

## APPROVAL SHEET

This is to certify that the *Sarjana*'s thesis of Nurul Azizah entitled "*The Effect of Cooperative Integrated Reading and Composition (CIRC) in Teaching Reading Comprehension for the Eighth Grade Students at SMP Negeri 2 Kebomas*" has been approved by the Board of Examiners as the requirement for the degree of *Sarjana* in English Language Education Department.

Gresik, August 26<sup>th</sup>, 2014

**Advisor I**

**Slamet Asari, M.Pd.**

**NIP. 197008202005011001**

**Advisor II**

**Ulfatul Ma'rifah, M.Pd.**

**NIP. 04330709178**

## APPROVAL SHEET

This is to certify that the *Sarjana's* thesis of Nurul Azizah entitled *The Effect of Cooperative Integrated Reading and Composition (CIRC) in Teaching Reading Comprehension for the Eighth Grade Students at SMP Negeri 2 Kebomas* has been approved by the Board of Examiners as the requirement for the degree of *Sarjana* in English Language Education Department.

Gresik, August 26<sup>th</sup>, 2014  
**Board of Examiners,**

....., Chair  
**Dr. Khoirul Anwar, M.Pd.**  
NIP. 197301152005011001

....., Member  
**Slamet Asari M.Pd.**  
NIP. 197008202005011001

....., Member  
**Ulfatul Ma'rifah, M.Pd.**  
NIP. 04330709178

Acknowledged by  
Head of English language Education  
Department

Approved by  
Dean of Faculty of Teacher  
Training and Education

**Ulfatul Ma'rifah, M.Pd**  
NIP. 04330709178

**Drs. Irwani Zawawi, M.Kes.**  
NIP. 196505021993031004

## MOTTO AND DEDICATION

*A fear will only make you weak and the lose confidence.  
Ignore the fear and proceed your step”*

*“Satisfaction lies in the effort, not in the attainment, full  
effort is full victory”*

**(Mahatma Gandhi)**

**This thesis is dedicated to:**

*My beloved parents, “Bapak and Ibu”*

*My beloved brothers and sisters, “Eny and Udin”*

*My beloved brother in law and niece, Andi and Dinda”*

*My beloved best friends*

*All my friends at UMG, B class english department’09, D’kost*

## STATEMENT OF ORIGINALITY

### **Bismillahirrohmanirrohim**

I signed below:

Name : Nurul Azizah  
NIM : 09 431 046  
Department : English Education Department  
Faculty : Faculty of Teacher Training and Education

Declare that:

1. This thesis is written by me and there is not taking from the work of any other person.
2. If a later time, there is evidence that this thesis is found a plagiarism. I am capable to accept any legal consequences in accordance with the mistakes what I did.

Gresik, August 26<sup>th</sup>, 2014

Nurul Azizah

## ACKNOWLEDGEMENT

First of all, I praise to Allah S.W.T for his merciful and graceful gift in my life. So, I could compose and finish this thesis well. I deliver my great gratitude to my dearest advisors, Mr. Slamet Asari, M.Pd. and Mrs. Ulfatul Ma'rifah, M.Pd. for their guidance, suggestion, motivation, and patience until I finish it.

I also deliver my great gratitude to the headmaster of SMPN 2 Kebomas, Mrs. Sahadatun Nur Haroni, S.Pd, M.Pd. as English teacher and the eighth grade students of F class and G class who give an opportunity to conduct this research in this school and support to finish my thesis.

I dedicate the highest appreciation and gratitude to my beloved parents for their love, patience and kindness. The highest appreciation and gratitude are also to my sister, my brother in law and my brother for their support, pray, and help. My deepest love is to my niece for her entertainment and motivation. I also want to say thanks to the close friends: rini, wiwik, bikha, key, tyas, zizah, ririn, tika, d'kozt and all of my friends in UMG especially my friends of English department students in academic year 2009 for their supports, motivation, understanding and helps before, during and after conducting this research.

There is no perfection in this world. I hope to receive the comments and the suggestions. So, this thesis can be useful for the reader.

Gresik, August 26<sup>th</sup>, 2014

The Writer

## ABSTRACT

**Azizah, Nurul.** 2014. *The Effect of Cooperative Integrated Reading and Composition (CIRC) in Teaching Reading Comprehension for the Eighth Grade students at SMP Negeri 2 Kebomas.* A thesis, English Language Education Department, Faculty of Teacher Training and Education University of Muhammadiyah Gresik. Advisors (1) Slamet Asari, M.Pd. (2) Ulfatul Ma'rifah, M.Pd.

**Key words:** Effect, Cooperative Integrated Reading and Composition (CIRC), Reading Comprehension

This research aimed to investigate the effect of CIRC technique to increase the students' achievement in reading comprehension. This research was conducted to the eighth grade students at SMPN 2 Kebomas from May 27<sup>th</sup> 2014 to August 9<sup>th</sup> 2014. The researcher took two classes as the sample that consisted of 56 students were chosen by using cluster sampling. In conducting this research, the researcher applied quasi experimental design and used pre-test and post-test to experimental and control group. Afterwards, the researcher collected the data like as giving pre-test to two groups at the beginning, giving the treatment to two groups in learning activities and giving post-test to two groups at the end.

Narrative reading tests was given to increase the students' achievement in reading comprehension. In this research, the researcher only used CIRC technique as the treatment to experimental group for four meetings. After the data was collected, the researcher analyzed the data using T-test to know the effect of CIRC technique in reading comprehension.

The result of the t test showed that the probability or the significant value was 0.00. While t table value for the respondent was 0.05. The t test was lower than the level of significant ( $0.00 < 0.05$ ). The result of this research showed that there was a significant difference between the students who were taught using CIRC technique and the students who were not taught using CIRC technique in teaching reading comprehension of narrative text. From the result of this research aside, it could be concluded that there was a significant effect between the use of CIRC technique and without the use of CIRC technique to increase the students' achievement in reading comprehension.

In conclusion, CIRC technique was an effective technique to teach reading comprehension for the eighth grade students at SMPN 2 Kebomas. From the research finding above, the researcher suggested for English teacher used CIRC technique to support the learning activity in order to avoid the monotonous activities in learning process especially English. For the students used CIRC technique to build their interest and motivation in learning activities. For the next researcher developed using CIRC technique with the different students' condition and the students' motivation.

## TABLE OF CONTENTS

TITLE SHEET .....	i
APPROVAL SHEET BY THESIS ADVISORS.....	ii
APPROVAL SHEET BY THE BOARD OF EXAMINERS.....	iii
MOTTO AND DEDICATION.....	iv
STATEMENT OF ORIGINALITY.....	v
ACKNOWLEDGEMENT .....	vi
ABSTRACT .....	vii
TABLE OF CONTENT .....	viii

### CHAPTER I

<b>INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Study .....	4
1.2 Problem Statement .....	5
1.3 Hypothesis of the study .....	5
1.4 Purpose of the Study.....	5
1.5 The significance of the Study .....	5
1.5.1 Theoretical of significance.....	5
1.5.2 Practical of significance .....	6
1.5 Scope and Limitation of the study .....	6
1.6 Definition of Key Terms .....	7

### CHAPTER II

<b>REVIEW OF RELATED LITERATURE.....</b>	<b>8</b>
2.1 English teaching at Indonesia .....	8
2.2 Teaching reading at junior high school .....	8
2.3 Reading .....	9
2.3.1 Definition of Reading .....	9
2.3.2 The purpose of reading .....	10
2.3.3 The important of Reading .....	11
2.4 Reading Comprehension.....	11
2.4.1 Definition of Reading Comprehension .....	11
2.4.2 Level of Reading Comprehension .....	11
2.5 Narrative text as reading comprehension.....	12
2.6 Cooperative Integrated Reading and Composition... ..	14
2.6.1 Definition of CIRC. ....	14
2.6.2 Major component of CIRC.....	14
2.6.3 The step of CIRC.....	17
2.6.4 The advantages of CIRC .....	18
2.7 Previous Study .....	19

<b>CHAPTER III</b>	
<b>RESEARCH METHOD .....</b>	<b>20</b>
3.1 Research Design.....	20
3.2 Population and Sample .....	22
3.3 Research Instrument .....	23
3.3.1 Pre-test .....	24
3.3.2 Post-test.....	24
3.4 Data Collection.....	24
3.4.1 The Validity of the test .....	25
3.4.2 The Reliability of the test.....	27
3.5 Data Analysis .....	28
3.5.1 Normality Distribution Test .....	29
3.5.2 Homogeneity Test of Variance.....	29
3.5.3 Hypothesis Testing .....	31
<b>CHAPTER IV</b>	
<b>RESEARCH FINDING AND DISCUSSION .....</b>	<b>34</b>
4.1 Research Finding .....	34
4.1.1 Normality Distribution Test .....	35
4.1.2 Homogeneity Test Variance.....	36
4.1.3 Research Implementation.....	37
4.1.3.1 The First Treatment .....	37
4.1.3.2 The Second Treatment .....	39
4.1.3.3 The Third Treatment .....	40
4.1.3.4 The Fourth Treatment .....	42
4.1.4 Hypothesis testing.....	43
4.2 Discussion .....	45
<b>CHAPTER V</b>	
<b>CONCLUSION AND SUGGESTION .....</b>	<b>48</b>
5.1 Conclusion .....	48
5.2 Suggestion.....	49
<b>REFFERENCES .....</b>	<b>50</b>
<b>APPENDIXES</b>	



## **LIST OF THE APPENDICES**

- Appendix 1 : Research Schedule
- Appendix 2 : Treatment (Lesson Plan)
- Appendix 3 : The average score of the eighth grade student in academic year 2014/2015
- Appendix 4 : Pre-test and post test of Reading Comprehension
- Appendix 5 : Validity and reliability of Pre-test and posttest
- Appendix 6 : Pre-test and Post-test Score
- Appendix 7 : The students' group of experimental group
- Appendix 8 : The students' score of experimental group