about topic thus provoking personal engagement with it and the language.

d) Prediction is a major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually read. Book cover give us a hint of what's in the book, photographs and headlines hit at what articles are about and reports look like reports before we read a single word.

The moment we get this hint the book cover, the headline, the word processed page our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teacher should give students 'hints' so that they can predict what's coming too. It will make them better and more engage readers.

e) Match the text to the topic

We could give students Hamflet's famous soliloquy 'To be or not to be' and ask them to say how many times the infinitive used. We could give them a restaurant menu and ask them to list the ingredients alphabetically. There might be reasons for both tasks, but, on the face of it, they look a bit silly. We will probably be more interested in what Hamlet means and what the menu foods actually are.

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks, the right kind of questions, engaging and useful puzzle. The most interesting text can be undermined by asking boring and inappropriate questions, the most commonplace passage can be made really exciting with imaginative and challenging tasks.

f) Good teacher exploit reading texts to the full

Any reading text is full of sentences, words, ideas and descriptions. It does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using language for *Study* and later *Activation*.

Based on the principles of teaching reading above, the researcher concludes that a person is reading, his/her employe special skills and strategies to process information based on linguistic input from the text, it is knowledge-based or conceptually-driven mode of information processing.

3) The Reading Process in Teaching Reading

According to Michael Hammond (2000: 31-44), we look at talking books as this is an area which has caught the interest of many primary school teachers and their pupils. These studies of children working in school and at home illustrate the way in which talking books can be used to support the mechanics of reading and help to motivate children to want to read. We

conclude the chapter with a discussion of the limitations of currently available software and highlight areas for development.

- a) *Reading*. Reading involves being able to read and have access to knowledge contained in articles and textbooks and engaging with literature for pleasure, self-discovery and self-realisation which must English teacher's accept as an integral and central component in any conception of education;
- b) *Talking Books*. Our approach to the teaching of reading is based on the assumption that learning to read involves similar processes as learning to speak. Adults enable children to learn to speak by talking to them;
- c) *Supporting the mechanics of reading*. The need for appropriate teacher intervention is highlighted in the following account of using talking books to teach reading to less able and bilingual learners;
- d) *Motivating readers*. The motivational effect of these animations became obvious when in the second case-study school we watched pupils reading;
- e) *Limitations of existing talking books*. With all computer-based activities, the quality of children's learning is dependent, at least in part, on the way the activity is organized and supported by the teacher. As we have shown in this chapter, without appropriate support and direction from the teacher, working with talking books can become a passive activity with little constructive learning.

Based on the reading process above, the researcher concludes that working in the school for study hard can make more understand about reading process and know

to deferential for the quickly read something book in the text or read novel more complete.

8. Approach to Teaching Reading

Once course goals have been written, reading teachers need to decide what approach they will use to achieve their goals. Approach refers to theories about the nature of language and language learning that serves as the source of practices and principles in language teaching (Richard and Rogers, 1986: 16).

a. An Extensive Approach

An extensive approach to teaching reading is based on the belief that when students read for general comprehension large quantities of texts of their own choosing, their ability to read will consequently improve. The emphasis in extensive reading courses is to use reading as a means to an end.

In other words, reading is used to accomplish something else, such as a written summary, a written report, an oral report, a group discussion, and a debate. In this type of course, students are usually given more freedom to choose reading materials within their language proficiency range. The texts that they read may be completely of their own selection or to some extent selected by the teacher.

b. An Intensive Approach

In an Intensive Approach to reading-this currently reigns in most language and language learning and books-reading the text is treated as an end in itself.

Students do many exercises that require them to work in depth with various selected aspects of the text. Exercise can cover a broad range of reading

skills: (a) Looking at different levels of comprehension (main ideas vs. details), (b) Understanding what is implied versus what is stated, (c) Discussing what inferences a reader can reasonably make, (d) Determining the order in which information is presented and its effect on the message, (e) Identifying words that connect one idea to another, (f) Identifying words that signal movement from one section to another, and (g) Noting which words indicate authors' certainty about the information presented.

B. Cooperative Learning

According to Endang Fauziati (2009: 166), Cooperative learning is more effective in increasing motivation and performance of students. A lot of studies have investigated the effect of cooperation on students' achievement and most of the results are extremely favorable, since cooperative learning creates a more positive affective climate in the classroom, while it also individualizes instruction and raises student motivation.

1. Notion of Cooperative Learning

Cooperative learning is team work to achieve maximal results in the five elements to community self-help that must be applied in the class, that are dependence on one another, responsible individual, face to face, and member of communication (Anita Lie, 2007: 31).

That means in the definition of cooperative learning according to Anita Lie is about how to make good team study in the classroom with the use of cooperative learning and then, make mutually complete with other friends in the team to help and the working of self-job to give head team.

Slavin (2005: 2) argue that cooperative learning is a variety of teaching program in which students work in small groups to help another learn academic content.

Cooperanon means working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to all other group member. Cooperative learning is the instructional use of small group that allows students to work together to maximize their own and each other as learning (Johnso in Hasan, 1994: 16).

Based on the notion of cooperative learning above, the researcher conclude that the definition of cooperative learning is very good for improving student to study hard and can develop new idea for get good students and make understand to give job for other friend in the team and active to study, help, and responsibility in the team can make better team than the others.

2. Learning Process in the Cooperative Learning

All team did not work too hard in the class cooperative learning but student make better team than other team in the class (Roger and David, 2007: 31).

According to Anita Lie (2007: 30-37) for achieving to maximum result, learning process in the cooperative learning have five elements of cooperative learning must be applied.

a. Positive dependence to another

In the success creation is very dependent to effort every team, journalist find and write news, editorial to the true words, and type writer to type this write. This work chain continue until with them go to in printing office and delivery man.

All these people work to achieve one same purpose, appear a newspaper and until arrive in the reader.

For find team work is effective, teacher must arrange exercise with the result that all team must finish exercise alone so can find aim them. Next, teacher will evaluation them all about this study before. And that this manner, every team will must feel responsible to finish exercise in order can making good students work team.

b. Individual responsible

This element cause from first individual responsible. If exercise and pattern make with procedure in cooperative learning method. Every student will feel responsible to do the best team. This element cause from first individual responsible. If exercise and pattern make with procedure in cooperative learning method. Every student will feel responsible to do the best team. Key result cooperative learning method is ready of teacher in arrange to exercise.

c. Face to face

All team must give opportunity for meeting face to face and discussion. This interaction activity will give students to make power to benefit with all members. Result of thinking in some heads will more rich than the thinking of one head. More than far again, this result of cooperative more big better work team than amount result every member.

Pont from this work is different respect, admiring benefit, and content of less each. Every member has experienced background, family, and social economic different one with other. This difference will be first financial capital in process with the rich

member in the team. Team cannot get it very fast, but process team is long time. Member of team must give an opportunity for knowing and giving one other in all activity face to face and interaction for individual.

d. Member of communication

This element always want to student work team have synergy of alert in communication. Before having exercise student in the team, teacher must teach the manner communication. Every student has not skill in listening and speaking. Result of a team also have in member for listening and then ability for giving response opinion of them with other member.

On this time study have understand to be explicit in manner to communication with effective like how manner process opinion other student without make feel heart bad mood. Many people are less sensitive and wise in saying their opinion.

Skill to communication in this teams also have a long time processes. Student cannot hope straightly will be a communicator well in a fast time. However, this process has process very benefit in work team and travelled to rich experience study and construction development mental and emotional students in the class.

e. Process team to evaluation

Teacher need schedule special for team to process evaluation in work team and result work with them so next time he/she can work together with more effectively. This time evaluation did not present every time in work time, but can present interval sometime after some time study in activity in cooperative learning. Format evaluation have kinds, dependent to level study to students in the school.

3. Types of Cooperative Learning

There are some types of cooperative learning based on Slavin (2005: 11):

a. Student Teams-Achievement Divisions (STAD)

STAD is the simplest and most widely applicable of the student team learning method. It can be used in grades 2-12 in every subject. In STAD, the teacher follows a cycle of teaching, teamwork, and individual assessment. Teams earn certificates or other forms of recognition based on the degree to which all team members have improved over their past performance.

b. Teams-Games-Tournament (TGT)

Like STAD, TGT is applicable to all subjects in grade 2-12. In TGT, the same cycle of activities is used as in STAD, except that instead of taking individual assessments, students compete in academic tournaments with members of other teams to add to their team scores.

c. Jigsaw 11

Jigsaw 11 is a student team learning program used in 3-12 whenever students are learning from written materials such as textbooks, biographies, and social studies or science books. In Jigsaw 11, each team member is assigned a topic as a focus of study. After reading, students from different teams who had the same topic meet in 'expert groups' to discuss what they have learned, and then the 'expert' return to their findings. Finally, all students are quizzed on all topics and the teams are recognized based on the progress of all team members, as in STAD.

d. Team Accelerated Instruction-Mathematics (TAI)

TAI is a comprehensive approach to cooperative learning in mathematics, grade 3-6

e. Cooperative Integrated Reading and Composition

Unlike STAD, TGT, and Jigsaw 11, which are 'generic' methods adaptable to any subject and grade level, CIRC is a comprehensive approach to instruction in reading, composition and spelling.

From the explanation above, there are some types of cooperative learning, they are Student Teams-Achievement Division (STAD), Teams-Games-Tournament (TGT), Jigsaw 11, Team Accelerated Instruction-Mathematics (TAI), Cooperative Integrated Reading and Composition (CIRC).

4. Review on Cooperative Learning Type CIRC

In this part, the researcher divides into three parts. It includes The definition of Cooperative Integrated Reading and Composition (CIRC), the learning components in CIRC, the procedure of CIRC in teaching reading.

a. The Definition of Cooperative Integrated Reading and Composition (CIRC)

According to Slavin (2005: 200) in CIRC Reading, students are taught in reading groups and they are asked to focus in collaborating their ability teams to work on a series of cooperative activities, including partner reading, making prediction, identification of characters, setting, problems and problems solution, summarization, vocabulary, spelling, reading comprehension exercise, and story related writing.

CIRC Writing/ language art is a comprehensive approach to writing and language art based on a writing process model, with the same teams used in CIRC

Reading serving as peer response groups. Students work together to plan, draft, revise, edit, and ultimately 'publish' composition. Teachers present mini lessons on style, content, and mechanics of writing, which are integrated with students writing.

In addition, the main component on CIRC according to Slavin (2005: 204) has eight components. The eight components includes: (1) Teams, namely the formation of a heterogeneous group consisting of 4 or 5 students, (2) Placement test, for example, obtained from the average value of daily tests before or on the report card for teacher to know students' strength and weaknesses in specific areas, (3) Student creative, carry out tasks in a group by creating a situation where individual success is determined of influenced by the success of the group, (4) Team study, the stages of learning actions to be undertaken by groups and teachers about providing assistance to groups who need it, (5) Team scorer and team recognition, the scoring of the work group and provide criteria for the award of the group that managed to be brilliant and groups that are considered less successful in completing the task, (6) Teaching group, which provides a brief matter of the teacher ahead of group work, (7) Facts test, namely the implementation of the test or test based on the facts obtained by the students, (8) Whole class units, namely granting summary of the material by the teacher at the end of time learning with problem-solving strategies.

Based on the statement above, the researcher concludes that Cooperative Integrated Reading and Composition (CIRC) is one of type of cooperative learning which usually used to teach reading and writing. The application of this type of learning makes students more active in learning process. There are some steps in

Cooperative Integrated Reading and Composition (CIRC): (1) Team, (2) Placement test, (3) Student study, (4) Team study, (5) Team scorer and team recognition, (6) Teaching group, (7) Facts test, (8) Whole class units.

b. Elements of program in Cooperative Integrated Reading and Composition (CIRC)

Teaching cooperative learning using CIRC has elements to studying this class. There are some elements of CIRC based on Slavin (2005: 106-110):

- 1) *Team of Reading*. If used teams of reading, the student are divided in the teams consist of 2 or 3 people in level ability reading which can definitely by teacher. If did not definitely give teaching in this all classes.
- 2) *Team*. The students are divided couple in team reading, and then these couples divided in team consist of couples from two teams reading.
- 3) *Connection activity in the story*. The students are used well subject to based on reading like novel or comic. Discusses structural story to ability like make and spirit predict and identification problem in form recount. After know this story, to student give list story, consist of all activities to them do this team moment them not work teacher together in reading team. Steps activities, follows as:
 - a) *Couple reading*. To students read their experience in the form of recount text in heart and then by turns reading story with loud this couple together, take turns to each paragraph. Listener corrects every wrong to reader. Teacher give score to work student with round and listen student read one by other

- b) *Write Story to involve and Arrangement Language Story*. Students are given questions which interrelated with each story to all recount. In the end of story student response story all and write some paragraph about topic.
- c) *Word Express with Loud*. Student are given list new words, then they are must study reading this words with true and not doubtful or wrong say
- d) *Semantic*. Students are given words list in the story new includes the vocabulary and look words in the dictionary, write means with simple understand.
- e) *Independent Reading and Book Report*. Student read this book and change choosing student work team in the class during 20 minutes. And then parents form in signature if the student was read this job book. Student also finish book report is regular, and then they are get point in the team for this task.

5. The Procedure of CIRC in Teaching Reading

According to Durukans' journal (2011: 103), the procedures of Coperative Integrated Reading and Composition (CIRC) are as follows:

a. Introduction by teacher

First of all, teacher shares basic information to the students in the classroom.

b. Group work

Four or five student groups were established. Worksheets and other materials prepared by teacher were handed out to group members. Depending on the content of the work, students can collectively answer the questions and answers can be checked by each member and coveyed to other groups. Other numbers also control the answers and the process continues this way.

c. Assessment

Depend on the features of the selected technique, skills or information learnt by students in relation to course content is accessed by students individually or cooperatively.

d. Detection of successful group

Steps of CIRC type of cooperative learning models are as follow: Individual and group assessment of the student score are entered on a group scoreboard and the resulting score are summed. The group with the highest final score is rewarded.

C. Review on Recount Text

In the review on recount text, the researcher wants to explain about the definition, generic structure, language features and example of recount text.

1. The definition of recount text

Pardiyono (2006:58) says that recount is the record of events in the past time. In addition, Hartono (2005:6) states that the social function of recount text is to retell events for the purpose of informing or entertaining. Therefore, it can be concluded that recount text is a text to record of events in the past time for the purpose of informing and entertaining.

2. The generic structure of recount text

According to Harris (1993:42) the structure of the recount is orientation, events and evaluation. In line with Harris, Pardiyono (2006:65) says that the recout text is made up of three elements; orientation, sequence events (without crisis and climax), which is closed with re-orientation. In the orientation, the writer introduces the participants and

the setting of the story. In the sequence events, the writer tells what happened to the participant in sequence. And in the reorientation, the writer tells the summary of the story that usually tell what the participant felt of all the events.

3. The languages features of recount text

The linguistic features of recount text are the use of the simple past tense, time adverbials and consistent person (Harris, 1993:42). In addition, Hratono (2005:8) says that the language features of recount text are focus on individual participants, use of past tense, focus on temporal sequence of events, and use of material (or action) clauses.

D. Review of The Previous Research

To prove the originality of this research the researcher wants to present the previous researcher who deal with the first, Halimah Intan Maya Sari (2013) IAIN Surakarta with the title “Improving Students’ Writing skill on Recount Text through Paired Story Telling (A Classroom Action Research at the Eight Grade Students of MTsN Negeri Sukoharjo in the 2012/2013 Academic Year). The problem is lack of writing ability. The researcher problem is lack of reading. The objective of research is to describe the implementation of paired story telling technique in teaching learning process at class VII A of MTsN Sukoharjo. The researcher objective is to implement CIRC in teaching learning process at class VIII D of SMP Al Islam Kartasura.

The second was done by Dwi Sunday S (2013) STKIP PGRI WEST SUMATERA with the title “The effect of cooperative integrated reading and composition (circ) on students’ reading comprehension(*A study at the second grade of students smp n 1 sungai*

rumbai in academic year 2013/2014). She wants to know whether or not CIRC can affect the students' reading comprehension. The researcher findings show the use of CIRC technique to improve reading comprehension in recount text of SMP Al Islam Kartasura.

The last previous study was taken from Metaleli Priliesi (2014) IAIN Surakarta with the title "Improving Students' Reading Comprehension on Narrative Text through Cooperative Integrated Reading And Composition Technique(A classroom action research at the eighth grade of SMP N 2 Ceper in the academic year of 2013-2014). It uses narrative text to apply CIRC at the eighth grade of SMP N 2 Ceper. The researcher uses recount text to apply CIRC at eight grade of SMP Al Islam Kartasura.

E. Rationale

In junior high school, the genres are taught from the first to third grade. They are descriptive, recount, narrative, report, news item, analytical exposition, spoof, hortatory exposition, explanation, discussion, review and procedure. The eleventh grade students are taught narrative and report.

The students have the difficulties in knowing the content of the text and identifying the structures of the text. They also have difficulties in understanding and comprehending the meaning of the text. There are several problem arise related to English class: first, the students got difficulties on understanding meaning of words, they needed a lot of time to understand the English text and also faced to find some information of the text. Second, the background of the students are different, they have variant intelligence, and just some of the students had past the KKM. Third, time allocation of English is limited. The teacher must explain the whole materials from the syllabus. The intelligence of the students are variant, through discussion method in CIRC the students can share about what they know.

In this research, the researcher chooses CIRC technique for students' reading ability especially on recount text, because there are eight components includes: (1) Teams, namely the formation of a heterogeneous group consisting of 4 or 5 students, (2) Placement test, for example, obtained from the average value of daily tests before or on the report card for teacher to know students' strength and weaknesses in specific areas, (3) Student creative, carry out tasks in a group by creating a situation where individual success is determined of influenced by the success of the group, (4) Team study, the stages of learning actions to be undertaken by groups and teachers about providing assistance to groups who need it, (5) Team scorer and team recognition, the scoring of the work group and provide criteria for the award of the group that managed to be brilliant and groups that are considered less successful in completing the task, (6) Teaching group, which provides a brief matter of the teacher ahead of group work, (7) Facts test, namely the implementation of the test or test based on the facts obtained by the students, (8) Whole class units, namely granting summary of the material by the teacher at the end of time learning with problem-solving strategies.

Based on the statement above, the researcher concludes that concludes that Cooperative Integrated Reading and Composition (CIRC) is one of type of cooperative learning which usually used to teach reading and writing. The application of this type of learning makes students more active in learning process and also creates enjoyable atmosphere in the class, therefore the students isn't bore. The explanation above, it can be concluded that CIRC technique can improve the students reading ability.

F. Hypothesis

Based on review of related literature and rationale, the hypothesis can be formulated as follows: “The Use Of Cooperative Integrated Reading and Composition can improve the students’ reading comprehension at the eight grade of SMP Al Islam in the academic year of 2016/2017”.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research methodology which consists of method of research, setting of the research (place and time of the research), subject of the research, research procedures, technique of collecting data (quantitative and qualitative data) and technique of analyzing the data.

A. The Method of Research

In this research, the researcher applies an classroom action research. There are some definitions of action research proposed by experts. Mill(2007:6) point of view classroom action research is any systematic inquiry conducted by teacher, researchers, principals, school counselors, or other stakeholders in the teaching or learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn. It means that CAR is aimed to overcome problems in teaching-learning process in order to improve educational practice.

Arikunto (2008:104) states that classroom action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and increase the system, method, process, substance, competence, and situation.

Kemmis and Taggart (in Suyadi 2011:21), define that classroom action research is a form of self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own practices, their understanding of this practices and the situations in which the practices are carried out.

According to the definitions above, it can be summarized that action research is a systematic research done by teachers, researchers, principals, school counselors, administrator or other educational professionals to solve problems in order to get better improvement.

In this research, the researcher in classroom action research acts not only as the researcher but also as a teacher, a planner, making of pre-test, a lesson plan, post-test in each final cycle, analyzing and reports the result of the research. Beside, Mrs. Sri Handayani, as the teacher of class D helps the researcher and acts as the collaborator. Therefore, the researcher works collaboratively with English Teacher of SMP Al Islam Kartasura, Mrs. Sri Handayani.

B. Setting of the Study

1. Place

The research is conducted in SMP Al Islam Kartasura. SMP Al Islam Kartasura is one of junior high school in Kartasura, Sukoharjo. It locates on Jl. Jenderal Sudirman, Kartasura, Sukoharjo. This school is divided to 12 classes. There are four classes for seventh grade, four classes for eighth grade and four classes for ninth grade. It is one of Islam School in Kartasura, Sukoharjo.

2. Time

The time of research was taken on March- June 2016, this is the schedule of research:

Table 3.1

No	Activities																
		March				April				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Preliminary Research	√	√														
2.	Preparation of Thesis Proposal			√	√												
3.	Developing research instrumen					√	√										
4.	Giving treatment and collecting the data							√	√	√	√						
5.	Collecting and writing research report											√	√	√	√		

C. Subject of the Research

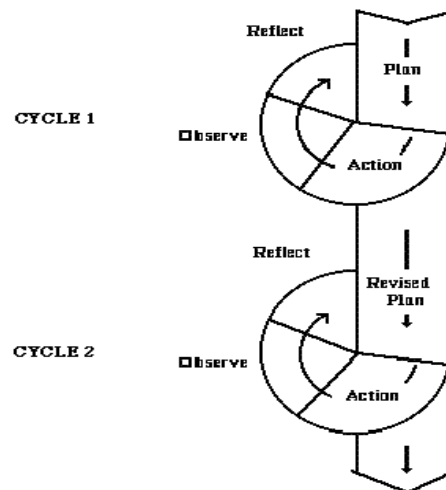
The subject of the study is the eight grade students in class VIII D of SMP Al Islam Kartasura. The number of student in class VIII D are 31. Based on the students score in the previous semester, class VIII D got the lowest score than other classes. The mean of students' score in the first semester was 53,25 ; while the other classes got over 65. Therefore the teacher recommended taking that class as the subject of research.

D. Procedure of the Research

In this study, the researcher used the procedure of research method from Kemmis and Mc Taggart in Burns (2010:8). This method consist of four steps, those are planning, acting, observing and reflecting. This model could be visually illustrated as follow :

Figure 3.1

Cyclical Action Research Model Based on Kemmis and Mc Taggart



The procedures of action research in this research are as follows: (Adapted from Kemmis and Mc Taggart in Burns 2010:8)

1. Planning

The planning of giving an action in this research is to apply discovery of learning technique to students in order to be able to improve the students' reading comprehension. Before implementing the technique, the researcher prepares everything related to the actions that are used in teaching learning process, such as preparing materials, determining an interesting topic, making a lesson plan about recount text,

preparing teaching aids(CIRC tool), preparing research instrument such as preparing test and structured observation sheets (to know the situation of teaching-learning process when the method or technique or mode is applied).

2. Acting.

The researcher prepares some steps in actions, such as giving a pre test in the first time the researcher has observed. The material in the pre test is about recount text. Then, the researcher teaches reading using Cooperative Integrated Reading and Composition (CIRC) technique with recount text as a material. The researcher uses two cycles in applying classroom action research , each cycle consist of three meetings. The first and second meeting for explaining material and third meeting for doing post- test. The teaching learning process started by explaining the material and brainstorming, then dividing students into group with the other friends. The researcher divides students into group based on the pre test score. After that, the researcher distributes the recount text to each of groups. The researcher gives a time to discuss the text in a group and present the discussion result in front of class. In the end of meeting each cycle, the researcher give an assignment to each students.

3. Observing

The researcher observes all activities in the teaching and learning process that using Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading. The researcher observes how the process of teaching learning that happens. The researcher also monitors and write down the responses of the students in the classroom. In this step, the researcher writes what happen in the teaching learning process.

4. Reflecting

After conducting an action phase, the researcher and the teacher accomplish a reflection about the activity in the action phase by analyzing observation data with collaborator and makes an evaluation to know the result of students' progress during the teaching learning process. The researcher is analyzing the students' score among of pre-test, post-test I and post-test II based on criteria success in order to know that discovery learning is good to imply in teaching reading comprehension at the second grade of SMP Al Islam Kartasura or not. Reflection is done to find the problems in the activities so that the teacher can determine the next design better than before. The researcher makes an evaluation based on her observation and her collaborators' note to identify the weakness during the action. Then, this evaluation will be a basic consideration to conduct the next cycle. If the first cycle unsuccessful, the writer will conduct the next cycle to solve the students' problem.

E. Technique of Collecting the Data

Before conducting the research, the researcher prepared some instruments. The instruments in this study will be the observation data and test (pre test and post test).

1. Interview

Interview is particularly useful for getting data behind the English teacher's experiences before classroom action research. The pre-interview was conducted on Friday 18th March 2016 and the post-interview was conducted on Friday 29th April 2016. It used to know students' difficulties in reading ability, and the technique used by teacher when reading activity. The interview also was carried out after classroom action research to know the English teacher's response toward the idea of CIRC in teaching

reading comprehension. The researcher conducted structured interview by using interview guide. Here, the researcher also did interview with the students. The interview will be about the students' problem in reading before and after cycles.

2. Observation

Observation is one of way that can be done for collecting data. Observation is one thing that must be included in the action research because it is one of the stages of action research cycles. In this classroom action research, the researcher choose participant observation, the researcher works with the English teacher, Mrs. Sri Handayani, in conducting the research. The writer changes teachers' position, while the teacher has role as a collaborator.

There are two parts of observation in this study. They are observation in pre research and observation during action research. In pre research, the researcher observed the activity among the students and the teacher during teaching learning process. While in observation during action research, the researcher observed all of things happened in the class. From the observation, the researcher notes all events, activity, and phenomenon happened.

3. Test

Test is a set question used to measure the achievement or capability of individual class. In this research, test was given to measure students' reading comprehension and were administrated twice; namely, pre- test and post- test.

a. Pre-test

Before the teacher explains new material by using CIRC in teaching reading, the teacher will give a test to the students. Pre-test is given before the experience is

run. The researcher used 20 questions of multiple choice by using recount text as a pre- test.

b. Post-test

Post-test is given to after applying CIRC in teaching reading. The test is given in order to know the increase of students' reading comprehension in recount text. The researcher used two times of post- test, post- test I and post- test II. Post-test I was done after the first cycle end and post- test II was held in the end of second cycle. The researcher also used 20 questions of multiple choice as post- test I and post- test II.

F. Technique of Analyzing the Data

The researcher analyzes the data through giving test to the students it needs some steps in analyzing of the data. The following are the steps had been taken by the writer.

1. Analyzing the qualitative data, the researcher chooses interview and observation to collecting the data. To analyze about it, the information which gives the description of students' expression about comprehension level toward the subject (cognitive), students' respond toward new method (affective), and students' activity toward learning a subject, their attention, their enthusiastic in learning, their response, their motivation of learning that can be analyzed qualitatively. The researcher uses descriptive analysis to analyze these data, which consists of the observation of students' activities and teachers' performance during the teaching learning process, the interview before and after classroom action research.
2. To analyze the quantitative data, the researcher is analyzing numerical data that gains the average of students' score in each cycle, it is used to measure the students' reading

comprehension. The increasing of their achievement can be shown with increasing score which is gotten by students from pre-test to post-test. According to Furchan (2004:153) the mean scores of pre-test and post-test can be calculated with the formula as follows:

$$\bar{x} = \frac{\sum X}{N} \quad \bar{Y} = \frac{\sum Y}{N}$$

Which :

\bar{x} = mean of pre test scores

\bar{Y} = mean of post test scores

x = individual score of pre test

y = individual score of post test

N = number of students

The CAR can be called successful if it can achieve the criteria which have been determined, and failed if it cannot achieve the criteria. In this study, based on the Minimal Mastery Criterion of SMP Al Islam Kartasura, students can pass the English test if they get score 70 or above.

G. The Trustworthiness of The Data

In analyzing the data, the researcher needs to analyze the validity of the data sources to get the valid data. To prove the validation of the data, the researcher used triangulation technique. Triangulation is the technique of examining the trustworthiness of the data by using something outside the data in order to examine and to compare of the data (Lexy, 2002: 178)

The triangulation which used in this research was the triangulation by using source. It means that in valiating the data, the researcher compared the data from observation and

interview. After observing the English teaching and learning process, the researcher did the cross checking by comparing them to the data of interview.

The researcher also asked the expert for judging the test evaluation as the instrument of collecting the data. The expert here is the English teacher of VIII D, Mrs. Sri Handayani and after got the judgment, the expert give some advice to make the test valid.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings of the action research and the discussion. This research was conducted at the eight grade students of SMP Al Islam Kartasura. It is consist of two sections. The first is research findings and implementation, and the second is discussion. The aim of this research is to improve students' reading comprehension through Cooperative Integrated Reading and Composition (CIRC).

A. Research Findings

This research was conducted in collaboration with the English teacher of SMP Al Islam Kartasura. The researcher was the teacher who implemented the action research, and the English teacher was the collaborator. This research was conducted at the eight grade of SMP Al Islam Kartasura for about one month. The researcher conducted the action research in two steps. First, she did the pre-research and then she conducted the action research. In this research, the implementation was held in two cycles. The each cycle consisted of three meetings for delivering material and post-test. It is also described the steps of each cycle: plan, action, observation, reflection. The findings could be described as follows:

1. Preliminary research findings

After conducting preliminary research, it could be assumed that reading comprehension in second grade of SMP Al Islam Kartasura was still low. The VIII D was taken as the subject of the research which consisting of 31 students. Some activities were done in preliminary research such as interview, observation, and pre-test to measure the students' reading comprehension. The English teacher, Mrs. Sri Handayani S.Pd., as the interviewer said that students' English comprehension is not good yet. The interview was held on Friday, Maret 18th

2016 started at 09.10 a.m and finished at 9.45 a.m ,type of interview in this study was structured interview. The researcher asked to the teacher some questions related to the general condition in English class, on students’ performance and achievement, the problem that was faced in the second grade class on reading comprehension and the kind of technique which is applied by the teacher to solve the students’ difficulties in reading comprehension before Classroom Action Research. The researcher also did interview with the students, the interview about the students’ problem in reading comprehension. Interview also was done after cycle (29th April 2016) to know the teacher and students response toward the idea of CIRC in teaching reading comprehension.

Based on the observation, it was found that students felt bored to follow and discuss about the English text. It could be seen during the teaching and learning process, some students were passive and some of them were busy with themselves

The last was pre-test. The result of pre test, it could be seen in the tabel below.

Table 4.1 Students’ Pre Test Score

No	Name	Students’ Pre Test Score
1	NNA	50
2	NH	60
3	OL	60
4	RA	45
5	SM	65
6	SR	60
7	TN	65
8	VE	60
9	VO	55
10	VA	60
11	WN	55
12	YNW	60
13	YA	60
14	YNS	25
15	MH	60
16	N	50
17	PA	40
18	RF	30

19	RD	55
20	TA	50
21	VA	65
22	W	40
23	YM	55
24	ZM	50
25	YS	60
26	MW	65
27	DL	65
28	MA	45
29	ES	60
30	AP	55
31	AN	65
Sum		1690
Mean Score		54,51

From the tabel, it showed that the students' reading comprehension was still low. The mean score of pre-test 54,51. There were no students who got more than the passing grade, 70. It means that there were 31 students who got score under the passing grade. The highest score in pre-test was 65, and the lowest score was 25. After conducting preliminary research, it could be assumed that reading comprehension of the eight grade SMP Al Islam Kartasura was still low.

2. Research implementation

The research implementation consisted of two cycles. Each cycle covered of planning, acting, observing, and reflecting. Cycle I and cycle II consisted of three meetings, every meeting had opening, main activity, and closing.

a. Cycle I

1) Planning

After conducting pre-interview, pre-observation, and pre-test, the researcher made a plan to teach reading in the class. In this cycle, the researcher and the teacher arranged a plan for the action based upon the problems that faced by students toward reading comprehension. Moreover, in the lesson plan

also consisted standard of competence, basic competence, some indicators that will be reached by the students, and the technique that would be implemented. The researcher used a certain teaching technique. The chosen technique is CIRC. The researcher believed that CIRC was an appropriate technique to improve the students' reading comprehension. The researcher constructed a lesson plan as teachers' guidance in teaching, prepared teaching materials which was taken from books and internet, made students' worksheet consisted of some tasks to implement that technique.

The researcher also prepared media in the form of LCD and observation sheet to analyze the students' and the teachers' activity in the teaching learning process. One kind of reading material that would be delivered was recount text. There were two types of students' worksheet. The first worksheet was given for the material of group discussion and the second worksheet was given to students for post test. The first cycle would held in three meetings. The last, to know the improvement scores from pre-test to post-test the researcher prepared the instrument of post-test I to collect the data.

2) Acting

The action of cycle I was done on Monday, April 11th 2016, on Thursday April 14th 2016 and on Monday, April 18th 2016. For the first meeting there was no student absent, so the total of students at that time was 31 students. In that class, consist of 16 females and 15 males students. At the classroom, the teacher implemented the teaching learning process based on the lesson plan had been made.

a) First meeting

(1) Opening

The first meeting was conducted on Monday, April 11th 2016. To arise students' religious character and motivation, the meeting was opened by praying together. Beginning the lesson, the researcher as the teacher greeted the students and checked the students' attendance. The researcher tried to create a good atmosphere by telling to the students' that the days' activities would be reading lesson by Cooperative Integrated Reading and Composition or discussion technique.

(2) Main Activity

Firstly, the researcher led the students to the topic. She asked one of the student “*Mustofa pernah pengalaman liburan kemana aja?*”, the student answered “*ke Parang Tritis bu*”, “*nah kalau misalnya mustofa menulis surat untuk temannya dan bercerita tentang pengalamannya ke Parang Tritis, teks itu bisa kita sebut sebagai text apa?*”. Dini answered “*Recount text bukan buk?*”. The researcher said that was right. Other students started to give feedback about the material “*Jadi miss, recount teks itu teks yang menceritakan pengalaman liburan kita?*”. The students seemed their enthusiastic and interested with the material. “*Ya itu benar, tapi yang kita ceritakan tidak hanya pengalaman menyenangkan saja seperti*

*liburan ke suatu tempat ya, kita juga bisa menceritakan pengalamn
buruk kita seperti putus dari cowok yang ganteng”*. The students were
laughing. The researcher gave joke to make the students felt
comfortable because the English lesson schedule was in the last hour.
“Jadi singkatnya teks recount itu teks yang isinya curcol”

Next, the researcher began to lead the students to the materials.
The researcher explain about recount text. The explanation such as:
*“What is a recount text?”, “Have you ever read one example of
recount text?”, “Can you mention one example of recount text?.”* The
first meeting, the students still nervous joining class with the
researcher as their English teacher. So that the students were rather
ashamed of answering the teachers’ question.

After all the students knew what topic that they would learn
today, the researcher explained about the characteristic of recount text,
such as purpose, generic structure and language feature by showing
one example of recount text was taken in pre test with the title “ A
Trip in Borobudur temple”. The researcher also explained how to
comprehend the text by finding the main idea each paragraph. After
the students understood, the researcher distributed a text with the title
“Pangandaran Beach” and divided students into some groups. The
researcher made some groups based on the different level achievement
in pre test score. Afterwards, the researcher chose one of the students
in the groups as a group leader. She pointed some students to read the

text, but there was no student wanted to read the text. They only shook their head and said, "*Miss, jangan saya, yang lain saja Miss.*" The researcher persuaded them to read the text. Finally, the researcher guided the students to read the text carefully. Then, the researcher asked the students to discuss the text with their group. Identifying the contain of the text by finding the main idea of each paragraph, the generic structure, the purpose of the text, the detail information of the text and verb 2 or to be was/were as the characteristic language feature of recount text. The students also had to comprehend the contain of the text, what the text told about. The students used dictionary to look for the meaning of the difficult word, because most of the students brought dictionary, so the process run fluently.

The researcher also accompanied and helped the students how identify the explicit and implicit detail information, how to identify the referent of the text.

(3) Closing

Because of the time was up, the researcher asked the students which not finished the discussion result yet to continue the discussion in the next meeting. Then she said that the next meeting the each group must explained the discussion result in front of class. Having finished conducted the first meeting, the researcher asked to the students whether they have difficulty or not and summed up the lesson by giving some questions to the students orally in order to review the students' understanding in reading recount text. When the researcher

found that the students had understood the lesson, she closed the lesson by saying good bye. After that, they prayed together

b) Second meeting

The second meeting was conducted on April 14th 2016. On the second meeting, the process of CAR was similar with the earlier meeting. The researcher reviewed about the organization of recount text which has been taught in the previous session and conducted the classroom by using cooperative integrated reading and composition technique. It was not only teacher dominated the class, but also the students spoke out and shared their idea about the text.

(1) Opening

To arise students' religious character and motivation, the meeting was opened by praying together. The activity was continued by the researcher as the teacher greeted the students and checked the students' attendance. Besides the researcher reminded and checked the students' understanding about recount text in the previous meeting.

(2) Main Activity

The researcher asked the students to sit down based on the group division in previous meeting. Students moved and gathered with their group. There were five groups; each group consisted of six until seven students. The researcher gave a chance to each group fix their discussion result about fifteen minutes. The researcher walked around the classroom to control the students' activity each group while discussion time was conducting.

After the presentation session was started, each of group came forward to present their discussion result and other group could give question. To make students' concern toward other group presentation, the researcher prepared some question related with the text was discussed in the end of meeting, student who answer the question could go home earlier than the other. Then, students who activeness in asking question and answering question, the researcher also prepared a special present.

(3) Closing

At the end of second meeting the researcher asked the students whether they had difficulties or not and summed up the material of that day's lesson together with the students to review the students' understanding of the text. When the researcher found that the students had understood the lesson, the researcher closed the meeting. Before the researcher said goodbye, she reminded the students that in the next meeting there would be a test. After that, they prayed together

c) Third meeting

(1) Opening

The third meeting was conducted on Monday, April 18th 2016. To arise students' religious character and motivation, the meeting was opened by praying together. Beginning the lesson, the researcher as the teacher greeted the students and checked the students' attendance. The researcher gave time to students prepare by learning the previous material before post test 1 was done.

(2) Main Activity

The activity was continued to post test I to know students' reading comprehension. All of the students seemed ready because the researcher has said it before. After the researcher shared the text, they were given the questions and answer sheet, they were asked to do individually. The questions consist of twenty questions, and it was multiple choice questions. At the end of the time, the students were asked to submit their answer.

From the tabel, it showed that the student score of post test 1 better than the score of pre test. The result of first post test could be reported as follow:

Table 4.2 Students' Post Test I Score

No	Name	Students' Post Test I Score
1	NNA	65
2	NH	75
3	OL	70
4	RA	50
5	SM	70
6	SR	70
7	TN	70
8	VE	60
9	VO	70
10	VA	80
11	WN	50
12	YNW	75
13	YA	85
14	YNS	40
15	MH	75
16	N	80
17	PA	60
18	RF	50
19	RD	70
20	TA	70
21	VA	70

22	W	60
23	YM	60
24	ZM	55
25	YS	60
26	MW	80
27	DL	90
28	MA	70
29	ES	75
30	AP	45
31	AN	50
Sum		2040
Mean Score		65,80

From the tabel, it showed that the students' reading comprehension improved. The mean score of post test I was 65,80. Meanwhile the score of pre-test 54,51. There were 18 students who got score pass the passing grade, 70. It means that there were 13 students who got score under the passing grade. It was better than pre test who all of students got score under passing grade The highest score in post-test I was 90, and the lowest score was 40.

(3) Closing

The class was closed by evaluated and reviewed the teaching and learning process. The students got an announcement that next meeting they would still learn about recount text, so they were asked to prepare and study hard at home. After that, they prayed together.

3) Observing

The result of the action done in the cycle I, the researcher used some tecnique to observe it: test, interview, and observation. The researcher conducted the post-test I at the end of the cycle I in order to measure how far the improvement the students was made. The improvement of students'

achievement could be seen from the mean score of test. Here the detail results of the students' score in pre test compared with post test I.

Table 4.3 Students' Pre Test and Post Test I Score

No	Name	Pre Test Score	Post Test I Score	Improve ment	Achievement
1	NNA	50	65	15	Improve
2	NH	60	75	15	Improve
3	OL	60	70	10	Improve
4	RA	45	50	5	Improve
5	SM	65	70	5	Improve
6	SR	60	70	10	Improve
7	TN	65	70	5	Improve
8	VE	60	60	-	Failed
9	VO	55	70	15	Improve
10	VA	60	80	20	Improve
11	WN	55	50	-5	Failed
12	YNW	60	75	15	Improve
13	YA	60	85	25	Improve
14	YNS	25	40	15	Improve
15	MH	60	75	15	Improve
16	N	50	80	30	Improve
17	PA	40	60	20	Improve
18	RF	30	50	20	Improve
19	RD	55	70	25	Improve
20	TA	50	70	20	Improve
21	VA	65	70	5	Improve
22	W	40	60	20	Improve
23	YM	55	60	5	Improve
24	ZM	50	55	5	Improve
25	YS	60	60	-	Failed
26	MW	65	80	15	Improve
27	DL	65	90	35	Improve
28	MA	45	70	25	Improve
29	ES	60	75	15	Improve
30	AP	55	45	-10	Failed
31	AN	65	50	-15	Failed
Sum		1690	2040		
Mean Score		54,51	65,80		

The result of pre- test score and post test score above showed that there was improvement happening in class VIII D. The improvement could be seen from

the mean score in pre test compared with post test I , the mean score improve from 54,51 became 65,80. The improvement was 11, 29. However there were 5 students who still failed because got the lower score than the previous test. There were 26 students has got improvement however 13 students still got score under passing grade.

The researcher also interviewed the students. The interview was given with the aim to know how far the action influenced students' behavior. The next was observation. It was during the teaching and learning process and the data was poured in the fieldnotes.

Three meetings was conducted in the first cycle. All of events happened in the class were observed to get a clear picture of the action in the first cycle.

a) The first meeting

The first meeting of the implementation, no one student was absent. Firsly, the students still felt shy to express their opinion. There were some students who were still passive; they did not give their opinion or their comment because they were still unconfident to speak in English. However the researcher tried to make the class atmosphere joyful by giving joke. After the teaching learning process ran well, the students could participate actively in the teaching and learning process.

The students were familiar with recount text however they confused to identify the characteristic of recount text and understood the detail information, so the researcher explained it with the text as an example with the title "A Trip in Borobudur temple". After got the explanation, the students could understand what recount text is and

mention the the main idea, generic structure, the purpose of the text, the detail information of the text, and verb 2 as the characteristic language feature of recount text.

To confirm the students understanding, in this meeting, the researcher divided the students into five groups in doing the worksheet. There were four groups of six and one group of seven. The researcher gave a text as discussion material. The title was “ Pangandaran Beach”.

In general, the teaching and learning process ran well. The class was alive and the students enjoyed joining the class.

b) Second meeting

The second meeting of the action research, the students were active and enthusiastic in doing discussion the shared text previous meeting. The representative of each group came forward to explain the discussion result. However, because of there was just one text discussed, so the average result of discussing among the group was same. The other impact was minim feedback from other group.

c) Third meeting

In this meeting, post test I was conducted. The students do the test individually, but there were some students who cheating their friends. The researcher has to monitor it, but in general they did the test by themselves and discipline.

4) Reflecting

Based on the observation, the researcher and the collaborator had the reflection on positive result and weaknesses. There was as follows:

a) Positive Result

(1) There was any improvement in the students' achievement after applying CIRC.

It was showed by the mean score of pre test 54,51 became 65,80. The students' achievement increases 11,29 points. From the result of pre test and post test I, it could be concluded that the use of CIRC could improve students' achievement in reading comprehension.

(2) In discussion, the students became more active to share their opinion to another. The implementation of CIRC technique helped the low intelligence students. The students who did not talk much had been helped by member of their group were active to speak.

(3) CIRC give positive effect for students' behavior. The students were being discipline. Each group must report their result of discussion in the end of discussion session. The students were also more confident to speak out in front of the class. For the leader of the group, they had higher responsibility to make their members comprehend about what were being discussed.

(4) By implementing CIRC technique, the students were helped to find the main idea, generic structure, the purpose of the text, the detail information of the text, and verb 2 as the characteristic language feature of recount text. Although they still have difficulties got the information in a discourse, they seemed enjoying following the group discussion. It made the class situation became more alive.

b) Weakness

Based on the result of observation, CIRC were appropriate for the students' reading comprehension, but there were some problems which were found by the researcher.

- (1) There were still many students who could not reach the passing grade. Some of students also still could not understand, because they had difficulty to find the main idea, generic structure, the purpose of the text, the detail information of the text, and verb 2 as the characteristic language feature of recount text.
- (2) The students often waste the time discussion. When the students were doing the task-group, they became very noisy so that the researcher has to remind them to minimize their voice. Moreover, some group members often discuss which were not related to the material so that their task group could not complete on time.
- (3) There were some students who still kept calm and did not give their opinion in discussion. They were some students who still afraid to deliver their idea.
- (4) Because of got same text in discussing, some students did improper activity like cheating their friends' work

After the researcher found out the positive and weaknesses on cycle I, the researcher decided to continue the next cycle. The cycle 2 focused on making students able to find the main idea, generic structure, the purpose of the text, and the detail information of the text. The researcher gave various texts to minimize cheating each group in discussion, so every group got different text. In the second cycle, the students were expected to overcome the weaknesses in the first cycle.

b. Cycle II

There were three meetings in this cycle, first and second meetings for giving the treatment and the next meeting for giving the post test II. The first meeting was carried out on April 21st 2016, the second meeting was held on April 25th 2016 and the third meeting was done on April 28th 2016.

1) Planning

Based on the result of the first cycle, the researcher realized that there were improvements of the students' reading comprehension, but the researcher still found a problem faced by students. Some students had difficulty to find the main idea, generic structure, the purpose of the text, the detail information of the text, and verb 2 as the characteristic language feature of recount text. Besides, some students did improper activity like cheating their friends' work and they were not compact in the working group. Dealing with those problems in the first cycle, the researcher revised plans were: (a) the researcher should improve the students' ability in identifying the main idea, generic structure, the purpose of the text, the detail information of the text, and verb 2 as the characteristic language feature of recount text by doing exercises about it, (b) the researcher would give various text each group so every group got different text, and (3) the researcher would give more control to the students' activities to do the exercises in order to make students did not copy their friends' work.

2) Acting

The implementation of the action was based on sequences of teaching and learning activity stated in the lesson plan. There were three meetings in the second cycle. The implementation of each cycle was as follows:

a) First meeting

(1) Opening

The first meeting of cycle II was conducted on Thursday, April 21st 2016. To arise students' religious character and motivation, the meeting was opened by praying together. The researcher opened the class by greeting and checking students' attendance. Before the researcher started the lesson, the researcher asked again about the material in the last meeting. It was done in order to check students' understanding about the materials they have learnt; it included its the main idea, generic structure, the purpose of the text, the detail information of the text, and verb 2 as the characteristic language feature of recount text. Most of them were still remembered it.

(2) Main activity

Firstly, the researcher led the students about today's material. The researcher said, "*Hari ini kita akan membuat 5 grup belajar lagi dan mengupas 5 teks recount. Jadi setiap grup akan medapat teks yang berbeda-beda*". The researcher divided the students into five groups. The group was different from the discussion session last meeting. The researcher prepared five recount texts and determined which text was got each group by game. The researcher prepared some questions. The researcher said every group could determine which text they choose if they answered the researcher question fastly. The game was called "*Siapa Cepat Dia Dapat*". After every group got the text, the students were asked to find the main idea, generic structure, the purpose of the text, the detail information of the text, and verb 2 as the characteristic language feature of recount text. The students also had to comprehend the contain of the text, what the text told about. The researcher

was monitoring while discussion session. The students had no difficulty to identify the main idea, generic structure, the purpose of the text, the detail information of the text, and verb 2 as the characteristic language feature of recount text. The problem was the students had difficulty in constructing word liked what they meant. Therefore, the researcher helped the student to make good sentences. In the last session, each group came forward to present their discussion result and other group can give question. The representative of group had to be different students from the previous presentation. In the end of the presentation, the researcher instructed students to give applause as the reward to the group. In this meeting, there were two groups presented their discussion result. First group got text with the title "Watching Movie" and the second group got text with the title "Going to School".

(3) Closing

The researcher reviewed the material in the cycle I and cycle II. She reviewed the discussion result from two group who had presented. The researcher explained again how to identify the main idea, generic structure, the purpose of the text, the detail information of the text, and verb 2 as the characteristic language feature of recount text. The researcher hoped the presentation later better than before. The researcher also asked students whether they had any questions or not. There was still no question. When the researcher asked what they felt, they said that the lesson was interesting. They researcher closed the lesson by saying good bye. After that, they prayed together.

b) Second meeting

The second meeting was conducted on April 25th 2016. On the second meeting, the process of CAR was similar with the earlier meeting. The researcher reviewed about the organization of recount text which has been taught in the previous session and conducted the classroom by using cooperative integrated reading and composition technique. It was not only teacher dominated the class, but also the students spoke out and shared their idea about the text.

(1) Opening

To arise students' religious character and motivation, the meeting was opened by praying together. The activity was continued by the researcher as the teacher greeted the students and checked the students' attendance. Besides the researcher reminded and checked the students' understanding about recount text in the previous meeting.

(2) Main Activity

The researcher asked the students to sit down based on the group division in previous meeting. Students moved and gathered with their group. There were five groups; two groups had explained their discussion result in the previous meeting and three groups would explain their discussion result in this meeting.

The representative of group three, four and five came forward to present their discussion result and other group can give question. The score was get from the students' concern toward other group presentation, the students' activeness in asking question, and the students' activeness in answering question in group. The third group got the text with the title "Going Camping", the fourth group got the text with the title "Meeting a

Star” and the last group got the text with the title “Holiday to Bali”. In the end of the presentation, the researcher instructed students to give applause as the reward to the group.

(3) Closing

At the end of second meeting the researcher asked the students whether they had difficulties or not and summed up the material of that day’s lesson together with the students to review the students’ understanding of the text. When the researcher found that the students had understood the lesson, the researcher closed the meeting. To refresh student’s mind, the researcher give motivation video about reaching a dream. Before the researcher said goodbye, she reminded the students that in the next meeting there would be a test, the test was about five types text discussed in cycle 2. After that, they prayed together.

c) Third meeting

The third meeting was held on Monday, April 28th 2016. In this meeting, post-test II was conducted. This test was held to know the students’ reading comprehension after implementation of CIRC in cycle II.

(1) Opening

To arise students’ religious character and motivation, the meeting was opened by praying together. The activity was continued by informing the aims of post test II that would be given in that day. Before conducted the test, the materials in the previous meeting were discussed together. To get the great result, the students were given the role of the test.

(2) Main activity

The activity was continued to the post test II. The question and answer sheet were distributed to the students. The question consisted of twenty multiple choice questions. Fifteen questions were to measure their understanding about the main idea, generic structure, the purpose of the text, the detail information of the text of recount text and five questions were to measure their understanding about verb 2 as the characteristic language feature of recount text. The researcher monitored the students' activities while doing the test. The students seemed confident in doing the test. The class was quiet and the students did the test individually without cheating. At the end of the time, the students were asked to submit their answer.

Table 4.4 Students' Post Test II Score

No	Name	Students' Post Test II Score
1	NNA	85
2	NH	70
3	OL	85
4	RA	75
5	SM	75
6	SR	80
7	TN	75
8	VE	80
9	VO	75
10	VA	80
11	WN	75
12	YNW	70
13	YA	85
14	YNS	30
15	MH	80
16	N	80
17	PA	50
18	RF	75

19	RD	85
20	TA	75
21	VA	70
22	W	70
23	YM	75
24	ZM	70
25	YS	70
26	MW	80
27	DL	85
28	MA	85
29	ES	80
30	AP	75
31	AN	75
Sum		2305
Mean Score		74,35

From the tabel, it showed that the students' reading comprehension improved. The mean score of post test II was 74,35. Meanwhile the score of post-test I was 65,80. There were 29 students who got score pass the passing grade, 70. It means that there were 2 students who got score under the passing grade. It was better than post test I who 13 students got score under passing grade The highest score in post-test I was 85, and the lowest score was 30.

(3) Closing

It was the last meeting. After they finished their work, they had to submit it. the researcher said the farewell words. All of the students felt sad.

3) Observing

The researcher with the collaborator did observation in the cycle II. In the second cycle, three meetings were conducted. The researcher and the

collaborator observed all of events happened in the class of each meeting in cycle two. The result of the action done in the cycle II, the researcher used some technique to observe it: test, interview, and observation. The researcher conducted the post-test II at the end of the cycle II in order to measure how far the improvement the students was made. The improvement of students' achievement could be seen from the mean score of test. Here the detail results of the students' score in pre test compared with post test I and post test II.

Table 4.5 Students' Pre Test, Post Test I and Post Test II Score

No	Name	Students' Pre Test Score	Students' Post Test I Score	Students' Post Test II Score	Students' Achievement
1	NNA	50	65	85	Improve
2	NH	60	75	70	Failed
3	OL	60	70	85	Improve
4	RA	45	50	65	Improve
5	SM	65	70	75	Improve
6	SR	60	70	80	Improve
7	TN	65	70	75	Improve
8	VE	60	60	80	Improve
9	VO	55	70	75	Improve
10	VA	60	80	80	Improve
11	WN	55	50	75	Improve
12	YNW	60	75	70	Failed
13	YA	60	85	85	-
14	YNS	25	50	30	Failed
15	MH	60	75	80	Improve
16	N	50	80	80	-
17	PA	40	60	50	Failed
18	RF	30	50	75	Improve
19	RD	55	70	85	Improve
20	TA	50	70	75	Improve
21	VA	65	70	70	-
22	W	40	60	70	Improve
23	YM	55	60	75	Improve
24	ZM	50	55	70	Improve
25	YS	60	60	70	Improve
26	MW	65	80	80	-
27	DL	65	80	85	Improve
28	MA	45	70	85	Improve
29	ES	60	75	80	Improve

30	AP	55	45	75	Improve
31	AN	65	50	75	Improve
Sum		1690	2040	2305	
Mean Score		54,51	65,80	74,35	

The result of pre- test score, post- test I and post- test II score above showed that there was improvement happening in class VIII D. The improvement could be seen from the mean score in pre test compared with post test I and post test II , the mean score improve from 54,51 to 65,80 and became 74,35 . Almost all of students could pass the passing grade. There were four students were failed to got the better score than post test I. However from the four student, two student's score had passed the passing grade.

The researcher also interviewed the students. The interview was given with the aim to know how far the action influenced students' behavior. The next was observation. It was during the teaching and learning process and the data was poured in the fieldnotes. Three meetings was conducted in the second cycle.

a) First meeting

In the first meeting, the students were very active and enthusiastic in doing the activities. The researcher explained the discussion result and how to identify the main idea, generic structure, the purpose of the text, the detail information of the text, and verb 2 as the characteristic language feature of recount text briefly to make students remember the cycle I meetings. The discussion session was done well. The other group also active gave various opinions and answers. The students were familiar with the recount text and how to understand the contain of text also characteristic of texts' recount, so

they could explain what recount text easily. In this meeting, the researcher divided the students in group of five in discussing text and doing worksheet. Different with the cycle I, because of there was five texts to discuss, the researcher prepared some questions related with recount text. Group who answered the researchers' question as fast as possible, they could take which text they wanted to discuss. The five texts were "Watching Movie", "Going to School", "Going Camping", "Meeting a Star", and "Holiday in Bali". The students worked in group compactly. They actively involved in discussing the text with the group. The researcher gave more control to the students who did improper activities in the class. In general, the teaching and learning process in cycle II ran better than cycle I. The class was more controlled and students enjoyed joining the class. It can be seen that most of the students paid attention to the researchers' explanation, doing the assignment and did not make noise in the teaching and learning process.

In this meeting, two groups present the discussion result. To improve the braveness of students in presentation, the researcher said that the first group who came forward to present their material would get a present from the researcher.

b) Second meeting

In this meeting discussion session was continued. Two groups had presented their discussion result in the last meeting, therefor in this meeting three other groups had to present their discussion result.

c) Third meeting

This is the last meeting and the meeting was to conduct post test II. The students did the test individually, but there were some students

cheat their friends. The researcher had to monitor it, but in general they did the test by themselves and disciplines. After they finished their work, the researcher said the farewell words. All of the students felt sad.

4) Reflecting

In this reflection, the result of observation and interview would be explained. Based on the observation above, there were several findings that became the positive results of the second cycle. The positive reflections of the cycle II could be explained as follows:

a) Improvement of students' reading comprehension

After analyzing the observation result and the test result in the second cycle, the researcher evaluated the teaching and learning process. She found the students' progress in reading comprehension. The improvement of students' achievement could be seen from the mean score of test. The result of all test showed that the students' mean score is increased. The mean score of pre test was 54,51, while the mean score of post test I was 65,80 and the mean of score post test II was 74,35. So there was improvement of students' achievement.

After conducting the cycle II, the researcher conducted the post interview to some students at the second grade of SMP Al Islam Kartasura. She picked eight students and interviewed them. The students said that CIRC helped them to solve almost of their problems in reading with their group. CIRC also help them did cooperatively each other in a team. They also said that CIRC increased their confident to share idea. From the interview, the teacher said CIRC that used by the researcher is a good

technique that helped students solved their problems in reading comprehension.

b) Improvement of class situations

The improvements are not only of the students' reading comprehension but also the students' attitudes and classroom situation. In the end of the cycle I, there were some problems which were still found. The problems were solved in cycle II when the researcher gave more control to the students' activity in order to make the students did not copy their friends' work. They were also interested and motivated to join and get involved in teaching learning process. When the teacher asked them to discuss in group, they did the task cooperatively with their group.

B. Discussions

In this part, some findings were presented such as the discussion of the research implementation and the English class situation when CIRC technique is implemented in teaching reading comprehension.

1. The implementation of CIRC to improve the students' reading comprehension

Teaching reading through CIRC technique made the students easier to understand the content of the text. They became more active in teaching learning process. They showed their contribution in discussion and participated well in teaching learning process by giving some opinions and asking some informations they did not know. They enjoyed joining the class. It can be proved by seeing the result of observation checklist that has been observed by the observer. The observer observed the class situations for six categories such as: students' ability in understanding recount text

and identifying communicative purpose of the text, students' participation during the teaching and learning process by giving some opinions and asking some informations they did not know, students' interest and motivation during the teaching and learning process, students' enjoyment in learning process, students' seriousness in understanding the materials, students' activities in focusing attentions to the teachers' explanation. The result of the observation sheet also showed that there were improvements from the preliminary study, the post-test I, until the post test II. When the researcher conducted preliminary study, the students did not active like when the researcher gave CIRC, some of them made conversation with their friends. While the cycle I, the class condition showed 63,33%, and the class condition from the cycle II improved 76,67%.

Based on the interview with the teacher and the students also, it can be summarized that CIRC helped the students to solve almost of their problems in reading comprehension. Then from interview with the teacher, the teacher said CIRC that used by the researcher is a good technique that helped students solved their problems in reading comprehension. It can make students more interested in reading text and make students with pictures and colors than only a linear notes. When, they were interested and make a reading as a joyful learning, the class condition will be enjoyable.

2. Cooperative Integrated Reading and Composition improves students' reading comprehension

There were significant improvements of students' reading comprehension after conducting the research and analyzing the data from observation and students' score of pre test and post test. The first improvement can be seen by comparing pre test and post test mean score. The mean of pre test 54,51. It means that the students' reading comprehension was still low. CIRC was implemented to the students' reading

comprehension. Based on the students' score in pre test until post test, it could be compared the students' mean score from every test. The comparison was:

Table 4.6 : The Mean Score of The Test

	Pre-test	Post-test I	Post-test II
Sum	1690	2040	2305
The number of students	31	31	31
Mean	54,51	65,80	74,35

The result of pre test score and post test I score above showed that there were improvements happening in the class VIII D SMP Al Islam Kartasura. The improvement could be seen from the mean score in pre test and post test I, the mean score improved from 54,51 became 65,80.

The score of students increased after doing the second cycle. The improvements were showed from the mean score in pre test and post test I compared with post test II, the mean score improved from 54,51 to 65,80 and became 74,35. Most of the students got good improvements. Totally, most of the students' score from pre test, post test I and post test II had improvement.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

The implementation of Cooperative Integrated Reading and Composition (CIRC) as technique brings some effects as mentioned in the previous chapter, especially in relation with reading comprehension. the last chapter presents about the conclusion, implementation and suggestion of the action research at the eight grade students of SMP Al Islam Kartasura in the academic year of 2015/2016.

A. Conclusion

Some conclusion can be drawn based on the result of the research findings. First, the result of this action research shows that CIRC improves the students' reading comprehension. it is shown from the increase of mean scores of pre-test and post-tests, compared to the mean score of pre-test which is 54,51, the mean score of post-test 1 increased up to 65,80. Then, the mean score of post-test 2 increased up to 74,35.

Using CIRC, the students were able to improve their reading comprehension. they could easily identify the main idea of each paragraph, the generic structure, the purpose of the text, the detail information of the text and verb 2 or to be was/were as the characteristic language feature of recount text. Secondly, the use of CIRC improves the English class situation especially in reading class, the result of the observation sheet also showed that there were improvements from the preliminary study, the post-test I, until the post test II. The students' attitude toward English lesson especially in reading class got better. The students were interested in active participation and taking part in the lesson. They got actively in teaching learning process. Most of them were brave to share their opinions. They were also brave to answer the researcher question and ask the difficulties that they found. They were

very enthusiastic in following the teaching and learning process. Their motivation in reading also got better. CIRC, as a new and interesting technique in reading class, helped them to have the higher motivation and activeness in joining the reading class.

B. Implication

Teaching reading in Junior High School, it is important to use any techniques which attract the students' attention and interest. The use of appropriate technique in conveying the materials during the teaching and learning process will increase the students' motivation and the students' interest in following the lesson. It can also help them receive and understand the more materials.

The use of CIRC in teaching reading proves an effective way to improve the students' reading comprehension. The research result shows that there are some improvements in the students' reading comprehension and motivation after the implementation of the research. The use of CIRC technique makes the students easier to understand the content of the text. Furthermore, the class situation also improves. The students become more active in learning reading. They enjoy in joining the lesson. They are more interested, enthusiastic, and active during the teaching and learning process.

Therefore, it implies that CIRC can be used as one of alternative technique that is effective in teaching learning English especially in reading to the eight grade students of Junior High School.

C. Suggestion

Based on the conclusion and implication above, there are some suggestion related to the teaching reading as follow:

1. For the Teachers

Reading class commonly seems not so interesting for the students. The teacher should use interesting technique in teaching and learning process. CIRC is one of interesting technique

that can be used in teaching reading because it contains cooperative, confident self and responsible lesson. Teacher also should create a good atmosphere in teaching-learning in order to make students motivated to learn and interested during the teaching-learning process.

2. For the Students

Students should motivate themselves to learn English. They should follow all the activities in teaching and learning process in group or individually. Students must keep their attitude during the teaching and learning process. Every discussion group should show their compactness. The students should be brave to share their idea with their member group. Students should not be afraid of making mistakes and keeping on trying in doing the task. They must aware that cheating is a bad attitude.

3. For Other Researcher

This study discusses the use of CIRC as a technique to improve the students' reading comprehension in Junior High School. It is expected that the result of this study can be used as an additional reference in conducting classroom action research for reading comprehension and other skills. The result of this study also can be used as starting point for further research conducted in the future in order to create a better teaching and learning process.

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INTERVIEW WITH THE ENGLISH TEACHER

(BEFORE CAR)

Friday, March 18th 2016

R : The Researcher

T : The Teacher

R : Bagaimana menurut Ibu tentang proses belajar mengajar mata pelajaran Bahasa Inggris di kelas selama ini?

T : Selama ini saya mengajar dengan stimulasi awal yang menyenangkan, dengan memberikan motivasi terlebih dahulu agar mereka senang dan semangat dalam proses belajar mengajar.

R : Buku apa yang di pakai dalam belajar Bahasa Inggris di SMP Al- Islam ini Bu?
Bu?

T : Selama ini kebanyakan saya mengajar menggunakan LKS mbak, tapi ada juga buku pendamping seperti paket English in Focus.

R : Untuk standar nilai KKM Bahasa Inggris disini berapa ya Bu?

T : KKM Bhasa Inggris disini 70 mbak.

R : Kesulitan dalam mengajar Bahasa Inggris yang ibu sering alami apa Bu?

T : Kesulitannya apa ya mbak, itu lho mbak mereka itu kalau belajar bahasa Inggris pasti ya g tau artinya, jadi mereka itu susah untk memahami suatu teks bacaan. Selain itu, mereka juga banyak yg pasif saat kegiatan belajar mengajar dan menjawab soal.

R : Kalau untuk siswa kelas VIII sendiri bagaimana Bu?

T : Kalau anak-anak kelas VIII ya ada yang cepat menangkap pelajaran tapi ada juga yang masih lambat mbak.

R : Selama ini kesulitan siswa dalam pemahaman Reading Text apa Bu?

T : Mereka itu terpaku pada kamus mbak, jadi setiap kata dalam bacaan itu mereka artikan satu persatu terlebih dahulu. Terkadang mereka salah dalam menyimpulkan maksud cerita itu mbak. Sehingga membuat mereka salah dalam menjawab soal-soalnya.

R : Lalu bagaimana cara Ibu mengatasi masalah itu?

T : Kalau teks bacaan biasanya mereka mencari arti kata di kamus mbak, saya membantu jika ada yang bertanya atau menemukan kesulitan dalam mengartikan. Untuk mengetes apakah mereka memahami isi cerita, saya meminta perwakilan satu siswa untuk menerangkan kembali isi cerita dengan Bahasa Indonesia. Dan biasanya saya memberi reward ke mereka dengan nilai tambahan untuk keaktifan. Namun jika tidak ada response biasanya saya memancing dengan mengartikan sebagian cerita terlebih dahulu, kemudian biasanya ada satu dua siswa yang mulai mau bicara dan mencoba menerangkan sesuai dengan pemahaman mereka. Lalu saya memberikan latihan soal sederhana dari teks tersebut untuk membuat mereka lebih memahami ceritanya.

R : Selama ini dalam mengajar Reading Text Ibu memakai teknik apa?

T : Kalau selama ini saya pakainya CLT mbak, tapi terkadang kalau kondisi tidak memungkinkan untuk mengaplikasikan itu biasanya saya mencari alternative yang lain. Jadi ya di sesuaikan dengan kondisi kelas.

R : Iya Bu, Kalau pembelajaran reading comprehension dengan menggunakan teknik diskusi seperti CIRC sudah pernah dicoba belum Bu?

T : Saya pernah mendengarnya mbak, tapi masih awam apa itu CIRC yang mbak maksud. Kalau boleh tau pengajarannya seperti apa mbak?

R : CIRC itu teknik mengajar dengan diskusi buk, jadi nanti menerangkan materi terlebih dahulu seperti biasanya, setelah itu memberikan tugas kelompok buk. Untuk penilaiannya nanti tiap perwakilan kelompok akan maju ke depan dan menerangkan kembali hasil diskusi mereka, sementara siswa dari kelompok lain ikut mengomentari atau memberi masukan. Begitu buk singkatnya.

T : Ouwh begitu ya mbak. Saya rasa bagus juga mbak, itu juga bisa melatih keberanian siswa untuk maju ke depan, jadi mereka bisa lebih aktif. Silahkan dicoba saja mbak kalau begitu. Siapa tau bisa mengatasi keterbatasan mereka dalam memahami teks, dan meningkatkan keaktifan serta kreativitas mereka di kelas.

R : Iya buk. Sebelumnya, terima kasih atas waktunya.

FIELDNOTES

Pre-research

Date and time : Friday, 18th March 2016

Object : VIII D grade of SMP Al Islam Kartasura

English teacher : Handayani, S.Pd.

Researcher : Desy Aprilia Nurvasari

Class VIII D is located in the second floor, near class VIII C. The class has 31 students, with 17 females and 14 males. The class is quite clean. The school equipments are whiteboard, board marker, eraser, students' attendace, teacher journal, students' picket schedule, students' structure organization, perspective and ideological role, presidents' photos, pictures, set of rules, lesson schedule, watch, and handicraft from paper colored.

The researcher followed the English teacher to the class for doing the observation when the teaching learning process. The teacher gave materials about recount text. When the teacher asked the students to read the text, some of students shy. When the teacher asked them to read the text and answer the questions, the students were confused and uninterested to read the text. The class is crowded, because some students make a conversation with their friends. So it made the class noisy.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Al- Islam Kartasura
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII D / Genap
Waktu	: 2x40 menit (2 pertemuan)
Jenis Teks	: Recount text
Aspek / Skill	: Reading (Membaca)

I. Standar kompetensi :

1. Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk recount dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar :

- 1.1 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks recount.

III. Indikator :

- 1.1.1 Mengidentifikasi berbagai informasi/ makna yang terdapat dalam teks berbentuk recount.
- 1.1.2 Mengidentifikasi fungsi soal teks recount.
- 1.1.3 Mengidentifikasi langkah retorika dan ciri kebahasaan teks recount.

IV. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- 1.1.1.1 Mengidentifikasikan gambaran umum teks lisan berbentuk recount.
- 1.1.1.2 Mengidentifikasi informasi rinci tersurat dalam teks lisan berbentuk recount.
- 1.1.1.3 Menentukan makna kata-kata tertentu dalam teks lisan berbentuk recount dengan bantuan kamus.
- 1.1.1.4 Menentukan tujuan komunikatif teks monolog berbentuk recount.

V. Materi Pembelajaran :

- 1) Recount text is a text that telling about one story, action or activity.
- 2) Social Function recount text is to entertaining or informing reader.
- 3) Generic Structure of Recout text
 - a. Orientation (telling who was involved, what happened, where the event took place and when it happen)
 - b. Events (telling what happened and in what sequence)
 - c. Reorientation (consist of optional-closure of events/ending)
- 4) Language Features
 - a. Use action verbs
 - b. Use past tense
 - c. Use connector to do with time and sequence
 - d. Use conjunction
 - e. Use pronoun
 - f. Use adjective and adverb
 - g. Use compound or complex sentences.

5) Contoh :

Pangandaran Beach

The tour to Pangandaran Beach started on holiday last semester. We decided to go to Pangandaran Beach by our motorbike. That was very interesting tour. Riding a motorbike from my hometown, Cirebon, to Pangandaran Beach with my best friends made me feel exited.

The tour to Pangandaran Beach began at 09.00 a.m. in the morning and it took 5 hours riding to Pangandaran Beach. There were so many story that my friends and I got when we were in the tour such as there was my friend who got lost, ran out of fuel in the middle of jungle, and so forth. But it was interesting, because it was the first moment that I ever had in touring.

We arrived at Pangandaran Beach at 02.00 p.m. and we stright to move to the beach. At beach we just lied down there to stretch our muscle because of 5 hours riding. We also had a lunch there by eating some foods that we brought from Cirebon. That was very nice moment when we shared our own food to others.

After we had enough rest, we began to explore Pangandaran Beach. Started by exploring the beach, and the sea using rented boat. Then we went to dive by renting some diving equipment. We could see many coral there. We just had 2 hours to enjoy Pangandaran Beach because we had to come back to Cirebon.

We came back to Cirebon at 04.00 p.m. It was imposible to ride in the night, so we just decided to stay over in our friend house in Ciamis and we started to come back in the morning. That was very nice experience that I and my friends ever had. We would never forget that moment.

VII. Metode Pembelajaran

Cooperative Integrated Reading and Composition (CIRC)

VIII. Langkah – Langkah Kegiatan:

A. Kegiatan Awal (5 menit) :

1. Salam
2. Berdoa
3. Mengecek kehadiran siswa
4. Menyebutkan topik yang akan dipelajari
5. Menjelaskan tujuan pelajaran
6. Menjelaskan manfaat pelajaran

B. Kegiatan Inti (65 menit) :

Fase	Kegiatan Guru	Kegiatan Siswa
Eksplorasi	1. Guru menjelaskan secara singkat tentang text recount (the aim, generic structure and language features of recount text) serta member satu contoh teks recount lengkap dengan analisisnya.	1. Siswa mendengar penjelasan guru.
Elaborasi	1. Guru membentuk 5 kelompok (tiap kelompok 6-7 orang). 2. Guru menyediakan teks recount dengan judul “Pangandaran Beach”.	1. Berkumpul dengan teman satu kelompok. 2. Setiap kelompok mendapatkan teks recount dengan judul: “Pangandaran Beach”

	<p>3. Guru memberi tiap kelompok satu teks recount untuk menganalisanya berdasarkan the aim, generic structure ,language features and detail information dari teks recount yang mereka dapatkan.</p> <p>4. Setelah diskusi selesai, Guru meminta siswa untuk mempresentasikan hasil diskusi kelompok mereka dengan perwakilan satu kelompok satu orang untuk maju ke depan.</p>	<p>3. Berdiskusi aktif dengan teman satu kelompok.</p> <p>4. Perwakilan setiap kelompok maju di depan untuk mempresentasikan hasil diskusi. Kelompok lain mendengarkan seksama dan member tanggapan jika sesi tanya jawab dibuka.</p>
Konfirmasi	<p>1. Memberikan penilaian (penilaian diambil berdasarkan keaktifan siswa dalam diskusi kelompok dan member tanggapan kepada kelompok lain saat sesi tanya jawab presentasi berlangsung.</p>	<p>1. Siswa aktif bertanya dan memberi saran kepada kelompok lain yang maju ke depan.</p>

C. Kegiatan Akhir (10 menit terakhir) :

1. Merangkum pelajaran yang telah dipelajari (siswa dengan arahan guru)
2. Melakukan refleksi pelajaran dengan pertanyaan seperti:
 - a. Apa yang dirasakan setelah mendapatkan pelajaran ini?
 - b. Apa yang dianggap baik dalam pelajaran ini?
 - c. Apa yang dianggap lemah dalam pelajaran ini?

3. Menyiapkan pelajaran yang akan datang (e.g. memberi PR)
4. Salam penutup

IX. Media/Sumber Belajar:

- Google
<http://makalahtugasku.blogspot.co.id/2013/08/18-contoh-recount-text-bahasa-inggris.html>
- LCD
- Laptop
- Paket Buku : English in Focus for Grade VIII Junior High School (SMP/MTs)

X. Penilaian

- A. Jenis penilaian : Summative
- B. Teknik penilaian : Objective
- C. Rubrik penilaian : Objective
(setiap jawaban benar mendapat nilai 5)

Kartasura, 11 April 2016

Mengetahui;

Guru Pembimbing

(Sri Handayani, S.Pd)

Praktikan

(Desy Aprilia Nurvasari)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Al- Islam Kartasura
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII D / Genap
Waktu	: 2x40 menit (2 pertemuan)
Jenis Teks	: Recount text
Aspek / Skill	: Reading (Membaca)

I. Standar kompetensi :

1. Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk recount dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar :

- 1.1 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks recount.

III. Indikator :

- 1.1.1 Mengidentifikasi berbagai informasi/ makna yang terdapat dalam teks berbentuk recount.
- 1.1.2 Mengidentifikasi fungsi soal teks recount.
- 1.1.3 Mengidentifikasi langkah retorika dan ciri kebahasaan teks recount.

IV. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- 1.1.1.1 Mengidentifikasikan gambaran umum teks lisan berbentuk recount.
- 1.1.1.2 Mengidentifikasi informasi rinci tersurat dalam teks lisan berbentuk recount.
- 1.1.1.3 Menentukan makna kata-kata tertentu dalam teks lisan berbentuk recount dengan bantuan kamus.
- 1.1.1.4 Menentukan tujuan komunikatif teks monolog berbentuk recount.

V. Materi Pembelajaran :

- 1) Recount text is a text that telling about one story, action or activity.
- 2) Social Function recount text is to entertaining or informing reader.
- 3) Generic Structure of Recout text
 - a. Orientation (telling who was involved, what happened, where the event took place and when it happen)
 - b. Events (telling what happened and in what sequence)
 - c. Reorientation (consist of optional-closure of events/ending)
- 4) Language Features
 - a. Use action verbs
 - b. Use past tense
 - c. Use connector to do with time and sequence
 - d. Use conjunction
 - e. Use pronoun
 - f. Use adjective and adverb
 - g. Use compound or complex sentence

Contoh :

Watching Movie

My sister and I went to see a film last night. It was an American movie called The Lost Flight. It showed how people can quickly change when they have to look after themselves in the jungle. It was an interesting film about a plane which crashed on a small empty island in the Pacific Ocean.

Although the passengers were safe, nobody knew where the plane had crashed. So the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat. After a few weeks, the passengers were eating raw fish and meat.

After they had been on the island for two months, three of the men made a boat and sailed away to find help. But their boat sank and they were drowned. The film ended without saying whether the passengers were rescued or not. But my sister and I enjoyed the film.

VII. Metode Pembelajaran

Cooperative Integrated Reading and Composition (CIRC)

VIII. Langkah – Langkah Kegiatan:

A. Kegiatan Awal (5 menit) :

1. Salam
2. Berdoa
3. Mengecek kehadiran siswa
4. Menyebutkan topik yang akan dipelajari
5. Menjelaskan tujuan pelajaran
6. Menjelaskan manfaat pelajaran

B. Kegiatan Inti (65 menit) :

Fase	Kegiatan Guru	Kegiatan Siswa

Eksplorasi	<ul style="list-style-type: none"> - Guru menjelaskan secara singkat tentang text recount (the aim, generic structure and language features of recount text) serta member satu contoh teks recount lengkap dengan analisisnya. 	<ul style="list-style-type: none"> - Siswa mendengar penjelasan guru.
Elaborasi	<ul style="list-style-type: none"> - Guru membentuk 5 kelompok (tiap kelompok 6-7 orang). - Guru menyediakan 5 teks recount dengan judul yang berbeda-beda. - Guru memberi tiap kelompok satu teks recount untuk menganalisisnya berdasarkan the aim, generic structure ,language features and detail information dari 	<ul style="list-style-type: none"> - Berkumpul dengan teman satu kelompok. - Setiap kelompok mendapatkan teks recount dengan judul: “Watching Movie”, “Going to School”, “Going Camping”, “Meeting a Star”, “Holiday in Bali”. - Berdiskusi aktif dengan teman satu kelompok.

	<p>teks recount yang mereka dapatkan.</p> <ul style="list-style-type: none"> - Setelah diskusi selesai, Guru meminta siswa untuk mempresentasikan hasil diskusi kelompok mereka dengan perwakilan satu kelompok satu orang untuk maju ke depan. 	<ul style="list-style-type: none"> - - Perwakilan setiap kelompok maju di depan untuk mempresentasikan hasil diskusi. Kelompok lain mendengarkan seksama dan member tanggapan jika sesi tanya jawab dibuka.
Konfirmasi	<ul style="list-style-type: none"> - Memberikan penilaian (penilaian diambil berdasarkan keaktifan siswa dalam diskusi kelompok dan member tanggapan kepada kelompok lain saat sesi tanya jawab presentasi berlangsung. 	<ul style="list-style-type: none"> - Siswa aktif bertanya dan memberi saran kepada kelompok lain yang maju ke depan.

C. Kegiatan Akhir (10 menit terakhir) :

1. Merangkum pelajaran yang telah dipelajari (siswa dengan arahan guru)
2. Melakukan refleksi pelajaran dengan pertanyaan seperti:
 - a. Apa yang dirasakan setelah mendapatkan pelajaran ini?
 - b. Apa yang dianggap baik dalam pelajaran ini?
 - c. Apa yang dianggap lemah dalam pelajaran ini?
3. Menyiapkan pelajaran yang akan datang (e.g. memberi PR)
4. Salam penutup

IX. Media/Sumber Belajar:

- Google
<http://freeenglishcourse.info/8-contoh-recount-text-pendek-bahasa-inggris/>
<http://makalahtugasku.blogspot.com/2013/08/18-contoh-recount-text-bahasa-inggris.html>
- LCD
- Laptop
- Paket Buku : English in Focus for Grade VIII Junior High School (SMP/MTs)

X. Penilaian

- D. Jenis penilaian : Summative
E. Teknik penilaian : Objective
F. Rubrik penilaian : Objective
(setiap jawaban benar mendapat nilai 5)

Kartasura, 21 April 2016

Mengetahui;

Guru Pembimbing

(Sri Handayani, S.Pd)

Praktikan

(Desy Aprilia Nurvasari)

BLUE PRINT OF PRE TEST

QUESTIONS	NUMBER OF QUESTION
Identify the aim of recount text	14
Identify the generic structure of recount text	20
Identify the language feature of recount text	10
Identify the main idea or topic of recount text	7,17
Identify the explicit information in recount text	11,12
Identify the implisit information in recount text	2,4,8,13,15,16,18
Identify the synonym of word	3,5
Identify the reference	6,18
Identify the inference	1,9

BLUE PRINT OF POST TEST I

QUESTIONS	NUMBER OF QUESTION
Identify the aim of recount text	2
Identify the generic structure of recount text	3
Identify the language feature of recount text	16, 17, 18, 19, 20
Identify the main idea	13
Identify the explicit information in recount text	5,7
Identify the implisit information in recount text	4,8,10,11,12,14,15
Identify the synonym of word	6
Identify the reference	9
Identify the inference	1

BLUE PRINT OF POST TEST II

QUESTIONS	NUMBER OF QUESTION
Identify the aim of recount text	1
Identify the language feature of recount text	9,16,17,18,19,20
Identify the main idea or topic of recount text	13,10
Identify the explicit information in recount text	11
Identify the implisit information in recount text	3,5,6,14,15
Identify the synonym of word	4,12
Identify the reference	2,7
Identify the inference	8

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

1. What is the title the story above?
 - a. My Bad Experience
 - b. My Bad Day
 - c. My Lovely Day
 - d. My Quality Time
2. Why did the writer feel very tired that morning?
 - a. Because the writer had a lot of assignment
 - b. Because the writer sleepover
 - c. Because the writer late sleep
 - d. Because the writer forgot the assignment
3. and he was furious with me. (in paragraph 2 line 2)
The underline word has similar meaning to.....
 - a. Happy
 - b. Worried
 - c. Anxious
 - d. Angry

4. Which of the following statement is **TRUE**?
- a. The writer brought his homework
 - b. The writer missed school bus
 - c. The writer had breakfast before school
 - d. The writer hurt his head when tripped

Visiting my Pen Pal

Last weekend, I visited my pen pal's house. His name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I like it very much.

After breakfast, he took me to the garden behind his house. It was very big and beautiful. There is a big bird cage in the garden. There were many kinds of bird in that cage. I spent a long time feeding the birds. I also took picture with those beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We had lunch under big tree and watched butterflies flying above the colorful flowers. In the afternoon, we swam in the pool in the backyard. It was fun. I really enjoyed my time with Anto.

5. I visited my pen pal's house. (paragraph 1 line 1)
The underlined word is synonymous with.....
- a. Friend
 - b. Family
 - c. Environment
 - d. Foreign Tourist
6. "It was very big and beautiful" (paragraph 2 line 1)
The underlined word refers to
- a. The garden
 - b. Anto's house
 - c. The bird cage
 - d. Butterfly
7. What is the last paragraph about?
- a. Anto had butterflies as his pet.
 - b. The writer's friend is a good swimmer.
 - c. There are a lot of flowers in Anto's house
 - d. The writer had a good time with his friend.

8. Where did the writer spend his afternoon?
 - a. In the swimming pool
 - b. Inside a big bird cage
 - c. In the flower garden
 - d. Under a tree
9. From the text, we know that the writer....
 - a. Had gone and visited many places during his holiday
 - b. Lived in the same village with his pen pal, Anto
 - c. Liked butterflies and swimming very much
 - d. Spent his holiday at a friend's house

Travelling Around the World

Deri saved his money and spent two months traveling around the world. He wrote his journey in his diary.

I spent a week in New York and then flew to London and enjoyed several weeks in Europe. When I had seen the sights in Europe, I took a train to Istanbul and visited many places in Asia.

First, I flew from his home in Mexico City to New York City. After through Asia, I went to South America and finally back home to Indonesia. Deri felt tired but he was very excited and wanted to travel again.

10. What was tense used on the text above?
 - a. Present tense
 - b. Future tense
 - c. Past tense
 - d. Perfect tense
11. How many days the writer travel around the world?
 - a. Sixty days
 - b. Fifteen days
 - c. Thirty days
 - d. Two days
12. What did the writer could find in New York City?
 - a. Pisa Tower

- b. White house
- c. Birmingham Palace
- d. Eiffel Tower

13. How did the writer feel with his journey?

- a. Bad
- b. Terrible
- c. Happy
- d. Bored

My Bad Day on Sunday

I had a terrible day yesterday.

First, I woke up an hour late because my alarm clock goes off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

14. The purpose of the text is.....

- a. To describe the writer's bad day on Sunday
- b. To explain how bad the writer's day on Sunday
- c. To entertain the reader about the writer's story
- d. To tell the reader about the writer's bad day on Sunday

15. Why did the writer wake up late?

- a. Because the writer burned his hand
- b. Because the writer 's alarm didn't work
- c. Because it was Sunday
- d. Because the writer didn't have enough money

16. How did the writer go to school in his Sunday's bad day?

- a. By foot
- b. By bus
- c. By taxi
- d. By motorcycle

A Trip to Borobudur Temple

Last week, I spent my holiday in Jogjakarta. I went to Borobudur Temple. My family and I went there early morning. We went to Borobudur Temple by private car. I had prepared everything before we went to Jogja. While we were driving, we could see some beautiful views of mountains, forests, and waterfalls.

My family and I arrived at Borobudur Temple at 11:30 in the afternoon. There, I saw many tourists. Borobudur Temple was crowded in that holiday vacation. I could learn and practice speaking English with one of foreign tourists. His name was Jack. He was very friendly. It was my first time to speak English with foreign tourist. We went back at 04:30 in the evening. It was a very interesting vacation.

17. What is the main idea of first paragraph?
- The writer met many tourist in Borobudur temple
 - The writer spent holiday in Jogjakarta
 - The beautiful views while driving in Jogja
 - The writer activities in Borobudur temple
18. **We** went to Borobudur Temple by private car. (paragraph 1 line 2)
What does the bold word refer to?
- The writer and her family
 - Foreign Tourists
 - The writer's family
 - The writer
19. The writer could find some beautiful view while driving, **except**.....
- | | |
|-------------------|--------------|
| a. Botanical park | c. Waterfall |
| b. Mountain | d. Forest |
20. What is the generic structure text above?
- General statement – explanation – conclusion
 - Orientation – Event – Reorientation
 - Identification – Description
 - Orientation – Complication – Reorientation

A Study Tour to Bali

I was in junior high school when at the first time I went to Bali Island. I went there with my teachers and my friends. It was a study tour actually. We **leave** our school at 8 a.m.

The journey from Pati to Bali took a day. I was so exhausted because I **have** to sit along the journey. Actually, it was a funny journey because I spent all of my time with my friends, like playing games, laughing, and kidding. But I felt that all of my tiredness gone all of sudden when we arrived at the Sanur Beach. It was still morning; I saw a sun rise which was so beautiful. Then we drove to the hotel to take a rest and had meals. After that, we went to the Nusa Dua Beach. There were so many activities to do there. We **can** play parasailing, banana boat, and so on. But I chose to go to a little island which had a lot of reptile there. There were snake, turtles, etc. The scenery was so beautiful because I was in the middle of the sea! Next, we went to Garuda Wisnu Kencana (GWK). There were two statues which **are** so big. They were Wisnu and his bird, called Garuda. I was interested in its relief on the rock but, actually, I **do** not know the story on it. At last, we went to the Sosro Company. We learnt a lot of things there from the first step till the end of making a tea. After that, we went back to Pati.

After a very long journey, through the land and the sea, I learned something about nature and human products. Although it took a lot of my energy, I felt so happy because I spent all of my time with my friends

Try to find the answer in the text above!

1. What is the text tell about?
 - a. Balinese vacation destination
 - b. The writer study tour in Bali
 - c. A study tour in GWK
 - d. Junior high school study tour in Bali

2. What is the purpose of the text above?
 - a. To describe the writer's experience study tour in Bali
 - b. To explain the writer's experience study tour in Bali
 - c. To entertain the reader about the writer's experience study tour in Bali
 - d. To tell the writer's experience study tour in Bali

3. What is the generic structure text above?
 - a. Orientation – Event – Reorientation
 - b. General statement – explanation – conclusion
 - c. Identification – Description
 - d. Orientation – Complication – Reorientation

4. Is it the first time the writer went to Bali?
 - a. No, it is the second time the writer went to Bali
 - b. Yes, it is the second time the writer went to Bali
 - c. No, it is the first time the writer went to Bali
 - d. Yes, it is the first time the writer went to Bali

5. When did the writer leave the school?
 - a. In the morning
 - b. In the afternoon
 - c. In the evening
 - d. In the night

6. I was so **exhausted** because.....
The bold word has similar meaning to..... (paragraph 2 line 1)
 - a. Interested
 - b. Confused
 - c. Tired
 - d. Happy

7. Where did the writer live?
 - a. Bali island
 - b. Central Java
 - c. East Java
 - d. West Java

8. How did the writer spend all the time in the journey?
 - a. Took a rest and had meal
 - b. Playing, laughing, and kidding
 - c. Singing a song
 - d. Saw a sun rise

9. when we arrived at the Sanur Beach (paragraph 2 line 4)
What does the underline word refer to.....
- The writer and his friend
 - The writer's friend
 - The writer, his friend and teacher
 - The writer and his teacher
10. What is the second destination in Bali's study tour?
- The Nusa Dua Beach
 - Garuda Wisnu Kencana (GWK)
 - Sosro Company
 - Sanur Beach
11. Why did the writer choose to go to a little island? (in Nusa Dua Beach)
- To see reptile and turtle there
 - To play parasailing
 - To see the beautiful scenery there
 - To play banana boat
12. What did the writer can find in GWK?
- Two rock statues
 - Little island
 - Wisnu and his bird statue
 - Relief
13. What did the main idea of second paragraph?
- The beauty of beach in Bali
 - The preparation before visiting Bali
 - The writer feeling after visiting Bali
 - The writer's journey in Bali
14. What did the writer learn in Sosro company?
- How to serve tea
 - The step of making tea
 - The step of making herbal tea
 - The history of Sosro company

15. How did the writer feel after study tour in Bali?

- a. Happy
- b. Desperate
- c. Sad
- d. Boring

Change the bold word into past tense (V2) !

16.

17.

18.

19.

20.

Watching Movie

My sister and I went to see a film last night. It was an American movie called The Lost Flight. It showed how people can quickly change when they have to look after themselves in the jungle. It was an interesting film about a plane which crashed on a small empty island in the Pacific Ocean. Although the passengers were safe, nobody knew where the plane had crashed. So the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat.

After a few weeks, the passengers were eating raw fish and meat. After they had been on the island for two months, three of the men made a boat and sailed away to find help. But their boat sank and they were drowned. The film ended without saying whether the passengers were rescued or not. But my sister and I enjoyed the film.

1. What is the purpose of the text?
 - a. To explain about how is the plot of The Lost Flight movie
 - b. To describe the writer's American movie
 - c. To persuade the reader watch The Lost Flight movie
 - d. To relate the writer's experience watching The Lost Flight movie
2. "It was an American movie....." (paragraph 1 line 1)
What does the underlined word refer to?
 - a. My sister and I
 - b. My sister
 - c. A film
 - d. The Lost Flight
3. How the film which my sister and I see is ended?
 - a. The film ended happily ever after
 - b. The film ended without saying whether the passenger were rescued or not
 - c. The film ended with tense
 - d. The film ended perfectly
4. But their boat **sank** and (in paragraph 2)
The appropriate word to replace bold word above is?
 - a. Appear
 - b. Sail
 - c. Fell
 - d. Disappear

Meeting A Star

On Saturday morning at 9:30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar. Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said 'no' at first, but he really wanted me to have it, so I took it.

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D' Masive

5. Where did the writer meet with a star?
 - a. Music studio
 - b. Sunda street
 - c. Hyatt hotel
 - d. Record store
6. What did the star give to the writer?
 - a. A photo
 - b. Money
 - c. Casette
 - d. A signature on his bag
7. "..... walked with him to the end of Sunda street" (paragraph 1 line 3)
The underline word refers to

 - a. Giring
 - b. Pasha
 - c. Ryan
 - d. Budi Doremi

8. From the text, we can conclude that

 - a. The writer looking for a record store in the Hyatt Hotel
 - b. A man gave some money to the writer
 - c. The writer met with Giring in the way to Sunda street
 - d. The writer didn't aware that he met a star

Going to Camping

Last weekend, my friends and I went camping.

We reached the camping after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, dance, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home.

9. What was tense used on the text above?
- Present tense
 - Future tense
 - Past tense
 - Perfect tense
10. What is the main idea of second paragraph?
- The camping area
 - The camping activities
 - A fire camp night
 - Went camping
11. How many days my friend and I went camping?
- Four days
 - Three days
 - Two days
 - One day
12. “ and caught some fish for **supper**”
- The synonym of the bold word is
- | | |
|--------------|-----------|
| a. Dinner | c. Lunch |
| b. Breakfast | d. Brunch |

Holiday in Bali

We had a wonderful holiday in Bali. It was a really great place. The people were friendly, the food was great, and the weather was a lot better than at home.

Most days were pretty. I swan two or three times a day, but my brother Fachri just spent all his time lying on the beach with his eyes closed. Last Saturday I got on the bus and went to the north of the island, it was much quieter there than here- very beautiful, but no tourist. The next day we went across to the east coast to see some of the old villages.

I taught Balinese- I couldn't say much, but it was fun to try. Fachri actually spoke it quite well, but he was afraid to open his mouth, so I was the one who talked to people.

13. What is the main idea of first paragraph?
- How nice Balinese people attitude and food
 - Great vacation place in Bali
 - The writer experience visited Bali
 - The writer experience talk with Balinese people

14. Why the writer said Bali was a really great place, because.....
- a. The writer liked Balinese culture
 - b. The people were boring
 - c. The weather was worse than at home
 - d. The food was great
15. Was Fachri spoke Balinese quite well?
- a. Yes, he was
 - b. No, he was not
 - c. Yes, he were
 - d. No, they were not

Change the words in the bracket into past tense (V2)!

Going to School

My mother (16. get) me ready for school then I had to wait her to brush my hair and place every strand in just the perfect position.

I had to show her my shoes that I had cleaned the night before and my school bag had to be neatly put on my shoulder before I (17. can) get near the door. Only after my mother (18. is) totally satisfied, would I be allowed to rush out of the front door.

I (19. will) leave home at 8 am on the dot and make my way down the lane. After a walk of about 700 meters I would be able to see the tall steeple of the school.

The playground would be full in the summer and the noise would make me want to rush into the yard and get into a good game of football before the bell (20. go).

- 16.
- 17.
- 18.
- 19.
- 20.

GOOD LUCK ^_^

OBSERVATION CHECKLIST

No	Activities	Grade	Description
1.	Students' ability in understanding narrative text and identifying communicative purpose of the text	1	Very low
		2	Low
		3	High enough
		4	High
		5	Very high
2.	Students' participation during the teaching and learning process, by giving some opinions and asking some informations they did not know	1	Very low
		2	Low
		3	High enough
		4	High
		5	Very high
3.	Students' interest and motivation during the teaching and learning process	1	Very low
		2	Low
		3	High enough
		4	High
		5	Very high
4.	Students' enjoyment in learning process	1	Very low
		2	Low
		3	High enough
		4	High
		5	Very high
5.	Students' seriousness in understanding the materials	1	Very low
		2	Low
		3	High enough

		4	High
		5	Very high
6.	Students' activities in focusing attentions to the teachers' explanation	1	Very low
		2	Low
		3	High enough
		4	High
		5	Very high

$$\text{Score of class situation} = \frac{\text{total score}}{\text{maximum score}} \times 100\%$$

With :

- Poor = 0-35%
- Fair = 40-59%
- Average = 60-74%
- Good = 75-84%
- Excellent = 85-100%

It was taken from Arikunto (Dasar-dasar Evaluasi Pendidikan, Jakarta: Bumi Aksara 2002, 3rd Ed, p. 157

OBSERVATION RESULT OF CYCLE I

No	Activities	Grade	Description
1.	Students' ability in understanding narrative text and identifying communicative purpose of the text	1	Very low
		2	Low
		3	High enough
		4√	High
		5	Very high
2.	Students' participation during the teaching and learning process, by giving some opinions and asking some informations they did not know	1	Very low
		2	Low
		3√	High enough
		4	High
		5	Very high
3.	Students' interest and motivation during the teaching and learning process	1	Very low
		2	Low
		3√	High enough
		4	High
		5	Very high
4.	Students' enjoyment in learning process	1	Very low
		2	Low
		3√	High enough
		4	High
		5	Very high
5.	Students' seriousness in understanding the materials	1	Very low
		2	Low
		3√	High enough
		4	High

		5	Very high
6.	Students' activities in focusing attentions to the teachers' explanation	1	Very low
		2	Low
		3√	High enough
		4	High
		5	Very high

Score of class situation = $\frac{19}{30} \times 100\% = 63,33\%$

With the category of "Average = 60-74%"

Collaborator

Sri Handayani, S.Pd.

OBSERVATION RESULT OF CYCLE II

No	Activities	Grade	Description
1.	Students' ability in understanding narrative text and identifying communicative purpose of the text	1	Very low
		2	Low
		3	High enough
		4√	High
		5	Very high
2.	Students' participation during the teaching and learning process, by giving some opinions and asking some informations they did not know	1	Very low
		2	Low
		3	High enough
		4√	High
		5	Very high
3.	Students' interest and motivation during the teaching and learning process	1	Very low
		2	Low
		3	High enough
		4√	High
		5	Very high
4.	Students' enjoyment in learning process	1	Very low
		2	Low
		3	High enough
		4√	High
		5	Very high
5.	Students' seriousness in understanding the materials	1	Very low
		2	Low
		3√	High enough

		4	High
		5	Very high
6.	Students' activities in focusing attentions to the teachers' explanation	1	Very low
		2	Low
		3	High enough
		4√	High
		5	Very high

Score of class situation = $\frac{23}{30} \times 100\% = 76,67\%$,

With the category of "GOOD = 75-84%"

Collaborator

Sri Handayani, S.Pd.

FIELDNOTES

Pre-test

Date : Thursday, March 17th 2016

Time : 11.20 – 13.20

Object : VIII D of SMP Al Islam Kartasura

Place : Classroom

The class was begun at 11.20. The researcher and the collaborator entered the class. Firstly, the collaborator explained to the students about the researcher and the aims of her meeting. The teacher also explained that they would be given a test to measure how far their English understanding. After the students have known about what they would learnt that day, and preparing the test tool. The researcher explained the rule of the test. The students were confused. The researcher accompanied with the collaborator as an observer also, distributed the worksheet. The researcher asked the students if there were any difficulty with the passage, they could ask to the teacher or to the researcher.

After 35 minutes later, the researcher asked the students wether they have finished or not. Almost all of the students answered yes. Then, the researcher was helped by the teacher submit their work. Then, the teacher continue their last materials about recount.

FIELDNOTES

CYCLE I

The first meeting

Date : Monday, April 11th 2016

Time : 12.40 – 14.00

Object : VIII D of SMP Al Islam Kartasura

Place : Classroom

In the opening, the researcher expressed the greeting to the students and asked their condition first and checked the students attendance. The researcher gave the spirit by giving yells in order to make the students interested. The researcher started to begin the lesson by explaining what what they would do that day.

In the main activity, the researcher started by giving background knowledge of field about recount text. She asked the students all about recount text characteristic in general (the purpose, generic structures, language features, and kinds of recount text) to the students. Firstly, the students were still ashamed to answer but after the researcher asked some times and gave a joke, they answered it enthusiasly. Then, the researcher prepared one text taking from pre test to explain again recount text by giving example. From the text, the researcher and the students found the generic structure (orientation, events and reorientation) and past tense as the characteristic of recount text together. The researcher also led the student how to comprehend a text (by finding the main idea, detail information, knowing the reference, inference and vocabulary knowledge background).

After the students understood about what would be discussed. The researcher divided students into some groups, they were introduced with CIRC technique. After they had understood about CIRC steps, she shared a text to each grup with the same title “ Pangandaran Beach”. The researher guided the students to find the generic structure,past tense, main idea each paragraph.

Befor closing the meeting, the researcher asked the difficulties that were faced by the students. After that, she gave the conclusion the lesson. Then the researcher closed the lesson by saying Hamdalah together and leaving the class with the collaborator.

The second meeting

Date : Thursday, April 14th 2016
Time : 11.20 – 13.20
Object : VIII D of SMP Al Islam Kartasura
Place : Classroom

In the opening, the researcher expressed the greeting to the students and asked their condition first and checked the students attendance. The researcher started to begin the lesson by continuing the discussion session for about fifteen minutes.

In the main activity, the students continued the discussion. After they had been finishing their work, they presented in front of the class, the researcher gave some questions to check their comprehension about the text. There were five groups who present their discussion result.

Before closing the meeting, the researcher asked the difficulties that were faced by the students. After that, she gave the conclusion the lesson. The researcher also gave informations that in the end of the next meeting would be conducted a test. Then the researcher closed the lesson by saying Hamdalah together and leaving the class with the collaborator.

The third meeting

Date : Monday, April 18th 2016
Time : 12.40 – 14.00
Object : VIII D of SMP Al Islam Kartasura
Place : Classroom

The researcher opened the lesson by greeting and building the motivation to the students. The researcher explained the rule of test. Then, the researcher attracted the students' attention to the topic that day for the first post test. In the post test, the researcher firstly gave

the students a passage with the title “ Study Tour to Bali”. They were given worksheets related to the passage and they had to answer its individually and submit the answer. After they had been finishing their work, the researcher closed the meeting.

FIELDNOTES

CYCLE II

The first meeting

Date : Thursday, April 21st 2016

Time : 11.20 – 13.20

Object : VIII D of SMP Al Islam Kartasura

Place : Classroom

The researcher started the lesson by greeting and checking the students’ attendance. Before the researcher started the lesson, she gave the questions dealing with the last topic. It was done in order to check the students understanding about the materials that they have learnt.

Firstly, the researcher divided students into five groups. She shared five recount text with different title (“ Watching Movie”, “Going to School”, “Going Camping”, “ Meeting Star”, “Holiday to Bali”). To make students motivated, the researcher shared the fifth of text by gaming. Groups who fastly answer the researcher questions could chose a text they wanted

to discuss. Each group should read the text, discussed the text by finding the generic structure (orientation, events and reorientation) and past tense as the characteristic of recount text together. The researcher also led the student how to comprehend a text (by finding the main idea, detail information, knowing the reference, inference and vocabulary knowledge background). After the discussion session finished, the researcher led the student to present their discussion result. Because of the time was up, there just two group presented their discussion result.

Before closing the meeting, the researcher asked the difficulties that were faced by the students. After that, she gave the conclusion the lesson. Then the researcher closed the lesson by saying Hamdalah together and leaving the class with the collaborator.

The second meeting

Date : Monday, April 25^t 2016

Time : 12.40 – 14.00

Object : VIII D of SMP Al Islam Kartasura

Place : Classroom

The researcer started the lesson by greeting and checking the students' attendance. Before the researcher started the lesson, she gave the questions dealing with the last topic. It was done in order to check the students understanding about the materials that they have learnt. The researcher started to begin the lesson by continuing the presentation session.

In the main activity, the students continued the presentation. Three groups presented their discussion result in front of the class, the researcher gave some questions to check their

comprehension about the text. The other group could give a question to presented group. In the end of discussion, question answer session was opened.

Before closing the meeting, the researcher reviewed the material in the cycle I and cycle II. She reviewed how to identify generic structure, past tense, the main idea, referent, and how to find implicit and explicit detail information. She also said the next meeting would be held a post test II and asked the students to study hard. The researcher also said that the test next meeting was taken from text who discussed today. The researcher asked students whether they had any questions or not. There was still no question. When the researcher asked what they felt, they said that the lesson was interesting. The researcher closed the lesson by saying hamdalah.

The third meeting

Date : Thursday, April 28th 2016

Time : 11.20 – 13.20

Object : VIII D of SMP Al Islam Kartasura

Place : Classroom

In this meeting, post-test II was conducted. This test was held to know the students' reading comprehension after implementation of CIRC in cycle II. The researcher opened the lesson by greeting and building the motivation to the students.

The activity was continued by informing the aims of post test II that would be given in that day. The activity was continued to the post test II. The task was distributed to the students.

It was the last meeting. After they finished their work, they had to submit it. the researcher said the farewell words. All of the students felt sad.

INTERVIEW WITH ENGLISH TEACHER

(AFTER CAR)

Saturday, April 29th 2016

R : The Researcher

T : The Teacher

R : Bagaimana pendapat Ibu terhadap kondisi peserta didik dalam pembelajaran reading setelah menggunakan CIRC dikelas Bu?

T : Setelah menggunakan teknik CIRC yang diajarkan, bisa dilihat kondisi siswa semakin tambah aktif, antusias dalam belajar, yang tadinya malas-malasan sudah mulai aktif berpartisipasi aktif dalam kegiatan belajar kelompok. Mereka jadi lebih bisa membuka pikiran dengan share opini mereka masing-masing mengenai teks itu. Sehingga mereka paham dengan teks itu beserta alur-alurnya. Ketika mereka disuruh retell mereka mudah untuk, mengingatnya.

R : Bagaimana kemampuan pemahaman mereka setelah menerapkan teknik CIRC?

T : Siswa jadi lebih mudah menangkap makna cerita mbak. Itu bagus untuk pemahaman mereka, nilai positifnya lagi mereka juga belajar untuk mengetahui tugas mereka masing-masing di kelompok, jadi rasa tanggung jawab mereka juga lebih terasah.

R : Bagaimana menurut pendapat Ibu terhadap motivasi belajar siswa setelah menggunakan teknik CIRC?

T : Menurut saya, mereka lebih antusias dalam mengikuti pelajaran. Mereka jadi berani bertanya dan bertukar pikiran.

R : Bagaimana menurut Ibu dengan pengajaran yang telah saya lakukan dengan teknik CIRC?

T : Saya setuju dengan CIRC diaplikasikan dalam reading comprehension mbak. Itu membuat mereka mudah memahami bacaan serta membuat mereka mudah mengingatnya. Serta mampu membangun kreatifitas anak-anak dalam belajar.

R : Kalau untuk situasi kelas sendiri bagaimana Bu? Apakah ada peningkatan?

T : Kondisi kelas menurut saya lebih hidup mbak, mungkin karena mereka dikenalkan dengan teknik yang tidak seperti biasanya ya mbk. Keingin tahuan mereka juga meningkat dibuktikan dengan banyak yang mau bertanya mbak, biasanya kalau ditanya diam atau tidak mau mbak.

R : Berarti ada peningkatan ya Bu, untuk situasi kelasnya?

T : Iya mbak, sudah saya isi point observasinya mbk.

R : Terima kasih Bu,

INTERVIEW RESULTS' WITH THE STUDENTS

(BEFORE CAR)

Object : Students of Class VIII D (Sekar, Vela and Wulan)

Place : SMP Al Islam Kartasura

Date : Friday, 18th March 2016

Researcher : Permisi dek, maaf ya mengganggu sebentar

Students : Iya mbak g pa pa. Ada apa ya mbak?

Researcher : Kenalan dulu aja ya biar lebih enak. Namaku mbak Desy dari IAIN Surakarta

Students : Wah deket nho mbak dari sini, tetanggaku juga ada yang kuliah di sana

Researcher : Oh iya ya... Eh ngomong- ngomong ini sama adek siapa?

Student 1 : Sekar mbak.

Student 2 : Vela.

Student 3 : Wulan.

Researcher : Mbak mau ngobrol-ngobrol bentar ma kalia, mau tanya-tanya. Bisa juga dibilang mewawancarai kalian.

Vela : Tanya apa mbak?

Researcher : Suka pelajaran bahasa inggris nggak?

Students : Agak g suka mbak

Researcher : Loh kenapa g suka. Alasannya apa kog g suka sama bahasa inggris?

Wulan : Susah mbak, nggak tau artine jadine bingung

Sekar : Gurunya kalau ngajar juga ceramah terus mbak

Researcher : Kalau gurunya ngajar biasanya pake buku apa aja dek?

Students : Paling ya LKS mbak.

Researcher : Lha kalau pelajaran apa di kelas terus dek, nggak pernah ke lab, ngajarnya pake LCD gitu?

Students : Jarang mbak, paling ya dikelas, diterangin, ditulis di papan tulis. Suruh nyatet trus ngerjain soal.

Researcher : Kalau pas ketemu teks, misalnya narrative atau recount, pokoknya bacaan dalam bahasa inggris. Lha itu kesulitannya adik-adik apa?

Students : Ya itu mbak, ngak tau artinya. Capek mbak nyari satu-satu artinya di kamus.

Researcher : Kalau gurunya pas menerangkan atau ngasih tugas. Pernah g dibentuk kelompok?

Students : Belum pernah sih mbak.

Researcher : Oke dek makasih ya buat waktunya.

Students : Iya mbak, sama-sama.

INTERVIEW RESULTS' WITH THE STUDENTS

(AFTER CAR)

Object : Students of VIII D (Yolanda, Wulan, Dini, Sekar, Yuniarti, Yeyen, Tia, Nur H)

Place : SMP Al Islam Kartasura

Date : Friday, 29th April 2016

Interview guidelines

1. Apa pendapatmu tentang pelajaran bahasa Inggris?
2. Bagaimana perasaanmu ketika belajar dengan menggunakan CIRC, senang atau tidak? Mengapa?
3. Apakah penggunaan CIRC dapat membantu kamu dalam memahami text reading yang diajarkan di kelas?
4. Apa manfaat yang kamu dapatkan mempelajari bahasa Inggris dengan menggunakan CIRC?
5. Apakah penggunaan CIRC dapat membuatmu tertarik untuk belajar bahasa Inggris?

Students' answer:

1. Almost of the students said that sometimes English was interesting and sometimes english was boring. They also said that English was difficult because there were many vocabulary that they did not understand.
2. They said that CIRC was interesting technique to help them understand and avoid the boredom with the text. They said that they were easier to comprehend the text by discussing together.
3. All of them said “yes”, because they could share their difficultiness in group and solved the problem with their group together.
4. They answered it could understand the story, improved their knowledge and understanding text easily.
5. They answered yes because it was interesting