

**USING COOPERATIVE INTEGRATED READING AND COMPOSITION
(CIRC) METHOD TO IMPROVE STUDENTS' READING
COMPREHENSION**

(An Experimental Research of SMPN 1 SAMALANGA)

THESIS



Submitted by:

MAUIZATUL HAYATI

NIM. 140203225

**Student of English Education Department
Faculty of Education and Teacher Training**

AR - RANIRY

**FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH
2018 M / 1440 H**

THESIS

Submitted to Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry

Darussalam Banda Aceh as a Partial Fulfillment

Of the Requirement for Sarjana Degree (S-1)

On Teacher Education

By:

MAUIZATUL HAYATI

The Student of English Language Education Department

Faculty of Tarbiyah and Teacher Training

Reg. No. 140203225

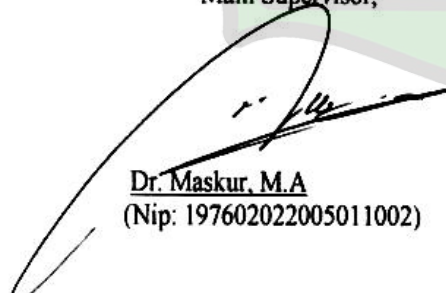
Approved by:

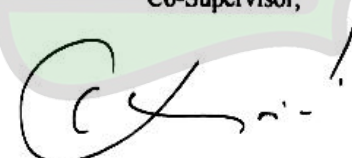
جامعة الرانيري

AR - RANIRY

Main Supervisor,

Co-Supervisor,


Dr. Maskur, M.A
(Nip: 197602022005011002)


Khairiah Syahabuddin, M.HSc.ESL., M.TESOL., Ph.D
(Nip: 196910301996032001)

It has been defended in Sidang Munaqasyah in front of
The Council of Examiners for Working Paper and
has been accepted in Partial Fullfilment of
The Requirements for Sarjana Degree (S-1)
on Teacher Education

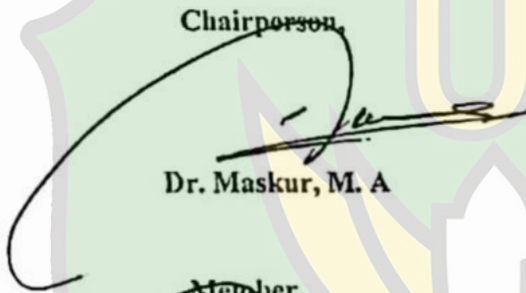
On:

Thursday, January, 23th, 2019 M
Jumadil Awal 23th, 1440 H

Darussalam – Banda Aceh

The Council of Examiners:


Chairperson,


Dr. Maskur, M. A


Secretary,


Ikhwana Dhivah, S. Pd

Member,


Khairiah Syahabuddin, M.HSc.ESL., M.TESOL., Ph.D

Member,


Rita Hermida, M. Pd

جامعة الرانيري

Certified by:

The Dean of Faculty of Education and Teacher Training
Ar-Raniry State Islamic University




Dr. Muslim Razali, S.H., M. Ag.
NIP. 195903091989031001

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious and the Most Merciful

Alhamdulillah rabbil ‘alamin, all praise to Allah SWT, for the strengths and His blessing in completing this thesis. *Shalawat and salam* always dedicated to our beloved prophet *Muhammad S,A.W*, who has struggled whole-heartedly to deliver the truth to human being and guide his *ummah* to right path.

I realize that I cannot complete this thesis without the aid of others and I would like to thank some people for their love, support, and encouragement for helping me to overcome the final hurdle of this undergraduate journey – a thesis; a culmination of an academic journey that has colored my life. First and foremost, I would like to specifically thank to my sincere supervisor Mr. Dr. Maskur, M.A and Mrs. Khairiah Syahabuddin, M.HSc.ESL., M.TESOL, Ph.D for their thoughtful and guidance, suggestions and critical constructive comments which have definitely stretched my potential and ability as evident in this thesis. Without their continuous and encouragement, this thesis would not have been accomplished successfully.

I also thank the big family of SMPN 1 Samalanga, especially the principal, *Mr. Anwar S.Pd*, the English teacher, *Mrs. Nurfitriya Rahmi S.Pd.I*, and all students in VII grade of SMPN 1 Samalanga.

I would like to express my appreciation to my family. First, I would like to thank my parents, who had given me much love, affection, and attention until the

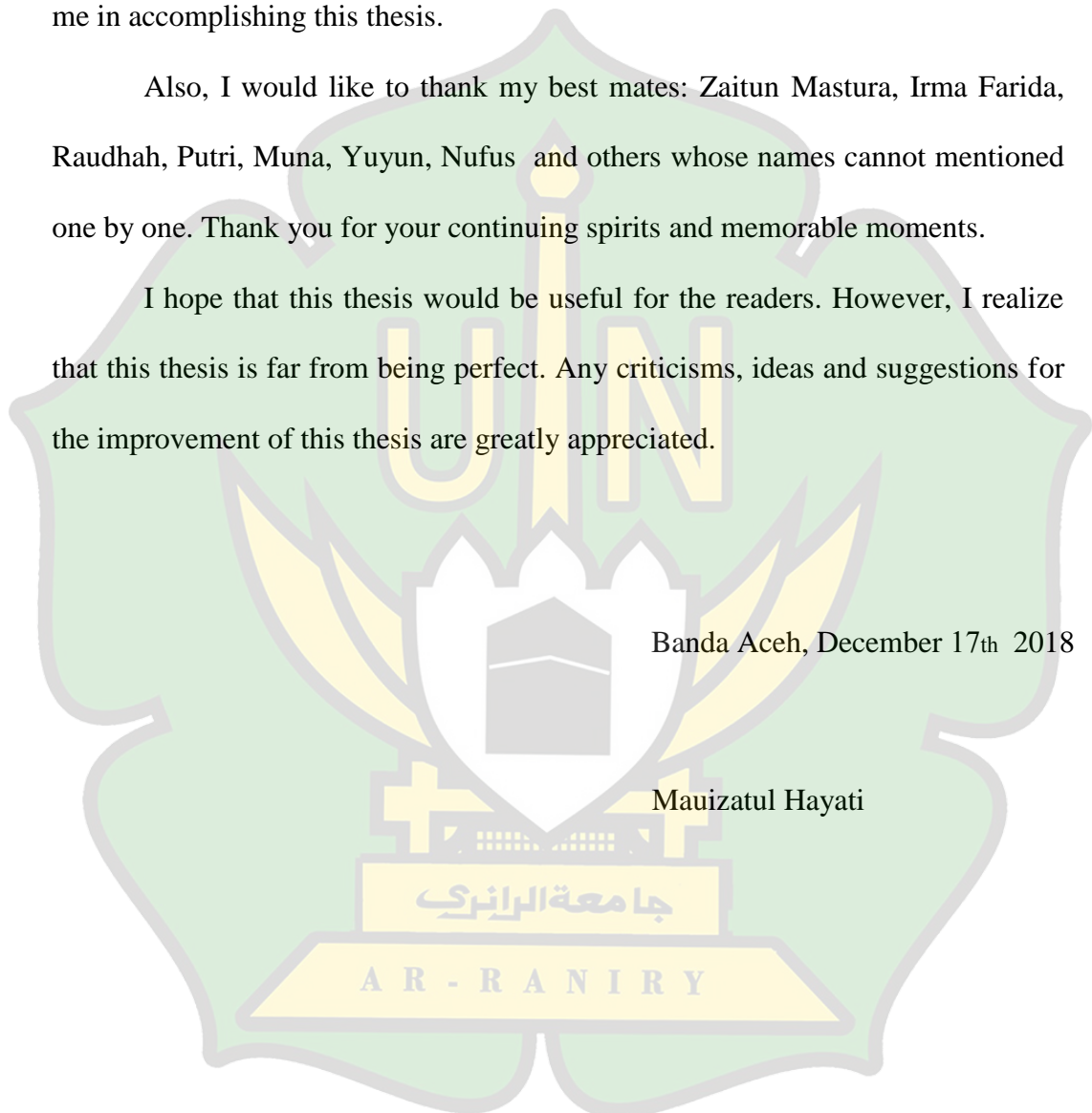
end of their life. Second, I would like to thank my grandmother who never stops praying for my success. Third, I would like to thank my brother and cousins, Bang Imran, Kak Rusydiana, Fadhliah and Kak Isrina who have given a lot of spirit to me in accomplishing this thesis.

Also, I would like to thank my best mates: Zaitun Mastura, Irma Farida, Raudhah, Putri, Muna, Yuyun, Nufus and others whose names cannot mentioned one by one. Thank you for your continuing spirits and memorable moments.

I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect. Any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Banda Aceh, December 17th 2018

Mauizatul Hayati



CONTENTS

ACKNOWLEDGEMENT	iii
CONTENTS	v
LIST OF TABLE	vii
LIST OF APPENDICES	viii
DECLARATION LETTER	xi
ABSTRACT	x
CHAPTER I: INTRODUCTION	
A. Background of Study	1
B. Research Questions	4
C. The Aim of Study.....	4
D. The Significance of Study.....	4
E. Terminology	5
CHAPTER II: REVIEW OF LITERATURE	
A. The Conception of Reading Comprehension	7
B. The Kinds of Reading	8
C. Technique and Methods of Reading Learning Process.....	11
D. Cooperative Learning	14
E. The Strengths of CIRC Method	33
F. Assessment of Reading Comprehension.....	34
CHAPTER III: RESEARCH METHODOLOGY	
A. Research Design.....	38
B. A Brief About Research Location.....	39
C. Population and sample	42
D. Research Instrument.....	43
E. Technique of Collecting Data	45
F. Technique of Data Analysis	49
G. Statistical Hypothesis	50

CHAPTER IV: FINDING AND DISCUSSION

A. The Result	51
B. Discussion	61

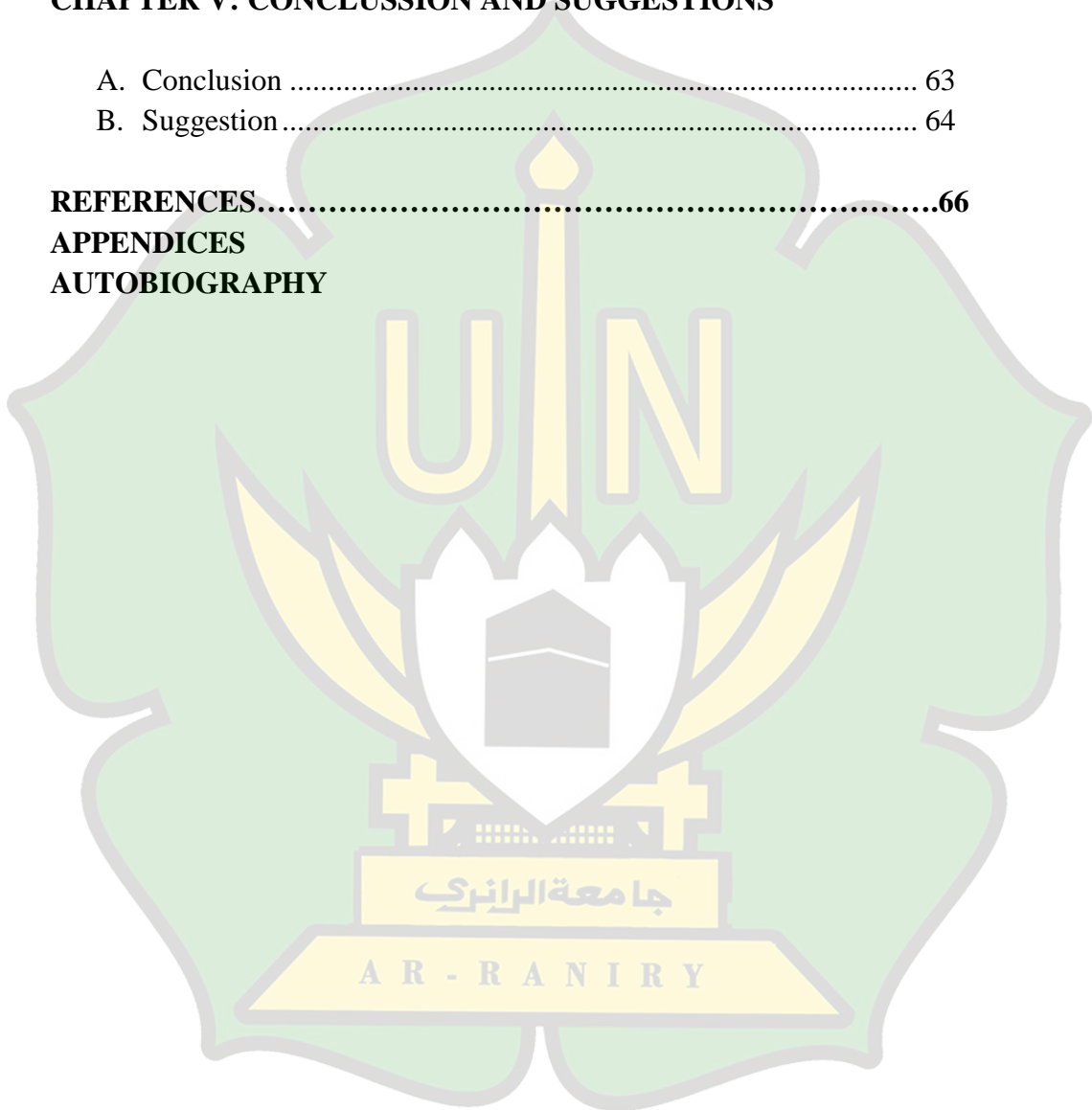
CHAPTER V: CONCLUSSION AND SUGGESTIONS

A. Conclusion	63
B. Suggestion.....	64

REFERENCES.....	66
------------------------	-----------

APPENDICES

AUTOBIOGRAPHY



LIST OF APPENDICES

- I. Appointment Letter of Supervisor
- II. Recommendation Letter of Conducting Research from Faculty of Education and Teacher Training
- III. Confirmation Letter of Conducted Research from SMPN 1 Samalanga
- IV. Lesson Plan
- V. Reading Text
- VI. Pre-test and Post-test Questions
- VII. Questionnaire



LIST OF TABLE

Table 3.1	: The numbers of teachers in SMPN 1 Samalanga
Table 3.2	: The name of English teacher in SMPN 1 Samalanga
Table 3.3	: The students of SMPN Samalanga
Table 4.1	: The result of students pre-test
Table 4.2	: The result of students post-test
Table 4.3	: The result of Normality test
Table 4.4	: The result of homogeneity test
Table 4.5	: The result of paired samples statistic
Table 4.6	: The result of paired samples test
Table 4.7	: The result of questionnaire 1
Table 4.8	: The result of questionnaire 2
Table 4.9	: The result of questionnaire 3
Table 4.10	: The result of questionnaire 4
Table 4.11	: The result of questionnaire 5
Table 4.12	: The result of questionnaire 6
Table 4.13	: The result of questionnaire 7
Table 4.14	: The result of questionnaire 8
Table 4.15	: The result of questionnaire 9
Table 4.16	: The result of questionnaire 10

AR - RANIRY



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN (FTK)
DARUSSALAM – BANDA ACEH
TELP. (0651) 7551423 – FAX (0651) 7553020
Situs : [www. Tarbiyah.ar.raniry.ac.id](http://www.Tarbiyah.ar.raniry.ac.id)

LEMBAR PERNYATAAN KEASLIAN KARYA ILMIAH

Yang bertanda tangan di bawah ini:

Nama : Mauizatul Hayati
NIM : 140203225
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
Judul Skripsi : Using Cooperative Integrated Reading and Composition (CIRC) Method to Improve Students' Reading Comprehension. (An experimental Research of SMPN 1 Samalanga)

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 17 Desember 2018

Yang Menyatakan,



(Mauizatul Hayati)
NIM. 140203225

ABSTRACT

Name : Mauizatul Hayati
NIM : 140203225
Student Program : English Education Department
Title : Using *Cooperative Integrated Reading and Composition (CIRC)* Method to Improve Students' Reading Comprehension (An Experimental Research of SMPN 1 Samalanga).
Advisor I : Dr. Maskur M.A
Advisor II : Khairiah Syahabuddin, M.HSc.ESL.,M.TESOL.,Ph.D

This present research was conducted in order to find out the improvement in students' reading comprehension by using cooperative integrated reading and composition (CIRC) method. This research used a quantitative method with pre-experimental design, namely pre-test post-test involving only the experiment group. The population of this research was all students of the seventh-grade who are studying at SMPN 1 Samalanga which amount to 155 students. In addition, the sample of this research was 31 students of class VII 2 that was chosen using purposive sampling. Moreover, this research used pre-test and post-test as well as questionnaires as data collection instruments. The research found that using cooperative integrated reading and composition (CIRC) Method improve students' reading comprehension. The results of this study were analyzed by using T-test on SPSS program and statistic formula. According to the result of the study, using CIRC method could improve students' reading comprehension. It was proven by the result of T-test on pre-test and post-test scores, which shown To as T-table ($\alpha = 0,05$) has more value than Tt as T-result (0,000). The scores mean there is a significant difference in pre experimental class by using CIRC method. Moreover, based on the analysis of the questionnaire, most of the students gave positive response to CIRC method.

(key words: Reading, CIRC method, improve, comprehension)

CHAPTER I INTRODUCTION

In the first chapter, the researcher explains some points in this research. Those consist of the background of the study, the research question of the problem, the aim of the study, the significance of the study and terminology.

A. Background of the Study

English is an international language. Almost all countries have adopted English used as a compulsory subject at schools. The national education has decided that English as a foreign language taught in Indonesian schools. It is 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 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 is supposed to master the four language skills in order to use English well. As it is known, English has the main four skills namely: listening, speaking, reading and writing. The main goal of teaching these skills is to enable students to interact successfully with native and non-native users of English in a variety of social and academic settings. One of the skills is reading comprehension.

Reading is one of four language skills that has an important role for students, also known as reading comprehension. One's academic success has a

strong correlation with reading. 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 the reading.

Besides that, the importance of reading to students is quite vast. By reading, we learn things, develop new skills, improve in literature, train our brains and develop spelling, vocabulary skills, and so many things. Thomas and Eskey (2002:5) suggest that reading is a process of obtaining information from a written text that does not involve converting written language into spoken, this possess our first problem for teachers because reading aloud is a favorite classroom activity in their reading classes.

Unfortunately, in reading skill, almost all of the seventh-grade students of SMPN 1 Samalanga have the crucial difficulties in comprehending the contents of the text. They cannot pronounce, spell, identify, and understand all words in any kind of text. They do not know what the text tells about, and then there are many unfamiliar words, difficulties in finding the main idea, the meaning of word phrases and sentences in the text, also determining kind of texts.

Reading comprehension is not only a matter of knowing a lexical meaning of a word by word but also what information or ideas are explicitly starting in

both. Besides that, Reading comprehension is not a simple process but it is very complex activities. It needs preparation for learners to read because they will have to recognize the difference in word length and word shape, they will have to learn, to organize and interpret what they have read. The condition above naturally happens because the strategy of teaching reading is not appropriate with students' ability, because the teacher usually teaches with a central teaches method, so the students cannot try to more active in the class and not have motivated to study hard beside that the minimum completeness criteria are 75, so the students hard to get the scores of minimum completeness criteria.

From this point of problems faced by the subject under study, a good method of teaching reading should be able to stimulate high motivation, interest, and attention of the students. In other words, a good method can motivate and promote students to comprehend text in reading activities in the class. In this research, the writer chooses Cooperative Integrated Reading and Composition (CIRC) methods to teach students' reading comprehension for VII grade junior high school.

The purpose of implementing CIRC method is to generate opportunities for the students to become more active in learning. In this case study, the students will be engaged in pairs, group discussion, and whole class discussion activities, therefore the students will have a much deeper understanding of the reading text they have read. Based on the background above, this condition inspires the researcher to conduct research under the title **“Using Cooperative Integrated**

Reading and Composition (CIRC) Method to Improve Students Reading Comprehension (An Experimental Research of SMPN 1 Samalanga)”.

B. Research Questions

From the identification and limitation of the problem above, the problems are formulated as follows:

1. Does cooperative integrated reading and composition (CIRC) method improve the students' reading comprehension of seventh grade students in SMPN 1 Samalanga?
2. How do students respond towards the use of cooperative integrated reading and composition (CIRC) method in teaching reading comprehension?

C. The Aims of Study

The purposes of the study are:

1. To know the improvement of reading comprehension of seventh grade students in SMPN 1 Samalanga after being taught through cooperative integrated reading and composition (CIRC) method.
2. To know student's respond of using cooperative integrated reading and composition (CIRC) in teaching reading comprehension method.

D. Significance of Study

The results of this study are expected to give both theoretical and practical significances. Theoretically, the findings of this study are expected to provide theoretical evidence of CIRC Method in improving students in reading comprehension. Practically, the result of this study is highly expected to be

valuable for students, teacher, researcher, and for an institution. There are some advantages that can be taken from this research. The following presents some possible ways.

1. This study is expected to be useful as an effort to improve the reading learning process in SMPN 1 Samalanga.
2. For the junior high schools in general, the result of this research hopefully can be used as recourse to improve the reading learning process.
3. For teacher, this finding of the study is expected to be an informative feedback which could be used as indicator showing their relative success and failure in teaching Reading Comprehension. English teacher demands to be more skillful, active, creative and innovative in their teaching process make the students serious participation in learning process.
4. The researchers, it would be useful for the researcher because it can improve the researcher knowledge in learning teaching.
5. The institution, the research is expected to be useful as reference and to increase the number of catalogues in the library.

E. Terminology

In order to avoid misunderstanding of the reader, it is necessary to define the key terms on this study. Those are clarified as follows.

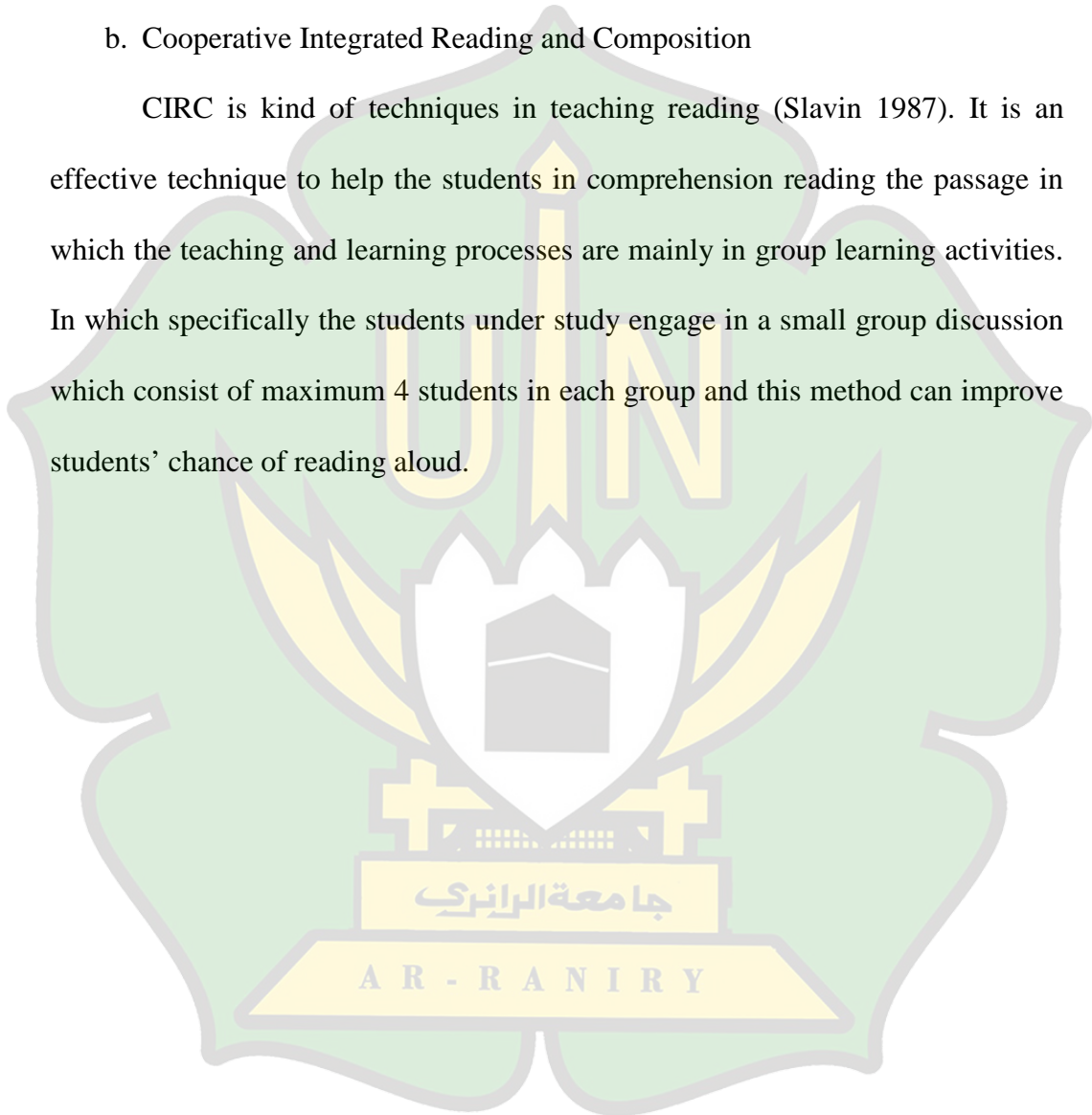
a. Reading comprehension

Reading comprehension is the process of recognition, interpretation, and perception of written or printed material. (Thomas and Eskey, 2002:5). It is an active activity that tries to catch some information from the text. Related to the

study being conducted, reading comprehension is defined as the ability of the subject under study in understanding English reading text as suggested by English teaching syllabus of seventh-grade junior high school.

b. Cooperative Integrated Reading and Composition

CIRC is kind of techniques in teaching reading (Slavin 1987). It is an effective technique to help the students in comprehension reading the passage in which the teaching and learning processes are mainly in group learning activities. In which specifically the students under study engage in a small group discussion which consist of maximum 4 students in each group and this method can improve students' chance of reading aloud.



CHAPTER II

REVIEW OF RELATED THEORIES

A. The Conception of Reading Comprehension

According to Heinemann (2009), reading is a process very much determined by what the reader's brain, emotions, and beliefs bring to the reading the knowledge or information strategies for processing text, moods, fears and joys all of it. The strategies one may vary according to one's purpose, including whether one is reading for oneself only or for somebody else, such as reading to answer comprehension questions, reading to perform for listeners (including the teacher and classmates), and much more. Of course, these social factors may generate confidence, fear, anger, defiance, or other emotions it just depends.

Reading is both a psycholinguistic process (involving the mind actively processing the text) and a sociolinguistic one (with multiple social factors that can affect how one reads, how much one gleans from the reading, and more). Even word identification itself can be affected by these factors because reading is as much or more a brain to text process as a text to brain process. These characterizations of the reading process are developed throughout this book, not only with references to research but through examples and do it yourself activities.

Furthermore, Eskey (2002) writes reading is a complex process, because it involves both conscious and subconscious by the readers. The actions that occur subconsciously cannot be seen by anyone. They suggest that reading is a process

of obtaining information from a written text that does not involve “converting written language into spoken”.

In this case, Elizabeth and Pressley (2002:14) write that comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Therefore, comprehension is not a passive process but an active one. The reader actively engages with text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expression that a writer uses to communicate information, ideas, and viewpoints. Reading is something many of us take for granted. We read with what appears to be little effort and little planning.

Based on the definitions of reading comprehension, the present study refers to the theory which is proposed by Eskey (2002:14) that reading comprehension is a complex process involving more than one skill in which readers make sense of the text by combining their prior knowledge and the information given in the text itself.

B. Kinds of Reading

Reading is an important skill for people. Based on the theory of reading comprehension highlight in preceding discussion, there are four types for classroom reading performance such as reading aloud, silent reading, intensive reading, and extensive reading.

a. Reading Aloud

Reading aloud is one kind of reading activity that can be used to check the pronunciation of the students. They make accurate connections between graphemes and phonemes. It is vital in reading in order to speed word recognition and to help pronounce and learn new words. Reading aloud forces students to make and practice these connections. Students should read aloud prepared texts at the appropriate level to the teacher and support groups or other individuals so that they have feedback as possible on their decoding skills. For the success of this activity, the teacher must consider many factors such as the material which teacher present before students should be according to previous knowledge of the students or related to their own experience, the teacher should emphasize the stress of learners and the teacher should be very careful while the process of reading is going on. If any mistake is committed by learners, they should correct it with friendly and productive (Petel, 2008).

The benefit of using this activity in the classroom enables the learner to develop the skill of reading very well by speaking or expressing ideas and also develop their pronunciation. Language learning is a kind of imitation. When the teacher says anything or read any text, the learner also tries to imitate that. The teacher should have innovative ideas so that it can make this activity very effective.

b. Silent Reading

Silent reading is a very important skill in the teaching of English, in this activity the students more comprehend and understand about what they read

because there are not any noisy to disturb when they read. This reading should be employed to increase reading ability among learners.

The benefit of using silent reading in the classroom activity does not only enable the students to be more active and accurate but, also need a minimal time because this activity is done at a time. All students participate together in this activity at a time. This activity also helps the students to develop the skill of reading fast, but only bright and intelligent students can learn this skill and average students learn it hardly (Petel, 2008).

c. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining the difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing (Petel, 2008).

d. Extensive Reading

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually, people read to keep them update. It is used to obtain a general understanding of a subject and includes reading longer texts for enjoyment only. The use of extensive reading skills can improve the learner general knowledge. It is not like intensive reading that focuses only on translating and

extracting the printed symbol, word, phrases, or sentence to find the detailed information of the text being read.

Harmer (2007) states that one of the fundamental conditions of a successful extensive reading program is that students should be reading material which they can understand. If they are struggling to understand every word, they can hardly be reading for pleasure. This means that students at the appropriate level can read them with ease and confidence.

Extensive reading assignment may direct students to articles of current interest in foreign language magazine or newspaper. To ensure that students do not become bogged down in reading which is too complicated, the teacher will be well advised to discuss the relation of articles to be read, with due regard to the special interest of the reader.

C. Techniques and Methods of Reading Learning Process

Brown (2005) and Larsen-Freeman (2000) propose some techniques and methods for reading learning process. They are:

a. Identify the Purpose in Reading

After the teacher teaches reading techniques, make sure that the students know their purpose in reading something.

b. Use Grapheme Rules and Patterns to Aid Bottom-Up Decoding (especially for beginning level learners)

Teaching reading in the beginning level is emphasized on oral reading. Thus, explanation about orthographic rules is needed.

c. Use Efficient Silent Reading Techniques for Relatively Rapid Comprehension(for intermediate to advance levels)

In intermediate to advance level, the students don't need to be speed readers, but they should increase the efficiency of reading by silent reading rules. The activity can reduce their pronunciation, limited vocabulary and trying to perceive grammatical patterns.

d. Skim the Text for Main Idea

Skimming is used to quick gather the most important information. This strategy is used to predict the purpose of the passage, the main topic or message and supporting details. The teacher can ask the students to skim the passage after they look a few pages of materials.

e. Scan the Text for Specific Information

Scanning is used to find a particular piece of information. In scanning, the reader looks for specific information he need without reading through the whole text. Scanning activities may ask students to look for names or dates, find a definition of a key concept or supporting details. Scanning is very important in academic English. In general English, scanning is important dealing with genres like schedules, manuals, forms, etc.

f. Use Semantic Mapping or Clustering

The strategy of semantic mapping or grouping ideas into meaningful cluster helps the students to provide some order to chaos.

g. Guess When You Aren't Certain

Guessing is used to find the meaning of a word, a grammatical relationship, a discourse relationship, implied meaning between the lines, a cultural reference, and content messages of a text. The teacher helps the students to become accurate guessers by applying compensation strategies in which they fill gaps by intelligent attempts to use any available clues.

h. Analyze Vocabulary

When the students don't know a word at once in guessing strategy, there are many techniques that are useful to practice. They will be described as follows:

- 1) Look for prefixes (co-, inter-, un-, etc) to get clues
- 2) Look for suffixes (-tion, -ive, -ally, etc) to show the part of speech
- 3) Look for roots that are familiar to get the meaning of a word
- 4) Look for grammatical contexts to get signal information
- 5) Look at the semantic context (topic) to get clues

i. Distinguish Between Literal and Implied Meaning

This strategy is the application of top down processing skills. Not all language can be interpreted by attending to its literal meaning. Therefore, the reader should also take account into syntactic surface structure to get the implied meaning.

j. Capitalize on Discourse Markers to Process Relationship

The relationship among ideas in an English text is expressed through phrases, clauses, and sentences. Thus, comprehension on these markers can enhance learner's reading efficiency.

k. Learning Strategy Training

This is one of innovative ways in learning. The idea of learning strategy training is training students in the use of learning strategies in order to improve their learning effectiveness. Teacher will begin class with presentation. He tells students that they are going to work on a learning strategy called advance organization. They will be working on improving their reading by learning to preview and to skim to get gist of reading passage. Learning this strategy will improve their comprehension and the speed at which they read. He begins as modeling. He uses the think-aloud technique, telling students what he is doing as he is modeling. He has distributed a reading passage.

D. Cooperative Learning

a. Definition of Cooperative Learning

There are various definitions of cooperative learning written by different experts. According to Slavin (1995:287), cooperative learning is instructional methods in which students work together in small group to help each other to learn. Meanwhile, Norman (2005:1) stated that cooperative learning is a structured, systematic instructional strategy in which small group of students work together toward a common goal. Other definition of cooperative learning was stated by Burden and Byrd (1999:99) who states that cooperative learning is a mean of grouping students in small, mixed – ability learning teams. The teacher presents the group with a problem to solve or task to perform. Students in the

group then work among themselves, help one another, praise and criticize one another's contributions, and receive a group important performance's score.

Moreover, Horman (2005:2) states that cooperative learning is important for creating inclusive classroom environments that meet the needs of all students because it takes heterogeneity into account, encouraging, support and connection. Borich (2000:310) add that cooperative learning is important in helping learners acquire from the curriculum the basic cooperative attitudes and value they need to think independently inside and outside of the classroom. Meanwhile, Jones (1998:213) propose that cooperative learning is perhaps the most popular and effective method for meeting students' varied learning styles and actively involving students in the learning process.

In relation to cooperative learning, Kinsvatter et.al (1996:319) proposesome definitions of cooperative learning: (a) is the instructional use of smallgroups to enable students to work together to enhance their other group's learning;(b) uses peer interaction, positive interdependence, individual accountability, andcooperation to accomplish group-learning projects and to receive group award; (c)involves teacher structuring the curriculum into units with objects that can beachieved cooperatively; (d) is most effective in teaching collaborative skills andpromoting group identity; and (e) is an effective strategy to use when teachingdiverse groups of students.

b. Theories of Cooperative Learning

There are many theories influencing cooperative learning which are presented as follows:

1) Motivational Theories

Motivation can affect students' achievement in learning. There are some definitions of motivational proposed by different experts. Wlodkowski in Burden and Byrd (1999:276) propose that most educators use the word *motivation* to describe those processes that can arouse and initiate behavior, give direction and purpose to behavior, continue to allow behavior to persist, and lead to choosing or preferring a particular behavior.

According to Ford in Jones and Jones (1998:179), they state that motivation is an integrative construct representing the direction a person is going, the emotional energy and effective experience supporting or inhibiting movement in that direction, and the expectancies a person has about whether they can ultimately reach their destination.

Meanwhile, Brown (2000:72) defines motivation as the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit. Williams and Burden in Harmer (2007: 98) suggest that motivation is a "state of cognitive arousal" which provokes a "decision to act", as a result of which there is 'sustained intellectual and/or physical effort' so that the person can achieve some "previous set goal".

In general, motivation is divided into two categories: intrinsic motivation and extrinsic motivation.

a) Intrinsic Motivation

According to Harmer (2007:98) intrinsic motivation is motivation which comes from 'inside' or within the individual. Burden and Byrd (1999:286) defines

intrinsic motivation as a response to needs that exists within the students such as curiosity, the need to know, the feeling of competence and growth, and internal satisfaction of the students' feeling about a particular task. In line with Burden and Byrd, Harmer (2001:51) states that intrinsic motivation makes a person might be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better.

In the relation to intrinsic motivation, Edward Deci (1975:23) in Brown defines intrinsic motivation as:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

A student who is intrinsically motivated undertakes an activity for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes. Condry and Chambers in Lumden (1994) say that when students were confronted with complex intellectual tasks, those with an intrinsic orientation used more logical information-gathering and decision-making strategies than did students who were extrinsically oriented.

b) Extrinsic Motivation

Harmer (2005:51) states extrinsic motivation comes from outside the learners and external rewards for the completing of tasks such as words of

praises from the teacher, a higher grade, or privilege. It means that someone is doing something because he expects some external rewards. He also defines extrinsic motivation which comes from 'outside', it is the result of any number of outside factors (Harmer, 2007:98).

A similar definition is also proposed by Burden and Byrd (1999:276) who state that extrinsic motivation is motivation from outside the learner and has to do with external rewards for completing of a task. Brown (2000:76) also states that extrinsically behaviors are carried out in anticipation of a reward from outside and beyond itself.

From the definitions of motivation above, it can be concluded that motivation is somebody's inner or outer drive to achieve a goal. From those theories, the researcher believes that students' motivation is not affected just by the students themselves but there are many factors that influence students' motivation. The researcher also believes that teachers have a significant role in motivating their students to learn. Teacher can stimulate their students' need and characteristics.

2) Cognitive Theory

a) Developmental Theories

The fundamental assumption of the developmental theories is that interaction among children around appropriate tasks increases their mastery of critical concepts. Besides, collaborative activity among children promotes growth; modeling in the collaborating group behavior more advanced than those they could perform as individuals (Slavin, 1995:17). Furthermore, Piaget in Slavin

(1995:17) states that social-arbitrary knowledge – language, values, rules, morality and symbol systems (such as reading and math) – can be learned only in interaction with others.

Moreover, many Piagetians argue that interactions among students on learning tasks will lead in to improve students' achievement. Students will learn from one another because in their discussions of the content, cognitive conflicts will arise, inadequate reasoning will be exposed, and higher quality understanding will emerge.

b) Cognitive Elaboration Theory

Wittrock in Slavin (1995:18) states that research in cognitive psychology has found that if information is to be retained in memory and related to information already in memory, the learner must engage in some sort of cognitive restructuring or elaboration of the materials. According to Devin – Shehaan, Feldman, and Allen in Slavin (1995:18), one of the effective means of elaboration is explaining the material to someone else.

c. Principle Characteristics of Cooperative Learning

There are six principles characteristics of cooperative learning (Slavin, 1995:12-13).

1. Group Goals

Most cooperative learning methods use some forms of group goals. In the Student Team Learning Methods, these may be certificates or other recognition given to teams that meet a preset criterion.

2. Individual Accountability

Individual accountability is achieved in two ways. One is to have groupscores to be sum or average of individual quiz scores or other assessments. Theother task is task specialization, whereby each student is given a uniqueresponsibility for part of the group task.

3. Equal Opportunities for Success

A characteristic unique to the Student Team Learning method is the use of scoring methods that ensure all students have equal opportunity to contribute to their teams.

4. Team Competition

There are some types of cooperative learning method which use competition between teams as means of motivating students to cooperate within teams, such as STAD and TGT.

5. Task Specialization

The use of task-specialization methods is the assignment of a uniques ubtask to each group member.

6. Adaptation to Individual Needs

Most cooperative learning method use a group paced instruction, but two TAI and CIRC-adapt instruction to the students' individual needs.

d. Elements of Cooperative Learning

Johnson and Johnson in Burden and Byrd (1999:100) outline five keycomponents for effective cooperative learning as presented as follow:

1. Positive Interdependence

Cooperative learning, students are grouped in a small heterogeneous group

which creates a positive interdependence among students with all group members work together and help each other to accomplish the common goal. This success of the group depends on the success of each member. Thus, each member seeks outcomes which are beneficial to himself and the group member.

2. Face-to-Face Interaction

In cooperative learning, students are grouped in a small heterogeneous group which creates a face-to-face interaction among the students. This encourages students to help, share, and support each other's learning. Besides, by working closely together, students can promote each other's success through explanations, teaching, checking for understanding, discussions, and connecting new and old learning.

3. Individual Accountability

Slavin (1995:19) argues that when cooperative learning is poorly constructed, cooperative learning can allow for the "free rider" effect, in which some group members do all or most of the work (and the learning) while others do little or nothing. This can be eliminated by creating individual accountability to ensure that students learn and no one is ignored. Johnson and Johnson in Norman (2005:4) highlight key factors for structuring individual accountability:

- a. keeping the group size small
- b. giving students individual tests where they cannot seek help from others
- c. randomly choosing students to answer questions

- d. observing the group and record frequency on contribution of each member
- e. assigning one member to be “a checker” who asks other more member, to explain the reasoning and rational underlying group answers having students teach what they have learnt to someone else

4. Interpersonal and Small Group Skills

Johnson and Johnson in Norman (2005:4) argue that when the students have more social skills and the teachers pay attention to the teaching and reward these of social skills, the students will get higher achievement within cooperative learning group. In this method, students learn interpersonal skills, such as active listening, staying on the task, asking questions, conflict management and resolution and so forth.

5. Grouping Processing

Johnson and Johnson in Norman (2005:5) state that group processing takes place on two levels, in small groups and whole class. To allow for group processing at the group level, the teachers allow time in the end of each class for groups to process how effectively the members work together. Besides, they also propose that the teacher should do the followings to make a good group processing. They are presented as follows:

- a) Enable learning groups to focus on maintaining good working relationships among members
- b) Facilitate learning of cooperative learning

- c) Ensure that members receive feedback on their participation in the group
- d) Ensure that students think on the meta-cognitive as well as cognitive level
- e) Provide a means to celebrate the success of the group and reinforce positive behaviors

e. Components of a Cooperative Learning Activity

There are four aspects in planning a cooperative learning activity (Borich,2000:331-333). They are:

1. Teacher-Student Interaction

One purpose of teacher-student interaction during cooperative learning is to promote independent thinking. It exchanges between teacher and learners in the classroom focus on getting learners to think for themselves, independently of text. On the other hand, cooperative learning occurs in groups that share a common purpose and task, so the teacher must broaden interactions to fit the zone of maximum response opportunity that is common to most group members.

2. Student-Student Interaction

Interaction among students in cooperative learning groups is intense and prolonged. In cooperative learning groups, students gradually take responsibility for each other's learning. During cooperative learning, the feedback, reinforcement, and support come from student peers in the group. Student Interaction constitutes the majority of time and activity during cooperative learning. Groups of four or five, working together in the physical closeness promoted by a common task, encourage collaboration, support, and feedback from the closest, most immediate source-one's peers. An essential ingredient of

cooperative learning is each learner's desire to facilitate the task performance of fellow group members.

3. Task Specialization and Materials

Another component of cooperative learning is the task to be learned and the materials that comprise a cooperative learning activity structure. Cooperative learning tasks are preplanned activities; they are time, completed in stages, and placed within in the context of the work of others. This promotes the sharing of ideas and/or materials and the coordination of efforts among individuals. The choice of task and supporting materials is important to promote meaningful student interaction.

4. Role Expectations and Responsibilities

Proper assignment of roles is important to the success of cooperative learning activities. In addition to groups being assigned specialized tasks, individuals often are assigned specialized roles to perform within their groups. The success of a cooperative learning activity depends on teachers' communication of role expectations and responsibilities and modeling them when necessary. This is another reason why cooperative learning has little resemblance to loosely formed discussion groups.

f. Types of Cooperative Learning

Slavin (2007) proposes some techniques in cooperative learning. They will be described below:

1. STAD (Student Teams-Achievement Divisions)

STAD is one of the simplest of all cooperative learning methods, and is a good model to begin with for teachers who are new to the cooperative approach. In STAD, students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity.

STAD consists of five major components-class presentations, teams, quizzes, individual improvement scores, and team recognition. The teacher presents a lesson, and then students work within their teams to make sure all team members have mastered the lesson. Then, all students take individual quizzes on the material, at which time they may not help one another.

The main idea behind Student Teams-Achievement Divisions is to motivate students to encourage and help each other master skills presented by the teacher. If students want their team to earn team rewards, they must help their teammates to learn the material. They must encourage their team mates to do their best, expressing norms that learning is important, valuable, and fun.

Students work together after the teacher's lesson. They may work in pairs and compare answers, discuss any discrepancies, and help each other with any misunderstandings. They may discuss approaches to solving problems, or they may quiz each other on the content they are studying. They work with their team mates, assessing their strength and weakness to help them succeed on their quizzes.

2. TGT (Teams-Games-Tournament)

TGT is the same as STAD in every respect but one: instead of the quizzes and the individual improvement score system, TGT uses academic tournaments, in which students compare as representatives of their teams with members of other teams who are like them in past academic performance. TGT is very frequently used in combination with STAD, adding an occasional tournament to the usual STAD structure. A description of the components of TGT follows: class presentation, teams, games, tournaments, team recognition, materials and assigning students to teams.

3. Jigsaw

In jigsaw technique, students work in the same four-member, heterogeneous teams as in STAD and TGT. The students are assigned chapters or other units to read, and are given “expert sheets” that contain different topics for each team member to focus on when reading. When everyone has finished reading, students from different teams with the same topic meet in an “expert group” to discuss their topic about thirty minutes, the experts then return to their teams and take turns teaching their team mates about their topic. Finally, students take assessments that cover all the topics, and the quiz scores become team scores, as in STAD.

Also in STAD, the scores that students contribute to their teams are based on the individual improvement score system, and students' on high-scoring teams may receive certificates or other recognition. Thus, students are motivated to study the material well and to work hard in their expert groups so that they can help

their team do well. The key to jigsaw is interdependence every student depends on his or her teammates to provide the information needed to do well on the assessments.

4. TAI (Team Assisted Individualization)

Teams Accelerated Instruction shares with STAD and TGT the use of four-member mixed ability learning teams and certificates for high-performing teams. However, STAD and TGT use a single space of instruction. Also, STAD and TGT apply to most subjects and grade levels, but TAI is specially designed to teach mathematics to students in grades 3-6.

5. CIRC (Cooperative Integrated Reading and Composition)

a. Definition of CIRC

Cooperative Integrated Reading and Composition (CIRC) is one of the types of a cooperative learning method. It is a comprehensive program for teaching reading and writing. Slavin (1995:104) proposes that CIRC is a comprehensive program for reading and writing in the upper elementary grades. Madden (2004) studies that CIRC is teaching technique that focuses on two skills, reading and writing. This two skills drill students' mastery of language arts. The technique guides teachers in motivating students to work in group at the same or different reading level.

CIRC technique activities are suitable to increase students reading comprehension. It is noted by her three main elements of the technique, there are basic activity, direct teaching of reading comprehension, and language art (Sharan, 1999). As Durukan's (2010) research, CIRC technique is realization of

cooperative learning that accommodates reading, writing and other language skills. He adds that skill-based reading groups approach encourages development of this technique.

b. Principle Issues of development process of CIRC

The development of CIRC proceeded from analysis of the problems of traditional reading, writing, and language arts instruction. There are some principal issues in the development process of CIRC (Slavin, 1995:104-106) presented as follows.

1) Follow-up

One major focus of the CIRC activities is on making more effective use of follow-up time: Students work within cooperative teams which are coordinated with reading group instruction in order to meet objectives in such areas as reading comprehension, vocabulary, decoding, and spelling. Students are motivated to work with one another on these activities by the use of reward.

2) Oral Reading

Reading aloud is a standard part of most reading programs. Oral reading has positive effects on students' decoding and comprehension skills (Dahl and Samuels in Slavin, 1995: 105). One objective of the CIRC program is to greatly increase students' opportunities to read aloud and receive feedback on their reading by having students need to team mates and by training them in how to respond to one another's reading.

3) Reading Comprehension Skills

Several studies showed the explicit instruction in reading comprehension strategies and meta-cognitive monitoring processes can increase students' comprehension skills, or at least those skills especially taught in the intervention. For example, comprehension can be improved by teaching students summarizing, questioning, clarifying, and predicting skills (Slavin (1995:105).

A major objective of CIRC is to use cooperative teams to help students learn broadly applicable reading comprehension skills. For example, during follow-up students work in pairs to identify five critical features of each narrative story characters, setting, problem, attempted solutions, and final solutions.

4) Writing and language Arts

A major objective of CIRC is to design, implement, and evaluate a writing-process approach to writing and language arts that would make extensive use of peers. In the CIRC program, students plan, revise, and edit their composition in collaboration with teammates. Language arts instruction is integrated with writing and writing is integrated with reading comprehension instruction both by the incorporation of writing process in reading program and by the use of newly learned reading comprehension skills on writing instructions.

c. The Major Components of CIRC

The major components of CIRC are presented as follows (Slavin,1995:106-108).

1. Reading Groups

If reading groups are used, students are divided into two or three groups according to their reading level as determined by the teacher.

2. Teams

Students are assigned to pairs or triads within their reading groups, and then the pairs make a team composed from different level. For example, a team might be composed from two students from high level group and two from low level group. Team members receive points based on their individual performance on all quizzes, compositions, and book reports, and these points from teams score.

3. Story-Related Activities

Students use novels or basal readers. Stories are introduced and discussed in teacher-led reading groups. In these groups, teacher set a purpose of reading, introduce new vocabulary, review old vocabulary, discuss the story after students have read it, and etc. After the stories are introduced, students are given a story pocket which contains a series of activities from them to do in their teams. The sequence of activities is as follows.

a) Partner Reading

Students read the story silently, and take turns with other to read aloud, alternating each paragraph. These listeners correct any errors the readers make. The teachers assess the students' reading by going around from one group to another and listening to them.

b) Story Grammar and Listening to them

Students are given questions related to the story that emphasize storygrammar. In the middle of the story, the students are asked to stop reading and to identify the characters, the setting, and the problems in the story, and to predict how the end of the story is. At the end, students are asked to respond the story as a whole and write a few paragraphs on a topic related to it.

c) Word out loud

Students are given a list of new or difficult words, and asked to read the word correctly. They practice with their partners or teammates until they can read the words correctly.

d) Word meaning

Students are given a list of new words, and asked them to look for the definition in the dictionary, paraphrase, and make sentence by using those words.

e) Story Retell

After reading the story and discussing it in their groups, students summarize the main points of the story to their partner.

f) Spelling

Students pretest one another a list of spelling words each week, and then over the course of the week to help one another master the list.

4. Tests

At the end of class period, students are given a comprehension test on the story, asked to read aloud the list of difficult words, and write meaningful sentences for those words.

5. Independent Reading and Book reports

Students are asked to read a book of their choice and make book reports. They contribute bonus points for their teams if they complete book reports regularly.

d. Steps of CIRC

CIRC consists of three principal elements: basal-related activities, direct instruction in reading comprehension, and integrated language arts and writing. Slavin (1995: 106) proposes some steps in CIRC, they are teacher presentation, team practice, independent practice, peer pre-assessment, additional practice, and testing.

Huda (2011: 126-127) states some steps in conducting CIRC as follows:

1. Students are placed in small groups, not only homogeneity but also heterogeneously
2. They follow teacher's instructions in reading and writing ability
3. Practice
4. Pre-assessment
5. Quiz

While, Suprijono (2009: 130-131) also proposes some steps of conducting CIRC that students can be active in joining the teaching learning process.

1. Grouping the class that consists of four students heterogeneously
2. Teacher gives a text/clipping which is appropriate with the topic
3. Students work together in reading and finding main idea and giving idea toward the discourse/clipping which is and they are written on paper

4. Presenting/reading the result
5. Teacher gives conclusion together
6. Closing

In reference to the explanation above, the steps of CIRC used in the classroom activities contribute to the students' reading learning process. The steps of CIRC should be appropriate to the students. So, the teacher can achieve the target of achieving students' learning process. From the explanation of the steps of CIRC from some experts above, it can be concluded that the steps of CIRC should be included with teacher presentation, grouping consisted of four or three students, giving a text that appropriate with the topic, working in group in doing some tasks based on the text and topic, discussion, presenting the result of students' work, teacher' conclusion, and closing.

E. The strengths of CIRC method

CIRC Method gives the students many advantages. Huda (2013:222) explains the strengths of CIRC as follows:

1. Students experience and learning activity will be always relevant with the level of child development.
2. The chosen activity appropriate with and depart from students' interest and requirement.
3. All of learning activities are more meaningful for the students, so the result of learning is more meaningful for the students and will be able to hold out longer.
4. Integrated learning is able to expand the students' thinking creativity.

5. Integrated learning provides pragmatic activities (useful) that appropriate with the problem that is often found in students' environment.
6. Integrated learning is able to grow students' learning motivation to the dynamic, optimal and expeditors learning.
7. Integrated learning is able to grow students' social interaction, like cooperation, tolerance and respect toward the others' idea.
8. Arousing learning motivation and expand teachers' perception and aspiration in teaching.

F. Assessment of Reading Comprehension

The purpose of reading assessment is to measure the student's ability in reading comprehension. The nature of the assessment of reading in classroom context is should be directly and intimately related to the nature of the instruction. Much those things, instruction are indeed assessment anyway, sometimes quite explicitly. So, as when homework assignments are marked and grades are recorded in some form of continues assessment. Much instruction may be assessment like, but learners may not be being directly evaluated on their performance, but rather a performance is being elicited in order to help learners understand or improve their understanding of the text.

Alderson and Bachman (2000) state that the objective of scoring in short answer question depends upon the completeness of the answer key and the possibility of students responding with answer or wordings which were not anticipated. Short answer question is not easy to construct. The question must be worded in such a way that all possible answers are foreseeable. Otherwise, the

marker will be presented with a wide range of responses which she will have to judge as to whether they demonstrate understanding or not.

In practice, the only way to ensure that the test constructor has removed ambiguities in the question, and written a question which requires certain answers and not others, is to try it out on colleagues or students similar to those who will be taking the test. It is very difficult to predict all responses and interpretations of short answer questions, and therefore some form of pre-testing of the questions is essential wherever possible. One way of developing short-answer questions with some texts is to ask oneself what questions a reader might ask, or what information the reader might require, from a particular text.

In addition, a test is important to know the level of the students and know how good the students' ability. The teacher can organize a good test for knowing those things. In order to judge the effectiveness of any test, it is sensible to lay down criteria against which the text can be measured, as follows: Validity: a test is valid if it is supposed to test. A particular kind of validity that concerns most test designers is face validity. This means that the test should look as if it is valid. Reliability: a good test should give a consistent result. In practice, reliability is enhanced by making the test instructions absolutely clear, restricting the scope for variety in the answer, and making sure that test conditions remain constant (Harmer, 2002).

After considering the criteria of the test above, the teacher can use some types of test to measure the students' achievement. Nation (2009) states some types of

test that can be used to measure the students' reading comprehension. The reading tests can be explained below:

a. Pronominal Questions, Imperatives

These questions require learners to make a written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer questions.

b. True/False, Yes/No, Alternative Questions and Multiple-choice

These question forms are all grouped together because the answer to the questions is contained within the question or instructions, and thus the learners do not have to compose their answer. This simplifies marking. In the following discussion we will focus on multiple-choice questions because these are the most difficult to make. Typically there is a stem with four choices, one of which is correct, for example:

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. How old is Peter? He is years old.

- | | |
|-------------|----------|
| a. four | c. forty |
| b. fourteen | d. ten |

2. What is Peter's hobby?

Answer:

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research method is concerned with how the design is implemented and how the research is carried out. The method often used to determine the quality of data collection. This study used a quantitative method. According to Evelyn (2001), quantitative method suggests investigation involving numbers. This method collects numerical data through evaluation sheet that administrated by the writer. It involves answering questions concerning the current status of the subject of the study.

In doing this study, an experimental research is used which requires the careful collection, analysis, and interpretation of quantitative data. Wireman (1991) explains that an experiment research is a research situation in which at least one independent variable, called the experimental variable, is deliberately manipulated or varied by researcher, while quantitative research is the collection and analyses of numerical data in order to explain, predict, or control phenomena of interest.

In this study, one group pre-test and post-test design was used to collect the data. This study was measured by pre-test before giving the treatment and post-test after giving the treatment. Evelyn (2001) proposes the procedure used in pre-experiment one group pre-test-post-test design as in the following:

Participant selection → Pre-test → Treatment → Post-test.

This method collects numerical data through evaluation sheet that administrated by the writer. It is aimed to answer the questions concerning the current status of the subject of the study. Questionnaire sheet are used to find out the students' responses toward using cooperative integrated reading and composition in promoting their reading skill.

B. A brief description about research location

1. The school

The writer conducted at junior high school of SMPN 1 Samalanga for a week from November 26th until 2nd of December, 2018. The researcher focused on using cooperative integrated reading and composition (CIRC) method to improve students reading comprehension at seventh grade of junior high school. the location of the school is in street Harapan No.03 Keude Aceh, Samalanga. The school was established in October 1958.

Since it has built, there were numbers of headmasters who led this school and the current headmaster is Anwar S.Pd.I. SMPN 1 Samalanga has a permanent building consisting of a number of classroom and offices. There is one headmaster's office, one teacher's office, one security room, and one computer laboratory. There are also one parking area and one praying room.

For the teaching-learning process, SMPN 1 Samalanga has 21 classrooms but only used 18 classrooms for a teaching-learning process. The first year has 5 classrooms, the second year has 6 classrooms and the third year has 7 classrooms.

Furthermore, it has a few facilities that can accelerate students' motivation and support them to study and to do other activities. For example, a library that provides many books so that students can read, borrow and learn during their free time. Then, the school also has a science laboratory that provides some facilities that can help students to learn science like Biology, Physic, and Mathematics.

2. The teachers

Nowadays, SMPN 1 Samalanga has 56 teachers. They consist of 37 permanent teachers and 19 non-permanent teachers. Most of them are female, only 10 are males. The description in more detail can be seen in the following table:

Table No 1 the Numbers of Teacher in SMPN 1 Samalanga

Category	Gender		Total
	Male	Female	
Permanent	5	32	37
Non-Permanent	5	14	19
Total			56

Sources: The Administration Office of SMPN 1 Samalanga

This school has 5 English teachers, one of them graduated from IAIN Ar-raniry, while four of them others graduated from FKIP Unsyiah. The description in more detail can be seen in following table:

Table No 2 the Name of English Teacher in SMPN 1 Samalanga

The Name of Teachers	Graduated Instiution
Hj. Zubaidah S.Pd	FKIP Bahasa Inggris Unsyiah
Hj. Faudhiah S.Pd	FKIP Bahasa Inggris Unsyiah
Nurfitriya Rahmi S.Pd.I	Bahasa Inggris IAIN Ar-raniry
Junina Rahmah S.Pd	FKIP Bahasa Inggris Unsyiah
Irfayani S.Pd	FKIP Bahasa Inggris Unsyiah

Sources: The Administration Office of SMPN 1 Samalanga

3. The students

Based on data, the students of SMPN 1 Samalanga were classified in three grades. Those are the first, the second and the third grade. For the first grade, they were including in class VII, the second-grade students in class VIII and the third grade were categorized in class IX. The following table shows the numbers of students in each class.

Table No 3 the Students at SMPN 1 Samalanga

No	Class	Students		Total
		Male	Female	
1	VII	83	72	155
2	VIII	93	82	175
3	IX	75	78	153
Total				486

Sources: The Administration Office of SMPN 1 Samalanga

From the table above, it can be seen that the total number of students of SMPN 1 Samalanga in academic year 2018/2019 was 486 students, consisting of 251 males and 235 females. The students of class VII consisted of 83 males and

72 females, and they were set in five classes. Class VIII students had an aggregate students of 93 males and 82 females, and they used six classes. Lastly, students were included in class IX consisted of 75 males and 78 females and they were put in seventh classes.

4. Curriculum and Syllabus

The curriculum that was used in SMPN 1 Samalanga was School-Based Curriculum (K13). It stressed on the students' centered approach that was hoped to make students more active in studying. Based on this curriculum, that was important to English teachers and students to be active in English learning. English was only taught twice in a week and the all allocation of time for each meeting was 2x45 minutes. The allocation of time was used to teach all of English aspect such as; Grammar, Reading, Listening, Speaking and Writing.

C. Population and Sample

a. Population

According to Homby (2005) "Population is the people who live in an area, a city, a country etc". In other words, the population is group of objects those aimed to be investigated and observed by the researcher. The targets of population in this research will take place at SMPN 1 Samalanga, especially for VII grade students of junior high school.

b. Sample

According to Murpy (2009) "Definition of sample is part of population reach that has the same character with population". The samples selected by the researcher is purposive sampling. The samples of this research were of the seventh

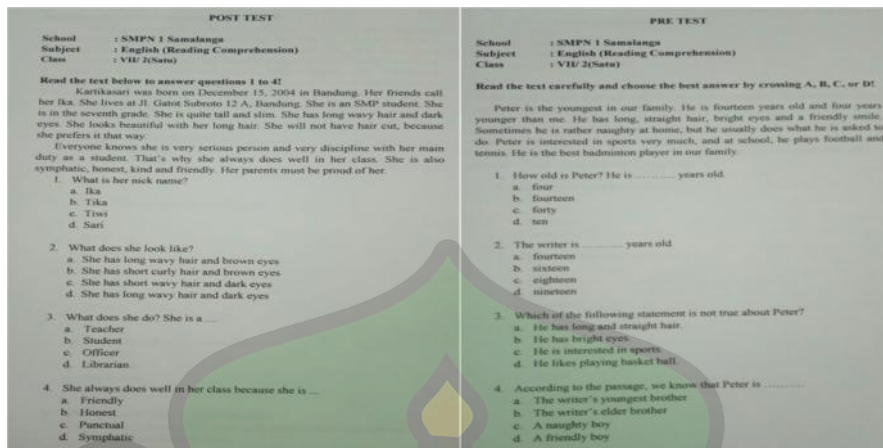
grade students of SMPN 1 Samalanga on academic year 2018-2019. There were 31 students as the subjects of the study in class seventh (VII-2), which consisted of 15 male and 16 female. The researcher decided to choose the seventh grade students of SMPN 1 Samalanga because they had crucial problem in reading. It could be clearly seen from the participation of the students in every classroom activities where most of them feel bored with the reading activities that had been applied by their teacher in every classroom reading activities.

D. Research Instruments

The researcher instruments were tools which were used by the researcher to collect the required data. There are several instruments that were used in this study in obtaining the data: lesson plan, test and questionnaire.

1. Test

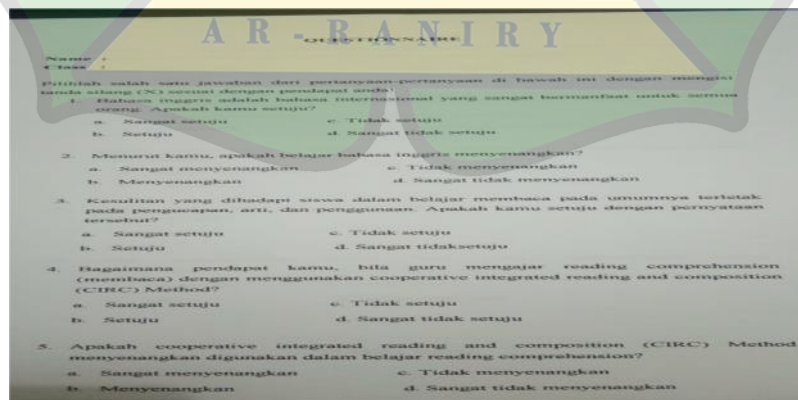
The test is a set of question and exercise used to measure the achievement or capability of the individual or group. Tests were used to find out the students ability in reading comprehension. There were two kinds of tests administered in this research. Those tests were pre-test and post-test. The pre-test was used to know the students' pre-existing ability in reading comprehension before they were given the treatment through CIRC Method. The post-test was used to find out the improvement that the students made in terms of mastering reading text after CIRC was applied.



The Pictures of Pre-test and Post-test

2. Questionnaire

The questionnaire was given to the seventh-grade students of Junior high school after the completion of post-test. It was carried out to measure the changing behavior after the method had been applied, such as motivation, interest, and reaction. It consisted of 10 items. The response of the subjects in the questionnaire was in the form of objective test (with multiple choice answers). The questionnaire was measure about how they perceived reading and in order to know whether or not the student's responses toward the application of CIRC method.



The Picture of Questionnaire

E. Technique of Collecting Data

To support this study, the writer needs to collect data. To carry out the data needed, the writer applies some technique which is considered appropriate; they are pre-experimental research teaching, test, and questionnaire. The explanation would be discussed as follow:

1. Pre-experimental teaching

In conducting the research of the researcher used experimental teaching. The researcher assigned one class as a sample, because the researcher wanted to know students' activity and the result of a study in comprehending the reading text by using cooperative integrated reading and composition method. In collecting the data, the researcher gave the students two kinds of test they were pre-test and post-test. The process of teaching for experimental class can be described as follow:

a. Preparation

First, when the writer came to SMPN 1 Samalanga, she meets the headmaster and gave him a recommendation letter from academic faculty of Tarbiyah Department. After telling him about the purpose of her coming to the school, she met the English teacher who taught English subject for the seventh year students, Mrs. NurfitriyaRahmiS.Pd.I. Then, she asked permission to conduct the research. After that, the teacher allowed her to teach for four meetings, including the meeting for pre-test and post-test.

- b. The process of teaching reading comprehension by using cooperative integrated reading and composition (CIRC) method

During the process of teaching reading comprehension, cooperative integrated reading and composition (CIRC) method were applied. This experimental teaching had been held for four meetings. For more detail, the teaching-learning process would be described below:

- 1) The first meeting

At the first meeting, after introducing herself to the students, the researcher explained about the reason why she wanted to conduct this research. Then, she checked attendance list by calling students, names one by one and gave them the pre-test sheet. Pre-test is a preliminary test administered to determine a student's baseline knowledge. After the pre-test sheet was given, the researcher asked them to finish the test. Students got 45 minutes to answers the test. It was useful to know the basic ability before the researcher did experimental teaching. After all the students answered the questions, the answer sheets were collected. Before closing the class the researcher also discussed about descriptive text.

- 2) The second meeting

In this meeting, the researcher would be applied CIRC method in the class with "Descriptive text" as the topic. To start the experimental, the researcher asked the student to sit in a group and each member of a group consists of four or five members. After students created some group, the researcher gave some text related to the topic. Before they discussed the text, the researcher explained a bit

about descriptive text and tried to activate their background knowledge related to the text by asking them some questions related to the text. After that, the researcher asked them to discuss the text within 45 minutes. In this process, the researcher gave some feedback to students who did not understand the text yet. After discussion, each member of the group to find out more information about the text, and then they would present about their text to others group in front of the class. In this section, the researcher gave them for 30 minutes to discuss. After all have done, the researcher asked them to sit as a previous arrangement because she would give them some questions related to the text that was given before, and they should answer it individually.

3) The third meeting

At the third meeting, the researcher still groups the students and the material still about descriptive text. As the day before, the researcher asked students to sit in their group. After that, the researcher gave them another text and they still discuss. The rules were the same as in previous meeting. The students had to discuss the text before they explained it to their friend from other group. Therefore, everyone in group should understand what the text talking about. Finally, the researcher gave them the questions and they should answer it individually.

4) The fourth meeting

In the last meeting, the researcher conducted the post-test to measure the students' ability after researcher applied CIRC method in reading comprehension.

After all the students finished answering the questions, the researcher collected the answer sheets, and then the researcher gave them a questionnaire. At the last, the researcher thanked students to their cooperation and their attention.

2. Test

The researcher provided pre-test and post-test to measure student's ability. The result of the test was actually related to descriptive text. Both consisted of 15 questions about reading descriptive text and each question the students would get 1 point for choice and 2 points for essay questions. Therefore, the students could answer it completely and correctly, they will get 100 points. Pre-test was given to the students at the first meeting on November 26th, 2018 before applying cooperative integrated reading and composition (CIRC) method. Meanwhile, post-test was given in the last meeting on December 2rd, 2018 when cooperative integrated reading and composition (CIRC) was applied. The result of this research will explain in the next chapter.

3. Questionnaire

After teaching learning process, the writer distributed questionnaire to the students in order to know students' perception. The writer guided the students how to answer the questions and suggested them to choose the most suitable answer based on their opinion. The result of questionnaire will be analyzed in the next chapter.

F. Technique of Data Analysis

1. Analysis of pre-test and post-test

To analyze the data, the researcher used T-test. The whole process of calculation used the SPSS program. The T-test is intended to test whether there was significant difference on students' reading comprehension improvement by using cooperative integrated reading and composition (CIRC) between pre-test and post-test of seventh grade junior high school. If sig 2-tailed greater than 5% means there is no significant difference between the pre-test and post-test. However, if sig 2-tailed value is less than 5% means there is a significant capacity difference between the pre-test and post-test.

2. Questionnaire

The data a response of the students toward the use of the method was also analyze by counting the percentage of students answers in each questions on the questionnaire. The count the answer, this study also revered to *metodestatistika* as the following formula is:

$$P = \frac{F}{N} \times 100\%$$

Note:

P : Percentage

F : Frequency of respondents

N : Number of sample

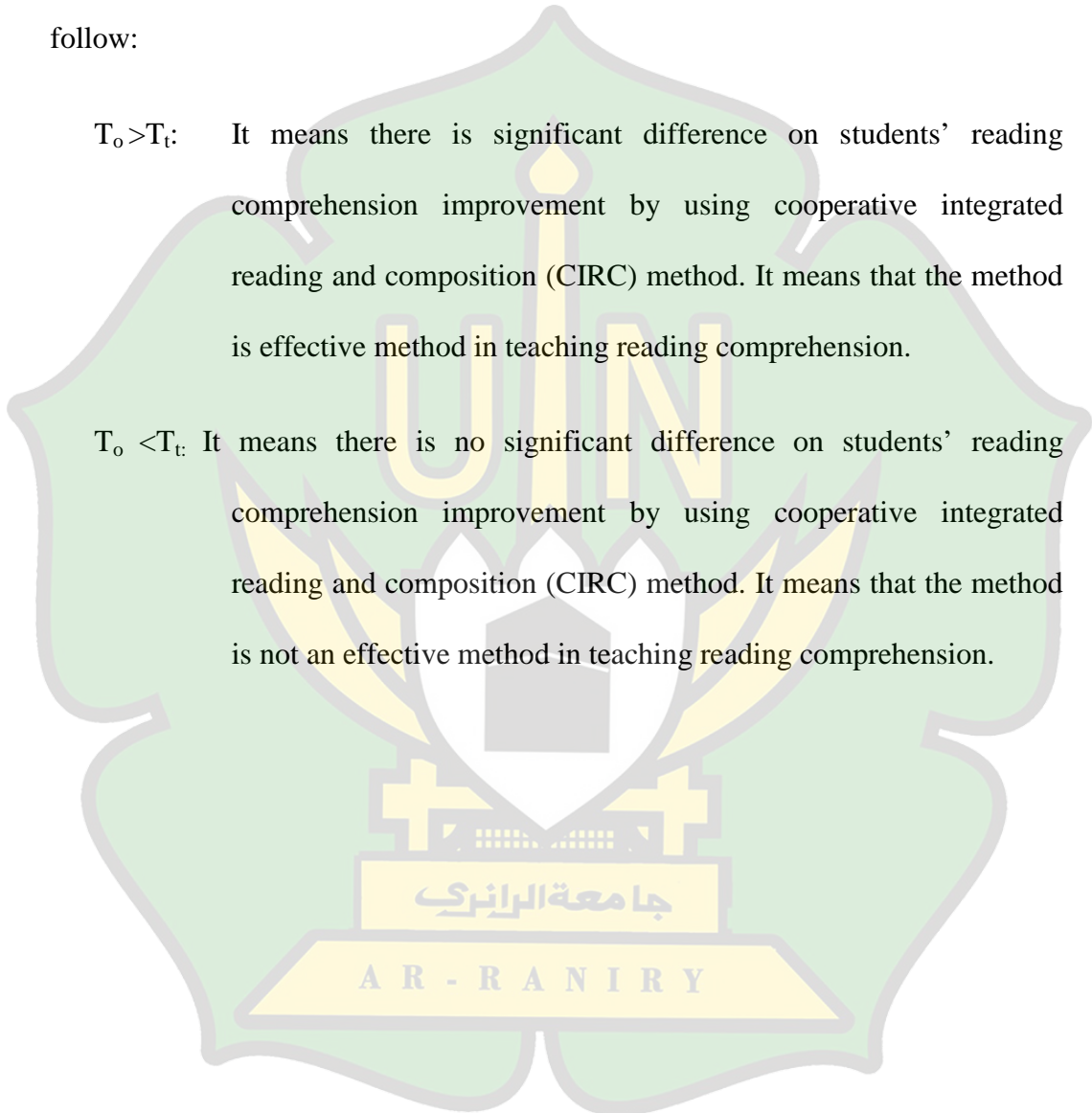
100% : Constant value

G. Statistical Hypothesis

To prove the Hypothesis, the data obtained from the experimental teaching was calculated by using the t-test on SPSS program with the assumption as follow:

$T_o > T_t$: It means there is significant difference on students' reading comprehension improvement by using cooperative integrated reading and composition (CIRC) method. It means that the method is effective method in teaching reading comprehension.

$T_o < T_t$: It means there is no significant difference on students' reading comprehension improvement by using cooperative integrated reading and composition (CIRC) method. It means that the method is not an effective method in teaching reading comprehension.



CHAPTER IV

FINDING AND DISCUSSION

A. Test Result

This research was conducted in pre-experimental research with 31 students as the subject of SMPN 1 junior high school. In order to arrange and calculate the data systematically, the researcher analyzes the data by using SPSS program. Moreover, the explanation of the results of the research is presented in the following section:

1. The result of students' pre-test and post-test

The researcher used two tests in collecting the data: pre-test and post-test. The following explanation is the result of pretest and the mean score of seventh grade on the table no 4.

No	Name	Pre-Test
1	AD	80
2	ARM	70
3	AQ	70
4	DCTP	65
5	DF	65
6	FAR	75
7	FM	60
8	FIT	65
9	IH	70
10	IT	55
11	LA	65
12	MF	60
13	MIS	55
14	NA	60
15	NS	65

16	NSY	60
17	NF	75
18	PR	65
19	RIN	70
20	RF	70
21	RA	65
22	SA	70
23	RNR	65
24	SS	65
25	SMZ	65
26	T.HIF	70
27	UN	65
28	US	60
29	ZF	75
30	ZFA	60
31	ZFI	75

Mean Score 66,29

Table No 4: The Result of Students' Pre-test in Pre Experimental Class

The data above shows that the mean of pre-test was 66,29 in pre experimental class. As for student achievement in the post-test, the researcher shows in Table no 5 below:

No	Name	Post-test
1	AD	90
2	ARM	90
3	AR	85
4	DCTP	84
5	DF	80
6	FAR	95
7	FM	87
8	FIT	75
9	IH	90
10	IT	70
11	LA	72
12	MF	80
13	MIS	80
14	NA	85

15	NS	87
16	NSY	75
17	NF	95
18	PS	90
19	RIN	80
20	RF	85
21	RA	80
22	SA	87
23	RNR	85
24	SS	90
25	SMZ	87
26	T. HIF	90
27	UN	90
28	US	84
29	ZF	90
30	ZFA	80
31	ZFI	95
Mean Score		84,61

Table No 5: The Result of Students' Post-test in Pre Experimental Class

The data above shows that the mean of pre-test was 84,61 in pre-experimental class. The data above also shows there was a tables difference of scores between pre-test and post-test in pre-experimental class. It could be seen from the mean of both tests. The mean of pre-test was 66,29, while in post-test was 84,61.

The researcher used T-test on SPSS program to see whether there is a significant between pre-test and post-test in pre-experimental class. Before testing the test, the researcher adjusted the normality data using the Normality Test. Table 6 shows the collection of Normality data:

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Siswa	Statistic	Df	Sig.	Statistic	Df	Sig.
datatest	1	,197	31	,003	,939	31	,080
	2	,137	31	,142	,940	31	,084

a. Lilliefors Significance Correction

Table No 6: The Result of Normality Tests in Pre Experimental Class

In table no 6, the result of pre-test by using tests of normality sig 0,080 is greater than 0.05 ($0,080 > 0.05$) and the post-test ($0,084 > 0.05$) The result indicates that the data is normally.

Distributed and homogenous tests can be performed by using test of homogeneity of variances and table no 7 show homogenous testing:

Test of Homogeneity of Variances			
		Datatest	
Levene	Statistic	df1	df2
	,103	1	60
			Sig.
			,749

Table No 7: The Result of Homogeneity Tests in Pre Experimental Class

The table no 7 shows that the homogeneous test collection (Uji Homogenitas) at the level of Sig ,749 greater than 0.05 ($0,749 > 0.05$). The result indicates that the data are homogeneous, and T-test can be performed.

To determine the improvement of using cooperative integrated reading and composition (CIRC) method, the T-test should be analyzed by looking at the modified result of the pre-test and post-test. Table no 8 shows the following:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	66,29	31	6,051	1,087
	Posttest	84,94	31	6,486	1,165

Table No 8: The Result of Paired Samples Statistic in Pre Experimental Class

Table no 8 indicates that the result of pre-test is 66,29 means and the result of the post test is 84,94 means. The next step is to look at the improvement of using cooperative integrated reading and composition (CIRC) method by using T-Test. As shown in table no 9, as following:

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest								
	–	-18,645	5,148	,925	-20,534	-16,757	-20,165	30	,000
	posttest								

Table No 9: The Result of Paired Samples Test in Pre Experimental Class

The above table shows the pre-test and post-test's result in pre experimental class. It shows the value on column sig.(tailed) is 0,000 which is less than 0,05 (= 5%) mean the result of students reading comprehension in pre experimental class have a significant. It means the class shows an improvement in comprehending the reading. In this case, the pre experimental class is shows the improvement which is taught by CIRC method. Moreover, CIRC method helps students to improve their comprehension in reading. It proved that the treatment by using CIRC method could be an effective way to improve students, reading comprehension.

2. The result of questionnaire

In order to gain information of the students' responses toward the cooperative integrated reading and composition (CIRC) to improve reading comprehension in pre experimental class. The questionnaire was distributed to the students, it consisted of 10 questions in multiple choice items related to implementation of cooperative integrated reading and composition (CIRC) method. As mention in chapter III, the data of the questionnaire were analyzed by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

In which:

- P : Percentage
 F : Frequency of respondents
 N : Number of sample
 100% : Constant value

Furthermore, the result of each question in questionnaire will be elaborated detail in following table:

Table No 10: The important of English language to all people

Option	Frequency	%
a. Strongly Agree	21	67,75
b. Agree	10	32,25
c. Disagree	-	
d. Strongly Disagree	-	
Total	31	100%

Table No 10: The Result of Questionnaire 1

Table no 10 shows that almost all of the students in pre experimental class thought that English language is important and they were chosen strongly agree.

Table No 11: Interested in learning English

Option	Frequency	%
a. Very Interested	4	12,90
b. Interested	15	48,40
c. Less Interested	10	32,25
d. Not Interested	2	6,45
Total	31	100%

Table No 11: The Result of Questionnaire 2

In the table no 11, it shows that almost all of students have positive impression and was interested in learning English.

Table No 12: The difficulties faced by students in learning reading

Option	Frequency	%
a. Strongly Agree	26	16,15
b. Agree	5	83,85
c. Disagree	-	-
d. Strongly Disagree	-	-
Total	31	100%

Table no 12: The Result of Questionnaire 3

Based on table no 12, it can be seen that only 16,15% of the students who chose strongly degree in difficulties faced by students in learning reading comprehension. In contrary, 83,85% of the students chose degree in difficulties faced by students in learning reading comprehension. It can be concluded that most of students chose strongly degree.

Table No 13: Student agreement on lecture/teacher applying CIRC method in teaching reading comprehension

Option	Frequency	%
a. Strongly Agree	3	3,65
b. Agree	28	90,35
c. Disagree	-	-
d. Strongly Disagree	-	-
Total	31	100%

Table No 13: The Result of Questionnaire 4

Based on the table, it can be seen that 90,35% students chose agreement on lecture/teacher applying CIRC method in teaching reading comprehension.

Table No 14: Interested learning reading comprehension by using CIRC method

Option	Frequency	%
a. Very interested	2	6,45
b. Interested	29	93,55
c. Less Interested	-	-
d. Not Interested	-	-
Total	31	100%

Table No 14: The Result of Questionnaire 5

In table no 14, it showed that almost all of students have positive impression and was interested in learning by using CIRC method.

Table No 15: The ease in learning reading by using CIRC method

Option	Frequency	%
a. Very Easy	1	3,25
b. Easy	30	96,75
c. Less Easy	-	-
d. Not Easy	-	-
Total	31	100%

Table No 15: The Result of Questionnaire 6

The table above shows that the students agreed that CIRC method ease in learning reading comprehension.

Table No 16: CIRC method can help students in learning reading comprehension

Option	Frequency	%
a. Very Helpful	4	12,90
b. Helpful	27	87,10
c. Less Helpful	-	-
d. Not Helpful	-	-
Total	31	100%

Table No 16: The Result of Questionnaire 7

The table above shows that the students agreed that CIRC method can help them in learning reading comprehension.

Table No 17: CIRC method motivated students in learning reading comprehension

Option	Frequency	%
a. Highly Motivated	-	-
b. Motivated	23	74,20
c. Less Motivated	8	25,80
d. Not Motivated	-	-
Total	31	100%

Table No 17: The Result of Questionnaire 8

Table 17 shows that 74,20% students thought that the application of CIRC method activity motivated them in learning process.

Table No 18: Applying CIRC method make them more be active in learning reading comprehension

Option	Frequency	%
a. Strongly Agree	14	45,15
b. Agree	17	54,85
c. Disagree	-	-
d. Strongly Disagree	-	-
Total	31	100%

Table No 18: The Result of Questionnaire 9

In the table, it can be seen that 45,15% of the students chose agree and 54,85% of the rest chose strongly degree in applying CIRC method make them more be active in learning reading comprehension.

Table No 19: Students responses toward the application of CIRC method in learning reading comprehension

Option	Frequency	%
a. I Really Like it	21	67,75
b. I Like it	10	32,25
c. I Do Not Really Like it	-	-
d. I Hate it	-	-
Total	31	100%

Table 19: The Result of Questionnaire 10

From the table above, all of the students gave positive responses toward the application of CIRC method in learning reading comprehension activity. The detail was 67,75% of the students chose to really like it and 32,25% chose to like the application of the method. The researcher assumed that the students enjoyed the CIRC method activity in learning reading comprehension by applying the

method, the students experienced to summarize the text with their own words and sorted out which one is the most important information from the text.

B. Discussion

Based on data analysis, the researcher would like to discuss about research question of the study. The first question is “Does CIRC method improve the students’ reading comprehensions of seventh grade students in SMPN 1 Samalanga?”. To investigate the answer of this research question, the researcher used the test, namely pre-test and post-test. In this case, if the score of post-test was higher than the score pre-test, it means the CIRC method is effective to be applied for the students. In contrast, if the post-test did not improve after giving treatment, it means this is not effective for the students.

Regarding to the score of pre-test and post-test, it could be stated that cooperative integrated reading and composition (CIRC) method is improve on students reading comprehension. It was proved by the mean score of pre-test and post-test was 65,96 and the mean score of post-test was 84,51. It shows the differences between the results. However, after applying CIRC method, almost all of them answer the test correctly. In the other hand, the researcher conducted that is called T-test to prove the differences between pre-test and post-test. The value of pre-test and post-test shows that value on sig. (tailed) is 0,000 which is less than 0,05 (= 5%) mean. So, CIRC method is effective to be applied in teaching reading comprehension of SMPN 1 Samalanga.

Besides, the questionnaire was used to get the answer of the second research question. The second question of this study is “How do students respond

of using cooperative integrated reading and composition (CIRC) in teaching reading comprehension?”. The analysis of questionnaire indicates that who get positive responses of the students in applying CIRC. Most of them interest in using CIRC method in learning reading comprehension.

In conclusion, based on the data from the test and questionnaire it can be improve by using CIRC method in teaching process and affective for seventh grade of junior high school to use that method.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it is concluded that:

1. The use of CIRC (cooperative integrated reading and composition) method affected students' achievement in comprehending the text, since the T-test result on SPSS program which used to know whether there is significant difference between pre-test and post-test in pre experimental class. The value of pre-test and post-test shows that value on sig.(tailed) is 0,000 which is less then 0,05 (= 5%) mean the result of students reading comprehension in pre experimental class have a significant. It means pre experimental class showed the improvement which was used by CIRC method. Moreover, CIRC method helps students to improve their comprehension in reading. It proved that the treatment by using CIRC method could be an effective way to improve students' reading comprehension.
2. The students were like it in using Cooperative Integrated Reading and Composition (CIRC) method in their daily reading, because most of them gave positive responses toward the method.

B. Suggestion

Based on the findings of the study, CIRC Method is very effective applied to increase students' ability in reading comprehension of the seventh grade students of SMPN 1 Samalanga, the researcher would like to suggest the following things:

1. For teachers

Based on the research that has been done by the researcher, it is suggested to the English teacher of SMPN 1 Samalanga to use CIRC Method as the teaching method. Because by using it the teacher can help the students to solve the problem in reading comprehension. The teacher also should have some various types of teaching material and teaching method. By using some of various methods the teacher can have many kinds of choice for using in teaching learning process. Therefore, the students will have more experience in learning English by using many methods. The result of the study is also expected to enrich the teacher's knowledge about the method. In addition, the teacher must have many references about the method that can be used to improve the students' ability in reading comprehension.

2. For students'

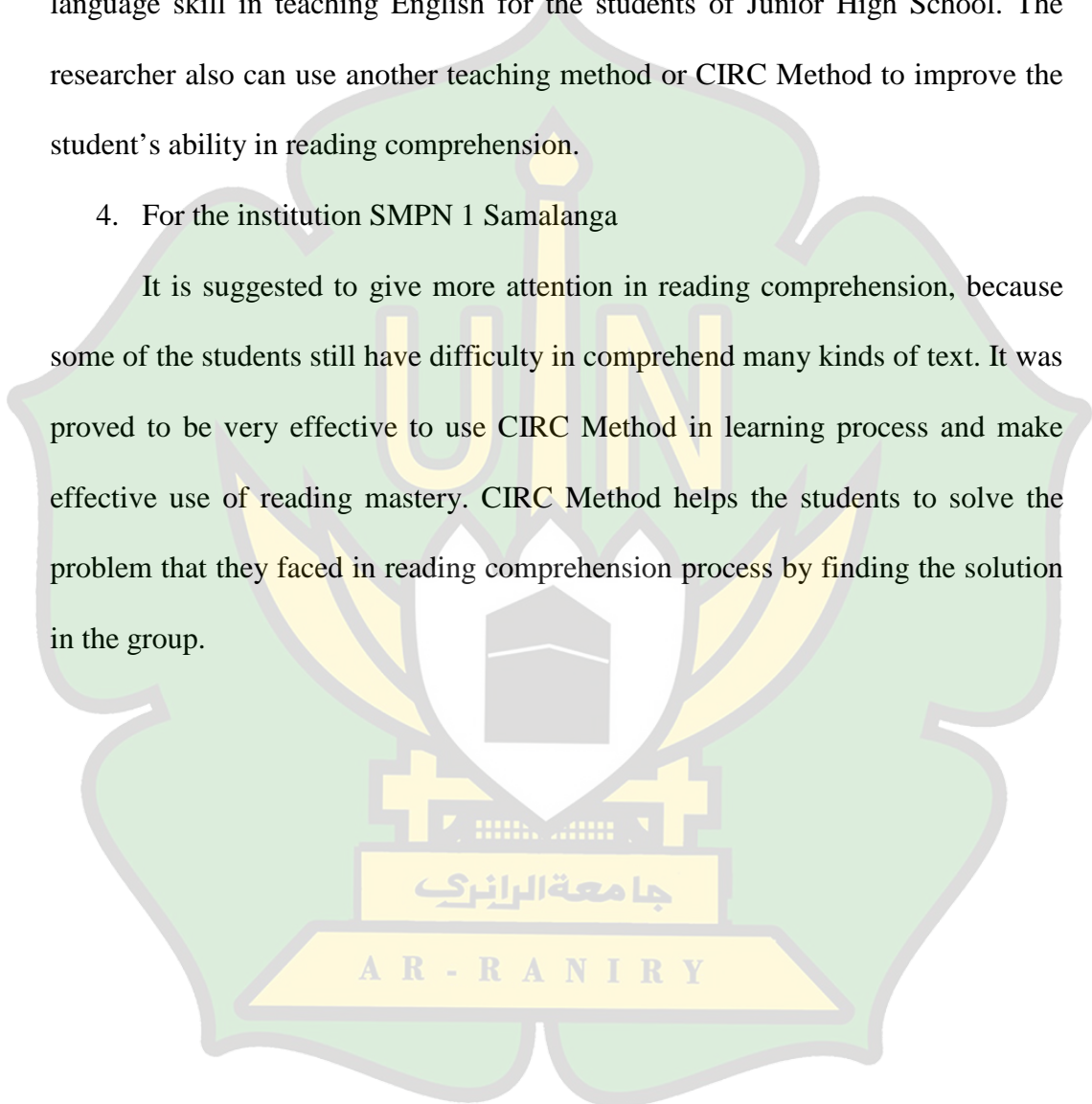
The students should practice all the time if they do not want to lose their skill in English. The students are expected to be more active in teaching learning process and to keep the importance of reading and concepts of understanding text effectively in mind by reading the door knowledge can be opened and welcome the readers with wider vision.

3. For the other researcher

It is recommended to another researcher to examine and investigate the effectiveness of the implementation of CIRC Method in teaching another language skill in teaching English for the students of Junior High School. The researcher also can use another teaching method or CIRC Method to improve the student's ability in reading comprehension.

4. For the institution SMPN 1 Samalanga

It is suggested to give more attention in reading comprehension, because some of the students still have difficulty in comprehend many kinds of text. It was proved to be very effective to use CIRC Method in learning process and make effective use of reading mastery. CIRC Method helps the students to solve the problem that they faced in reading comprehension process by finding the solution in the group.



REFERENCES

- Al-jamal, D., Al-hawamleh, M., & Al-jamal, G. (2013). An assessment of reading comprehension practice in Jordan. *Jordan Journal of Educational Sciences*, 9 (3), 335-344.
- Alyousef, H. S. (2005). Teaching reading comprehension to ESL/ELF learners. *The Reading Matrix*, 5 (2), 225-234.
- Chambers, E. (2006). *Teaching and learning English literature*. British: SAGE Publications Ltd.
- Burden, P., Byrd, D. M. (1999). *Methods for effective teaching* (2nd ed.) Boston: Allyn & Bacon.
- Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge: Cambridge University Press.
- Brown, D. (1982). *Teaching by principles: An interactive approach to language pedagogy* (2nd Ed.) San Francisco: Longman.
- Brown, D. (2000). *Principles of language learning and teaching* (4th ed.) New York: Pearson Education.
- Durukan, E. (2012). Effect of CIRC (cooperative integrated reading and composition) technique on reading writing skills. *Educational Research and Review*, 6 (1), 102-109.
- Eskey, D. E. (2002). Reading and the teaching of L2 reading comprehension. *TESOL Journal*, 11 (1), 5-9.
- Evelyn, F. (2001). *A practical guide to reading comprehension exercise*. Cambridge: Cambridge University Press.
- Freeman, D.L. (2000). *Techniques and principle in language teaching*. New York: Oxford University press.
- Grellet, F. (1992). *Developing reading skills: A practical guide to reading comprehension exercise*. New York: Cambridge University Press.

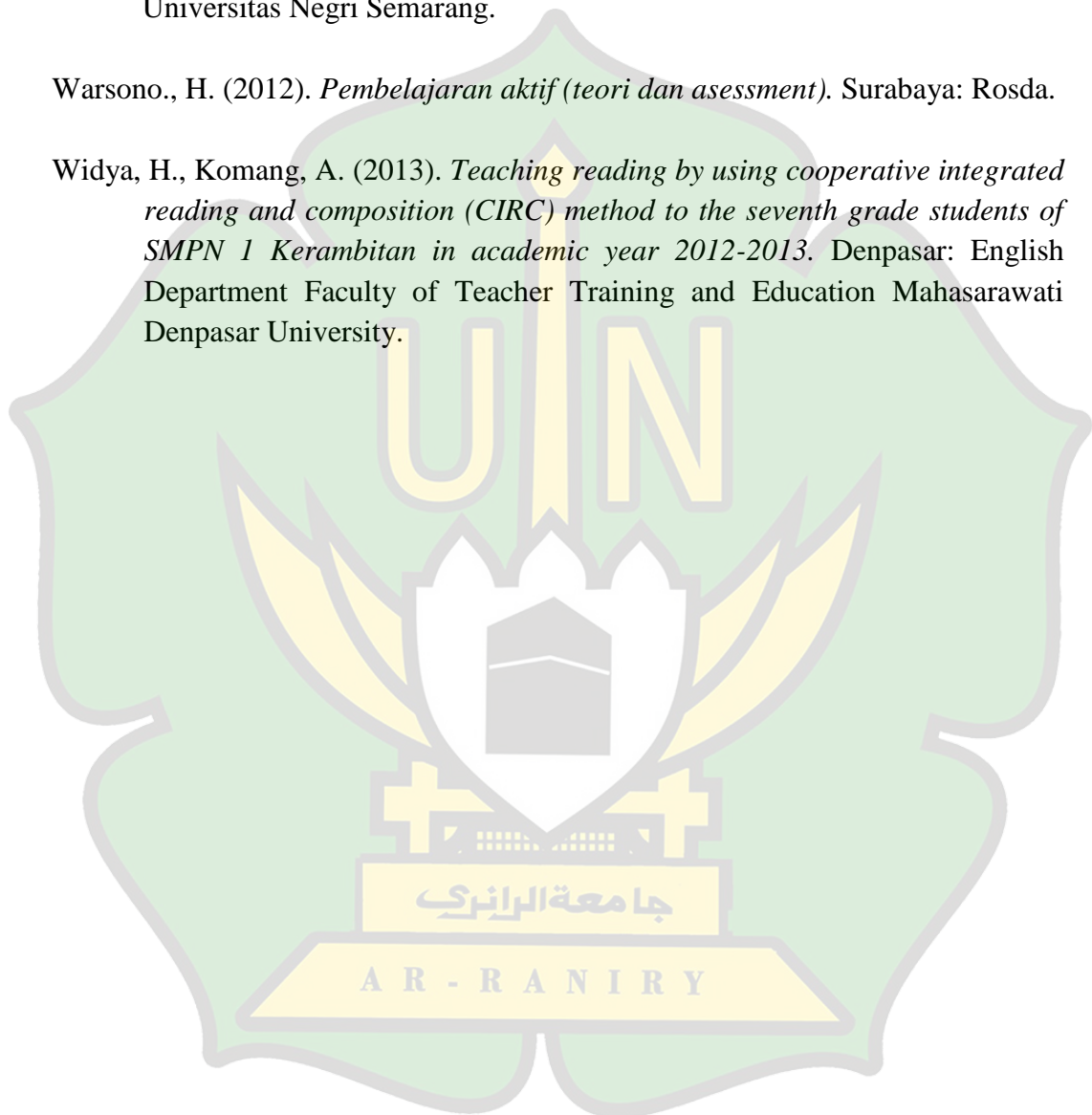
- Grabe., William., & Stoller. (2002). *Teaching and researching reading (2nd ed.)*. UK: Pearson Education.
- Heinemann. (2009). *Reading process*. Port Smouth: Miami University Oxford.
- Harmer, J. (2007). *How to teach English*. Essex: Pearson Education Limited.
- Huda, M. (2013). *Model-model pengajaran dan pembelajaran*. Yogyakarta: Pustaka Pelajar.
- Klingner J. K., Vaughn, S., & Boardman, A. (2007). *Teaching reading comprehension to students with learning difficulties*. London: The Guilford Press.
- Murphy, p. k. (2009). Examining the effects of classroom discussion on students' high-level comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 10 (1), 740-764.
- Nation, K. (2009). Beyond phonological skills: Broader language skills contribute to the development of reading. *Journal of Research in Reading*, 27 (2), 342-356.
- Petel, M.F., Jain, P. M. (2008). *English language teaching (method, tools, techniques)*. Jaipur: Sunrise Publisher & Distributors.
- Pressley, E. (2002). *Teaching reading*. Bureau: International of Education.
- Richard, J.C. & Rodgers, T.S. (1986). *Approach and methods in language teaching*. UK: Cambridge University Press.
- Sharan, S. (1999). *The Hand book of cooperative learning*. Yogyakarta: Familia.
- Slavin, R. E. (1987). *Cooperative integrated reading and composition*. Washingtong: Officer of Special Education and Rehabilitative Services.
- Slavin, R. E. (1983). *Cooperative learning and cooperative school*. Washingtong: Officer of Special Education and Rehabilitative Services.
- Slavin, R. E. (1999). *Cooperative learning: Theory, research, and practice*. Massachusetts: Allyn & Bacon.

Suprijono, A. (2009). *Cooperative learning teori dan aplikasi paikem*. Yogyakarta: Pustaka Pelajar.

Syarif, F. (2008). *Metode cooperative learning sebagai salah satu alternative metode pembelajaran membaca dalam bahasa inggris*. Semarang: Universitas Negri Semarang.

Warsono., H. (2012). *Pembelajaran aktif (teori dan asesment)*. Surabaya: Rosda.

Widya, H., Komang, A. (2013). *Teaching reading by using cooperative integrated reading and composition (CIRC) method to the seventh grade students of SMPN 1 Kerambitan in academic year 2012-2013*. Denpasar: English Department Faculty of Teacher Training and Education Mahasarawati Denpasar University.



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6692/UN.08/FTK/KP.07.6/06/2018
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 21 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Mei 2018

MEMUTUSKAN

- Menetapkan
PERTAMA : Menunjuk Saudara:
1. Dr. Maskur, M.A. Sebagai Pembimbing Pertama
2. Khairiyah Syahabuddin, M.Hsc. EsL., M.TESOL, Ph.D. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : **Mauizatul Hayati**
NIM : **140203225**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Using Cooperative Integrated Reading and Composition (CIRC) Method to Improve Students' Reading Comprehension (An Experimental Research of SMPN 1 Samalanga)**
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2018;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 26 Juni 2018
Rektor



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-12630/Un.08/Tu-FTK/TL.00/11/2018

21 November 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Mauizatul Hayati
N I M : 140 203 225
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl.Kebon Raja Lr.Kebon Raja IV Gpg le Masen Kayee Adang B.Aceh

Untuk mengumpulkan data pada:

SMPN 1 Samalanga

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Using Cooperative Integrated Reading and Composition (CIRC) Method to Improve Students' Reading Comprehension (An Experimental Research of SMPN 1 Samalanga).

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Saif Farzah Ali

Kode 8191

BAND ACEH BAND ACEH



**PEMERINTAH KABUPATEN BIREUEN
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 1 SAMALANGA**

Jln. Harapan No. 3 Samalanga, Telp. (0644) 31016 Kode Pos Email: smpnsatusamalanga@rocketmail.com

SURAT IZIN PENELITIAN

Nomor : 424/ 184 / 2018

Sehubungan dengan surat pengantar Nomor B-12630/Un.08/Tu-FTK/TL.00/11/2018 tentang izin mengadakan penelitian pada SMP Negeri 1 Samalanga Kabupaten Bireuen dengan ini menerangkan :

Nama : **MAUIZATUL HAYATI**
NIM : 140 203 225
Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
Alamat : Jl. Kebon Raja Lr. Kebon Raja IV Gpg Ie Masen Kayee Adang
Banda Aceh

Benar namanya yang tersebut di atas telah melakukan penelitian pada SMP Negeri 1 Samalanga tentang ***"Using Cooperative Integrated Reading and Composition (CIRC) Method to Improve Student's Reading Comprehension (An Experimental Research of SMPN 1 Samalanga"*** pada tanggal 26 November 2018.

Demikian Surat telah melaksanakan penelitian ini kami buat dan kami berikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Samalanga, 26 November 2018
Kepala SMP Negeri 1 Samalanga



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMPN 1 SAMALANGA
Mata Pelajaran : Bahasa Inggris (Reading Comprehension)
Kelas / Semester : VII/ 1(satu)
Materi Pokok : Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda
Alokasi waktu : 1 X 45 Menit
Penyusun : Mauizatul Hayati

A. Kompetensi Inti (KI)

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3 :Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya	

<p>3.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p>	
	<p>3.10.1 Mengidentifikasi sifat benda serta Mendeskripsikan benda sesuai dengan konteks penggunaannya.</p> <p>3.10.2 Menyebutkan fungsi sosial teks dan unsur kebahasaan deskriptif teks dengan konteks penggunaannya..</p>
	<p>4.11.1 Menemukan gambaran umum dari sebuah teks serta menemukan informasi tertentu dari teks sederhana.</p> <p>4.11.2. Menemukan informasi rinci dari teks sederhana.</p>
<p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.12.1 Melengkapi teks deskriptif sederhana tentang benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.12.2 Menyusun teks deskriptif sederhana tentang benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

C. Materi Pembelajaran

1. Materi Reguler

Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda.

My Friend

His name is Kevin Anggara, Kevin Anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he has dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is diligent.

My Classroom

My classroom is next to the library. So, every morning, before the class started I read book at the library. My classroom is painted in white. All the wall is white. And it has a lot of glasses window. In my classroom, there is a white board. My teacher uses the white board to write and give explanation to us. There is also an Indonesian flag in the corner. There are a lot of tables and chairs in my classroom. My friend and I use them when we are learning.

My Pet

I have a pet. It is dog, and I call it Brownie because the color is brownish yellow. Brownie is a Chinese breed. It is small, fluffy and cute. It has brown fur. When I cuddle it, the fur feels soft. Brownie doesn't like bone. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie doesn't bark a lot. It treats the other animals in our house gently and it never eats shoes. It is really a sweet and friendly animal.

2. Materi Remedial

Generic Structure Descriptive Text

- a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
- b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan

Ciri-ciri Deskriptif Text

- a. Menggunakan simple present tense
- b. Menggunakan attribute verb, seperti be (am, is, are)
- c. Mudah dipahami
- d. Menggambarkan
- e. Komunikatif
- f. Dapat membuat pembaca tertarik
- g. Menggambarkan objek secara spesifik

D. Langkah-langkah Kegiatan Pembelajaran

Pertemuan pertama

a. Pendahuluan/Kegiatan Awal

Apersepsi dan motivasi

- Guru masuk kelas dan menyapa dengan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta.
- Guru mengecek kehadiran siswa
- Guru memberikan pre-test
- Guru memberikan motivasi dan mengajukan pertanyaan secara *komunikatif* yang berkaitan dengan materi pelajaran dan konteks siswa.
- Guru menyampaikan tujuan pembelajaran
- Guru menggunakan model pembelajaran cooperative Learning Integrated Reading and composition.
- Guru menyampaikan tata cara penilaian yang digunakan dalam pembelajaran
- Guru menyampaikan informasi tentang materi yang akan disampaikan.

b. Kegiatan Inti

PESERTA DIDIK	GURU	WAKTU
<p>Mengamati (<i>observing</i>) Peserta didik mengamati beberapa contoh teks deskriptif singkat dan sederhana tentang, benda yang telah diberikan guru.</p> <p>siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang benda.</p>	<p>Meminta pesertamemperhatikan contoh teks deskriptif singkat dan sederhana tentang benda.</p> <p>Meminta peserta didikmemperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang benda.</p>	30 menit
<p>Menanyakan (<i>Questioning</i>) Menanyakan antara lain perbedaan antarberbagai teks atau kalimat teks deskriptif singkat dan sederhana tentang benda dalam berbagai konteks</p>	<p>Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai teks deskriptif singkat dan sederhana tentang benda dalam berbagai konteks</p>	

Mengeksplorasi/Bereksperimen /Mengumpulkan Informasi		
<i>(Exploring/Experimenting)</i> Siswa membaca contoh-contoh teks descriptive singkat dan sederhana tentang orang, benda dan binatang dari berbagai sumber lain.	Meminta peserta didik membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber.	
Mengasosiasi (Associating) Secara berpasangan peserta didik saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.	Meminta peserta didik berpasangan saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.	
Mengkomunikasikan/ (Communicating/Networking) Siswa mendeskripsikan benda untuk mengenalkan, dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya	Meminta peserta didik mendeskripsikan benda yang ada disekitarnya dengan bahasa Inggris baik yang ada didalam maupun diluar kelas serta lingkungannya sesuai dengan konteksnya.	

c. Penutup

- Dibawah bimbingan guru, siswa memberikan kesimpulan dan ringkasan materi pembelajaran.
- Guru menyampaikan pesan moral.
- Guru bersama siswa memberikan refleksi terhadap proses pembelajaran
- Bersama-sama menutup pelajaran dengan berdoa.

Pertemuan II

a. Pendahuluan/Kegiatan Awal

Apersepsi dan motivasi

- Guru masuk kelas dan menyapa dengan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta.
- Guru mengecek kehadiran siswa
- Guru memberikan motivasi dan mengajukan pertanyaan secara *komunikatif* yang berkaitan dengan materi pelajaran dan konteks siswa.
- Guru menyampaikan tujuan pembelajaran
- Guru menggunakan model pembelajaran cooperative Learning Integrated Reading and composition.
- Guru menyampaikan tata cara penilaian yang digunakan dalam pembelajaran
- Guru menyampaikan informasi tentang materi yang akan disampaikan.

b. Kegiatan Inti

PESERTA DIDIK	GURU	WAKTU
Mengamati (<i>observing</i>) Peserta didik mengamati beberapa contoh teks deskriptif singkat dan sederhana tentang, benda yang telah diberikan guru. siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang benda.	Meminta peserta memperhatikan contoh teks deskriptif singkat dan sederhana tentang benda. Meminta peserta didik memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang benda.	30 menit
Menanyakan (<i>Questioning</i>) Menanyakan antara lain perbedaan antar berbagai teks atau kalimat teks deskriptif singkat dan sederhana tentang benda dalam berbagai konteks	Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai teks deskriptif singkat dan sederhana tentang benda dalam berbagai konteks	

<p>Mengeksplorasi/Bereksperimen /Mengumpulkan Informasi (Exploring/Experimenting)</p> <p>Siswa membaca contoh-contoh teks descriptive singkat dan sederhana tentang orang, benda dan binatang dari berbagai sumber lain.</p>	<p>Meminta peserta didik membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber.</p>
<p>Mengasosiasi (Associating)</p> <p>Secara berpasangan peserta didik saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</p>	<p>Meminta peserta didik berpasangan saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</p>
<p>Mengkomunikasikan/ (Communicating/Networking)</p> <p>Siswa mendeskripsikan benda untuk mengenalkan, dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya</p>	<p>Meminta peserta didik mendeskripsikan benda yang ada disekitarnya dengan bahasa Inggris baik yang ada didalam maupun diluar kelas serta lingkungannya sesuai dengan konteksnya.</p>

c. Penutup

- Dibawah bimbingan guru, siswa memberikan kesimpulan dan ringkasan materi pembelajaran.
- Guru menyampaikan pesan moral.
- Guru bersama siswa memberikan refleksi terhadap proses pembelajaran
- Bersama-sama menutup pelajaran dengan berdoa.

E. Media/Alat dan Sumber Pembelajaran

- Reading Teks
- White board, marker, a set word
- LKS Bahasa Inggris untuk SMP

F. Metode Pembelajaran

- Cooperative Integrated Reading and Composition (CIRC).

G. Assessment

Type of test: Reading test

Form of test: Answer the question

Criteria of evaluation: One correct answer gets two score

Banda Aceh, November 2018

Mauizatul Hayati



POST TEST

School : SMPN 1 Samalanga
Subject : English (Reading Comprehension)
Class : VII/ 2(Dua)

Read the text carefully and choose the best answer by crossing A, B, C, or D!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. How old is Peter? He is years old.
 - a. four
 - b. fourteen
 - c. forty
 - d. ten
2. The writer is years old.
 - a. fourteen
 - b. sixteen
 - c. eighteen
 - d. nineteen
3. Which of the following statement is not true about Peter?
 - a. He has long and straight hair.
 - b. He has bright eyes.
 - c. He is interested in sports.
 - d. He likes playing basket ball.
4. According to the passage, we know that Peter is
 - a. The writer's youngest brother
 - b. The writer's elder brother
 - c. A naughty boy
 - d. A friendly boy

5. What is the text mostly about?
- Peter
 - Peter's hobby
 - Peter's family
 - Peters' elder brother

Read the text then find the suitable words to complete the sentences as an answer of question number 6-10

Last week I (6)..... my grandmother's house. I (7)..... public transportation to reach the house. On the trip, I (8)..... so many beautiful scenery there. My grandmother greets me, when I (9)..... her house. She looked so glad. She (10)..... me her delicious food, then we eat together.

6. The suitable word for number 8 is...

- go to
- goes to
- went to
- gone to

7. The suitable word for number 9 is...

- took
- takes
- taken
- takked

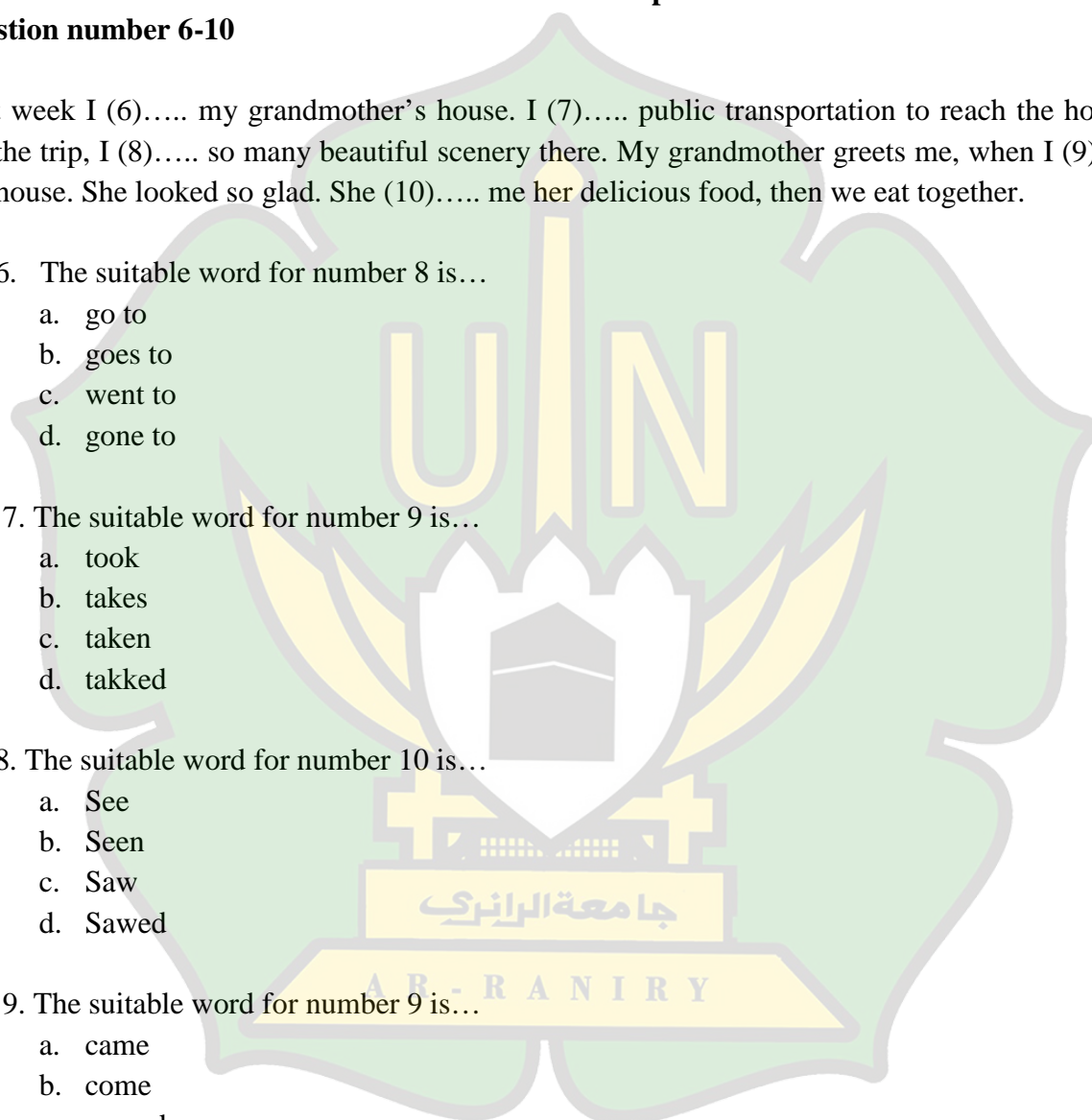
8. The suitable word for number 10 is...

- See
- Seen
- Saw
- Sawed

9. The suitable word for number 9 is...

- came
- come
- comed
- coming

10. The suitable word for number 10 is...



- a. give
- b. gift
- c. given
- d. gave

Read the following text carefully and answer the questions!

Neil was five years old, and he had no brothers and sisters. He lived with his parents in the country, and there were no neighbors near his house. One Saturday Neil's Uncle Fred came and visits them. He had lunch with Neil and his parents, and then Neil's mother went into kitchen and washed the dishes, and his father went out and washed the car.

'Stay here and talk to Uncle Fred,' Neil's father said to him. 'And show him your toys,' his mother said. Neil showed his Uncle his toys and they talk for half an hour in the living room. Then Neil said to his uncle, I'm going to go out and play with God in the garden now.'

His uncle was surprised. 'How do you play with God, Neil? He asked him. 'It's easy,' Neil answered. 'I throw the ball up, and then God throws it back down to me.'

11. How many children did Neil's parents have?
12. Who had lunch with Neil and his parents?
13. What did Neil and his uncle do in living room?
14. What did Neil's father do after lunch?
15. What did Neil do after lunch?

جامعة الرانري

AR - RANIRY

PRE TEST

School : SMPN 1 Samalanga
Subject : English (Reading Comprehension)
Class : VII/ 2(Dua)

Read the text below to answer questions 1 to 4!

Kartikasari was born on December 15, 2004 in Bandung. Her friends call her Ika. She lives at Jl. Gatot Subroto 12 A, Bandung. She is an SMP student. She is in the seventh grade. She is quite tall and slim. She has long wavy hair and dark eyes. She looks beautiful with her long hair. She will not have hair cut, because she prefers it that way.

Everyone knows she is very serious person and very discipline with her main duty as a student. That's why she always does well in her class. She is also symphatic, honest, kind and friendly. Her parents must be proud of her.

1. What is her nick name?
 - a. Ika
 - b. Tika
 - c. Tiwi
 - d. Sari

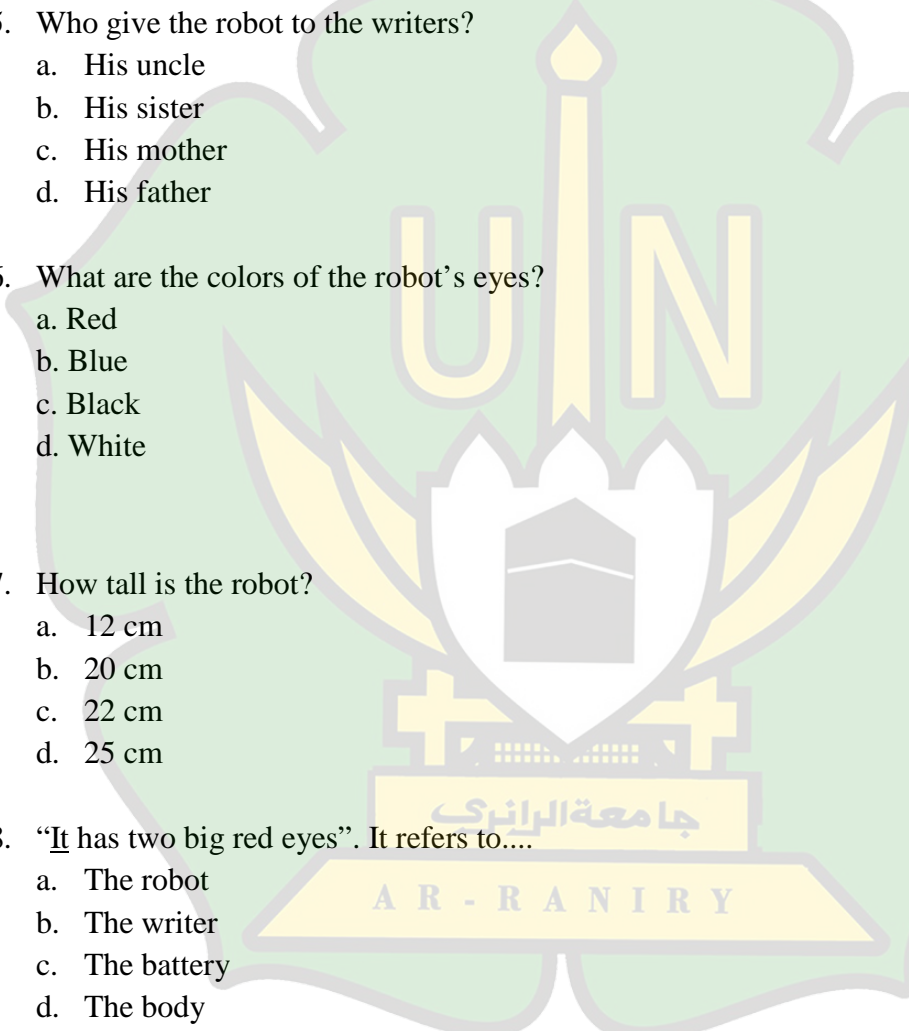
2. What does she look like?
 - a. She has long wavy hair and brown eyes
 - b. She has short curly hair and brown eyes
 - c. She has short wavy hair and dark eyes
 - d. She has long wavy hair and dark eyes

3. What does she do? She is a
 - a. Teacher
 - b. Student
 - c. Officer
 - d. Librarian

4. She always does well in her class because she is ...
 - a. Friendly
 - b. Honest
 - c. Punctual
 - d. Symphatic


Read the text below to answer questions 5 to 8

I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot. My robot is very nice. It is about twenty centimeters tall. The color of the robot is blue. The robot has a strong body. It has two big red eyes. It has two strong legs are covered with blade boots. My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot body, we can make it move when we push the button behind its neck. The robot will move its left and right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

- 
5. Who give the robot to the writers?
- His uncle
 - His sister
 - His mother
 - His father
6. What are the colors of the robot's eyes?
- Red
 - Blue
 - Black
 - White
7. How tall is the robot?
- 12 cm
 - 20 cm
 - 22 cm
 - 25 cm
8. "It has two big red eyes". It refers to....
- The robot
 - The writer
 - The battery
 - The body
9. What is the main idea of paragraph three?
- The writer's robot can be move with two medium sizes batteries

- b. The robot is difficult to move
- c. The robot can be moved without batteries
- d. The batteries must be put to make the robot strong

Read the following text carefully!



Anto is a junior high school student. He goes to SMP 6. Everyday, he goes to school on foot.

Anto likes reading books and he goes swimming every week. He never comes late to school. He always respects and obeys his parents and teacher.

Sumb3r: English in Focus Grade VII

- 10. Who is Anto?
- 11. Where is he studying?
- 12. How does he go to school?
- 13. Does he like swimming?
- 14. Does he like coming late to school?
- 15. What about his attitude to his parents and teacher?



AUTOBIOGRAPHY

Name : Mauizatul Hayati
Place/Date of Birth : Samalanga/April 2nd 1997
Gender : Female
Religion : Islam
National/ethnic : Indonesia/ Acehnese
Status : Sigle
Address : Jln. Medan-Banda Aceh, Samalanga. Kab. Bireun
Email : mauizatulhayati97@gmail.com
Parents
a. Fathers Name : Abdul Wahab
b. Occupation : Entrepreneur
c. Mothers Name : Jamaliah
d. Occupation : PNS
Education Background
a. SD : SDN 1 Samalanga (2003-2008)
b. SMP : MTS Misbahul Ulum Boarding School (2008-2011)
c. SMA : MAS Misbahul Ulum Boarding School (2011-2014)
d. University : UIN Ar-raniry (2014-2018)

