



**IMPROVING STUDENTS' READING COMPREHENSION
BY USING COOPERATIVE INTEGRATED READING AND
COMPOSITION (CIRC) TECHNIQUE
AT GRADE XII SMA N I ANGKOLA SELATAN
KABUPATEN TAPANULI SELATAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
As a Partial Fulfillment of the Requirement for the Graduate Degree of
Education Scholar (S.Pd.) in English Program*

Written By:

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STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2017**



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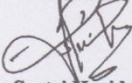
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
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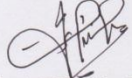
Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Nopita Sari**, entitled "**Improving Students' Reading Comprehension by Using Cooperative Integrated Reading and Composition (CIRC) Technique at Grade XII SMA N 1 Angkola Selatan Kabupaten Tapanuli Selatan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

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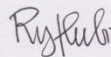
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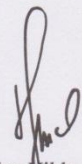
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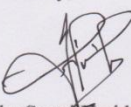
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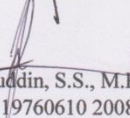
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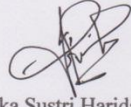

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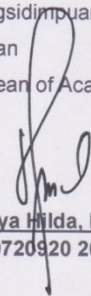
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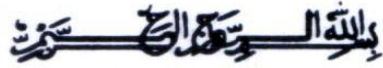
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As human being, I realize that what she presents of this thesis is still far from the perfection. Therefore, it is such a pleasure for me to get critiques and suggestion from the reader to make this thesis better.

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ABSTRACT

This research is talk about Improving Students' Reading Comprehension by using Cooperative Integrated Reading and Composition (CIRC) Technique at grade XII SMA N 1 Angkola Selatan. The research problem is reading explanation text in class XII IPA 1 SMA N 1 Angkola Selatan Kabupaten Tapanauli Selatan which consisted of 30 students. Then, most of students are low in reading comprehension, students were passive in the class and less motivation. The purpose of this research is to determine students' achievement in reading comprehension by using Cooperative Integrated Reading and Composition (CIRC) Technique at grade XII SMA N 1 Angkola Selatan Kabupaten Tapanuli Selatan.

The methodology this research used the Classroom Action Reasearch. This research used quantitative and qualitative data. Quantitative data obtained from the test and qualitative data to determine the final outcome of the research. In this research, the researcher used two reading test and two cycle. Moreover, the participants of this research are the class of XII IPA 1 consist of 30 students and also there was collaborate with the English teacher. There are three instruments to collecting the data that used in this research are test, observation, and interview. Then, to analyze the data used quantitave and qualitative data.

Based on the research result, showed the improvement mean score of the students. The mean score it was 64.13 the percentage is 40.00% in first cycle and second cycle it was 79.9 the percentage is 90.00%. The t_0 was 154.6 while t_{table} was 2.04. Therefore, it could be concluded that by using Cooperative Integrated Reading and Composition (CIRC) Technique could improved students' reading comprehension in class XII IPA 1.

Key Words : *Reading Comprehension and Cooperative Integrated Reading and Composition (CIRC) Technique.*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is the first foreign language in Indonesia which is important to transfer and gain knowledge, science, technology, art, culture, and establish international relationship. This language is use all over the world. As a result, Indonesian government has decided that English is foreign language in Indonesia. Almost all aspect of live have anything to do with English, especially the source of communication knowledge in this word is made English. In addition, it is the first foreign taught as a compulsory subject to students of the primary school, junior high school, and even in high education level.

There are four language skill of teaching English to the students to improve their ability : the first is listening that can hear information from other thorough ear. The second is speaking to respond what have been heard through mount soundly. The third, is writing that to write informations or ideas. The last is reading is an interactive process that haven in human minds. From that objective, English teacher should develop minimal students reading ability.

Reading is very important for many aspects in life. Reading is important to be learned and mastered by every individual. Reading is learned

from elementary school until university. These important are explained in the following paragraphs.

The first, by reading students can master many words and learn types and models of sentences also students can improve their own language and experience. Students can improve their abilities to catch concept and to comprehend what is read line by line in the text.

The second, the readers can explore new things. Through reading they can explore new information, such as their hobbies, knowledge and advice. It means, reader can get much information through exploring new information to improve their hobbies, knowledge and advice.

The third, the reader can add their vocabulary. With reading they get explain about everything and add their vocabulary that they can use in their daily activity. Through reading can help for delivering idea goodly and add selfconfidence when speak.

The last, the reader can increase their memory quality. With reading, can help their brain in memorize, such as character, background, ambition, history, and plot of the story. With reading, can help train their brain maximally than just watching television or listening radio.

So, it is undeniably that reading is necessary for everybody in variety of purposes and needs. The ability to read is very important for being mastered by students. Sometimes, English Learning process can not do successfully.

Students' English Reading achievement in SMA N 1 Angkola Selatan Tapanuli Selatan is low. In fact, based on private interview with one of teacher Natra Novyta Lubis, stated that students reading comprehension still low, it looked from their raport result which most of them got 65-68 score while the KKM was 70. Students can not comprehend in reading text, but also they have problematic either in the aspect of technique reading. When the students were reading, they did not understand what was conveyed in reading text. Most of them are passive in the class.¹ So, the student score on reading text was very low. It was very poor and also needed to be improved.

The researcher also did the interview to some students Aisyah Batubara, who say that is was because the learning method that was adopted by the English teacher did not fit anymore in the day, those students lazy to study and did not pay attention and enthusiasm to English subject when they were studying.² Based on illustration above, in researcher observation, the researcher found some difficulties on the process of learning English in this school. The actual problems are in the following.

The first, many students difficult in pronounciarion. They were not able to pronounce when they read and they could not able to read very well. Then the students difficult to comprehend the text. The second, they are easy

¹Natra Novyta Lubis, *English Teacher Private Interview*, on October 29, 2016 at 10.30 a.m in SMA Negeri 1 Angkola Selatan.

²Aisyah Batubara, *Student Private Interview*, on October 29, 2016 at 12.00 a.m in SMA Negeri 1 Angkola Selatan.

to get bored of reading text. Most of them not interest in learning about text. They have difficulties to identification what is the text about. They don't know how to comprehend the text about. The third, many students have less vocabulary. So, they not able to communicate English well, make them difficult to comprehend the text, and make them difficult to get information from text, because they don't know what the meaning of the words.

The fourth, English teacher has not method to teach the text and the teacher ask students to memorize back about the text. They can not answer quickly. Besides that, the students learn the text just read from the books. The last, most of them have less motivation to learn English, because in their opinion English subject very difficult to comprehend. Moreover, students lack awareness when they learn in discussion class and they not responsible in discussion, because the teacher use monoton method.

Based on the explanation above, the problems above must be solved in order to students can reading English Text well. Reading one of skill in English that very important to improved. So, the researcher should creative to find a way to help students to enrich their competence in reading and not make them lazy and bored in the class. The researcher suggested to use Cooperative Integrated Reading and Composition (CIRC) Technique. This technique is to enable students communicative with variety types of the text.

Cooperative Integrated Reading and Composition (CIRC) technique is one of the learning techniques based on cooperation, is designed to develop

reading, writing, and other language skill in the upper grades of primary education. CIRC Technique present a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques.³ So, CIRC is one of technique that make students easy in cooperation.

Therefore, CIRC technique is more effective than the traditional method. Based on the result some research, these findings generally suggest that CIRC technique and traditional method are effective on reading comprehension and writing expression skills. However, CIRC technique used in the experimental group is more effective for achievement and retention level than the tradisional method.⁴ Based on the explanation above, findings obtained in the present study the effect of CIRC on reading comprehension are increases. The researcher used CIRC to improve students reading comprehension with the reasons bellow.

The first, through Cooperative Integrated Reading and Composition (CIRC) technique can help students to comprehend reading and their can aplicte it in wide. This technique will strengthen their cooperation because it will be necessary for them to make a good communicative competence in comprehend of the texts. As a result, students can read text goodly.

³ Erhan Durukan, Effects of Cooperative Integrated Reading and Composition(CIRC) technique on Reading-Writing Skills, accessed on <http://www.academicjournals.org//ERR>, retrieved on September 10th 2016,p. 103

⁴ *Ibid*, p. 108

The second, with cooperation with other make them happy, fun, and enjoy in learning process. With this technique will make students aren't bored through interaction between teacher and students.

The third, with this technique will develop reading skill by presenting text to the students, it will make enjoy through discussion among the students in small group. Such as, when they performing activities in the class. So, it can improve their selfconfidence.

Therefore, the problem in this research that CIRC isn't implemented at grade XII in SMA Negeri 1 Angkola Sealatan Kabupaten Tapanuli Selatan researcher is interested to find out the improving student's reading comprehension at grade XII of SMA Negeri 1 Angkola Selatan Tapanuli Selatan.

Based on explanation above, researcher was interested to teaching reading comprehension by using Cooperative Integrated Reading and Composition (CIRC) Technique and this research conducted a classroom action research (CAR).

B. Identification of the Problem

Based on background of the problem above, there are some problems in students reading comprehension at grade XII SMA N 1 Angkola Selatan Tapanuli Selatan. The problems are many students got difficult in pronunciation, they are easy to get borred of reading text, many students have less vocabulary, English teacher do not have method to teach the text

and the teacher asked students to memorize back about the text, and most of them have less motivation to learn English, because in their opinion English subject very difficult to comprehend.

C. Focus of the Research

There are some text of reading: they are narrative text, spoof text, explanation text, procedure text, etc. So, this research is basically limited to reading explanation text. This research, the researcher focused to see the improving students' reading comprehension in explanation text by using CIRC.

D. Formulation of the Problem

Based on the explanation in background, the researcher can formulate the problem as follows:

1. To what extent Cooperative Integrated Reading and Composition (CIRC) technique improve students' reading Comprehension in explanation text at grade XII SMA N 1 Angkola Selatan Tapanuli Selatan.?’’
2. What are the factors which influence students' reading comprehension by using Cooperative Integrated Reading and Composition (CIRC) Technique at grade XII SMA N I Angkola Selatan Tapanuli Selatan?.

E. Purpose of the Research

The purpose of this research is to examine out the result of application of using Cooperative Integrated Reading and Composition (CIRC) Technique

whether it can improve students' reading comprehension in reading explanation text or not.

F. Significances of the Problem

The significances of this research are :

1. For headmaster, the result of this research is expect to be useful to develop the English learning process in SMA N 1 Angkola Selatan Tapanuli Selatan.
2. For English Teacher, to give information and their source in teaching English especially in reading explanation text. This research also to add her technique in learning process.
3. For researcher, to learn more about technique in teaching English for the future and the result of this research will be information for the others researchers to make further research.

G. The Indicator of Action

Classroom action research is a type of practitioner research that use to improved the practioner's practice: action implies doing or changing something.⁵ It means that action research is a systematic way for teachers to observe their practice or to explore a problem and a posible course of action through planning, action, observation and reflection. It is any systematically inquiry conducted by teachers, researchers, school counselors, or other

⁵ L. R. Gay and Peter Airasian, Education Research: Competence for Analysis and Application, (USA: Prentice Hall, Inc, 2000),p. 593.

stakeholders in the teaching learning environment to get the information about the ways how they teach and how they learn the students.

Action means that the activity is done by someone. The researcher made teaching program, lesson plan, and also used technique in teaching reading comprehension in the classroom. Additionally, researcher collaborated with English teachers to become a teamwork together to solve the student's problem in improving students' reading comprehension by using CooperATIVE Integrated Reading and Composition (CIRC) Technique at grade XII IPA I SMA N 1 Angkola Selatn Kabupaten Tapanuli Selatan.

Cooperative Integrated Reading and Composition (CIRC) Technique is done by group, two or more persons. It means that CIRC technique can make students will be ble to read text because the CIRC technique is one of interactive technique. Reading comprehension has indicators in teaching. It is used to get information about the students' reading comprehension and students' can read text well.

Moreover, the researcher will give reading test to know how far the students reading comprehension by using Cooperative Integrated Reading and Composition (CIRC) Technique at grade XII IPA I SMA N 1 Angkola Selatan Kabupaten Tapanuli Selatan. In addition, the researcher used observation notes and interview to support this research.

H. Defenition of the Key Terms

The key term of this research are defined clearly as follows:

1. Reading Comprehension

Reading comprehension is process in which the reader has to decided linguistic symbol and reconstruct them up to meaningfull whole intended by the writer and is not just reading with a loud voice but also to establish and understand the meaning what have to read such as the words, sentences, and also paragraph sense.

2. Cooperative Integrated Reading and Composition (CIRC)

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive for teaching reading, writing, and language art in school in which the students work with cooperative teams on these activity and the major components of CIRC are reading groups, teams, and story related activities.

I. Outline of The Thesis

The systematic of this research is devided into five chapters. Each chapter consist of many sub chapters with detail as follow :

In chapter one, it consist of background of the problem, identifications of the problem, formulation of the problem, focus of the problem, purposes of the research, the significances of the problem, definition of the key terms and outline of the thesis.

In chapter two, it was consist of theoretical descriptions, review of related findings, the frame of thingking, and hypothesis.

In chapter three, it was consist of research methodology and in research methodology consist of research design, time and place of the research, the participants, the research cycle, the instrumentation, technique of data analysis.

In chapter four, it was the result of the research talking about the analysis of data. This chapter consist of description of data, the comparative result of action, influencing factors, discussion of the research findings, and the treats of the research.

In chapter five, consist of conclution and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Reading Comprehension

1. Defenition of Reading Comprehension

Reading is one of skill that the important one in learning English. Reading is a complex skill, that is to say that it involves a whole series of lesser skills.¹ Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.² According to Grabe and Stoller stated that, reading is ability to draw meaning from the printed page to interpret the information appropriately.³ So, reading is process to get information from a text and to build meaning.

Then, Arthur stated that reading is one of the basic communicative skills, but it is very complex process. Reading is an active and ongoing process that is affected directly by an individual's

¹ Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas, *Teaching English as a Foreign Language*, London: University of London Institute of Education, 1980, p. 89

² David Nunan, *Practical English Language Teaching, first edition*, Singapore: the Mc Graw Hill Companies, 2003,p. 68

³ Grabe and Stoller, *Understanding Reading, International Reading Assosiation*, 2001,p. 9

interaction with his environment.⁴ So, reading is an a complex process that involves both perception and thought.

According to Gillet, we need to know several factors relating to efficient strategies in reading, they are:

1. Understanding meaning; deducing the meaning unfamiliar words, relations within the sentences, implication, conceptual meaning, for example: comparison, purpose, cause, and effect.
2. Understanding relationship in the text: text structure, the communicative value of sentences, relations between the parts of a through lexical and grammatical cohesion devices and indicators in discourse.
3. Understanding important points: distinguish the main ideas from supporting detail: recognizing unsupported claims and claims supported by evidence; for example: fact from opinion, extracting salient matters to make summary, following an argument, reading critically and evaluating the text.
4. Reading efficiently: surveying the text, chapters, paragraphs, skimming for the main idea or general impression, scanning to find specifically required information, reading quickly.
5. Note taking and acknowledgement.⁵

Based on definition above, reading is an interactive activity for taking or comprehending the message or meaning or the text.

So, in this case, reading can be say to be both active process, because while someone is reading he should constantly guess, predict, and interactive one, because in reading there should be an interaction between the reader and the writer. Both of them should have the same

⁴ W. Heilman, Arthur, *Teaching Reading Practice*, Amerika: United States, 2005,p. 2

⁵ Jonathan Sarwono and Yudhy Purwanto, *English for Academic Purposes*, Yogyakarta: CV Andi Offset, 2013,p. 1-2

interpretation of the text. Moreover, by reading the readers will getting many information from the books text, magazine, and other printed text.

Reading comprehension is process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer. Kinsh, W stated that reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of the words, sentences, and paragraph sense the relationship among the ideas.⁶As it is, if a students just reads loudly, but can not understand the content of the passage.

Comprehension maybe assessed by having a student read a passage that deals with an esoteric topic and is filled with abstract concepts and difficult vocabulary, moreover the sentences in that passage may have complicated grammar with minimal redundancy.⁷ Reading comprehension is dependent on three factors. The first factors is that the reader has command of the linguistic structures of the text. The second factors is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while

⁶ Kinsh W, *Comprehension : A Paradigm for Cognition*, Cambridge UK: Cambridge Univercity Press, 1998,p. 123

⁷ John Salvia, James Ysseldyke, Sara bolt, *Assesment : In Special and Inclusive Education Eleventh Edition*, United States Of Amerika, 2007-2010,p. 196

reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.⁸ So, reading comprehension must be focus on the linguistic structure of the text.

2. Levels of Reading Comprehension

Reading comprehension does not only know what text is about, but reading comprehension demands the students to have deep understanding about all of the text.

Smith in Wayne Otto stated that, there are four levels of comprehension :

1. Literal Comprehension

Literal comprehension is generally accepted as the most simple, basic, comprehension skill, and one that requires little thinking of reasoning.

2. Interpretation

Devinitely involves thinking skill and readers requires to identify ideas and meaning that are not stated in the written text within the interpretive level, the form of language in a literature, so it is easy to understand content and to differ between origin language and literary language, the reader may make generalization determine clause and affect, identify motives, find relationship, predict ending, and make comparison.

3. Critical Reading

When individuals read critically they evaluate what they read, that is way, they examine critically through of the writer, which have been identified through the two lower levels of comprehension and judge their validity of worth.

⁸ Karen Tankersley, *The Threads of Reading: Strategies for Literacy Development*, USA : Ascd, 2003,p. 9

4. Creative Reading

Creative reading going beyond what the author has written applying ideas from the text to new situation and recombining the author ideas to form new concept or to expand add ones, through creative reading the reader creates something new idea, the solution to a problem, and a new way of looking at something from the ideas gleaned from the text.⁹

Based on explanation above, it can be conclude that there are four levels of comprehension are, literal comprehension, interpretation comprehension, critical comprehension, and the last is creative reading.

3. The Purposes of Reading

The main goals of reading to get and find information include content and meaning of the text based on the purpose. Tarigan stated there are some goals of reading such as:

1. Reading for identifying important information.
2. Reading is for main ideas.
3. Reading is for finding the specific information.
4. Reading is for underlining the important information.
5. Reading is to classify the difficult word.
6. Reading is to evaluate.

⁹ Wayne Otto, et al, *How To Teaching Reading, Philipines*, Wesley Publishing Company, 1979,p. 152-153.

7. Reading is to compare and to contrast.¹⁰

So, reading very important for us, because with reading we can know information in this world.

According to Jeremy Harmer, stated that the purpose of reading is different in the way. It saw what kind of the text will be read. Next, there are the purposes or the reason of the reading :

1. Instrumental : the mount of the reading takes place because it will help us to echcieve some clear aim: thus for example, we read the road sign so that we know where to go. We the instructions on the ticket because we need know how operate it.
2. Pleasureable : the people read a magazine or spend hours buried in the Sunday paper, other go to poetry, read illustrated cartoon or photo-story.
3. For General Understanding : good reader is able to take in a tream of the discourse and understanding the gist of it without worrying too much about the details. Reading for such 'general' comprehension means not stopping for every word, not analyzing everything that the writer includes the text. It can use skimming.
4. For Specific Information : in contrast to reading for gist, we frequently go to written text because we want specific detail. Reading in this skill is frequently refered to as scanning.
5. For Detail Information : sometimes we read in order to understand everything we are reading in detail. This is usually the case with written instruction or direction, or with the description of scientific procedures, it happens when someone give us the address and telephone number and we write down all the detail.
6. Interpreting Text : reader is able to see beyond the literal meaning of word on the passage, using a variety of clues to understand what the writer implying. Successful

¹⁰ Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, Bandung : Angkasa, 2005,p. 9

interpreting in this kind depends on the large extent of shared schemata.¹¹

So, the purpose of the reason for reading should be influenced by how and what for the reader reads a piece of material. Different situations require different goals. Comprehension can range from the careful, close attention to a very brief, quick reading for only the main idea. The researcher concludes that reading comprehension is not just reading with a loud voice, but also understanding the content of the passage.

In this research, the purpose of reading is to identify the important information, find specific information, and to evaluate reading. It is based on the idea that reading comprehension is the ability to construct the language and to take the information from the text.

4. Principles for Teaching Reading

According to Brown, there are some principle strategies for reading comprehension, as follows :

1. Identify your purpose in reading text.
2. Apply spelling rules and conventions for bottom-up decoding.
3. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
4. Guess at meaning (of words, idioms, etc.) when you aren't certain.
5. Skim the text for the gist and for main ideas.
6. Scan the text for specific information (name, dates, keywords).
7. Use silent reading technique for rapid processing.

¹¹ Jeremy Harmer, *The Practice of English Language Teaching Third Edition*, England : Logman, 2003, p. 200-202

8. Use marginal notes, outlines, chars, or semantic maps for understanding and retaining information.
9. Distinguish between literal and implied meanings.
10. Use discourse markers (e.g, ‘‘ in addition’’, ‘‘ however’’, nevertheless’’, etc.) to process relationships.¹²

Based on the principles above, in teaching reading we must follow the principles above are identify the purpose, apply spelling rules, use lexical analysis, guess at meaning, skim the text, scan the text, use marginal notes, distinguish, and use discourse markers. So, we can master in reading well.

5. The Reading Comprehension Evaluation

For knowing reading comprehension, it can use a test. To know how the Cooperative Integrated Reading and Composition (CIRC) can improve students reading comprehension on explanation text, it will need a instrument that used in testing.

After researcher give the learning to the students by using Cooperative Integrated Reading and Composition (CIRC), it is important to know how their ability about the learning. Then, it will consist of 10 questions based on the some explanation text. Based on the curriculum in SMA N.1 Angkola Selatan the indicators of reading evaluation are :

¹² H. Douglas Brown, *Language Assesment, Principles and Classroom Practice*, Logman: Priyanvada Abeywickrama, 2010,p. 228

Tabel. 1**Indicator of Reading Evaluation**

| No. | Indicator of Reading Evaluation |
|-----|--|
| 1. | Identifying the Generic Structure of the text |
| 2. | Identifying the Detail Information of the text |
| 3. | Identifying the specific information of the text ¹³ |

In this research, the reasearcher use essay test to know or to test students reding comprehension. It needs comprehension to make the best answer.

According the researcher, essay test is a good choosing because it will make students easy for applying their comprehension. It is the simple way for marking. Next, the reasearcher will be easy to check and evaluate the answer.

6. Explanation Text**a. Definition of Explanation Text**

An explanation text is written to explain how and why something in world happens. It is about action rather than about things. Explanation is speaking or writing about how or why things

¹³ Natra Novyta, *Kurikulum Tingkat Satuan Pendidikan, Angkola Selatan* : T.A. 2016/2017.

happens.¹⁴ So, explanation text is a text that explain how and why something happens.

According to Sanggam Siahaan book explanation (elucidation) is a written English text in which the writer explain the processes involved in the formation of working of natural or sociocultural phenomena. This text containing two components i, e., the general statement and sequenced elucidation by which a writer explain the process involved in the formation or working or natural or sociocultural phenomena.¹⁵ So, in explanation text there are two the components are general statement and the sequenced elucidation.

The paragraph of explanation text is often use to explain a process or procedure, or given direction or instruction. Explaining is an important part of writing. Daily is field with the need to explain things, processes, and ideas, and to give the instructions. People ask and answer the question how? And why? Many times each day.¹⁶ So, base on the statement in writing an explanation must about the process, procedure, or direction and instruction.

¹⁴ Maria Johan Ari Widiyanti, *English Alive 3 Senoir High School Grade XII*, Bogor : PT. Ghalia Indonesia Printing, 2010,p. 32

¹⁵ Sanggam Siahaan, *Generic Text Structure*, Yogyakarta : Graha Ilmu, 2008,p,. 113

¹⁶ George E Wishon, *Let's Write English Revisions Editions*, New York : Litton Educational Publishing International, 1980,p,. 256

So, based on the explanation above the researcher can conclude that explanation text is a text to explain the processes involved in the formation and working of natural and sociocultural phenomena. The important components of explanation text are general statements and the sequenced elucidation. Then, in the explanation text must have questions how and why.

b. Purpose of Explanation Text

An explanation is written to explain how and why something in the world happens. It is about action rather than about things. Explanation plays a valuable role in building and storing our knowledge. Teaching and scientific writing are often expressed in this form.¹⁷ So, to write some explanation text should be detailed and accurate sequences of events.

The purpose of an explanation text is to tell each step of the process and to give the reasons (the things, a series of paragraphs that tell the how or why something occurs, a concluding paragraph, and closing).¹⁸ So, the purpose of an explanation text is to explain the processes of natural or sociocultural phenomena.

Therefore, the purpose of explanation text is to explain the process involved in the formation and working of a natural or

¹⁷ Explanation Text Instruction and Overview, accessed on [http://www. book. Explanation text. Com](http://www.book.Explanation text.Com), retrieved on March 2017, p. 50

¹⁸ Maria Johan Ariwidyanti, English Alive 3 Senior High School Grade XII...p. 32

social phenomena.¹⁹ So, the purpose of explanation text to explain a natural or social phenomena and explain it detailed how it work. Explanation text can be happen in human and phenomena in this world.

Next, purpose of explanation text to presents facts and information about a subject by describing its parts, characteristics, etc.²⁰ Based on the explanation above the researcher concluded that the purpose of explanation text is to explain some phenomena or socialcultural that happen in world.

c. Generic Structure of Explanation Text

There are some generic structure in explanation text are :

- a) General statement to position the reader
- b) Sequenced of explanation of why or how something occurs
- c) Closing²¹

So, the generic structure of explanation text are general statement, sequenced of the explanation, and closing, it make us easy to write or to make some explanation text.

¹⁹ Th. M. Sudarwati, *An English Course for Senior High School Students Year XII*, Jakarta : PT Gelora Aksara Pratama, 2007,p., 76

²⁰ Desmal Dardjis,et.all, *Natural and Social Science Programme Grade XII*, Jakarta : PT Bumi Aksara, 2008, p.,191

²¹ Th. M. Sudarwati, *An English Course for Senior High School Students Year XII...p.,76*

Therefore, structure of explanation text are : introductory paragraph, explanation sequence, and concluding statement.²² So, in introductory paragraph describe the topic to be explain, explanation sequence it means consist of related statements that describe a process in logical steps and the last is concluding statement is about the optional.

Last, generic structure of explanation text are :

- a) Title
- b) General statement
- c) Series of sequences paragraph
- d) Concluding paragraph
- e) Labelled diagrams²³

Based on the statement above, explanation have a title that prepares and leads the reader to the text. The first paragraph has a general statement that introduced or identified the scientific or technical phenomena. The logically sequenced paragraph explain why or how something happens. Then, concluding statement is optional can tie up of explanation. Last is labelled diagrams used to clarify the information or to add the information.

²² Desmal Dardjis, at.al, *Natural and Social Science...*, p., 192

²³ Explanation Text Instruction and Overview, accessed on [http://www. book. Explanation text. Com](http://www.book.Explanation text.Com), retrieved on March 2017,p., 50

d. Language Features of Explanation Text

There are some language features in explanation text. It contained in explanation text. They can be used as the characteristic of an explanation text it can be below :

Focus on generic, non- human participants.

- a) The use of general and abstract nouns.
- b) The use of action verb.
- c) The use of simple present tense.
- d) The use of passive voice.
- e) The use of conjunctions of time and cause.
- f) The use of noun phrase.
- g) The use of complex sentence.
- h) The use of technical language.²⁴

Based on the language features explanation text above, in write some explanation text we must make it based on the language features above.

e. The Example of Explanation Text

To be more clearly, the example of text structure of explanation text as follow :

Tsunami

Tsunami is a Japanese word, meaning ‘harbour wave’ and is used as the scientific term for a seismic sea wave generated by an undersea earthquake or possibly and undersea landslide or volcanic eruption. When the ocean floor is tilted or offset during an earthquake, a set of waves is created similar to

²⁴ Th. M. Sudarwati, *An English Course...* p., 76

the concentric waves generated by an object dropped into the water. Most tsunamis originate along the Ring of Fire, a zone of volcanoes and seismic activity, 32,500 km (24,000 mi) long, that encircles the Pacific Ocean. Since 1819, about 40 tsunamis have struck the Hawaiian Islands. (**General Statement**).

A tsunami can have wavelengths or widths of 100 to 200 km (60 to 120 mi), and may travel hundreds of kilometers across the deep ocean, reaching speeds of about 725 to 800 km/h (about 450 to 500 mph). Upon entering shallow coastal waters, the wave, which may have been only about half a meter (a foot or two) high out at sea, suddenly grows rapidly. When the wave reaches the shore, it may be 15 m (50 ft) high or more. Tsunamis have tremendous energy because of the great volume of water affected. They are capable of obliterating coastal settlements. (**A sequenced explanation**).

Tsunamis should not be confused with storm surges, which are domes of water that rise underneath hurricanes or cyclones and cause extensive coastal flooding when the storms reach land. Storm surges are particularly devastating if they occur at high tide. A cyclone and accompanying storm surge killed an estimated 500,000 people in Bangladesh in 1970. (**Closing**).²⁵

From the text above, it can be known that the text structure of the explanation text contains general statement, sequenced explanation, and closing.

B. Cooperative Integrated Reading and Composition (CIRC)

1. Definition of Cooperative Integrated Reading and Composition (CIRC)

Cooperative Integrated Reading and Composition (CIRC) technique is one of the learning techniques based on cooperation designed to develop reading, writing, and other language skills in the

²⁵ Desmal, Sophian Fanany and Aisyah Anwar, *Natural and Social Science Programme Grade XII*, Jakarta : PT Bumi Aksara, 2008, p. 35-36

upper grades of primary education. CIRC technique present a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques.²⁶ So, based on the explanation above, CIRC is a technique teaching based on the cooperation.

CIRC technique is developed to support tradisinally used skill-based reading groups approach. Firstly, reading groups are established in the classroom. Next, students are paired off within the groups. When the teacher work with a reading group, couples try to teach each other meaningful reading and writing skills by using reciprocal learning technique. They help each other in performing basic skill-building activities (such as oral reading, contextual guessing, asking questions, summarizing, writing a composition based on the story, revising-correcting composition).²⁷ So, in CIRC students work in groups that they must teach each other then students must can to solve the problem in reading and the other skill.

One major focus of the CIRC activities prescribed for basal stories is on making more effective use of follow-up time. Students work within cooperative teams on these activities, which are

²⁶ Erhan Durukan, Effect of Cooperative Integrated Reading and Composition (CIRC) technique on Reading – Writing Skills, accessed on <http://www.academicjournals.org/ERR>, retrieved on November 29th 2016,p.,103

²⁷ *Ibid*,...

coordinated with reading group interaction 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 a cooperative reward structure in which they may earn certificates or other recognition based on the learning of all team members.²⁸ So based on the explanation above, CIRC is teaching technique that based on the cooperation and the process of learning in a teams or groups.

2. Purpose of Cooperative Integrated Reading and Composition (CIRC)

The main purpose of CIRC is using cooperative teams to help learners learn reading comprehension abilities that can be applied broadly. The learners in CIRC also make predictions about the explanations that how matter the problem will be solved and summarize the elements, the elements main of the story to each other, both of which are activities that can be found in the reading comprehension.

In addition, the main objective of the program develop CIRC lessons writing and language arts is to design, implement, and evaluate the writing process approach to teaching writing and language arts that

²⁸ Robert E. Slavin, *Cooperative Learning Theory, Research, and Practice, second Edition*, London : Allyn and Bacon, 1995, p.. 105

will take advantage of the presence of many friends of the class.²⁹ So, the purpose of CIRC to make easy in cooperation learning and make students can improve their reading comprehension.

3. Steps of Cooperative Integrated Reading and Composition (CIRC)

CIRC consist of three principal elements : basal-related activities, direct instructions in reading comprehension, and integrated language art and writing. In all of these activities students work in heterogeneous learning teams. The steps of CIRC as follows :

- a) Reading groups. If reading groups are used, students are assigned to two or three reading groups according to their reading level, as determined by their teacher.
- b) Teams. Students are assigned to pairs or triads within their reading groups and then the pairs are assigned to teams composed of partnerships from two reading groups or levels.
- c) Story-related Activities. The sequence of activities is as follow :
 - 1) Partner Reading. Students read the story silently and then take turn reading the story aloud with their partner, alternating each paragraph.
 - 2) Story Grammar and Story-related writing.
 - 3) Words Out Loud. Students are given a list of new or difficult words use in the story.
 - 4) Word Meaning. Students are given a list of story words are new in their speaking vocabularies and are asked to look them up in the dictionary paraphrase the definition.
 - 5) Story Retell. After reading the story and discussing it in their reading groups, students summarize the main points of the story to their partner.
 - 6) Spelling. Students presents one another on a list of spellin words each week, and then over the course of the week help one another master the list.

²⁹ *Ibid...*

- d) Partner Checking. As students complete each of these activities, their partners initial a students assignment form indicating that they have completed and/ or achieved criterion on that task.
- e) Tests. At the of three class periods, students are given a comprehension test on the story.
- f) Direct Instruction in Reading Comprehension.
- g) Integrated Language Arts and Writing. During language art periods, teacher use a curriculum on language art nd writing develop especially for CIRC.³⁰

So, based on the explanation about the steps in teaching learning of CIRC above, the researcher can conclude that in learning process og CIRC must do the steps above to get the success learning process and the cooperation is the one important points in this technique.

Moreover, the steps of CIRC are :

- 1) Teacher devided students into two groups.
- 2) Teacher give the students a text/material to each groups and ask students to read and make a summarize of the text.
- 3) Teacher decide the group as a presentation and a group as a audience.
- 4) The group of presentation read the summarize of text with detail and put the main idea of the text. The otherhand the audience observe and make a correction to the main idea and audience help

³⁰ *Ibid,...*

to memorize main idea and connect it with the other material before.

- 5) Change the group, group presentation as a audience and the group audience as a presentation.
- 6) Students conclude together the result of the discussions.³¹

Based on the explanation above, steps in CIRC must involve all of students to act the presentation. Then, each group must responsibility for the discussion. Additionally, there are three the internal factors that influence they are : generic structure, language futures, and detail information.

C. Review of Related Findings

There are some review of related findings towards this thesis as follows :

1. Asnora Sulilayanti Koto did research, she concluded that there was a categorize enough because a students have ability to know the key information that should remember about the main idea and students have ability to know a key information that should remember about question on the organizer of the idea.³²

³¹ Istarani and Muhammad Ridwan, *50 Tipe Pembelajaran Kooperatif*, Medan: CV. Media Persada, 2014,p.. 102

³² Asnora Sulilayanti Koto, *A Comparative Study Between Jigsaw and Cooperative Integrated Reading and Composition (CIRC) Technique IN Reading Comprehension at Grade VIII SMP N 1 Sipirok*, Padangsidempuan : Universitas Muhammadiyah Tapanuli Selatan, 2013, p. 60

2. Zainuddin did research, he conclude that Cooperative Integrated Reading and Composition (CIRC) Technique significantly affects the students descriptive text. It is base on the data CIRC shows that t-observed (4,539) is higher than t- critical review (1,671).³³
3. Madhu Gupta and JyotiAhuja did research, based on the result in this thesis stated that cooperative integrated reading and composition (CIRC) is an effective technique to implement into reading classes, this students centered approach changes the one way operation in traditional classroom and creats harmonious atmosphere by establish active cooperation among students. Then CIRC benefited more in their reading comprehension achievement than the students received instruction through conventional method of teaching.³⁴

So, based on the related finding above, the researcher concluded that Cooperative Integrated Reading and Composition (CIRC) Technique can improved Students Reading Comprehension. The researcher would like to try it in this research on students reading comprehension in SMA N I Angkola Selatan Tapanuli Selatan.

³³ Zainuddin, The Effect Of Cooperative Integrated Reading and Composition (CIRC) Technique on Student's Reading Descriptive Text Achievement, Medan: Universitas Negeri Medan, 2015,p. 18 accessed in [http:// www. Ccsenet. Org/elt](http://www.Ccsenet.Org/elt) on Tuesday, November 22, 2016, at 13.30

³⁴ Madhu Gupta and JyotiAhuja, Cooperative Integrated Reading and Composition (CIRC) : Impact on Reading Comprehension Achievement In English Among Seventh Graders, (MaharshiDayanandUneversity : Rohtak, Haryana, India, 2014), p. 43-44. Accessed in [www.Impact journals. US](http://www.Impactjournals.US), On Tuesday November 22 2016, 13.35

D. The Frame of Thinking

Reading is provides opportunity to improve science and obtain the latest information that obtain from the kit discourse punctuation, we will able to know that we do not know before. Reading comprehension is to get some skill in understanding the text. So, we can master English well. Reading comprehension involves the students ability to find some information in teading text of English.

Cooperative Integrated Reading and Composition (CIRC) Technique is a technique that make students comprehend reading and their can aplicate it in wide. Then, CIRC can improve their motivation and self confidance to learn English especially in Reading text.

Based on the explanation above, the researcher can make one assume that Cooperative Integrated Reading and Composition (CIRC) really gives improved in students Reading Comprehension.

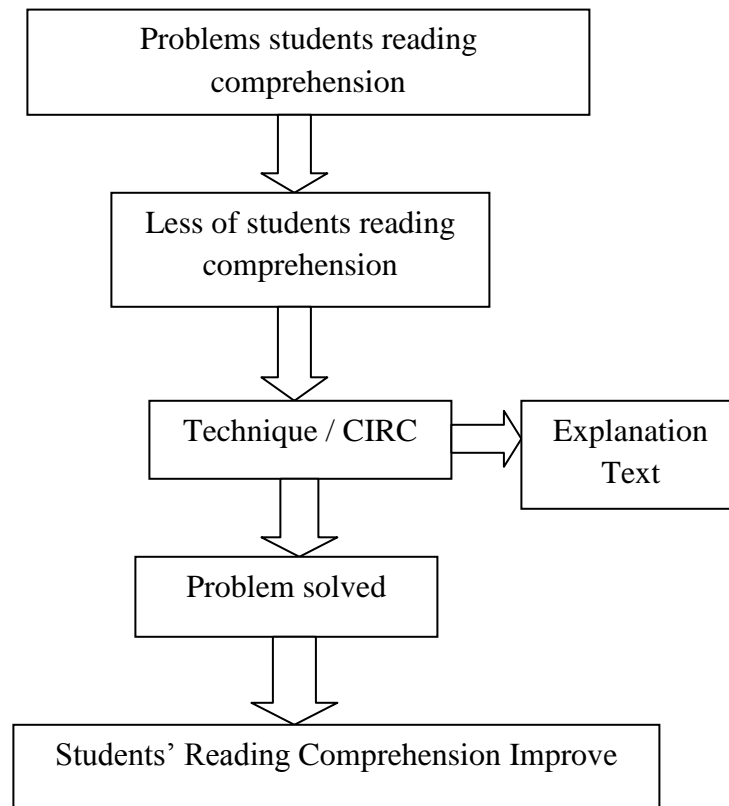


Figure 1.
Conceptual framework

E. Hypothesis

Based on the explanation above, hypothesis is tentative answer a prediction for the result of research that we do. So. the researcher formulates the hypothesis this research is "Cooperative Integrated Reading and Composition (CIRC) Technique can improve students' Reading Comprehension at Grade XI SMA N 1 Angkola Selatan Kabupaten Tapanuli Selatan."

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This research is design by classroom action research (CAR). It is design to solve the problem of teaching objectively and systematically. This is useful for increassing and modifying teaching-learning process. It is the important thing and the good strategies to increase the education quality in implementation better. In implementation means the teacher as a part of researcher tries to developing ability and to solving the problems that happen in teaching learning process.

Based on the Gay and Eurasian classroom action research is a type of practitioner research that is use to improve the practitioner's practice, action implies doing or changing something.¹ This research is conduct which is use to improve the teacher's practice in the classroom for reading ability.

Classroom action research is a research which is the combine the procedure in substantive action, be inquiry discipline or someone's effort to understand happen while include in the improving and changing. So, classroom action research use to improve teacher's ability to use some procedure in the class.

¹ L.R. Gay and Peter Airasian, *Educational Research*, New Jersey : Prentice Hall Inc, 2000,p., 593.

In general, Classroom Action Research activities involve repeat cycles, each consisting of planning, acting, observing, and reflecting. Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The action and the observation cannot be separated each other, because the teacher should do the return observation while writing to do. Reflection is to propose what have done. The result of one cycle is used to determine the need of the following cycle, until the problems get solved the strategy. The model cycle of Classroom Action Research can be draw as follows :

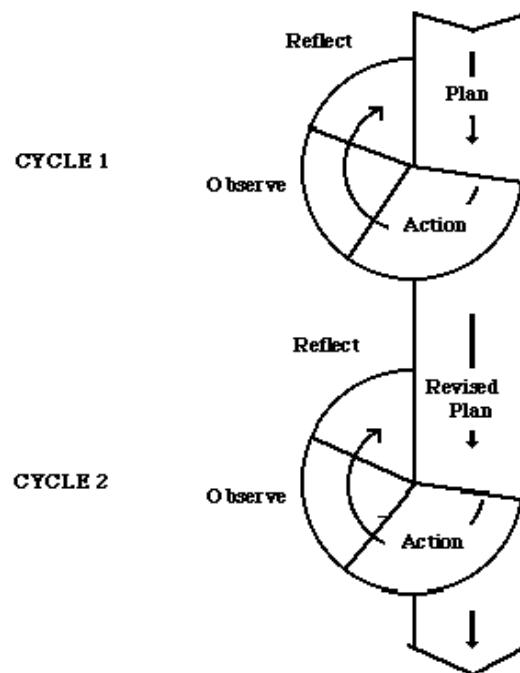


Figure 2.
Cyclical Actions Research Model
 based on Kemmis and Mc. Taggart in Rochiati Wiratmaja

B. The Procedure of Classroom Action Research

1. Planning

- a. Describing the planning procedure.
- b. Planning the identification of problem and how to establish the real situation.
- c. Alternative planning of action that may be made in learning to change, develop and improve learning.
- d. Planning for the provision of the necessary means and media

2. Implementation Action/acting

- a. Describing the implementation steps for actions which include what strategies will be done, what materials will be taught or discussed.
- b. Monitoring/observing
- c. Any monitoring tool to be used in monitoring the implementation of actions and events during the execution of the action.
- d. Who the officier who were monitoring

3. Reflection

- a. Describing how to reflect on the implementation of the action based on the result of monitoring.²

²Rochiati Wiratmadja, *Metode Penelitian Tindakan Kelas*, Bandung ;Rosda, 2008,p,.66.

The aims of classroom action research to increasing researchers' understanding of classroom teaching and learning process. Besides that, action research is to improve the quality of teaching and learning process. Therefore, it can be concluded that action research is a process of solving the researchers' problems. Based on the explanation above, action research is qualified to be used in order to see for Improving Student's Reading Comprehension By Using Cooperative Integrated Reading And Composition (CIRC) Technique At Grade XI SMA N 1 Angkola Selatan.

C. The Place and Time of the Research

Paying attention to the topic of the research about Improving Student's Reading Comprehension By Using Cooperative Integrated Reading and Composition (CIRC) Technique At Grade XII SMA N 1 Angkola Selatan the researcher decides to choose SMA Negeri 1 Angkola Selatan at the grade XII as the place of the research. The researcher choose it because this place was chosen because never to investigate this problem in this place before and this relevant to the own curriculum in discussing English. The researcher thinks this school is good. Because the environment of the School also supports the students to focus in studying especially English and researcher hopes the students easy in adaption when conduct the research.

It is located on Jalan Simarpinggan, Angkola Selatan Tapanuli Selatan. This place is not far away from researcher address. The time of the research is planed from May 2017 until December 2017. It is held at XII IPA-1 class SMA N 1 Angkola Selatan Tapanuli Selatan by using a classroom action research.

D. The Participants

The subject this research is second grade of XII/1 IPA class consists of 30 students which 8 male and 22 female. The reason for choosing this class, because the researcher find the problem in reading comprehension in this class and the research do interview with the English teacher in this class.

E. The Research Cycle

According to Wiriaatmadja stated that there are five models of classroom action research, they are; Kemmis and Taggart Model, Kurt Lewin Model, Ebbut Model, Hopkins Model. In this research, the researcher choose Kemmis and Taggart model, are as follow :

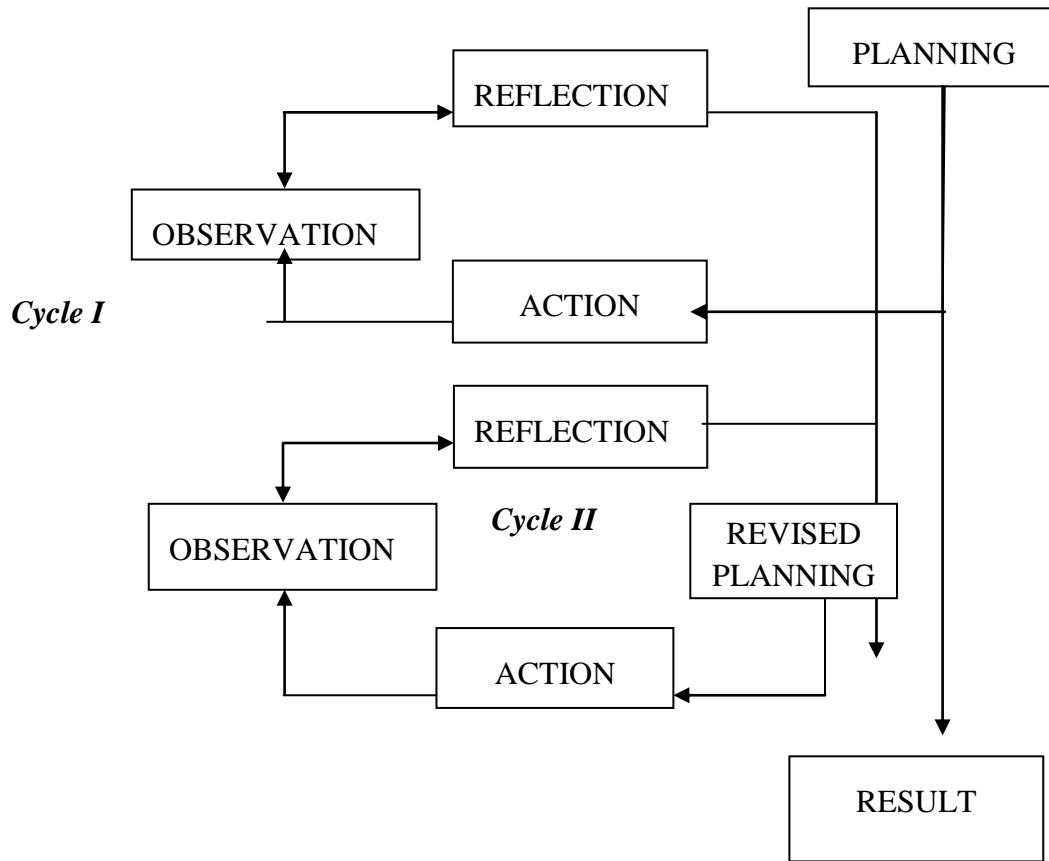


Figure 3.
Action Research Spiral by Kemmis and Taggart
in Prof. Dr. Rochiati Wiriaatmadja³

It was conducted into two cycles; where in each cycle applied four steps: 1) planning, 2) action, 3) observation, 4) reflection. Cycle I consist of two meeting and cycle II consist of one meeting. So, there were three meeting all together. This research, the researcher collaborated with the teacher to become a team work that together to solve the students' problem in reading

³ *Ibid.*,

comprehension by using Cooperative Integrated Reading and Composition (CIRC). In conducting this research, the steps are as follow :

1. First Cycle

This meeting the researcher prepared all the need in this meeting as below:

a. Planning

Planning is arrangement of doing something. There were many activities that which plan, they were:

- 1) Preparing lesson plan
- 2) Preparing learning material (explanation text)
- 3) Preparing the example of text and Test
- 4) Preparing instruments used by students
- 5) Preparing instruments for observers' observation

b. Action

Action is learning process. There were many activities in action, they are:

- 1) The researcher telling the students about the goal of the activity.
- 2) The researcher giving the topic to students.
- 3) The researcher encouraging and concluding learning.
- 4) The researcher demonstrating Cooperative Integrated Reading and Composition on reading Explanation Text :

- a) Researcher dividing students into two groups
 - b) Researcher dividing a paper that about explanation text.
 - c) Researcher asking each groups to read first about material.
 - d) Researcher deciding the group as a presentation and a group as a audience.
 - e) Researcher asking the presentation to read the summarize the text with detail and put the main idea from the text. The otherhand, group audience observed and make a correction to the group presentation.
 - f) Researcher changing the group.
- 5) The researcher observing the classroom.
- c. Observing
- 1) Observing the students' reading ability in explanation text.
 - 2) Evaluating students' by taking the score of reading ability base on the indicator.
- d. Reflecting
- 1) Discussing with co-teacher about the action.
 - 2) Make any decision for the next cycle.
 - 3) Develop another environment to be activity.
 - 4) Clarify the find problems in the activity whether in the case of students or teacher.

- 5) Doing evaluation on teaching learning about explanation text and analyzing the weakness in cycle 1 in order to increase it in cycle 2.

2. Second Cycle

This meeting the researcher prepares all the need in this meeting as below:

a. Planning

- 1) The researcher analyzing the weakness in cycle I to be reflection in cycle II.
- 2) Preparing lesson plan.
- 3) Preparing the instruments for students.
- 4) Determining the lesson material is about explanation text.
- 5) Designing procedures of teaching.
- 6) Preparing the instruments for students, and observer

b. Action

Researcher applying Cooperative Integrated Reading and Composition technique based on the lesson plan that is the result of reflection in cycle 1.

- 1) Eliminating find problems in cycle 1 by motivating, encouraging, controlling and managing the class.
- 2) The researcher demonstrating the Cooperative Integrated Reading and Composition technique on reading explanation text. Researcher deviding students into two groups. Researcher deviding

a paper that about explanation text. Researcher asking each group to read first about material. Researcher deciding the group as a presentation and a group as a audience. Researcher asking the presentation to read the summarize the text with detail and put the main idea from the text. The otherhand, group audience observing and making a correction to the group presnation. Researcher changing the group.

- 3) The researcher directing learners to draw conclusions.
- 4) Explaining that the students; comprehension the text must be better than cycle 1.
- 5) Helping students to keep focus to the text and the researcher give the instruments observe.

c. Observing

Both teacher and researcher observe students' reading ability and activity of the learning by using cooperative integrated reading and composition.

- 1) Observing the procedure that arrange whether work.
- 2) Observing the reading comprehension in explanation text is that better than before or not.
- 3) Observing students reading comprehension in explanation text by using an instrument.

d. Reflecting

Researcher will apply all the cycle and analyze to have conclusion that there is have the effect of using cooperative integrated reading and composition technique to improve students reading comprehension hortatory exposition text in English learning.

F. The Instrumentation

In the previous chapter, it was discussed about to improving students' reading comprehension with Cooperative Integrated Reading and Composition (CIRC). There were three instruments to collecting the data that used in this research. They were as follows:

1. Test

Test is use primarily to describe the students' performance on a give domain of achievement by given the sample of items adequently as the major concerned and than used by the researcher and collaborator to covered all of information about activities that they observed.

Test is use to know the ability of students where it is sequence of question or practice that used for surveying the skill, intelligence, knowledge or trail that is owned by individual or group. As Brown defined, test as a method of measuring a person's ability, knowledge or performance in a given domain.⁴ The researcher uses reading test type

⁴ H. Douglas Brown, *Language Assesment, principals and classroom practice*, Longman: Priyanvada Abeywickrama,2010,p.3

essay test. The validator of this test by Mr. Sojuangon Rambe. The indicators of reading comprehension by using Cooperative Integrated Reading and Composition, stated in the table below:

Table 2 : Indicator of Reading Comprehension

| No | Indicators | Items | Score | Total score |
|--------------|--|-----------|-------------|-------------|
| 1. | Identifying the generic structure of the text | 1,2,3 | 5,10,10 | 25 |
| 2. | Identifying detail information | 4,5,6 | 5,10,15 | 30 |
| 3. | Identifying the language features of the text. | 7,8,9,10 | 15,10,10,10 | 45 |
| Total | | 10 | | 100 |

2. Observation

The other instrument to get the data in this research is observation where it is to get information about phenomenon that occurs in learning teaching process, by doing observation and recording toward visible phenomenon systematically. There are two kinds of observations here first; observation that is use to know student's development in learning activity. Second; the observation that will be done to know the researcher ability in teaching and learning process. The researcher is an observant. The results of both observations consist of the activities of students and teacher in the classroom.

Gay and Airasian point out that field notes are the observer's record of what she/he has seen, heard, experienced and thought about during an observation session.⁵ The researcher observed students' activities and teacher's activity during the teaching learning process and the factors which influence the teaching learning process. There were some data or observation sheets that were taken in observation, as follows:

Table 3.
Observation Students' Sheet

| No | Students Activities | Yes | No |
|----|---|-----|----|
| 1 | The students pay attention to the researcher's explanation | | |
| 2 | The students concentrate to researcher's explanation | | |
| 3 | The students are read material that researcher give | | |
| 4 | The students make a sign on a passage that they not understand | | |
| 5 | The students make a question from their sign about material | | |
| 6 | The students active in asking questions | | |
| 7 | The students interesting to researcher's explanation from their questions | | |
| 8 | The students able to answer the text from the researcher | | |
| 9 | The students able to answer the question from their friends | | |
| 10 | The students ask the researcher/ friend if they find difficulties | | |

⁵ Mary Louse Holly, et al, *Action Research for Teacher : Travelling the Yellow Brick Road*, (New Jersey: Person Merrill Prentice Hall, 2005),p. 144

3. Interview

In this research, the researcher used interview to get the data or information that not express in observation. According to Hornby states that interview is to talk somebody and ask questions at a formal meeting to find out if she/he is suitable for job or study.⁶ The interview would concern with the findings from observation notes to get more information.

Furthermore, the researcher used the interview to know the condition of the students and also to know the student's problems in reading comprehension.

G. Technique of Data Analysis

In this research, the researcher collected the data through test. To test the hypothesis is use qualitative data. The technique for analyzing data uses quantitative and qualitative data.

Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text.⁷ It involved preparing the data analysis conducting different analysis, moving deeper into understanding of the larger meaning of the data.

Analyzing which use in this research observation, interview, and essay test on learning process and students' achievement that conduct from

⁶ A.S. Hornby, *Oxford Advanced Learned Dictionary 7th Edition*, (New York : Oxford University Press, 2005),p. 788

⁷ Alison Wray, et al, *Project in Linguistics: A Practical Guide to Research Language* (London: Arnold,1998),p. 187.

observation result. That analyzing based on cycle. Analyzing result in the first cycle is reflect to second cycle. Reflection which is conduct appropriate with first planning. The data collected in each observation from implementation of research cycle, it will analyze descriptively through percentage technique to see have the effect in teaching-learning process. To know the development of students' score for each cycle, the mean score of the students calculated and to categorized the master students with the percentage of students who got up to 70. Then, to discover the mean score of the class in each reading hortatory exposition test. The formula as follow:

According Sudijono in Nurinait was the formula:

$$X = \frac{\Sigma X}{N}$$

Where

X : Mean of the students' score

ΣX : The total Score

N : The total number of students'.⁸

Then , the researcher tried to categorized which pass the target score of the minimal level criterion – *Kriteria Ketuntasan Minimal (KKM)*. The *KKM* that must be attained considering reading subject is 70 (seventy) which is adapt from school agreement (SMA Negeri 1 Angkola Selatan Kabupaten Tapanuli Selatan).

⁸Sugiyono, *Metode Penelitian Pendidikan*. (Bandung: Alfabeta, 2011),p. 44

Based on Sudijono in Nuriana, the formula as follow;

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

Where

P: The class percentage

F: The total percentage

N: The number of students.⁹

The last, the researcher analyzed the students' reading comprehension in hortatory exposition text score from pre-test until post-test. It used to know whether students improve the score or not. Analyzing result in the first cycle is reflected to second cycle. Reflection which is conduct appropriate with first planning. The data collected in each observation from implementation of research cycle, it will analyze descriptively through percentage technique to see have the effect in teaching-learning process.

Table 4.
The Criteria of Score

| No | Class of score | Predicate |
|----|----------------|-----------|
| 1. | 80-100 | Very good |
| 2. | 70-79 | Good |
| 3. | 60-69 | Enough |
| 4. | 50-59 | Bad |
| 5. | 0-49 | Fail |

⁹Ibid,p. 44

To test the significances of data, the researcher used t-test for too small samples less than 30 students. The formulation of t-test as follow:

$$T_0 = \frac{M_D}{SE_{MD}}$$

M_D = Mean of differences

$$M_D = \frac{\Sigma X}{N}$$

ΣD = Number of Difference Score between Second Cycle and First Cycle,

$D = X - Y$

D = Number of students

$$SE_{MD} = \frac{SD_D}{\sqrt{N - 1}}$$

SE_{MD} = Standard error from mean of difference

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left[\frac{\Sigma D}{N} \right]^2}$$

SD_D = Standard deviasi from the difference score between first test and second test

CHAPTER IV

RESEARCH RESULT

This chapter presented the research result. This chapter presented discussion based on the analysis of the data collected from the implementation of Cooperative Integrated Reading and Composition (CIRC) Technique to improve the student's reading explanation text in two cycles. Related to research result, the data was attained from the teaching learning and evaluation.

A. The Data Description

This chapter is presented about the result that had found as long as the research and co-teacher had done in the classroom XII IPA 1 SMA N 1 Angkola Selatan Tapanuli Selatan. The researcher divided research action in two cycles. It explain about the data from each cycles, doing the first cycle and the second cycle. Moreover, the researcher described the research steps in cycles and findings.

1. First Cycle

The first cycle was conducted for two meetings, it carried out from October 23th and 26th 2017. The meetings was done for 90 minutes. Every meeting for the implementing Cooperative Integrated Reading and Composition (CIRC) Technique was done for 2 x 45

minutes or totally time 180 minutes time allotment for thie cycle. It was done in the classroom XII IPA 1 SMA N 1 Angkola Selatan Tapanuli Selatan, consisted of 30 students. The researcher conducted the activity for cycle one as follow:

a. First Meeting

The first meeting of implementing Cooperative Integrated Reading and Composition (CIRC) Technique for the cycle I was held on Monday, 23th October 2017. The class started at 01.30 pm, at lesson lasted 2 x 45 minutes. As what had been decided by the English teacher and the researcher in the planning stage, the class would be instructed by the researcher for each meeting during the research done in the classroom.

The lesson plan arranged based on the Cooperative Integrated Reading and Composition (CIRC) Technique procedures and determining the lesson plan by material was about explanation text. After researcher had been ready for preparing the lesson plan, she made the test for first cycle. She prepared the worksheet interview for the students. The last in the planning researcher prepared the observation note sheet of the students' activity in teaching process.

The researcher came into the class together with English teacher of XII IPA 1, was Mrs. Natra Novyta. At the time the researcher used the pink long dress and used black veil. The researcher opened the class by greeting the students and checking the students' attendance. There were not students who was absent on that day. Then, the researcher introduce her self to the students. The researcher explained the purpose was not for teaching like usual but for research to completed datas for thesis and the researcher also mentioned the title.

The first, the researcher explained that for her research, the students would apply Cooperative Integrated Reading and Composition Technique later for their reading comprehension result each other. The researcher explained the procedure of implementation Cooperative Integrated Reading And Composition Technique in order to improve the students reading comprehension. The researcher also mentioned that Cooperative Integrated Reading And Composition Technique used later would give the students chance about how the teaching and learning process to be done to make it more comfortable for the students and their ability in reading comprehension wished to improve in the end of study.

The second, before the researcher explain about explanation text, the researcher asked to the students who knows about the phenomena that happed in Indonesia. Then, some of the students answered the researcher question. Then, researcher asked one student to explained the phenomena.

The third, the researcher reminded by asking the students about the defenition, generic structures, and language features of the explanation text. There were some of the students responded that they still remembered the material about explanation text, but a half of them still responded daubtly. So, the researcher continued by reminding the students again and explained the materials. The researcher also stimulated the students to give their ideas while the researcher ordered them to make the examples of the explanation text about the phenomena.

At the next step, based on the technique that the researcher used in this thesis, the researcher divided the students into two groups. Then, the researcher gave the each group the example of explanation text about flooding and asked student to read of the text and identified the generic structure, detail information, and language features from the text. Next, the researcher decided the group as presentation and a group as a audience. Then, the researcher asked to the group presentation to read they answered

and the audience to make their correction. The last, the researcher changed the group.

After creating the example of explanation text together with the students, the researcher asked the students what was their confusing in reading explanation text. Some of the students replied that their difficulties was in identifying action verb and technical language in the explanation text. Then, the researcher invited the students to listen and attention to the researcher explanation again. The researcher also invited the students one by one to make the example of action verb and technical language.

Moreover, the researcher observed every step that has been planned in the lesson plan and time allocation with all activity was done. The students were in manageable. Even though, there were some students made disturbances in the classroom and did not focus. The result of observation showed that many of the students still did many wrongness in indicators of reading. It means that there were still any problems that the students needed to be solved to make the explanation text clear enough for them and the reading comprehension result could be improved. (See Appendix).

At the end of the lesson, the researcher asked the students to told what they have learned in the class that day in brief. The

researcher gave a conclusion of the lesson and then make the closing to end the class.

b. Second Meeting

The second meeting was conducted on Thursday, October 26th, 2017. The researcher came again into the classroom XII IPA 1. Firstly, the researcher greeted the students happily and the students responded it enthusiastic as they had been familiar and friendly to the researcher as before. The researcher continued by checked their attendance list, as before meeting at that day there were not any students who did not come. When the researcher mentioned that the classroom XII IPA 1 was always comfortable to stimulate their motivation, they felt happy and motivated to began the lesson.

In the second meeting, the English teacher took a seat and gave the researcher a chance to handle the class. In beginning the lesson, researcher was greeting, then the researcher reminded about previous meeting. The researcher asked student again what they have leared.

Next, the researcher gave them a test which related to the example that they have learned the title of the test is about Tsunami. Before the researcher asked to them to answered the test, the researcher explained what they should do. First, the researcher

explained that students must followed the instruction in the text. Then, answered the question based on their idea. After all of students understood what they had to do, they started to answer.

Hence, the observation was done while the students do the test. Then, the researcher walked around the class to make sure that they work individually. The condition of the second meeting more manageable than the first meeting, the students looked like focus while they do the task. Last, when the bell tinkled, a student helped the researcher to collected their works. Then, the researcher said goodbye to them and left the classroom. She corrected their work and gave a mark as first test of Cycle 1.

The researcher implemented the test to know their ability in reading explanation text. How the technique improve students' reading comprehension in Explanation Text? In the first cycle, the researcher used quantitative data from all meetings. In every two meetings, the researcher conducted one reading test. In the first test, most of the students were less in identified the generic structure, language future, and detail information. Based on the first test in cycle 1, it was found that students' reading comprehension still low. It means that they were less in comprehending the text well. The result reading comprehension score was presented in the following table.

Table. 5
Students' Reading Comprehension Scores in The First Cycle

| No | Students' Initial | Indicators | | | | | | | | | | Total Score |
|------------|-------------------|-------------------|-----------------------|---------|--------------------|----|----|------------------|----|----|----|-------------|
| | | General Statement | Sequenced Explanation | Closing | Detail Information | | | Language Futures | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 1. | ASN | 5 | 4 | 10 | 5 | 10 | 10 | 0 | 10 | 10 | 5 | 69 |
| 2. | AN | 5 | 2 | 0 | 5 | 10 | 15 | 0 | 10 | 10 | 5 | 62 |
| 3. | BD | 5 | 4 | 10 | 5 | 10 | 15 | 0 | 10 | 10 | 10 | 79 |
| 4. | DH | 5 | 4 | 10 | 5 | 10 | 15 | 0 | 10 | 10 | 5 | 74 |
| 5. | DS | 5 | 4 | 0 | 5 | 10 | 10 | 0 | 10 | 10 | 0 | 54 |
| 6. | DA | 5 | 2 | 0 | 5 | 10 | 5 | 0 | 10 | 10 | 10 | 57 |
| 7. | EOZ | 5 | 4 | 0 | 5 | 10 | 10 | 0 | 10 | 10 | 10 | 64 |
| 8. | HS | 5 | 8 | 0 | 5 | 10 | 15 | 0 | 10 | 10 | 10 | 73 |
| 9. | IDH | 5 | 6 | 0 | 5 | 10 | 15 | 0 | 10 | 10 | 10 | 71 |
| 10. | IS | 0 | 2 | 10 | 5 | 10 | 10 | 0 | 0 | 10 | 0 | 47 |
| 11. | IM | 5 | 8 | 0 | 5 | 10 | 15 | 0 | 10 | 10 | 10 | 73 |
| 12. | IRN | 5 | 4 | 10 | 5 | 10 | 15 | 0 | 0 | 10 | 10 | 69 |
| 13. | MY | 5 | 6 | 10 | 5 | 10 | 10 | 0 | 0 | 10 | 10 | 66 |
| 14. | NA | 5 | 4 | 0 | 5 | 10 | 10 | 0 | 10 | 10 | 0 | 54 |
| 15. | RS | 5 | 4 | 0 | 5 | 10 | 10 | 1 | 10 | 10 | 0 | 69 |
| 16. | RHN | 5 | 8 | 0 | 5 | 10 | 10 | 0 | 10 | 10 | 10 | 68 |
| 17. | RD | 5 | 6 | 0 | 5 | 10 | 5 | 0 | 10 | 10 | 10 | 61 |
| 18. | RR | 5 | 8 | 0 | 5 | 10 | 10 | 1 | 10 | 10 | 0 | 73 |
| 19. | RA | 5 | 6 | 10 | 5 | 10 | 10 | 0 | 10 | 10 | 5 | 71 |
| 20. | TP | 5 | 5 | 10 | 5 | 10 | 10 | 1 | 10 | 10 | 5 | 71 |
| 21. | SEP | 0 | 3 | 0 | 5 | 10 | 5 | 0 | 0 | 10 | 5 | 38 |
| 22. | HS | 5 | 2 | 0 | 5 | 5 | 10 | 0 | 0 | 10 | 5 | 42 |
| 23. | YI | 5 | 6 | 10 | 0 | 5 | 5 | 1 | 0 | 0 | 10 | 42 |
| 24. | TM | 0 | 6 | 10 | 5 | 10 | 5 | 0 | 10 | 10 | 5 | 61 |
| 25. | SEP | 0 | 6 | 10 | 5 | 10 | 5 | 0 | 10 | 10 | 5 | 61 |
| 26. | TS | 5 | 5 | 10 | 5 | 10 | 10 | 1 | 10 | 10 | 5 | 71 |
| 27. | UY | 5 | 5 | 10 | 5 | 10 | 10 | 1 | 10 | 10 | 5 | 71 |
| 28. | ST | 5 | 4 | 10 | 5 | 10 | 10 | 0 | 10 | 10 | 5 | 69 |
| 29. | WD | 5 | 4 | 10 | 5 | 10 | 15 | 0 | 10 | 10 | 5 | 74 |
| 30. | WA | 5 | 4 | 10 | 5 | 10 | 10 | 1 | 10 | 10 | 5 | 70 |
| SUM | | | | | | | | | | | | 1924 |

Based on the test have done in the classroom, the result showed that there were 1 students got score 38, 2 students got score 42, 1 student got score 47, 2 students got score 54, 1 student got score 57, 3 students got score 62, 1 student got score 64, 1 student got 66, 1 students got 61, 1 student got score 62, 1 student got score 64, 1 students got score 66, 1 students got score 68, 4 student got score 69, 1 student got score 70, 4 student got score 71, 3 student got score 73, 2 student got score 74, 1 student got score 79, and 1 student go score 80.

The total of the students in classroom XII IPA 1 consisted 30 students, 12 students passed the Minimum Mastery Criterion (KKM) 70 Score. Meanwhile, there were many of the students in the class still did not reach the target of learning, they consisted of 18 students.

c. Students' Problem in Cycle 1

There were two factors could influence reading explanation text and become troubles to the students. They are internal factor and external factor. It would be explained below:

a. Internal Factors

Internal factors came from the indicators reading explanation text directly. The researcher would identify the students' problems based on the indicators. So, the researcher and the English teacher used the indicators as the internal factor in this research. The researcher and the English teacher

found that students had problems on the indicator such as identified the generic structure and language future.

a) Generic Structure

For the first cycle, based on the researcher observation the students' score in to identified generic structure from the text still low. Most of students' not got the target the maximal score in the content of indicators.

Based on the test that have done in the classroom, the result showed students score in identified general statement that there were 26 student got score 5 and 4 student got score 0. So, the total of students consisted of 30. In this case, there 4 student not got the target of score is 5.

Then, the result showed the students score in identified sequenced explanation that there ere 4 students got score 2, 1 student got score 3, 11 student got score 4, 3 student got score 8. So, all of students not got the target of this indicator that score is 10.

Furthermore, the result showed the students ecore in identified closing that there were 14 students got score 0 and 16 student got score 10, there were the target of this indicators is 10. So, based on the data result above the researcher can concluded the students score is still low.

Based on the interview had done in the class, DA, DS, and SEP mentioned that they confuse in identifying the generic structure from the text because they do not understand the text and they find it difficult to translate because they have less vocabulary. Even though there were students that did not reach the good score, the data had shown that the ability of the students of XII IPA 1 was good enough, but it still needed to be improved because some of the students in the classroom still did not reach the average score criteria.

Most of the students find it difficult to identify the sequenced explanation of the explanation text. Based on the data result there were students who almost did not get the score for this item, the high score was just four students, they are HS, RHN, RR, and IM. Then, in identifying the closing from the text so many students got a score of zero there were 13 students. Most of them said that they are confused to identify it because of the paragraph.

Last, based on the interview with AN, DS, DA, and NA, said that it is very difficult to identify the generic structure of explanation text because they do not understand about that and they are confused about the paragraph. So, based on the explanation above it could be improved in the next cycle.

b) Language Features

Based on the interview, they did not understand how to identify the language features from the text. Therefore, they doubt to choose the right answer because they are confused with the paragraph. Some of the students find it difficult to identify action verbs from the text. It is because they do not understand about the action verb. In this case, based on the data result, it showed that the students' scores in identifying action verbs from the text were: 23 students got score 0 and 7 students got score 1, which is very low and needs to be improved. Some of them even made their paper blank.

Then, the data result showed the students' scores in identifying technical language: 24 students got score 10 and 6 students got score 0. So, it is good enough for this item, as the target for this item is 10. Then, the data result showed the students' scores in identifying conjunctions: only 1 student got score 0.

Last, the data result showed the students' scores in identifying present tense: 5 students got score 0, 14 students got score 5, and 11 students got score 10, with a maximal score of 10. So, based on the data above, some of the students did not reach the target score.

Based on the interview with the students are SEP, TM, and WA said that they are not learn about tense, action verb, technical language, and conjunction well before it. So, to solved this problem the researcher confirm again about the language futures and asked them to see again about action verb, technical language, and the tenses.

c) Identifying Detail Information

The students problems in this indicators was lack in identified the detail information from the text. Based on the observation result that the researcher found toward the students reading comprehension, there were some of the students wrot the detail information not based on the text. They are confused when to identified it and they also lack vocabulary.

Based on the data result showed the score of students in to identified the Tsunami's occur that were just 1 students got score 0 is HS and the others got score 5, so in this item all of students got the target is 5. Then, data result showed the score of students in identified the disturbance of tsunami that were just 2 student got score 5 and the other student got score 10, the maximal score is 10.

Last, data result showed that score of students in identify the effect of tsunami that were 6 student got score 5, 16 student got score 10, and 8 student got score 15. Based on interview with DA, RD, SEP, YI, TM, SEP, said that they confused when to translate the meaning of the text. Then, interview with HS and YI said that not know the text well. So, this problems must be solved in the next cycle, those all the students problem had found while implementing Cooperative Integrated Reading and Composition Technique.

a. Eksternal Factors

1) Students' Noisy

There were five students made disturbance while teaching and learning process they were DH, SA, TP, IR, and BD. Sometimes they came to the chair of the other friend to asked for the task was given. It made the other students did not focus while reading explanation text activity. So, the researcher came to the students and asked why they are came to the other students chair. Then, they answerd that they not understood about the test.

2) Students' not Active in Asking Question

Based on the researcher observation, the students who talked each other with their chairmate in the classroom while

learning process. When the researcher asked students who still not understood about the material but no one answer the researcher. So, it make they not understood about the test. Then, the researcher asked them again and again and it make their attention focus to the researcher.

Then, the end of the first cycle the researcher concluded that the first cycle should be repaired especially in learning process, lesson plan, and the material for the next cycle. After that, the researcher designed the lesson plan and the material that will be used in the second cycle.

2. Second Cycle

The second cycle was conducted for two meetings, it carried out from October 30th and November 2th 2017. The meetings was done for 90 minutes. Every meeting for the implementing Cooperative Integrated Reading and Composition (CIRC) Technique was done for 2 x 45 minutes or totally time 180 minutes time allotment for thie cycle. It was done in the classroom XII IPA 1 SMA N 1 Angkola Selatan Tapanuli Selatan, consisted of 30 students. The researcher made the activities for the second cycle to solve the problem by giving the solution for the problems in cycle 1. Below were explanations of activities had done in the classroom :

a. Third Meeting

For the third meeting the researcher and the English teacher came back to the class room XII IPA 1 at 30th October 2017. Researcher and the English teacher of XII IPA 1 discussed the result in evaluation in first test, the output of observation, and also the interview with students. Then, discussed again in reflecting step. Based on the discussion result, researcher should improve it in the second cycle. Researcher would give the solution in the second cycle. The researcher modified the previous lesson plan based on the result in the first test. The researcher also prepared more materials.

Firstly, the researcher greeted the students of XII IPA 1 while open the lesson enthusiastically, as usual many of them always looked happy but there were also some of them who felt bored, because it was the last lesson at noon and the weather seemed so hot at the day and it made some of the students had no motivation to begin to study.

Responded its condition, the researcher told that the meeting for today would be different than before. Firstly the researcher gave them a paper that is about the example of explanation text with the title Pipeline in Computer Technology. The researcher continued it by stimulate the students about what they looked in the paper. Then,

the researcher asked students to did the example based on their group in cycle 1. In this case, the researcher apply Cooperative Integrated Reading and Composition Technique. Students' very happy with the example because it about technology.

After discussed the example with the students, the researcher asked the students any more about what was their difficulties in did the task. Then, some students replied that they were difficult to understand about the closing from the text. As what the researcher had planned before, the researcher gave back the identifying closing to the students.

While the students began to did the task, researcher observed the students that thay had gotten the improvement than the previous cycle. The researcher did not forget to ask them about their difficulties based on the interview in the first cycle. The students showed the improvement, where the students more calmly and even any question that thay wanted to utter they just asked it to the researcher directly and it avoid annoying in the classroom.

After the time limitation has reached, the researcher asked the students to collect their task results. At the end of the lesson, the researcher explained again about the explanation text. Then, the researcher with all of the students prayed together and concluded

the lesson by greet the students and closed the lesson as the time also has been over.

b. Fourth Meeting

The fourth meeting was conducted on Thursday, November 2th, 2017. The researcher came again into the classroom XII IPA 1. Firstly, the researcher greeted the students happily and the students responded it enthusiastic as they had been familiar and friendly to the researcher as before. The researcher continued by checked their attendance list, as before meeting at that day there were not any students who did not come. When the researcher mentioned that the classroom XII IPA 1 was always comfortable to stimulate their motivation, they felt happy and motivated to began the lesson.

Seeing that the students have motivated to study, the researcher explained as she has told in the previous meeting that for this meeting became the last time for the las result also for the students in improving reading comprehension by using Cooperative Integrated Reading and Composition Technique. So, the researcher suggested to the students to do their best than before because the researcher so whised that their reading comprehension would improve and it would be the last result of their reading comprehension to be publicated.

The researcher, directly gave them test about ‘‘Sound Recordings and Reproduction’’. Before students’ did the test, the researcher also suggested to the students to read the instruction of the test. Then, the researcher walked around the students’ to observed when they did the test. After the students have finished did the test, the researcher asked them to collected it. The result reading comprehension score was presented in the following table.

Table. 6

Students’ Reading Comprehension Scores in The Second Cycle

| No | Students’ Initial | Indicators | | | | | | | | | | Total Score |
|-----|-------------------|-------------------|-----------------------|---------|--------------------|----|----|------------------|----|----|----|-------------|
| | | General Statement | Sequenced Explanation | Closing | Detail Information | | | Language Futures | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 1. | ASN | 5 | 5 | 10 | 5 | 10 | 10 | 10 | 10 | 5 | 5 | 75 |
| 2. | AN | 5 | 5 | 10 | 5 | 10 | 10 | 10 | 10 | 5 | 10 | 80 |
| 3. | BD | 5 | 5 | 10 | 5 | 10 | 10 | 10 | 10 | 5 | 5 | 80 |
| 4. | DH | 5 | 6 | 10 | 5 | 8 | 10 | 10 | 10 | 5 | 5 | 91 |
| 5. | DS | 5 | 5 | 10 | 5 | 8 | 15 | 10 | 10 | 10 | 5 | 74 |
| 6. | DA | 5 | 2 | 10 | 5 | 8 | 5 | 10 | 10 | 5 | 5 | 65* |
| 7. | EOZ | 5 | 5 | 10 | 5 | 8 | 15 | 10 | 10 | 5 | 5 | 78 |
| 8. | HS | 5 | 8 | 10 | 5 | 10 | 15 | 10 | 10 | 10 | 5 | 88 |
| 9. | IDH | 5 | 7 | 10 | 5 | 10 | 15 | 10 | 10 | 10 | 5 | 87 |
| 10. | IS | 5 | 5 | 10 | 5 | 10 | 10 | 10 | 10 | 8 | 5 | 78 |
| 11. | IM | 5 | 5 | 10 | 5 | 10 | 15 | 10 | 10 | 10 | 5 | 85 |
| 12. | IRN | 5 | 2 | 10 | 5 | 8 | 5 | 10 | 10 | 5 | 5 | 75 |
| 13. | MY | 5 | 8 | 10 | 5 | 8 | 10 | 10 | 10 | 5 | 5 | 76 |
| 14. | NA | 5 | 2 | 10 | 5 | 8 | 5 | 10 | 10 | 5 | 5 | 66* |
| 15. | RS | 5 | 10 | 10 | 5 | 10 | 15 | 10 | 10 | 10 | 10 | 95 |
| 16. | RHN | 5 | 8 | 10 | 5 | 8 | 10 | 10 | 10 | 5 | 5 | 76 |
| 17. | RD | 5 | 5 | 10 | 5 | 10 | 15 | 10 | 10 | 5 | 5 | 80 |
| 18. | RR | 5 | 5 | 10 | 5 | 10 | 10 | 15 | 10 | 10 | 5 | 85 |
| 19. | RA | 5 | 6 | 10 | 5 | 8 | 15 | 10 | 10 | 5 | 5 | 79 |
| 20. | TP | 5 | 8 | 10 | 5 | 8 | 10 | 10 | 10 | 5 | 5 | 81 |
| 21. | SEP | 5 | 3 | 0 | 5 | 10 | 10 | 10 | 10 | 0 | 0 | 53* |

| | | | | | | | | | | | | |
|------------|-----|---|---|----|----|----|----|----|----|----|----|-------------|
| 22. | HS | 5 | 6 | 10 | 5 | 5 | 10 | 10 | 10 | 10 | 5 | 76 |
| 23. | YI | 5 | 6 | 10 | 5 | 10 | 10 | 10 | 10 | 10 | 5 | 81 |
| 24. | TM | 5 | 6 | 10 | 5 | 10 | 10 | 10 | 10 | 5 | 5 | 76 |
| 25. | SEP | 5 | 6 | 10 | 5 | 10 | 10 | 10 | 8 | 5 | 10 | 79 |
| 26. | TS | 5 | 6 | 10 | 10 | 10 | 10 | 15 | 8 | 5 | 10 | 89 |
| 27. | UY | 5 | 6 | 10 | 5 | 10 | 10 | 10 | 10 | 10 | 10 | 86 |
| 28. | ST | 5 | 5 | 10 | 10 | 10 | 10 | 10 | 6 | 10 | 10 | 86 |
| 29. | WD | 5 | 6 | 10 | 10 | 10 | 10 | 15 | 10 | 5 | 10 | 91 |
| 30. | WA | 5 | 6 | 10 | 10 | 10 | 10 | 10 | 10 | 5 | 10 | 86 |
| SUM | | | | | | | | | | | | 2397 |

**The students who didn't pass the passing grade 70 in the second cycle*

As the reflection from the second test, after calculating the description the result of students' reading comprehension test that had done in the second cycle showed that 1 student got score 95, 2 students got score 91, 1 student got score 89, 1 student got score 88, 1 students got score 87, 3 students got score 86, 2 student got score 85, 2 students got score 81, 3 students got score 80, 2 students got score 79, 2 student got score 78, 4 student got score 76, 3 students got score 75, 1 students got score 74, 1 students got score 66, 1 student got score 65, 1 student got score 53.

From the total number of the students that were consisted of 30 students in the classroom XII IPA 1, there were only four (3) students who did not pass the Minimum Mastery Criterion (KKM) the score yet, it was 70 score. Even if the four students still did not pass the Minimum Mastery Criterion (KKM), but they also showed the improvement than the test had done previously and 26 student got the pass Minimum Mastery Criterion (KKM) the score it was 70.

It showed that the students reading comprehension by using Cooperative Integrated Reading and Composition (CIRC) Technique was in very good category. The researcher made the conclusion that, through Cooperative Integrated Reading and Compotion (CIRC) Technique in teaching reading comprehension, the students' reading comprehension in class XII IPA 1 was improved. Most of the students showed the improvement in identified generic structure, language future, and also detail information from the text.

B. The Comparative Result of Action

Researcher compared the test result on students reading comprehension between first cycle and second cycle. Researcher used quantitative in technique of analyzing the data. It would analyze the data based on the score to decided the improvement of students' reading comprehension by using Cooperative Integrated Reading and Composition (CIRC) Technique at Grade XII IPA 1 SMA N 1 Angkola Selatan Tapanuli Selatan. Firstly, reseachcer calculated the students' mean score of the test. Secondly, researcher calculated the percentage of students' improvement in the first cycle and second cycle.

The first test in the first cycle was about Tsunami. In this test 12 students found that got the score above the Minimum Mastery Criterion (KKM) was 70 and 18 students more still did not reach score was meant. Based on the test have done in the classroom, the result showed that there

were 1 students got score 38, 2 students got score 42, 1 student got score 47, 2 students got score 54, 1 student got score 57, 3 students got score 62, 1 student got score 64, 1 student got 66, 1 students got 61, 1 student got score 62, 1 student got score 64, 1 students got score 66, 1 students got score 68, 4 student got score 69, 1 student got score 70, 4 student got score 71, 3 student got score 73, 2 student got score 74, 1 student got score 79, and 1 student go score 80. There was the formula to calculate mean score :

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{1924}{30} = 64.13$$

$$\bar{X} = \mathbf{64.13}$$

Based on the calculation, the mean score of the class XII IPA 1 SMA N1 Angkola Selatan in the first test was 64.13. It showed that the students' reading comprehension by using Cooperative Integrated Reading and Composition (CIRC) Technique still into enough categories. The second step is to calculate the percentage of students' score who passed the Minimum Mastery Criterion (KKM) in the first cycle, researcher used formula below :

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

$$P = \frac{12}{30} \times 100\% = 40.00\%$$

$$P = \mathbf{40.00\%}$$

Second test in the second cycle, the score of the students improved. Many of the students got the score above Minimum Mastery Criterion (KKM) was 70. It concluded that there were showed that 1 student got score 95, 2 students got score 91, 1 student got score 89, 1 student got score 88, 1 students got score 87, 3 students got score 86, 2 student got score 85, 1 students got score 81, 2 students got score 80, 2 students got score 79, 3 student got score 78, 4 student got score 76, 2 students got score 75, 1 students got score 74, 1 students got score 66, 2 student got score 65, 1 student got score 53.

From the total number of the students that were consisted of 30 students in the classroom XII IPA 1, there were four students who did not pass the Minimum Mastery Criterion (KKM). It showed that the students reading comprehension by using Cooperative Integrated Reading and Composition Technique was in good upto very good category. Through Cooperative Integrated Reading and Composition Technique the students' reading comprehension in class XII IPA 1 showed the good improvement. The calculation of the students' score in the second cycle as follow:

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{2397}{30} = 79.9$$

$$\bar{X} = 79.9$$

Then, the formula that used to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) as follow:

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

$$P = \frac{27}{30} \times 100\% = 90.00\%$$

$$P = 90.00\%$$

Based on the explanation above, it can be concluded that the mean score and percentage of the second test showed the improvement from the first test. In the first test the mean score 64.13 / 40.00 % it was included low category. The improvement mean score in second test was 79.9/ 90.00% it was included good category.

Table. 7
The Comparative Students' Score of First Test and Second Test

| No. | Students' Initial | Cycle 1 First Test | Cycle 2 Second Test | State |
|-----|-------------------|-----------------------|------------------------|----------|
| 1. | ASN | 69 | 75 | Improved |
| 2. | AN | 62 | 80 | Improved |
| 3. | BD | 79 | 80 | Improved |
| 4. | DH | 74 | 91 | Improved |
| 5. | DS | 54 | 74 | Improved |
| 6. | DA | 57 | 65* | Improved |
| 7. | EOZ | 64 | 78 | Improved |
| 8. | HS | 73 | 88 | Improved |
| 9. | IDH | 71 | 87 | Improved |

| | | | | |
|-------------------|-----|---------------|---------------|-----------------|
| 10. | IS | 47 | 78 | Improved |
| 11. | IM | 73 | 85 | Improved |
| 12. | IRN | 69 | 75 | Improved |
| 13. | MY | 66 | 76 | Improved |
| 14. | NA | 54 | 66* | Improved |
| 15. | RS | 69 | 95 | Improved |
| 16. | RHN | 68 | 76 | Improved |
| 17. | RD | 61 | 80 | Improved |
| 18. | RR | 73 | 85 | Improved |
| 19. | RA | 71 | 79 | Improved |
| 20. | TP | 80 | 81 | Improved |
| 21. | SEP | 38 | 53* | Improved |
| 22. | HS | 42 | 76 | Improved |
| 23. | YI | 42 | 81 | Improved |
| 24. | TM | 61 | 76 | Improved |
| 25. | SEP | 61 | 79 | Improved |
| 26. | TS | 71 | 89 | Improved |
| 27. | UY | 71 | 86 | Improved |
| 28. | ST | 69 | 86 | Improved |
| 29. | WD | 74 | 91 | Improved |
| 30. | WA | 70 | 86 | Improved |
| SUM | | 1924 | 2397 | Improved |
| MEAN SCORE | | 64.13 | 79.9 | Improved |
| PERCENTAGE | | 40.00% | 90.00% | Improved |

**The students who didn't pass the passing grade 70*

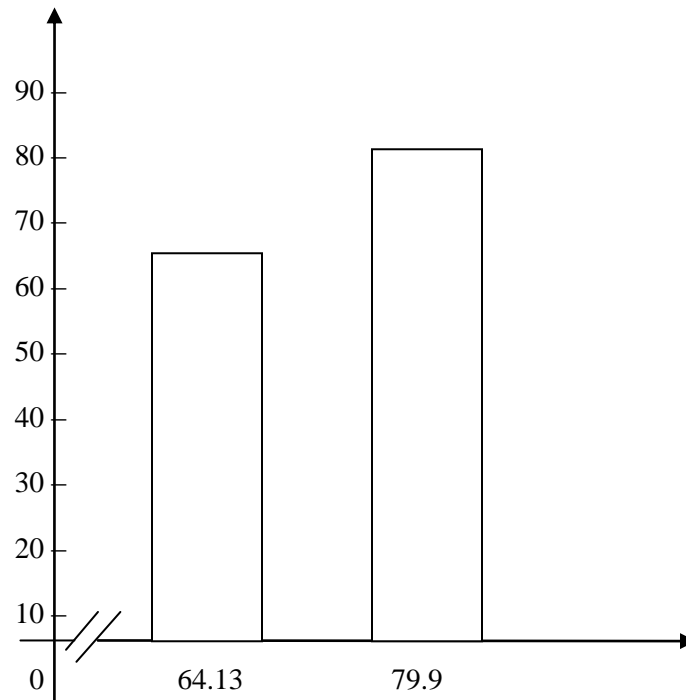


Figure 4.

The comparison of Students' Reading Comprehension

To test the significances of data, the researcher used t-test for too small samples less than 30 students. The formulation of t-test as follow:

| No | Name | Cycle 1 | Cycle 2 | D=X-Y | $\Sigma D = D-MD$ | ΣD^2 |
|-----|------|---------|---------|-------|-------------------|--------------|
| 1. | ASN | 69 | 75 | 6 | 0.38 | 0.1444 |
| 2. | AN | 62 | 80 | 18 | 1.16 | 1.3456 |
| 3. | BD | 79 | 80 | 1 | 0.06 | 0.0036 |
| 4. | DH | 74 | 91 | 17 | 1.09 | 1.1881 |
| 5. | DS | 54 | 74 | 20 | 1.29 | 1.6641 |
| 6. | DA | 57 | 65* | 8 | 0.51 | 0.2601 |
| 7. | EOZ | 64 | 78 | 14 | 0.90 | 0.81 |
| 8. | HS | 73 | 88 | 15 | 0.97 | 0.9409 |
| 9. | IDH | 71 | 87 | 16 | 1.03 | 1.0609 |
| 10. | IS | 47 | 78 | 31 | 2.00 | 4 |
| 11. | IM | 73 | 85 | 12 | 0.77 | 0.5929 |

| | | | | | | |
|-----|--------------|--------------|-------------|---------------|-----------------|-------------------|
| 12. | IRN | 69 | 75 | 6 | 0.38 | 0.1444 |
| 13. | MY | 66 | 76 | 10 | 0.64 | 0.4096 |
| 14. | NA | 54 | 66* | 12 | 0.77 | 0.5929 |
| 15. | RS | 69 | 95 | 26 | 1.68 | 2.8224 |
| 16. | RHN | 68 | 76 | 8 | 0.51 | 0.2601 |
| 17. | RD | 61 | 80 | 19 | 1.22 | 1.4884 |
| 18. | RR | 73 | 85 | 12 | 0.77 | 0.5929 |
| 19. | RA | 71 | 79 | 8 | 0.51 | 0.2601 |
| 20. | TP | 80 | 81 | 1 | 0.06 | 0.0036 |
| 21. | SEP | 38 | 53* | 15 | 0.97 | 0.9409 |
| 22. | HS | 42 | 76 | 34 | 2.19 | 4.7961 |
| 23. | YI | 42 | 81 | 39 | 2.52 | 6.3504 |
| 24. | TM | 61 | 76 | 15 | 0.97 | 0.9409 |
| 25. | SEP | 61 | 79 | 18 | 1.16 | 1.3456 |
| 26. | TS | 71 | 89 | 18 | 1.16 | 1.3456 |
| 27. | UY | 71 | 86 | 15 | 0.97 | 0.9409 |
| 28. | ST | 69 | 86 | 17 | 1.09 | 1.1881 |
| 29. | WD | 74 | 91 | 17 | 1.09 | 1.1881 |
| 30. | WA | 70 | 86 | 16 | 1.03 | 1.0609 |
| | Total | 1924 | 2397 | 464/30 | 29.85/30 | 38.6825/30 |
| | Mean | 64.13 | 79.9 | 15.46 | 0.995 | 1.289 |

To prove the significances, the researcher used t-test for samples less than 30 students. The procedure of interpreting the data were:

$$T_0 = \frac{M_D}{SE_{MD}}$$

M_D = Mean of differences

$$M_D = \frac{\sum D}{N}$$

$$= \frac{464}{30} = 15.46$$

ΣD = Number of Difference Score between Second Cycle and First Cycle,

$$D = X - Y$$

$N = 30$ Students

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left[\frac{\Sigma D}{N} \right]^2}$$

$$SD_D = \sqrt{\frac{38.6825}{30} - \left[\frac{29.85}{30} \right]^2}$$

$$SD_D = \sqrt{1.289 - 0.995}$$

$$SD_D = \sqrt{0.294}$$

$$SD_D = 0.542$$

$$SE_{MD} = \frac{0.542}{\sqrt{30 - 1}}$$

$$SE_{MD} = \frac{0.542}{\sqrt{29}}$$

$$SE_{MD} = \frac{0.542}{5.385}$$

$$SE_{MD} = 0.100$$

$$t_0 = \frac{M_D}{SE_{MD}}$$

$$t_0 = \frac{15.46}{0.100}$$

$$t_0 = 154.6$$

$$\text{Degree of freedom (df)} = N-1 = 30-1 = 29$$

The calculation result of $t_0 = 154.6$, t_{table} with $df = 29$, level of significance in t_{table} 5% is 2.045. it can be known that the result of t_0 is bigger than t_{table} , It is $154.6 > 2.045$. based on the result, it means that there is a significant improvement between students' reading comprehension result in the first cycle and second cycle.

From analysis above, the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where mean of second cycle (90.00) is greater than first cycle (64.13). It showed that "Cooperative Integrated Reading and Composition (CIRC) Technique Influenced to Improve the Students' Reading Comprehension at grade XII IPA -1 SMA Negeri 1 Angkola Selatan.

C. Influencing Factors

There are two factors could influence students reading comprehension by explanation text. They are internal and external factor.

It could be explained below:

1. Internal Factors

Internal factors came from the indicators of reading explanation text directly. Researcher would identify students problem

based on the indicators. So, researcher used the indicators as the internal factor in this research. Researcher and co- teacher found that students had problem on each indicator.

a. Generic Structure

There are 3 items of question about the generic structure in this research they are identified general statement, sequenced explanation, and closing. From the result finding had done in the first cycle, the students problem had been solved by several problem solving that the researcher had in the second cycle.

Researcher and co- teacher found some problems of students to identified general statement on the text. First,they misunderstood to identified about the generic structure on the text because they did not know what the general statement was. Based on the interview with DA, DS, and SEP said that they confused in identified general statement they not understood the text. Students mistake in this item so many students make the general statement one sentence only. Like DA did in her paper blank because she not know what the general statement in the text.

Most of students difficult to identified the sequenced explanation of the text. Based on the data result there was students almost not got the score for this item. Based on the interview with AN, DS, NA, and DA said that very difficult to identified the

sequenced explanation because they confused with the paragraph. Then, their score in this item very low somany students not got the target of te score is 10.

Next, based on the interview with SEP, TM, and WA said that difficult in identified closing because they did not know the paragraph well. Then, they difficult to translate the text, so it make them not know what paragraph talked about. In this item so many students just make the answer in on paragraph in the end of the paragraph. So, many students not got the score.

From the problem of students in identified generic structure are general statement, sequenced explanation, and closing on the text, it could be concluded that there were three factors in identified generic structure on the text are students did not know the general statement was, students confused in identified the sequenced explanation because they did not know the paragraph, and they confused in identified closing because they lack vocabulary.

For solving the problems above, there some action conducted by the researcher in the second cycle. Therefore, researcher should give the solutions for the students problems in identified the generic structure. Researcher explain again about the generic structure and gave them more explanation about it. Then, researcher gave them more example and did the example together.

Researcher motivated students to analyze the generic structure and asked them to bring the dictionary by their selves in the second cycles.

As a result, students achievement in this indicators was improved. Like what was made in the cycle 1 test, some of students not got the score well and just most of them got the score. From 30 students in the classroom, can be concluded students got the target score well.

b. Language Features

In this indicators there are four item question are identified action verb, technical language, conjunction, and tenses. Researcher and co-teacher had found some problems of students in identified language future from the text. First, they are not learn about tenses well, they did not understood how to identified the language futures from the text, and difficult to identified it.

Based on the interview with SEP, TM, and WA said that they are not learn about action verbs, because their confused to identified it. They did not know what the action verbs. Students confused to differentiated where the verb and where the action verb. Based on the researcher observation after students did the test, so many students make adjective and make their paper blank, so the students score in this item very low.

Next, students difficult to identified tenses in the text because some of them not understood about the tenses. Based on the interview with HS, YI, SEP said that they not understood about the tenses well and they not know why explanation text used present tense. So, students score in this item very low.

Then, students difficult to identified conjunction, because students confused to identified it because so many word there and students difficult to translate it because they have less vocabulary also. Based on the interview with NA, DS, ans IS who had got the score 0 and 5 said that conjunction is a lesson that they not understood because they have less vacabularry. In this item, most of student got the score 0.

Last, students difficult to identified technical langaunge well. Based on the interview with IDH, YI and HS said that they not learn about the technical language before. So, make the students confused to identified it. So, it make it students score very low just five student got the target score this item is 10. Data result in the cycle one students score very low and could be improved it in the second cycle.

To solved the problems above, researcher gave the explanation in cycle 2 the researcher made more example and asked

student to see again the function of that. Then, researcher confirm again about the language futures to the students.

As a result, students achievement in this indicator was improved. Like what was made in the cycle 1 test, there are four items of identifying language futures in reading test of cycle 2. From 30 students in the classroom, just one student got 0 and the other students got the target of the score. So, it had been improved.

c. Identifying Detail Information

There are three questions for identifying detail information from the reading text. Based on the data result in cycle 1 showed the score of students in identifying the definition that were just 1 student got score 0 is HS and the others got score 5, so in this item all of students got the target is 5. Based on the interview with IRN, RS, and SEP said that they difficult to translate the text and they have less vocabulary so it make their paper blank.

Then, data result showed the score of students in identifying the disturbance that were just 2 student got score 5 and the other student got score 10, the maximal score is 10. Based on the interview with ASN, AN, and BD said that they difficult to translate the text also, so make they confused to answered the test.

Last, data result showed that score of students in identifying the effect of tsunami that were 6 student got score 5, 16 student got

score 10, and 8 student got score 15. Based on interview with HS, YI, and DA said that they confused to identified it because they have less vocaabularry.

Based on the interview with DA, RD, SEP, YI, TM, and SEP said that they confused when to translate the meaning of the text. Then, interview with HS and YI sait that not know the text well. So, to solved the this problems, researcher advised students to read all about the text, students could identified the detail information and the researcher gave more them example of the text on the other text.

As a result, students achievement in this indicator was improved. Like what was made in cycle 1 test, there are 3 question in this item. From 30 students in the classroom just 5 students get the score 5, the score each item is 10. So, it concluded that it had been improved. The explanation above would be explained briefly on the table below:

Table.8
Problem and Solution of Internal Factors in Cycle II

| No | Internal Factors | Problems | Solution |
|----|-------------------|--|--|
| 1 | Generic Structure | <ul style="list-style-type: none"> • The students confuse in identified the generic structure from the text because they not understood the text and they difficult in to translate because of they have less vocabulary. | <ul style="list-style-type: none"> • In the second cycle the researcher give them more explanation about how the way to identified generic structure from some text. Then, the researcher give more examples. |
| 2 | Language Futures | <ul style="list-style-type: none"> • The students doubt to choosed the right anwer because they confused with the paragraph and they not understood what the purpose of language futures. | <ul style="list-style-type: none"> • While the researcher gave the expalanation in cycle 2, the researcher made the explanation as clear as possible and asked students to see again the function. |
| 3. | Detail Informatio | <ul style="list-style-type: none"> • Students confused when the translate the text, students no know text well | <ul style="list-style-type: none"> • To silved the problem researcher gave them advised to read more about all about the text and researcher gave them more example about the the other text. |

Based on the problem above, students needed solution to solved their problem. It be concluded the students had some problem for identifying geberic structure, langaunge future, and identified detail information. Therefore, researcher should make the improvement in learning process in the second cycle. Then, all the problem it concluded have improved.

2. External Factors

a. Students Noisy

When the learning process had done, there five students made disturbance while the teaching and learning process. The students who made disturbance or noisy in the class one of the external factors in reading explanation text. There were DH, SA, TP, and BD. So, class was noisy. It had made the others students did not focus to read explanation text. Based on the interview with them , they said that they saw their friend could answer the question. They want to ask the answer but their friend did not gave the answer. It made the class was noisy. TP said that he did not leke English, English was difficult lesson.

Finally, to solved this problem, researcher motivated them to be deligent. The researcher asked them to follow the teacher instruction and to be cal in the classroom. Researcher

explain that English was very important lesson so that it could not be forgotten. After that, there were three students who made disturbance or noisy in the classroom, they changed their attitude to be better. They did annoy they friend and created the test alone.

b. Students Not Active in Asking Question

Students not active in asking question, based on the researcher observation, the students who talked each other with their chairmate while learning process done. When the researcher asked student who still not understood about the material but no one answered the researcher question. So, it made them not understood well about the test.

Based on the interview with TM and WA said that, they afraid to asked the researcher about the material and they shy to asking question if their question was wrong. So, to solved the problem, the researcher motivated students to asked the teacher if they not understood about some material and researcher suggested to them to not afraid if it wrong question. So, in the second cycle students be active in the asking question. Here the briefly explanation about the external factors in first cyle. There are the problems and solution too.

Table . 9
Problem and Solution of External Factors in Cycle II

| No | Activities | Problems | Solution |
|----|---|---|--|
| 1 | Students Noisy | <ul style="list-style-type: none"> • There were five students made disturbance while teaching and learning process they were DH, SA, TP, IR, and BD. Sometimes they came to the chair of the other friend to asked for the task was given. It made the other students did not focus while reading explanation text activity. | <ul style="list-style-type: none"> • Researcher adviced the students to do it by themself because there was not any punishment if they made mistakes. The researcher came to the students cahir and asked them to make it by themselves. |
| 2 | Students not Active in asking Question | <ul style="list-style-type: none"> • Based on the researcher observation, the students who talked each other with their chairmate in the classroom while learning process. When the researcher asked students who still not understood about the material but no one answer the researcher. So, it make they not understood about the test. Then, students afraid and shy to asked question. | <ul style="list-style-type: none"> • Researcher suggested the students to ask for the researcher to give them explanation anymore if there were difficulties. Then, researcher suggested them to be not afraid and shy if their question wrong. |

D. Discussion of the Research Findings

One purpose this research is to describe the students' reading comprehension by using Cooperative Integrated Reading and Composition (CIRC) Technique at Grade XII IPA 1 SMA N 1 Angkola Selatan. Here,

the researcher found the improvement of students' mean score in reading comprehension by using Cooperative Integrated Reading and Composition (CIRC) Technique based on first cycle and second cycle.

The mean score it was 64.13 the percentage was 40.00% in first cycle and second cycle it was 79.9 the percentage was 90,00%. Therefore, it could be concluded that by using Cooperative Integrated Reading and Composition (CIRC) Technique could improved students' reading comprehension in class XII IPA 1.

There are three thesis that researcher used as related finding. Then, researcher will explain it. It cause of the one purpose of this research is to described students' reading comprehension by using Cooperative Integrated Reading and Composition (CIRC) Technique at Grade XII IPA 1 SMA N 1 Angkola Selatan Tapanuli Selatan.

The first research had been done by Asnora Sulilayanti Koto did research, she concluded that there was a categorize enough because a students have ability to know the key information that should remember about the main idea and students have ability to know a key information that should remember about question on the organizer of the idea.¹ The researcher and collaborator the problems were solved well.

¹ Asnora Sulilayanti Koto, *A Comparative Study Between Jigsaw and Cooperative Integrated Reading and Composition (CIRC) Technique IN Reading Comprehension at Grade VIII SMP N 1 Sipirok*, Padangsidempuan : Universitas Muhammadiyah Tapanuli Selatan, 2013, p. 60

The second by Zainuddin did research, he concluded that Cooperative Integrated Reading and Composition (CIRC) Technique significantly affects the students descriptive text. It is base on the data CIRC shows that t-observed (4.539) is higher than t- critical review (1.671).² He told that CIRC gave the signifikan effect to students' reading comprehension.

The last research by Madhu Gupta and JyotiAhuja did research, based on the result in this thesis stated that cooperative integrated reading and composition (CIRC) is an effective technique to implement into reading classes, this students centered approach changes the one way operation in traditional classroom and creats harmonious atmosphere by establish active cooperation among students. Then CIRC benefited more in their reading comprehension achievement than the students received instruction through conventional method of teaching.³ He told that CIRC is an affective to implement in teaching reading.

² Zainuddin, The Effect Of Cooperative Integrated Reading and Composition (CIRC) Technique on Student's Reading Descriptive Text Achievement, Medan : Universitas Negeri Medan, 2015,p. 18 accessed in [http:// www. Ccsenet. Org/elt](http://www.Ccsenet.Org/elt) on Tuesday, November 22, 2016, at 13.30

³ Madhu Gupta and JyotiAhuja, Cooperative Integrated Reading and Composition (CIRC) : Impact on Reading Comprehension Achievement In English Among Seventh Graders, (MaharshiDayanandUneversity : Rohtak, Haryana, India, 2014), p. 43-44. Accessed in [www.Impact journals. US](http://www.Impactjournals.US), On Tuesday November 22 2016, 13.35

Based on the explanation above, the researcher found the similarity with the other researcher. It was based on the data in the first cycle and second cycle. It concluded that the researcher had been success in doing the research.

E. The Threats of the Research

In conducting this research, the researcher found some threats along the teaching and learning process. First, data of this research was objective because it was collected by the researcher's test in the classroom, interview and observation to the students' reading comprehension. Second, some students confused in explanation text, they did not know how to identified generic structure, language future of the text and they were still lack in mastering vocabulary.

Third, in teaching and learning process, the researcher tried to explain more about the explanation text and about the indicators of reading comprehension, the researcher also always give motivations to the students. It is advisable to use CIRC Technique to help the students to know their mistakes each other and know which one that needed to be improve in their reading comprehension result.

The last, the researcher bring an interview but the researcher not implement it because the interview not suitable with the research. The researcher make an interview like survey. So, researcher fail in make an interview in this research. Finally in the end of research the researcher

stated that, students' reading comprehension improved at classroom XII

IPA 1 SMA N 1 Angkola Selatan Tapanuli Selatan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the classroom action research had done, it could be concluded that Cooperative Integrated Reading and Composition (CIRC) Technique indeed improve the students' reading comprehension in explanation text at classroom XII IPA 1 SMA N 1 Angkola Selatan. It based on the students' reading comprehension score, the mean score in the cycle I was 64.13 the percentage was 40.00% and second cycle it was 79.9 the percentage was 90.00%.

There were two internal factors wich influencing the students' reading comprehension in explanation text. They were: generic sture and language futures. Then, the external factors were students noisy and students not active in asking question. All of this problems had been solved by the first and second cycle. Moreover, the researcher concluded that Cooperative Integrated Reading and Composition (CIRC) Technique good improvement to students' reading comprehension at classroom XII IPA 1 SMA N 1 Angkola Selatan Tapanuli Selatan.

B. Suggestion

The researcher would give some suggestions of this research to give the good input for the next researcher who want to do the related action. These suggestion were:

1. For the teacher, become the reference to teach reading comprehension even if it in the different kind of text. Cooperative Integrated Reading and Composition Technique is able to improve the student's reading comprehension. Therefore, the researcher are suggested to apply various activities and strategies in CIRCPeer to improve the quality of the English teaching and learning process.
2. For the other resercher, this reserch was focused on implementing activities in Cooperative Integrated Reading and Composition Technique for teaching and learning process of reading. Specifically, this research concerns about the improving students' reading comprehension by explanation text. Therefore, the orther researcher may conduct the action research through Cooperative Integrated Reading and Composition Technique also in the other aspects of study.
3. For the Students, it hope that by Cooperative Integrated Reading and Composition Technique students more intrest in teaching reading comprehension.

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Appendix 1

Siklus 1 (cycle 1)

Lesson Plan

Rencana Pelaksanaan Pembelajaran (Rpp)

Sekolah : SMA Negeri 1 Angkola Selatan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XII/ I

Aspek/ skill : Membaca

Jenis Teks : Explanation Text

Waktu : 2 x 45 menit

A. Standar Kompetensi

1. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk explanation untuk berinteraksi dalam konteks kehidupan sehari hari dan berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar

1. Membaca nyaring dan mengungkapkan makna dalam teks tertulis fungsional dan esai pendek sederhana berbentuk explanation text dengan ucapan, tekanan, dan intonasi yang berterima untuk berinteraksi dalam konteks kehidupan sehari hari.

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu membaca nyaring dan bermakna teks monolog berbentuk explanation.
2. Siswa mampu mengidentifikasi generic structure dan language future dari teks explanation.

3. Siswa mampu menjawab pertanyaan berdasarkan informasi yang terdapat dalam teks explanation.

D. Indikator Pembelajaran

1. Siswa dapat membaca dengan nyaring teks berbentuk explanation.
2. Siswa dapat menjawab pertanyaan berdasarkan teks yang dibaca.

E. Materi Pembelajaran

1. Wacana tentang Flood

F. Teknik Pembelajaran

1. Cooperative Integrated Reading and Composition (CIRC)

G. Langkah langkah Pembelajaran

1. Kegiatan Pendahuluan

Apersepsi :

Tanya jawab tentang materi yang telah dipelajari sebelumnya dan mengaitkannya dengan materi yang akan di ajarkan yaitu tentang explanation teks.

Motivasi :

Menjelaskan pentingnya dalam mempelajari materi yang dibawakan yaitu tentang explanation teks.

2. Kegiatan Inti

a. Eksplorasi

1. Melibatkan peserta didik mencari informasi yang luas tentang topic/tema yang akan diajarkan.
2. Memberikan penjelasan mengenai explanation text.
3. Melibatkan peserta didik secara aktif dalam pembelajaran.

b. Elaborasi

1. Guru membagi peerta didik menjadi dua kelompok.

2. Guru membagi wacana/ materi kepada tiap kelompok untuk dibaca dan dibuat ringkasannya.
 3. Guru menetapkan kelompok yang berperan sebagai kelompok penyaji dan kelompok sebagai pendengar.
 4. Kelompok penyaji membacakan ringkasan bacaan selengkap mungkin, dengan memasukkan ide ide pokok dalam ringkasan. Sementara itu kelompok pendengar menyimak/ mengoreksi/ menunjukkan ide ide pokok yang kurang lengkap dan membantu mengingat/ menghafal ide ide pokok dengan menghubungkan materi sebelumnya atau dengan materi lainnya.
 5. Kelompok bertukar peran, yaitu kelompok semula sebagai penyaji dan kelompok pendengar sebagai penyaji.
 6. Peserta didik menyimpulkan hasil diskusi bersama sama.
- c. Konfirmasi
1. Memberikan umpan balik positif dan penguatan terhadap hasil peserta didik.
 2. Bertanya jawab apa yang belum dipahami setiap siswa.
 3. Melakukan penilaian terhadap pekerjaan setiap kelompok.
- d. Kegiatan Penutup
1. Bersama sama dengan siswa membuat kesimpulan dari pembelajaran.
 2. Memberikan tugas.

H. Sumber dan Media Pembelajaran

1. Buku teks Facil Herman Benyamin
2. Teks yang relevan
3. Internet

I. Tugas Terstruktur

1. Menjawab pertanyaan berdasarkan wacana Flooding.

J. Penilaian

| No. | Indikator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Instrument | Instrument/soal |
|-----|---|------------------|-------------------|--|
| 1. | Identifying the general statement of the text | Tes Tulis | Esay test | Answer the following questions based on the text |
| 2. | Identifying the sequenced explanation of the text | | | |
| 3. | Identifying the closing/concluding | | | |
| 4. | Identifying the language future of the text | | | |

a. Pedoman Penilaian

$$\text{Nilai Siswa} = \frac{\text{Skor perolehan} \times 100}{\text{Skor minimum}}$$

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Knowing

Vallidator

Researcher

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Appendix II

LEARNING MATERIAL I

a. Wacana tentang Flood

FLOOD

Flooding is a disaster which commonly happens in large and densely populated cities. In Indonesia, the floods hit Jakarta very often and cause many victims. Then, do you know the process of how flood happens? Pay attention to the following explanation.

The process of natural flooding is preceded by rain which falls to the surface of the earth. The rain water is absorbed by the ground surface and flows to the lower place. Once that condition happens, evaporation and the water appear to the surface of the land. Flooding can be disastrous for human when floods happen in an area that people live because the water carries along objects like houses, bridges, cars, furniture, and even people.

On the other hand, the process of non natural flooding is usually caused by bad habits of humans who do not care about the environment such as littering that can make water flow clogget. This makes the water deposited in landfills which gradually becomes more common. When water reservoirs can no longer hold water discharge, then the water overflows out the land and cause flooding.

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APPENDIX III

RESEARCH INSTRUMENT OF READING EXPLANATION TEXT

Test 1 (cycle 1)

A. Pengantar

- a. Instrument ini bertujuan untuk menyaring data dari siswa/i tentang adakah pengaruh dari penggunaan teknik Cooperative Integrated Reading and Composition (CIRC) untuk meningkatkan kemampuan siswa dalam membaca teks explanation. Oleh sebab itu jawablah sesuai dengan kemampuan anda.
- b. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

B. Petunjuk

1. Bacalah pertanyaan berikut dengan seksama!
2. Apabila pertanyaan kurang jelas ,tanyakan langsung pada pengawas.
3. Jawablah sesuai dengan pendapat anda.
4. Waktu yang tersedia hanya 45 menit.

C. Read the text carefully and answer the questions below!

TSUNAMI

A Tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast-traveling wave grows very large.

Tsunami occur when a major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where

their height increases as they reach the continental shelf, the part of the Earth's crust that slopes, or rises, from the ocean floor up to the land.

Tsunamis wash ashore with often disastrous effects such as severe flooding, loss of lives due to drowning, and damage to property.

D. Answer the question below based on the text above.

1. What is the general statement of the text?
2. What is the a sequenced explanation of the text?
3. What is the closing of the text?
4. When the tsunami occur?
5. What the disturbance of the tsunami based the text above?
6. What the effect of the tsunami based on the text above?
7. How many action verb are there used in the text? What are they?
8. Are there any technical languages used in the text? Mention them?
9. Are there any conjunctions used in the text? Mention them?
10. Is the written in the presents tense? Why?

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KEY ANSWER OF TEST I

1. The general statement of the text in paragraph 1.
2. The sequenced explanation of the text in paragraph 2.
3. The closing of the text in paragraph 3.
4. Tsunami occur when a major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and height increases as they reach the continental shelf, the part of the earth's crust that slopes, or rises, from the ocean floor up to the land.
5. The disturbance of the tsunami can be an earthquake, a landslide, or a volcanic eruption.
6. The effect of tsunami based on the text such as severe flooding, loss of lives due to drowning, and damage to property.
7. There are four action verb in the text. They are : producing, pushes, spread out, and wash.
8. There is one technical language from the text.
 - a. Tsunami : sea, wave, ocean, earthquake, landslide, volcanic eruption, and water.
9. There are two conjunction used in the text. They are: and, as
10. The written in the present tense because the explanation text is to explain the processes involved in the formation and working of natural or sociocultural phenomena.

Appendix IV

Observations Notes Sheet
Students Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class/ semester : XII/ I
Days/ date of :
Cycle : 1
Observer :

| No | Students activities | Yes | No | Prac |
|----|---|-----|----|------|
| 1 | The students pay attention to the researcher's explanation | | | |
| 2 | The students concentrate to researcher's explanation | | | |
| 3 | The students are read material that researcher give | | | |
| 4 | The students make a sign on a passage that they not understand | | | |
| 5 | The students make a question from their sign about material | | | |
| 6 | The students active in asking questions | | | |
| 7 | The students interesting to researcher's explanation from their questions | | | |
| 8 | The students able to answer the text from the researcher | | | |
| 9 | The students able to answer the question from their friends | | | |
| 10 | The students ask the researcher/ friend if they find difficulties | | | |

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Observation Notes Sheet

Indicators List of Teacher in Teaching Learning Process First Cycle

Classroom Action Research

| Physic Appearance and Written | Yes | No | Note |
|---|------------|-----------|-------------|
| 1. Dressing cleanly and neatly. | | | |
| 2. Standing and writing face to the students. | | | |
| 3. Energetic and enthusiasm. | | | |
| 4. Writing and explaining integratedly | | | |
| 5. Writing is nice and readable. | | | |
| 6. Writing is read from the all roomside. | | | |
| 7. Having certain sequence system. | | | |
| Sound and Classroom Management | Yes | No | Note |
| 1. Audiable sound | | | |
| 2. Talking intelligibly | | | |
| 3. Fluently : every word sounded clearly. | | | |
| 4. Rhytm : it is clear in the important part. | | | |
| 5. Neatness control. | | | |
| 6. Class noise control. | | | |
| 7. Class formation arrangement. | | | |
| Material | Yes | No | Note |
| 1. Explaining the learning | | | |

| | | | |
|---|------------|-----------|-------------|
| objectives | | | |
| 2. Relating to the students experience. | | | |
| 3. Explaining the learning benefit | | | |
| 4. Relevant to objectives and procedure. | | | |
| 5. Brief presentation. | | | |
| 6. Detail and united explanation. | | | |
| Procedure | Yes | No | Note |
| 1. Reinforcement and Interaction with Students. | | | |
| 2. Individual performance reward. | | | |
| 3. Celebration. | | | |
| 4. Stimulating students responses. | | | |
| 5. Stimulating students questions. | | | |
| 6. Responding students questions. | | | |

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APPENDIX VI**Table. 1****Students' Reading Comprehension Scores in the First Cycle**

| No. | Students' Initial | Score |
|------------|--------------------------|---------------|
| 1. | ASN | 69 |
| 2. | AN | 62 |
| 3. | BD | 79 |
| 4. | DH | 74 |
| 5. | DS | 54 |
| 6. | DA | 57 |
| 7. | EOZ | 64 |
| 8. | HS | 73 |
| 9. | IDH | 71 |
| 10. | IS | 47 |
| 11. | IM | 73 |
| 12. | IRN | 69 |
| 13. | MY | 66 |
| 14. | NA | 54 |
| 15. | RS | 59 |
| 16. | RHN | 68 |
| 17. | RD | 61 |
| 18. | RR | 73 |
| 19. | RA | 71 |
| 20. | TP | 71 |
| 21. | SEP | 38 |
| 22. | HS | 42 |
| 23. | YI | 42 |
| 24. | TM | 61 |
| 25. | SEP | 61 |
| 26. | TS | 71 |
| 27. | UY | 71 |
| 28. | ST | 69 |
| 29. | WD | 74 |
| 30. | WA | 70 |
| | SUM | 1,924 |
| | MEAN SCORE | 64.13 |
| | PERCENTAGE | 40.00% |

Siklus II (cycle II)

Lesson Plan

Rencana Pelaksanaan Pembelajaran (Rpp)

Sekolah : SMA Negeri 1 Angkola Selatan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XII/ I

Aspek/ skill : Membaca

Jenis Teks : Explanation Text

Waktu : 2 x 45 menit

A. Standar Kompetensi

1. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk explanation untuk berinteraksi dalam konteks kehidupan sehari hari dan berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar

1. Membaca nyaring dan mengungkapkan makna dalam teks tertulis fungsional dan esai pendek sederhana berbentuk explanation text dengan ucapan, tekanan, dan intonasi yang berterima untuk berinteraksi dalam konteks kehidupan sehari hari.

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampum membaca nyaring dan bermakna teks monolog berbentuk explanation.
2. Siswa mampu mengidentifikasi generic structure dan language future dari teks explanation.

3. Siswa mampu menjawab pertanyaan berdasarkan informasi yang terdapat dalam teks explanation.

D. Indikator Pembelajaran

1. Siswa dapat membaca dengan nyaring teks berbentuk explanation.
2. Siswa dapat menjawab pertanyaan berdasarkan teks yang dibaca.

E. Materi Pembelajaran

1. Wacana tentang Pipeline in Computer Technology

F. Teknik Pembelajaran

1. Cooperative Integrated Reading and Composition (CIRC)

G. Langkah langkah Pembelajaran

1. Kegiatan Pendahuluan

Apersepsi :

Tanya jawab tentang materi yang telah dipelajari sebelumnya dan mengaitkannya dengan materi yang akan di ajarkan yaitu tentang explanation teks.

Motivasi :

Menjelaskan pentingnya dalam mempelajari materi yang dibawakan yaitu tentang explanation teks.

2. Kegiatan Inti

a. Eksplorasi

1. Melibatkan peserta didik mencari informasi yang luas tentang topic/tema yang akan diajarkan.
2. Memberikan siswa pengajaran tentang explanation text.
3. Melibatkan peserta didik secara aktif dalam pembelajaran.

b. Elaborasi

1. Guru membagi peerta didik menjadi dua kelompok.

2. Guru membagi wanaca/ materi kepada tiap kelompok untuk dibaca dan dibuat ringkasannya.
 3. Guru menetapkan kelompok yang berperan sebagai kelompok penyaji dan kelompok sebagai pendengar.
 4. Kelompok penyaji membacakan ringkasan bacaan selengkap mungkin, dengan memasukkan ide ide pokok dalam ringkasan. Sementara itu kelompok pendengar menyimak/ mengoreksi/ menunjukkan ide ide pokok yang kurang lengkap dan membantu mengingat/ menghafal ide ide pokok dengan meng\ubungkan materi sebelumnya atau dengan materi lainnya.
 5. Kelompok bertukar peran, yaitu kelompok semula sebagai penyaji dan kelompok pendengar sebagai penyaji.
 6. Peserta didik menyimpulkan hasil diskusi bersama sama.
- c. Konfirmasi
1. Memberikan umpan balik positif dan penguatan terhadap hasil peserta didik.
 2. Bertanya jawab apa yang belum dipahami setiap siswa.
 3. Melakukan penilaian terhadap pekerjaan setiap kelompok.
- d. Kegiatan Penutup
1. Bersama sama dengan siswa membuat kesimpulan dari pembelajaran.
 2. Memberikan tugas.
 3. Menyelesaikan masalah yang terdapat di cycle pertama

H. Sumber dan Media Pembelajaran

1. Buku teks Facil Herman Benyamin
2. Teks yang relevan
3. Internet

I. Tugas Terstruktur

1. Menjawab pertanyaan berdasarkan wacana.

J. Penilaian

| No. | Indikator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Instrument | Instrument/soal |
|-----|---|------------------|-------------------|--|
| 1. | Identifying the general statement of the text | Tes Tulis | Esay test | Answer the following questions based on the text |
| 2. | Identifying the sequenced explanation of the text | | | |
| 3. | Identifying the closing/concluding | | | |
| 4. | Identifying the language future of the text | | | |

a. Pedoman Penilaian

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan} \times 100}{\text{Skor Minimum}}$$

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APPENDIX VIII

LEARNING MATERIAL II

a. Wacana tentang Pipeline in Computer Technology

Have you ever heard about pipeline in computer technology? Guess what. Right. Pipeline is very close to computer. But can you tell me what pipeline is ? Well, let me explain. Pipeline in a computer is a sequence of stages a computer uses to carry out instructions.

The CPU makes sure every stage in a pipeline is always operating on an instruction. As a stage of a pipeline in the CPU finishes manipulating an instruction, it hands its instruction to the next stage and gets another instruction from the stage before it, moving several instructions along the pipeline simultaneously. This process is more efficient than it would be if each instruction had to start at the first stage after the previous instruction finished the final stage.

Oh, I almost forgot, the more pipelines a CPU has, the faster it can execute instructions. A CPU with two or more pipelines is said to be super pipelined or superscalar. Okay. Have you got it ? Not yet. How about going to the library and searching more explanation about pipeline? See you and good luck.

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APPENDIX IX

RESEARCH INSTRUMENT OF READING EXPLANATION TEXT

Test 2 (cycle 2)

B. Pengantar

1. Instrument ini bertujuan untuk menyaring data dari siswa/i tentang adakah pengaruh dari penggunaan teknik Cooperative Integrated Reading and Composition (CIRC) untuk meningkatkan kemampuan siswa dalam membaca teks explanation. Oleh sebab itu jawablah sesuai dengan kemampuan anda.
2. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

C. Petunjuk

1. Bacalah pertanyaan berikut dengan seksama!
2. Apabila pertanyaan kurang jelas ,tanyakan langsung pada pengawas.
3. Jawablah sesuai dengan pendapat anda.
4. Waktu yang tersedia hanya 45 menit.

C. Read the text carefully and answer the questions below!

Sound Recordings and Reproduction

Sound recording and reproduction are two separate used to record, store, and play back sounds. Sound recordings use microphones to pick up sound waves in the air. The pressure changes associated with the waves are converted into electrical signals, which can be coded and stored for future access. Sound reproduction, or playback, uses additional devices to retrieve the stored information and convert it back into electrical signals. The signals are then sent to a loudspeaker, which converts them back into sound.

To record sound, a microphone changes the acoustic energy of sound waves in the air into electrical signals. Inside a microphone is a thin, flat, metallic surface, called a diaphragm, that is suspended in a magnetic field. When a sound wave reaches the microphone, the air pressure changes around the diaphragm, causing the diaphragm to move. This movement within a magnetic field creates an electrical signal. The signal is then transferred to a storage medium, such as a cassette tape, a compact CD, or a phonograph record.

To reproduce sound, a playing device such as a CD player, cassette deck, or phonograph accesses the stored data. The playing device reads the data and converts the information back into electric energy. The electrical signal is sent to a loudspeaker, which has a diaphragm housed in a magnetic field in much the same way as a microphone's diaphragm is housed. The electrical signal creates a disturbance in the magnetic field. These resultant variations in the magnetic field cause the diaphragm to move. As the diaphragm moves, it pushes out and pulls in, creating changes in air pressure to recreate the sound that was originally recorded.

Sound recording and reproduction form the foundation of many industries, including entertainment, communications, and multimedia business. Recording and reproduction of sound allow people to play their favorite music, whether it was recorded yesterday or many years ago. Radio networks rely on sound recording and reproduction for storing news and other types of programming. Television and motion pictures combine images with music, speech, and sound effects to provide the viewer with an enriched experience. Computer programs, multimedia software, and video games also use sound to make programs more engaging.

E. Answer the question below based on the text above.

1. What is the general statement of the text?

2. What is the a sequenced explanation of the text?
3. What is the closing of the text?
4. What is a sound recording and reproduction?
5. How to record sound from the text above?
6. How to reproduced sound based on the text above?
7. How many action verb are there used in the text? What are they?
8. Are there any technical languages are there in the text?
9. Are there any conjunctions used in the text? Mention them?
10. Is the written in the Presents tense? Why?

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KEY ANSWER OF TEST II

1. The general statement of the text in paragraph 1.
2. The sequenced explanation of the text in paragraph 2.
3. The closing of the text in paragraph 4.
4. A sound recording and reproduction are two separate processes used to record, store, and play back sounds.
5. To record sound, a microphone changes the acoustic energy of sound waves in the air into electrical signals. Inside a microphone is a thin, flat, metallic surface, called a diaphragm, that is suspended in a magnetic field. When a sound wave reaches the microphone, the air pressure changes around the diaphragm, causing the diaphragm to move. This movement within a magnetic field creates an electrical signal. The signal is then transferred to a storage medium, such as a cassette tape, a compact CD, or a phonograph record.
6. To reproduce sound, a playing device such as a CD player, cassette deck, or phonograph accesses the stored data. The playing device reads the data and converts the information back into electric energy. The electrical signal is sent to a loudspeaker, which has a diaphragm housed in a magnetic field in much the same way as a microphone's diaphragm is housed. The electrical signal creates a disturbance in the magnetic field. These resultant variations in the magnetic field cause the diaphragm to move. As the diaphragm moves, it

pushes out and pulls in, creating changes in air pressure to recreate the sound that was originally recorded.

7. There are 15 action verb in text. They are : record, changes, converted, uses, sent, reaches, move, creates, fransferred, reproduced, playing, read, pushes out, puu in, combine, make.
8. There is one technical language in the text.
 - a. Sound recording and Reproduction : microphones, signal, cassette tape, compact CD, phonograph record, loundspeaker, air, playback, CD player, and cassette deck.
9. There are three conjunction in the text. They are ; and, or, as
10. The written in the present tense because the explanation text is to explain the processes involved in the formation and working of natural or socioculturl phenomena.

Observations Notes Sheet

Students Activity in Teaching Learning Process

Classroom Action Research

Subject Matter : English
Class/ semester : XII/ I
Days/ date of :
Cycle : II
Observer :

| No | Students activities | Yes | No | Prac |
|----|---|-----|----|------|
| 1 | The students pay attention to the researcher's explanation | | | |
| 2 | The students concentrate to researcher's explanation | | | |
| 3 | The students are read material that researcher give | | | |
| 4 | The students make a sign on a passage that they not understand | | | |
| 5 | The students make a question from their sign about material | | | |
| 6 | The students active in asking questions | | | |
| 7 | The students interesting to researcher's explanation from their questions | | | |
| 8 | The students able to answer the text from the researcher | | | |
| 9 | The students able to answer the question from their friends | | | |
| 10 | The students ask the researcher/ friend if they find difficulties | | | |

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Observation Notes Sheet

Indicators List of Teacher in Teaching Learning Process Second Cycle

Classroom Action Research

| Physic Appearance and Written | Yes | No | Note |
|---|------------|-----------|-------------|
| 1. Dressing cleanly and neatly. | | | |
| 2. Standing and writing face to the students. | | | |
| 3. Energetic and enthusiasm. | | | |
| 4. Writing and explaining integratedly | | | |
| 5. Writing is nice and readable. | | | |
| 6. Writing is read from the all roomside. | | | |
| 7. Having certain sequence system. | | | |
| Sound and Classroom Management | Yes | No | Note |
| 1. Audiable sound | | | |
| 2. Talking intelligibly | | | |
| 3. Fluenty : every word sounded clearly. | | | |
| 4. Rhytm : it is clear in the important part. | | | |
| 5. Neatness control. | | | |
| 6. Class noise control. | | | |
| 7. Class formation arrangement. | | | |
| Material | Yes | No | Note |
| 1. Explaining the learning objectives | | | |
| 2. Relating to the students | | | |

| | | | |
|---|------------|-----------|-------------|
| experience. | | | |
| 3. Explaining the learning benefit | | | |
| 4. Relevant to objectives and procedure. | | | |
| 5. Brief presentation. | | | |
| 6. Detail and united explanation. | | | |
| Procedure | Yes | No | Note |
| 1. Reinforcement and Interaction with Students. | | | |
| 2. Individual performance reward. | | | |
| 3. Celebration. | | | |
| 4. Stimulating students responses. | | | |
| 5. Stimulating students questions. | | | |
| 6. Responding students questions. | | | |

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Appendix V

LIST OF INTERVIEW FIRST CYCLE

Tanyakan kepada siswa :

1. Apakah kesulitan anda dalam mengidentifikasi generic structure dari text tersebut?

(What are your difficulties in identifying generic structure of the text above?

Answer :

2. Apakah kesulitan anda dalam mengidentifikaikan general statement dari text tersebut?

(What are your difficulties in identifying a general statement of the text above?

Answer :

3. Apakah kesulitan anda dalam mengidentifikasi a sequenced dari text tersebut?

(What are your difficulties in identifying a sequenced of the text above?

Answer :

4. Apakah kesulitan anda dalam mengidentifikasi closing dari text tersebut?

(What are your difficulties in identifying a closing of the text above?

Answer :

5. Apakah kesulitan anda dalam mengidentifikasi language future dari text tersebut?

(What are your difficulties in identifying language future of the text above?

Answer :

6. Apakah kesultan anda dalam mengidentifikasi conjunctions dari text tersebut?

(What are your difficulties in identifying conjunctions from the text above?

Answer :

7. Apakah kesulitan anda dalam mengidentifikasi action verb dari text tersebut?

(What are your difficulties in identifying an action verb from the text above ?

Answer :

8. Apakah kesulitan anda dalam mengidentifikasi technical language dari text tersebut ?

(What are your difficulties in identifying a technical language from the text above?

Answer :

9. Apakah kesulitan anda dalam menjelaskan kenapa text tersebut menggunakan present tense?

(What are your difficulties in explain why the text above used a present tense?

Answer :

10. Apakah kesulitan anda dalam mengidentifikasi informasi dari text tersebut?

(What are your difficulties in identifying information from the text above?

Answer :

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LIST OF INTERVIEW SECOND CYCLE

Tanyakan kepada siswa :

1. Apakah kesulitan anda dalam mengidentifikasi generic structure dari text tersebut?

(What are your difficulties in identifying generic structure of the text above?

Answer :

2. Apakah kesulitan anda dalam mengidentifikaikan general statement dari text tersebut?

(What are your difficulties in identifying a general statement of the text above?

Answer :

3. Apakah kesulitan anda dalam mengidentifikasi a sequenced dari text tersebut?

(What are your difficulties in identifying a sequenced of the text above?

Answer :

4. Apakah kesulitan anda dalam mengidentifikasi closing dari text tersebut?

(What are your difficulties in identifying a closing of the text above?

Answer :

5. Apakah kesulitan anda dalam mengidentifikasi language future dari text tersebut?

(What are your difficulties in identifying language future of the text above?

Answer :

6. Apakah kesultan anda dalam mengidentifikasi conjunctions dari text tersebut?

(What are your difficulties in identifying conjunctions from the text above?

Answer :

7. Apakah kesulitan anda dalam mengidentifikasi action verb dari text tersebut?

(What are your difficulties in identifying an action verb from the text above ?

Answer :

8. Apakah kesulitan anda dalam mengidentifikasi technical language dari text tersebut ?

(What are your difficulties in identifying a technical language from the text above?

Answer :

9. Apakah kesulitan anda dalam menjelaskan kenapa text tersebut menggunakan present tense?

(What are your difficulties in explain why the text above used a present tense?

Answer :

10. Apakah kesulitan anda dalam mengidentifikasi informasi dari text tersebut?

(What are your difficulties in identifying information from the text above?

Answer :

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APPENDIX XII**Table. 2****Students' Reading Comprehension Scores in the Second Cycle**

| No. | Students' Initial | Score |
|------------|--------------------------|---------------|
| 1. | ASN | 75 |
| 2. | AN | 80 |
| 3. | BD | 80 |
| 4. | DH | 91 |
| 5. | DS | 74 |
| 6. | DA | 65 |
| 7. | EOZ | 78 |
| 8. | HS | 88 |
| 9. | IDH | 87 |
| 10. | IS | 78 |
| 11. | IM | 85 |
| 12. | IRN | 75 |
| 13. | MY | 76 |
| 14. | NA | 66 |
| 15. | RS | 95 |
| 16. | RHN | 76 |
| 17. | RD | 80 |
| 18. | RR | 85 |
| 19. | RA | 79 |
| 20. | TP | 81 |
| 21. | SEP | 53 |
| 22. | HS | 76 |
| 23. | YI | 81 |
| 24. | TM | 76 |
| 25. | SEP | 79 |
| 26. | TS | 89 |
| 27. | UY | 86 |
| 28. | ST | 86 |
| 29. | WD | 91 |
| 30. | WA | 86 |
| | SUM | 2.397 |
| | MEAN SCORE | 79.9 |
| | PERCENTAGE | 90.00% |

APPENDIX XIII

Tabel. 4

The Comparative Students' Score in First Cycle and Second Cycle

| No. | Students' Initial | Cycle 1 First Test | Cycle 2 Second Test |
|------------|--------------------------|-------------------------------|--------------------------------|
| 1. | ASN | 69 | 75 |
| 2. | AN | 62 | 80 |
| 3. | BD | 79 | 80 |
| 4. | DH | 74 | 91 |
| 5. | DS | 54 | 74 |
| 6. | DA | 57 | 65 |
| 7. | EOZ | 64 | 78 |
| 8. | HS | 73 | 88 |
| 9. | IDH | 71 | 87 |
| 10. | IS | 47 | 78 |
| 11. | IM | 73 | 85 |
| 12. | IRN | 69 | 75 |
| 13. | MY | 66 | 76 |
| 14. | NA | 54 | 66 |
| 15. | RS | 69 | 95 |
| 16. | RHN | 68 | 76 |
| 17. | RD | 61 | 80 |
| 18. | RR | 73 | 85 |
| 19. | RA | 71 | 79 |
| 20. | TP | 80 | 81 |
| 21. | SEP | 38 | 53 |
| 22. | HS | 42 | 76 |
| 23. | YI | 42 | 81 |
| 24. | TM | 61 | 76 |
| 25. | SEP | 61 | 79 |
| 26. | TS | 71 | 89 |
| 27. | UY | 71 | 86 |
| 28. | ST | 69 | 86 |
| 29. | WD | 74 | 91 |
| 30. | WA | 70 | 86 |
| | SUM | 1924 | 2397 |
| | MEAN SCORE | 64.13 | 79.9 |
| | PERCENTAGE | 40.00% | 90.00% |



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 1780 /In.14/E.4c/TL.00/10/2017
Hal : Izin Penelitian
Penyelesaian Skripsi.

17 Oktober 2017

Yth. Kepala SMA N 1 Batang Angkola Selatan
Kabupaten Tapanuli Selatan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama : Nopita Sari

NIM : 13 340 0023

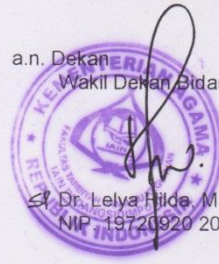
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Alamat : Jln. Alboin Huta Barat Situmbaga Kec. Angkola Selatan

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "**Improving Students' Reading Comprehension by Using Cooperative Integrated Reading and Composition (CIRC) Technique at Grade XII SMA N 1 Batang Angkola Selatan**". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik



Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 1 ANGKOLA SELATAN



Alamat : Jln. Marpinggan Kel. Napa Kec. Angkola Selatan Kode Pos 22737
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SURAT KETERANGAN

Nomor : 420/251 /SMA/2017

Yang bertanda tangan di bawah ini :

Nama : DARAZAD DAULAY, M.Pd
NIP : 19731127 199903 1 004
Pangkat/Gol : Pembina TK. I/ IVb
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Angkola Selatan

Dengan ini menerangkan :

Nama : NOVITA SARI
NPM : 13 340 0023
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / TBI
Alamat : Jln. Alboin Huta Barat Situmbaga Kec. Angkola Selatan

Adalah benar telah melakukan Penelitian/Riset di SMA Negeri 1 Angkola Selatan pada tanggal 23 Oktober sampai 13 November 2017 dengan judul :

“ IMPROVING STUDENTS’ READING COMPREHENSION BY USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TECHNIQUE AT GRADE XII SMA NEGERI 1 ANGKOLA SELATAN”

Demikian Surat Keterangan ini di buat dengan sebenarnya untuk dapat di pergunakan seperlunya.

Simarpinggan, 27 November 2017
Kepala Sekolah

DARAZAD DAULAY, M.Pd
Pembina TK. I
NIP. 19731127/199903 1 004

CURRICULUM VITAE

A. Identity

Name : Nopita Sari
NIM : 13 340 0023
Place and Birthday : Hanopan, 4 Maret 1995
Sex : Female
Religion : Islam
Address : Jl. Alboin Huta Barat, Situmbaga. Kec. Angkola Selatan.

B. Parents

1. Fathers' Name : Aswan Siregar
2. Mothers' Name : Rosliana Nasution

C. Educational Background

1. Elementary School : SD Negeri 200016 Hanopan (2007)
2. Junior High School : SMP Negeri 2 Padangsidimpuan (2010)
3. Senior high School : SMA Negeri 3 Padangsidimpuan (2013)
4. College : IAIN Padangsidimpuan (2017)