

CHAPTER I

INTRODUCTION

A. The Background of the Study

A language in the natural approach is very viewed as a vehicle for communication meaning and messages. It is considered as a system to communicate with other people by using sounds, symbols, and words to express the meaning, idea or thought. There are four basic language skills; reading, writing, speaking and listening. They important role in language communication.

Reading is one of the four language skills that is very important. reading is also something crsial and indispensable for the students, because the success of their study to read.

Reading is a means of language acqisition, of communication, and of sharing information and ideas. Like all language, it is complex interaction between the text and the reader. Reading is the window of the world because it is an important toll for people to get information.

It is suggested in the holy qur'an on surah , surahAl-alaa verse 1-5 as follow:

Translation: *“Proclaim! Read! In the name of thy lord and cherisher, who created, created man, out of a (mere) clot of congealed blood, proclaim! And thy lord is most beautiful, he who taught (the use of) the pen, taught man that which he knew not “¹*

The first word of this verse is iqra' it means Read. So reading is the first lesson or instruction that allah SWT commanded to our prophet Muhammad

¹ Muhammad muhsin, Tt. *The Nobel Qur'an English Translation of Meanig and the Commentary*.(Madinah: king Fahd complex for the Printing of the Holy Qur'an) ,p.747

SAW. In the other words, the meaning of this verse is all of the Muslims are obligated to read. This obligation is no exception for students, therefore they should have paid attention about it. So, actually the essence of reading is the reader necessity to work by them to interpret the text and get the meaning of what the writer wants to convey.

According to Olson and Dilner means that comprehension is the ability to understand and apply the material.² Its means that comprehension is understanding the material . when the students can get comprehension from the text, they understand the message of the text . in other words, to comprehend a text we have to be able to take much information from the reading text.

In learning language, especially by the students' comprehension in reading, the activities of educating, instructing, or teaching activities are occurring that impart knowledge or skills. Students ' can read wherever they do. But in classroom, the teacher is the most important participant to make the process of learning teaching run well as well the students needed.

In fact, the students' difficulties in reading comprehension are affected by many factors, such as lack of vocabulary, the concept of the words, unfamiliar syntactical grammar, etc. Beside that, the students feel monotonous and uninteresting when they get teaching and learning process for their teacher. The teacher just asked the students reading the text repeat, identifying the difficult words, translating the words and look up the dictionary if they don't know the meaning. those problem are also found by the writer in her teaching practice at MAN KUTA CANE Aceh Tenggara. and such thing make the student feel difficult

²Olson ,Dilner and wilber, *Teaching Reading Skill in Secondary Schools*. (london : intext Educational publisher, 1972), p. 5

to comprehend the text well, in other cases, the heterogeneity of the students' cognition in the class was making the problem of the teacher. The different of students' critical thinking made the teacher had big problem. The teacher should make the average of their knowledge about the materials that they want to read at the time.

This condition becomes the reason by the writer should like to conduct a research by using strategy that is cooperative integrated reading and composition (CIRC) which will have the students increasing their ability of reading comprehension in anecdote text.

CIRC stand for (Cooperative Integrated Reading and Composition). Cooperative learning can be defined as a learning approach in with small, mixed student group form both in the class and out of the class environments to ensure students each other in learning an academic subject in the scope of a common goal; where their self esteem increases and their communication, solving- problem and critical thinking skills develop; and where they actively participate in the teaching- learning process.³

Daily lessons provide the students with an opportunity to practice comprehension and reading skills in pairs and small group. Pairs of students read to each other: predict how stories will end, summarize stories: write responses to questions posed by the teacher: and practice spelling, decoding, and vocabulary. In all of these activities, students work in heterogeneous learning teams. All activities follow regular cycle what involves teacher presentation, team practice, independent practice, peer pre assessment, additional practice, and testing.

³ Robert E. Slavin, *Cooperative Learning Theory, Research and Practice*, (London: Allyn and Bacon, 2005) p.186

In this case, cooperative learning has big contribution in cooperative integrated reading and composition strategic, because the students are taught to work together to achieve goals has always been a popular and an effective way to succeed in face our lives. Furthermore, it is very utilizes in the classroom and it will help the students in the learning process.

In cooperative integrated reading and composition, the teacher presented the strategies (reading group and teams) to whole class using modeling and role playing. It is hoped that the students developed their proficiency in applying the strategies and how minimize of students of the heterogeneous ability, where the students have the same ability in their learning.

The goals of cooperative integrated reading and composition were to improve reading comprehension by minimizing the heterogeneous of students' ability in order to make the teacher easy to teach in teaching learning process. Cooperative Integrated Reading And Composition (CIRC). is a comprehensive program for teaching reading. It has three principle element: story- related activities, direct instruction in reading comprehension, and integrated language arts. In Cooperative Integrated Reading And Composition(CIRC),teacher used anecdote text.

Because this text about the funny and usual incident in the end of story. So the student can enthusiasm to read. It means that they would read the text fully to satisfy their curiosity about the story. So students worked in pairs on a series of cognitively engaging activities, including read to each other, predicted how stories will end. Summarized stories.

Each other, wrote responses to stories. students worked in teams to understands the main ideas and master other comprehension skills.

Base on the explanation, it is essential to use and effective technique to help students to depeloped their reading comprehension problem .

Finally, the writer would like to conduct a classromm action reseach by the title:

“ The Effect of Cooperative Integrated Reading and Composition (CIRC) on students’ ability in reading comprehension at MAN KUTA CANE Aceh Tenggara ”

B. The Identification of the Study

Base on writer observation about students’ reading comprehension , there are many students who can not unddeerstand the text, expecially in anecdote text. The problems happen because,

1. The students are not interested in English especially in reading
2. the students do not like to read
3. the students are less motivated in study
4. the students are less in vocabulary
5. and the english teacher teach by using “ teacher centrer” strategy.

C. The Limitation of the Study

6. Base on the identifications of the study, the writer limits the student’ ability in reading comprehension because the English teacher teach by using “ teacher centrer” strategy.this study the writer deals only with

reading anecdote text by applying cooperative integrated reading and composition (CIRC) technique. at MAN KUTA CANE Aceh Tenggara.

D. The Formulation of the study

The problems of study is formulated as the following:

1. How is the students' reading comprehension in anecdote text, by using Cooperative Integrated Reading and Composition technique at MAN KUTA CANE Aceh Tenggara ?
2. How is the students' reading comprehension in anecdote text, without using Cooperative Integrated Reading and Composition technique at MAN KUTA CANE Aceh Tenggara?
3. Is there any effect using Cooperative Integrated Reading and Composition technique on students' reading comprehension in anecdote text at MAN KUTA CANE Aceh Tenggara?

E. The Aim of the Study

From the problem formulation above , The objectives of this research is:

1. To find out the students' ability in reading comprehension on students' reading comprehension in anecdote text. by using Cooperative Integrated Reading and Composition (CIRC) technique at MAN KUTA CANE Aceh Tenggara.
2. To find out the students' ability in reading comprehension on students' reading comprehension in anecdote text. without using Cooperative Integrated Reading and Composition (CIRC) technique at MAN KUTA CANE Aceh Tenggara.

3. To know the students' effect on students' reading comprehension in anecdote text. by using using Cooperative Integrated Reading and Composition (CIRC) technique at MAN KUTA CANE Aceh Tenggara.

F. The significant of the Study

Find out the research are expected to be very useful for:

1. The English teachers who wants to develop their ability in reading teaching, especially in reading anecdote text.
2. The students who wants to develop their coprehension inreading anecdote text.
3. The readers who are interested and wans to increase their knowledge esspecially in reading comprehension.
4. The othet writers, to help the other writers who will conduct futher research in the same topic or technique. it can give them information about teaching technique, especially in cooperative integrated reading and composition technique. So that, it make them easier intheir research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In the theoretical framework, the writer trying to gives information on what the cases are all about. It is useful to minimize or prevent miss understanding between the readers concerning the topic.

A.1.Cooperative Learning

Cooperative learning is one of the tecnique in teaching learning. Where the students' learning and working by makes small gruops and colaborated in groop 4-6 students' with heterogenous struturralism groups. ⁴

Must of the teachers do not apply the cooperative learning in the classroom because of many reasons. The main reason is the curiosity of chaos, crowded, and uncontrolled situation in the classroom. It is was happended because the misinterpretation of cooperative learning it self. The model of cooperative learning is not similar with other usual group work.

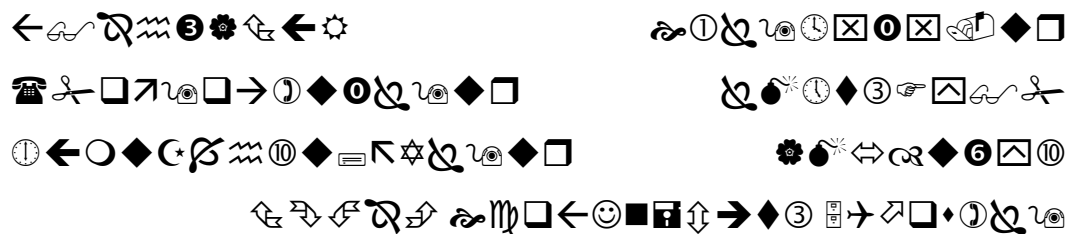
But, cooperative learning is successful teaching strategy in small team, which every student have a different level of ability, use a variety of learning activities to improve their understanding of subject.

And according to johnson suggest, cooperative means activities individuals seek outcomes that are beneficial to all other groups members. Cooperative learning is the instructional use of small groups that allows students to work together to maximize their own and teach other as learning .

⁴Isjoni. *Cooperative learning* . Albeta . (2011) Bandung .p. 12

Slavin also suggest, in cooperative learning methods, students work together in four members team to master material initially presented by the teacher.⁵

Allah swt says in al-qur'an, surah al- An'am (105)



Tranlation :

“Thus do We display Our revelations that they may say (unto thee,Muhammad): “ Thous has studied,” and that We may make (it) clear for people who have knowledge.”⁶

A.2.Cooperative Integrated Reading and Composition (CIRC)

According to hannesy and evan, cooperative learning can be defined as a leraning approach in which small, mixed student groups form both- in the clas environments to ensure studens help each other in learning an academic subject in the scope of common goal; whre their self- esteem increases and their communication , problem- solving and thingking skills develop; and where they actively participate in the teaching learning process.

According to slavin state that the CIRC is developed to support traditionally – uused “skill-based reading groups” approach.firsly, reading groups are established in the classroom. next, students are paired off within the groups.

⁵*Ibid .p. 15*

⁶Kadar. M yusuf. *Tafsir Tarbawi*. Amzah.(2013). Jakarta:.p.36

A.2.1.The advantages and the Weakness of Cooperative Integrated Reading and Composition

The advantaged of this technique:

- 1) Cooperative Integrated Reading Composition can dig the prior knowledge of the students to get the new fac or skill and can guide the students to think actively.
- 2) Cooperative Integrated Reading Compositioncan increase students'participation to share ideas in classroom.
- 3) Cooperative Integrated Reading Compositiongive chance to study collaburate with friends.
- 4) Cooperative Integrated Reading Compositioncan increase quality of students ideas
- 5) In the discussion, the different answer from the students can enrich their knowledge and help them to choose the answer.

The weakness of this technique:

- 1) Too many time waste.
- 2) Class management and students' organizing more difficult.⁷

A.2.2. The purpose of Cooperative Integrated Reading and Composition

The process of Cooperative Integrated Reading Compositiontechnique is designed as follows:

- 1) first,reading together, each students substitutes to read aloud in different paragraph

⁷Imas kurniasih andberlin Sani.*Kinds of depeloving learning model for increasing teacher professionalism* . kata pena.(2005). yogyakarta. P. 91

- 2) second, writing generic structure of the text, teacher gives question related the anecdote text, such as characters, setting conflict and resolution
- 3) third, retelling the story, members of the group retell the story based on the discussion.
- 4) Fourth, testing students comprehension, teacher asks the student to write a sentence related to generic structure of the text.
- 5) Five, closing by teacher as usually.⁸

A.3. Anecdote text

Anecdote is a text which retell funny and usually incidents in factor imagination.

An anecdote is a short and amusing or interesting story about a real incident or person. It may be as brief as the setting and provocation of a bon mot. An anecdote is always presented as based in a real incident involving actual person, whether famous or not, usually in an identifiable place. However, over time, modification in reuse may convert a particular anecdote to a fictional piece, one of the retold but is "too good to be true" sometimes humorous, anecdote are no jokes, because their primary purpose is not simply to evoke laughter, but to reveal a truth more general than the brief tale itself, or to delineate a character trait in such a light that it strikes in flash of insight to its very essence. Its purpose is to entertain the readers. Anecdote text can be a ridiculous or funny story sometimes, but not all anecdote texts must be funny. It

⁸*ibid.p. 92*

depends on the incident in the story. However, anecdote should have an usually part inside.⁹

A.3.1. The Generic Structure Of Anecdote Text

- 1) Abstract tells the unusual incident will be occurred in the story . it signals the unique part of the story. It is usually written in questions. e.g. have you ever been in love ?
- 2) Orientation is part of where the writer sets the scene (situation and place of the story) and introduce s the participant (s).
- 3) Crisis or incident provides detail of the unusual incident.
- 4) Reaction tell how the participant (s) react (s) in the crisis.
- 5) Coda is reflection on orevaluation of incident (*optiona*)

In Anecdote text, there are some special dominant of languages features that follow the text . they are :

- 1) Using exclamations . rhetorical question or intensifier e.g. it's wonderful!
- 2) Using material process
- 3) Using temporal conuctions, e.g. then, afterward.
- 4) Clearly, the generic sturture of tje anecdote text can be seen from the following example:

⁹Rafika dewi , rita suswati , anggraini thesisa .*reading* . unimedpress. P. 116

Blessing behind tragedy

There was a black family in Scotland years ago. They were the Clark family with nine children. They had a dream to go to America. The family worked and saved. They were making plans to travel with their children to America. It had taken several years but finally they had saved enough money. They had gotten a passport and they had booked seats for the whole family members in a new line to America.

The entire family was full of anticipation and excitement with their new life in America. However, a few days before their departure, the youngest son was bitten by a dog. The doctor sewed up the boy. Because of the possibility of getting rabies, they were being quarantined for long days. They were in quarantine when they could not make the trip to America as they planned.

The father was full of disappointment and anger. He stomped the dock to watch the ship leave without him and his family. He shed tears of disappointment. He cursed both his son and God for the misfortune.

Five days later, the tragic news spread throughout Scotland. The ship, the mighty Titanic, had sunk. It took hundreds of passengers and crew with it. Titanic, which had been called the unsinkable ship, had sunk. It was unbelievable but it was.

The Clark family should have been on that ship, but because of the bite on the son by a dog, they were left behind. When the father heard the news, he hugged the son and thanked him for saving the family. He thanked God for saving their lives. It was a blessing behind a tragedy. (Adapted from Look Ahead)¹⁰

¹⁰*Ibid.*, p. 118

Abstract: everybody has been dream. You have and so do I. when the dream will come true ,there is something wrong lats minute before it. What will we fell?what will we do ?

Orientation: the Clak family lived in scoland . they had dream to travel to americ. they prepared well for their plan.

Crisis: few days before they went to america , his youngest son was bittenby a dog.it made they were being quarantined . they had to forget their plan

Incident: the family was full of disappointment and anger . the father was angry with his son and god . the family failed to travel to america and the father could not accept it.

Coda: the father thank to his son when he hear the ship sank. He tankh to god because of saving the family from sinking. He thought leaving the ship was not a tragedy but a blessing

A.3.2Reading

Reading is one of the infortant skill tha should be paid attention to learn the process. Reading can be challenging, particularly when the material is unfamiliar to students. And reading also an essential for students in order to cope with new knowledge in a changing world. This reasonable enough due to the fact that the fast growing information is recorded and issued through media , such as television, internet, radio, magazine, and e Books. The source of information is easily accessible.Trough reading students can access the lates information. The

ability to read fast and accurate will help them to increase their knowledge and perspective. by reading, enable to enhance the current information.

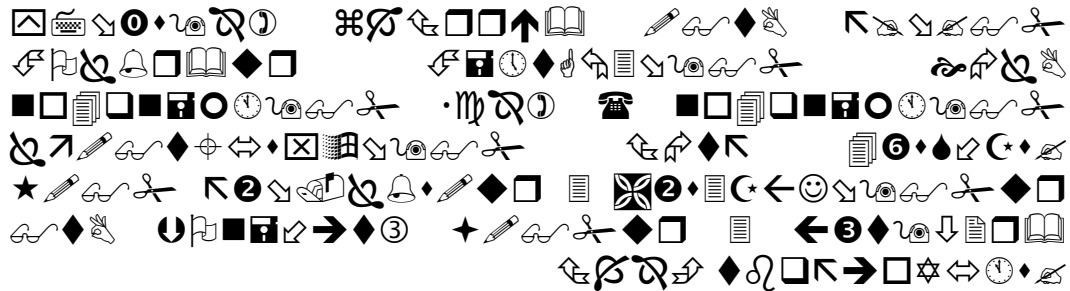
For students, reading becomes very essential toll to increase their background knowledge. Especially, since English becomes one of the subjects that is tested in the final national examination. For that reason, the students have to read many kind of references. Therefore emphasizing the students ability to understand content material will eventually affects their study. Hence, different capability in mastering reading comprehension have showed results. For students who are able to use reading skill properly will successfully affect to their academic progress and those who are not able to read properly will have difficulties in their study.

Up to now many definitions have been defined by hundreds of education scientists. According to William Grabe and Fredricka I. Stoller, Reading is can be thought of as a way to draw information from the text and form an interpretation of that information.¹¹ however, this definition does not really tell us much about what happens when we read and how we comprehend a text. actually, as the first chapter of the book shows, reading comprehension is remarkably complex, involving many processing skills that are coordinated in very efficient combination. Because we also read for different purposes, there are many ways to read a text, further complicating any definition. Seen in this light, the ability to read is remarkable type of expertise that most humans develop; it is not generally well understood, nor is its development widely recognised for the significant cognitive achievement that it is. We hope that readers of this volume develop a

¹¹William Grabe and Fredricka I. Stoller. Christopher N. Candlin and David R. Hall. London. Pearson Education. (2002) Longman. p. 4

greater respect for the expertise required with any effort at reading comprehension.

Allah swt says in the al-qur'an, surah Al- ankabut verse 45 as follow:



Translation : *Recite what has been revealed to you the Book (the Quran) and Build prayer. Indeed prayer estrains from (deeds) cruel and unjust. and surely the remembrance of God (prayer) is greater (primacy of the other cults). and Allah knows what you do.*¹²

the meaning of this verse is all of the Muslims are obligated to read. This obligation is no exception for students, therefore they should have paid attention about it. So, actually the essence of reading is the reader necessity to work by them to interpret the text and get the meaning of what the writer wants to convey.

Futhermore Acorrding to Jacobs, Schall, & Scheibel, Reading is not a natural part of human development. Unlike spoken language, reading does not follow from observation andimitation of other people. Specifi regions of the brain are devoted to processing oral communication,but there are no specifi c regions of the brain dedicatedto reading. The complexity of reading requires multiple areas

¹²Usman el-qurtuby , Tt. *The Nobel Qur'an English Translation of Meanig and the Commentary*.(Madinah:),p.401

of the brain to operate together through networks of neurons.¹³ This means there are many potential brain dysfunctions that can interfere with reading.

According to Snow, Catherine E, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading.¹⁴ It means that reader, text, and activity are also interrelated in dynamic ways that vary across pre- reading, reading, and post- reading. we consider each of these three "microperiod" in reading because it is very important to distinguish between what the reader brings to reading and what the reader takes from reading .

According to Eskey, that once reading material appropriate to the level and interest of the particular of the students has been identified, the more of material the students reads, the better and the more quickly his reading skills will develop. It means that the way of doing a lot of reading , the student can develop better comprehension skills, great them.¹⁵

Reading is a skill which must be developed, and can only be developed, by means of extensive and continual practice . students learn to read, and to read better, by reading. Obviously, the process of developing reading skills must become known by the students to the extent that she / he uses the process as she /he reads and studies on his/her own .this means, that the students must be aware

¹³Judi Willis ,m.d.. *teaching the brain to read* .Association for Supervision and Curriculum Development. Alexandria, Virginia USA.p; 2

¹⁴Snow, Catherine E.*reading for understanding to ward an r and d program in reading comprehension*.(2002). South Hayes Street, Arlington.p 11.

¹⁵Eskey. In Edithia Gloria*Developing Reading Skill for ELF Students*.Unimed Press. (1988).p 12

of what the reading skills are. S/he should be able to identify them, know how to apply them and know when to use specific skills.

Reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbols with existing knowledge, and comprehension of the information and ideas communicated.¹⁶ It means that when the reader interacts with print, his prior knowledge combined with and visual (written) information result in his comprehending the message. Therefore, reading is actually a conversation of sorts between a writer and reader. The original or exact message the author means to communicate is really only known by the author. While the reader reacts and interprets print from his own knowledge base, there is no opportunity to verify what the author actually says or means.

Based on the above explanation, the writer states that reading is specific regions of the brain are devoted to processing oral communication, but there are no specific regions of the brain dedicated to reading, and the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Therefore, the reader should interpret what is written by the writer. To read successfully, you need to constantly connect what you already know about the information to the words and the author has written.

A.3.2.1. The Purpose of Reading

Like doing activities, the readers also have some purpose in doing reading. Grabe and Stoller state that the four purposes of reading, they are :

¹⁶*Ibid.p.15*

1) Reading to research for simple information and reading to skim

Reading to search for simple information in common reading ability, though some from researchers see it as relatively independent cognitive process. In reading to search we typically scan the text for a specific piece of information or specific word. Reading to skim is a common part of many reading tasks and useful skill in its own right. It involves a combination of strategies for guessing where important information might be in the text.

2) Reading to learn from text

Reading to learn typically occurs in academic and professional in which a person needs to learn a considerable amount of information from a text.

3) Reading to integrate information, write and critique text

Reading to integrate information Requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a theoretical frame to accommodate information from multiple source. Both reading to write and reading critique text may be tasks variants of reading integrate information.

4) Reading for general comprehension

It is the most basic purpose for reading, underlying and supporting most other purposes for reading, these abilities are often for granted by fluent readers because they usually occur automatically; that is, we

make use of these abilities without giving them much thought if we are fluent readers.¹⁷

River and temperly suggest that there are seven main purposes for reading:

1. To obtain information for some purpose or because we are curious about some topic.
2. To obtain instructions on how perform some task for our work or daily life (eg.knowing how an appliance works)
3. To act in play, play a game,do a fuzzle;
4. To keep in touch with a friends by correspondence or to understand business letters;
5. To know when or where something will take place or what is available;
6. To know what is happening or has happend (as reported in newspapers, magazines, and reports);
7. For enjoyment or excitement.¹⁸

A.3.2.2. The Strategies For Reading Comprehension

For most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and others enhance the top-down processes. Following are ten such strategies, each of which can be practically applied to your classroom techniques.

¹⁷William Grabe and Fredicka I. Stoller.*Teaching and Researching Reading* . longman an impprint of Pearson Education.(2002). England.p. 13-15

¹⁸David Hunan.*Second Langeage Teaching & Learning* . I T P An International Thomson publishing company boston Massachusetts 02116.(1999). U. S. A. New york . P. 251

1. Identify the purpose in reading
2. Use graphemic relus and patterns to aid in bottom-up decoding (especially for beginning level learners).
3. Use efficient silent reading technique for relatively rapid comprehension (for intermediate to advanced levels).
4. Skim the text for main ideas
5. Scan the text for specific information
6. Use semantic mapping or clustering
7. Guess when you are not certain.
8. Analyze vocabulary.
9. Distinguish between literal and implied meanings.
10. Capitalize on discourse markers to proses relationships.¹⁹

A.3.2.3. The Assesing Reading Comprehension

A large number of reading comprehension assessments are available. We offer some general principles regarding the assessments of comprehension skills.

1. Reading comprehension is not a unitary contruct but a complex skill dependent on a number of cognitive process. It means that to understand written text, a students needs to decoded printed and inferences have to be generated as information is integrated during the course of reading.
2. The simple model shows that students may be at risk of reading comprehension failure because of difficulties with word- level

¹⁹H.Douglas Brown.*teaching by Principles An interactive Approach to language pedagogy*. Addison wesley longman, inc.A person Education Company.(2001). New york. P. 307-310

decoding accuracy and fluency, with linguistic comprehension, or with both. A thorough assessment should include tests designed to measure both decoding skill, as students will struggle to comprehend text. However it is important always to remember the successful comprehension will follow decoding is no guarantee that successful comprehension will follow; in the extreme case of 'hyperlexia' a student decoding far outstrips their comprehension and such as students have been said to "bark at print".

3. Testing of reading comprehension vary in terms of the nature of text that the student reads, and the response format via which comprehension is measured. Across all response formats, the nature of the question varies substantially with some items being more or less dependent on decoding, specific vocabulary, background knowledge and the particular type of inference needed.
4. Since tests of reading comprehension vary in task demands, it is important to be clear that the nature of the assessment influences which students may be identified – or fail to be identified – as having comprehension impairments. Some tests that are marketed as measures of reading comprehension are in fact very highly dependent on decoding. Hence, students can fail because they have decoding rather than specific comprehension difficulties or, on the other hand some students may pass leaving their comprehension impairments undetected.

5. Given the complexity of comprehension , it seems likely students may fail to understand what they have read for a variety of different reasons. Should include measures of decoding accuracy and fluency ,oral language, general cognitive resources and working memory as well as reading comprehension.²⁰

B. Related Study

1. Base on Agustina Trianta research, cooperative learning method was used in other to find the effect of applying cooperative integrated reading and composition (CIRC) on students' ability in reading narrative text on grade eight of SMP Swassta Belawan . Before conducting CIRC technique , the writer gave the pre-test to both groups.The total score of experimental group in pre-test was 1675, the highest score was 85, the lowest score was 45, and the mean score was 67.
2. Base on Ade cristalina Hutagalung research was to find out whether the apply of Cooperative Integrated Reading and Composition significantly effect on students' reading ability . it was found that the mean of the experimental group (77.66) was higher than the control group (69.5). the result of the calculation showed that obs value (4.90) washigher than t table value (2000) or $t_{obs} \geq t_{table} = 4.09 \geq 2.000 (0.05)$.from the data, if found that students' who were taught by applying CIRC significantly effect on students' reading ability especially in narrative text.

²⁰Nation ,K.Assessing childrents' reading comprehension. in M.J. Snowing &J. stakhouse (2006) (Eds)., *Dyslexia , Speech Language : A practitioner's Handbook*. Whurr .

C. Conceptual Framework

Reading is active cognitive process of consulting meaning from written symbolic done by the reader. In reading, the reader make s a conversation with the author by interpreting what the author means in his writing and connect it with his prior knowledge.

In reading comprehension, the reader does not only try the understand what the autor want to give, but also the readers should compare what he reads and what he has known, called knowledge. here the reader will be peacticed more in developing his thinkhing while he is reading the text. It is called as critical reading comprehension. By doing this, the reader will be a critical reader in comprehension what the auhtor writes and find out some information. The information which is suitable for him is selected and gives his opinions about the contents of the text including the accuracy, appropriateness and timeless after reading it.

In order develop this reading activity, there are numerous technique that improve student's reading comprehension. Cooperative Integrated Reading Composition is one of those techniques,which is suitable to help the reader in reading . This technique is very heplful to creat a comfertable condition in learning since the students have more opportunity to interact with others by having discussion and improve their reading comprehension.

In conclusion, applying the Cooperative Integrated Reading Composition technique in teaching reading comprehension will have a significant improvement on the studnts' reading comprehension.

D. Hypothesis

Based on the theoretical and conceptual frame work above,the two hypothesis, null hypothesis (Ho) and alternative hypothesis (Ha) will be formulated as a follows:

Ho : there is no significant effect of using Cooperative Integrated Reading Composition technique on the student's ability in reading comprehension in anecdote text atMAN KUTA CANE Aceh Tenggara.

Ha: there is significant effect of using Cooperative Integrated Reading Composition technique on the student's ability in reading comprehension in anecdote text atMAN KUTA CANE Aceh Tenggara.

CHAPTER III

METHODEOLOGY OF RESEARCH

A. Location of Research

The study conducted at MAN KUTA CANE Aceh Tenggara. for the second semester of the eleventh year in academic year 2015-2016.

The reason for choosing the school are the school has the students are less in vocabulary so the students' are do not knowing the meaning of the text so the students' are not interested in reading. and the English teacher teach by using "teacher centrer" strategy. and the writer found the problem there about this material.

B. Populatin and Sample

B.1. Populasi

The population is the name for large general group of many cases from which a researcher draws a sample and which is usually stated in theoritical term. According to suharsini arikunto: " A population is all element of research."²¹

The population of this reearch was the second yearsstudents' at MAN KUTA CANE Aceh Tenggara in academic years 2015-2016. There where four classess of the eleventh years in that school (XI IPA1 40 students' and XI IPA 2 40 students' XI IPS 1 30 and IPS 2 30) so the total number of the second years students' was 140 students' .

²¹Suharsimi , Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta :pt Renika Cipta, 2006) ,p. 130.

Table 3.1
NUMBER OF THE SECOND YEARS STUDENTS
MAN KUTACANE Aceh Tenggara
ACADEMIC 2015/ 2016

NO	CLASS	SEX		TOTAL
		MALE	FEMALE	
1	XI IPA 1	20	20	40
2	XI IPA 2	20	20	40
3	XI IPS 1	15	15	30
	XI IPS 2	15	15	30
TOTAL				140

1. Sample

According to arikunto : “ sample is half of the population that researched (sampe adalah sebagian atau wakil populasi yang diteliti)”²².

In statistic, a sample is a subset of the population. Typically, the population is very large, making a census or complete enumeration of sll the value in the value in the population imprecetcal or impossible. The sample represents a subset of manageable size. Sample are colleted and statistic are calculated from the samples so that one can make inferences or extrapolations from the sample to the population. This process of collecting information from a sample is referred to as sampling.

²²*Ibid.,p. 131*

The result of sampling was two classes would be the sample. The classes were XI IPA1 and XI IPA 2. And IPA 1 consisting of students' would taught by using Cooperative Integrated Reading and Composition (CIRC) technique includes 40 students'. and IPA 2 consisting of students would taught without using Cooperative Integrated Reading and Composition (CIRC) technique includes 40 students'.

Table 3.2
Number of Sample

No	Class	Sample
1	IPA 1	40
2	IPA 2	40
Total		80

C. Design of Research

In this study, experimental research method was used to collect the data the sample was divided into two classes. One of the classes was assigned as the experimental groups and the other one as the control group.

Experimental groups was the groups that received treatment by Cooperative Integrated Reading and Composition technique, while the control group was the group that did not received treatment without using Cooperative Integrated Reading and Composition technique.

The procedure of administering the assignment as the instrument of the study was the test administered to both groups of students before they were taught about Reading Skill. Then, the same assignment was administered to both sample

groups after they were taught about Reading skills. The experiment design in this study was:

Table 3.3
Design of The Research

Class	Group	Step 1	Step 2
XI- IPA 1 (22 students')	Experimental	Treatment by using Cooperative Integrated Reading and Composition technique	Test
XI- IPA 2 (22students')	Control Group	Treatment without using Cooperative Integrated Reading and Composition technique	Test

D. Intrument of Data Collecting

In this research the writer used three intrument to collect the data they are :

a. Interview

The writer interviews the headmaster or staffs to get the information about the location and solution and than also interviews the English teacher and students' to acquire some information about the situation in the class during teaching learning process.

b. Test

I used the anecdote text to measure the ability of the second year students in reading comprehension at MAN KUTA CANE Aceh Tenggara in academic year 2015-2016. Technique of collecting data is "t" test. The test was given to both of them, the experiment class by using Cooperative Integrated Reading and Composition (CIRC). And the control class without using Cooperative Integrated Reading and Composition (CIRC). I distributed the test about anecdote text to the students'. The test has already given by the writer to the students' and the

students' have answer directly at that time. The test constructed in multiple choice include 10 questions . it could be used to measure to more learning that comes in the knowledge, understanding and application.

For this test, in giving the score consist of how many item that test measures one kind of variable .²³ The aspects are:

1. Generic structur of anecdote

- The students' capable to found the generic structure of anecdote text there are :

1. The abstract of anecdote text.
2. The orientation of anecdote text.
3. The crisis of anecdote text.
4. The incident of anecdote text.
5. The coda of anecdote text.

2. Language features of anecdote text.

- The students' capable to analytical of language feature of anecdote text. there are :

1. Using the exclamation word.
2. Using the imperative.
3. Using the rhetoric question.
4. Using the action verb.
5. Using the conjunction of time
6. Using the simple past tense.

²³Arikunto Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik* . (2010) Jakarta : Rineka Cipta , ed.rev., cet.14,p.206

It is very important to prepare the instrument to collect some data which is suitable. To measure the students' achievement, the researcher prepares the test. The data was collected by using cloze test. Cloze test can be made in a variety of ways, but when they are used to measure the comprehension difficulties of text materials, investigators almost invariably use a specific set of procedures called by deleting every fifth word from a passage. The deleted words are replaced by underlined blank spaces of a uniform length, and the tests are mimeographed.

In this research, the students were given a cloze test of some texts which had 25 multiple-choice items to get data about the students' ability in building up vocabulary.

The score of the test is calculated by applying the formula:

$$S = \frac{R}{N} \times 100$$

In which:

S = Score of the test

R = Number of the correct answer

N = Number of the question

For every correct answer was given 1 and otherwise the wrong one or no answer was 0 and the total of correct answers would be 25.

D.1 Validity of the Test

Validity indicated what the test precisely measures and how well the test measure. For a test valid, it is expected that the content and the condition are relevant, and that there would be irrelevant problems which are more difficult or the problem being tested.

Validity suggests truthfulness and refers to the match between a construct or the way a researcher conceptualizes the idea in a conceptual definition and a measure.²⁴

The type of validity that the writer used is content validity. The result used to predict the students' success in the future activity. The validity can be counted by using the product moment formula as shown in the following formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Where:

r_{xy} : Index score of correlation between two variables

$\sum x$: Total score of X variable

$\sum y$: Toatal score of Y variable

N : Number of Classe

The rule of validity

If $r_{\text{count}} > r_{\text{table}}$, the question is valid

If $r_{\text{count}} < r_{\text{table}}$, the question is invalid

D.2 Reliability of the Test

Neuman reliability means dependability or consistency. It suggests that same thing is repeated or recurs under the identical or very similar conditions. The opposite of reliability is a measurement that process yields erratic, unstable or inconsistent result.²⁵

²⁴Neuman, W.L. *Social Research Methods: Qualitative & Quantitative Approach*. (Massachusetts: Allyn & Bacon. 2000) p. 141

²⁵*Ibid*, Neuman, W.L. p. 138

Reliability refers to the consistency of the measurements. The consistency measurements obtained from an instrument is referring to reliability. For the reliability test, the researcher used the formula. Kuder Richardson KR.20 formula as follow:

$$r = \frac{2r}{1+r}$$

r = validity of the test

The criteria for the reliability coefficient as the following:

0, 800 – 1,000 = Very High

0,600 – 0,800 = High

0, 400 – 0, 600 = Sufficient

0, 000 – 0, 400 = Low

E. The Technique of Data Analysis

E.1 Test of Analysis Requirements

Before doing hypothesis test, there are two requirements that have to be done. They are normality and homogeneity tests.

1. Normality Test

Normality test is done to know whether the data that got from the sample have a normal distribution or not. In this research, the normality test was done by using Lilifors test. After getting L_o , it was compared to $L_t \alpha = 0,05$. The characteristic of Lilifors test is:

- If $L_o < L_t$ = data is normal
- If $L_o > L_t$ = data is not normal

2. Homogeneity Test

Homogeneity test is done to know whether the sample is homogeneous or not. Homogeneity test that is done in this research is Fisher test. Here is the formula :

$$F = \frac{Sg}{Si}$$

Sg = The highest variable

Si = The lowest Variable

After getting the F_o , it was compared to $F_t \alpha=0,05$. The characteristic of Fisher test is :

- If $F_o < F_t$ = sample is homogenous
- If $F_o > F_t$ = sample is heterogeneous

F. Analysis Data

To analysis the data in order to find out the difference means of scores of both experimental and control group, t-test was used. Arikunto showed the formula below:²⁶

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

t: the effect

Mx: the mean of experimental group

My: the mean of control group

dx2: standard deviation of experimental group

dy2: standard deviation of control group

²⁶Suharmi Arikunto. *Prosedur Penelitian*. (Jakarta: Rineka Cipta. 2013) p. 354

N_x : the total number of experimental group

N_y : the total number of control group

G. Statistical Hypotheses

Statistically, the hypotheses are expressed as a follow:

H_o : $\mu_A \mu_B$

H_a : $\mu_A \mu_B$

In which:

H_o = Null Hypothesis

H_a = Alternative Hypothesis

μ_A =students' score in test, who are taught by using Cooperative Integrated Reading and Composition technique.

μ_B = students' score in test, who are taught without using Cooperative Integrated Reading and Composition technique.

The statistical hypotheses above means:

If t-test (t_o) \leq t-table (t_t) in significant degree of 0.05 (5%), it means that H_a is accepted and H_o is rejected. In other word, it is effective touse Cooperative Integrated Reading and Composition technique of reading comprehension in reading anecdote text of the eleventh year student in academic year 2015/2016 at MAN KUTACANE Aceh Tenggara

If t-test (t_o) $>$ t-table (t_t) in significant degree of 0.05 (5%), it meansthat H_a is accepted and H_o is rejected. In other word, it is not effective effective touse Cooperative Integrated Reading and Composition technique of reading comprehension in reading anecdote text of the eleventh year student in academic year 2015/2016 at MAN KUTACANE Aceh Tenggara