SKRIPSI

**THE EFFECTIVENESS OF USING COOPERATIVE
INTEGRATED READING AND COMPOSITION
(CIRC) TECHNIQUE TO IMPROVE STUDENTS'
READING COMPREHENSION ON RECOUNT
TEXT AT THE SECOND YEAR
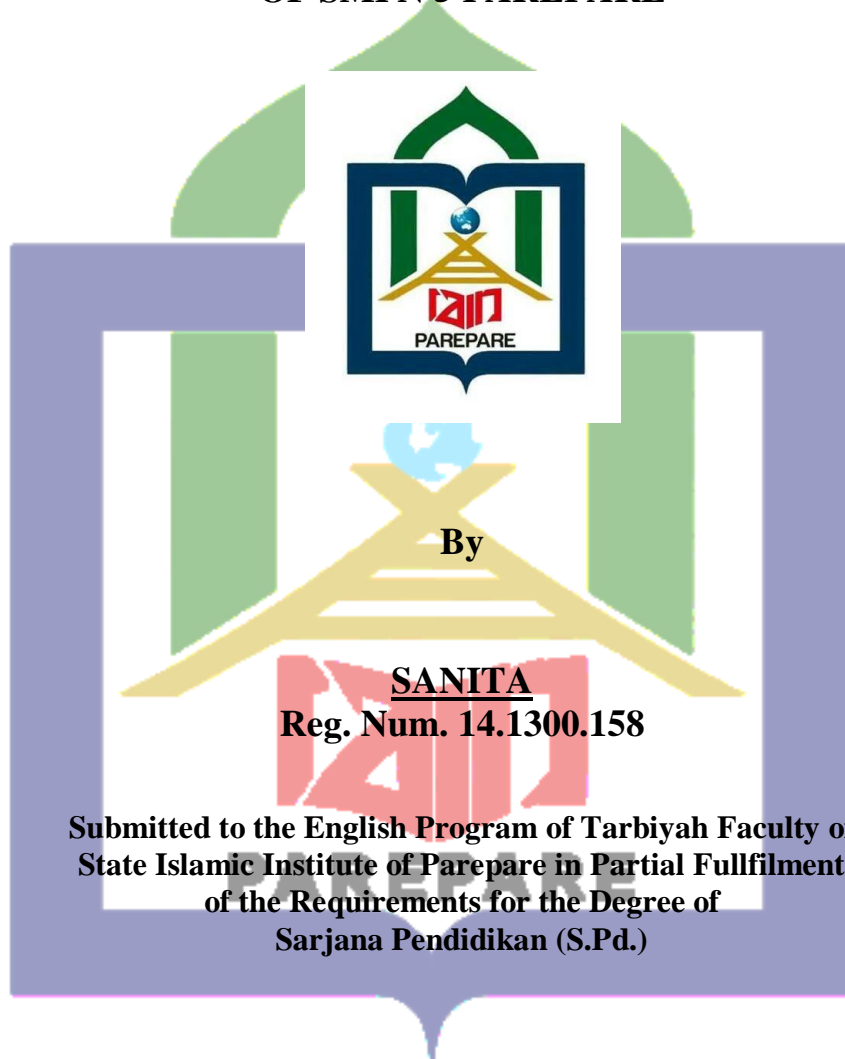OF SMPN 5 PAREPARE**

By

SANITA
Reg. Num. 14.1300.158

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fullfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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TARBIYAH FACULTY
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Skripsi

As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

English Program

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To

**ENGLISH PROGRAM
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STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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SKRIPSI

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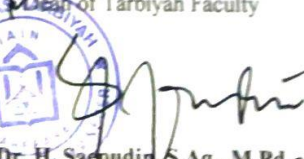
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Parepare, Desember 18th, 2018

The researcher

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DECLARATION OF THE AUTHENTICITY OF THE RESEARCH

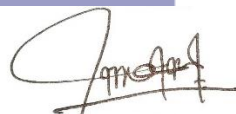The writer who signed the declaration below:

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Stated that this skripsi was her own writing and if it can be proved that was copied, duplicated or complied by any other people, this skripsi and the degree that has would be postponed.

Parepare, Desember 18th, 2018

The Writer

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ABSTRACT

Sanita. *The Effectiveness of Using Cooperative Integrated Reading and Composition (CIRC) Technique to Improve Students' Reading Comprehension on Recount Text at The Second Year of SMPN 5 Parepare,* (Supervised by Syarifudin Tjali and Hj. Nanning).

In English learning process to reach the certain purpose, especially for the reading Comprehension need a suitable technique. Cooperative Integrated Reading and Composition (CIRC) technique is a suitable technique that can use in Reading learning. This technique can improve the reading Comprehension on recount text at the second year of SMPN 5 Parepare.

The design of the research was pre-experimental with one group pre-test and post-test design. There were three variables. They were dependent variable was reading comprehension, independent variable that use CIRC technique, and the control variable was recount text. The sample of this research was taken 20 students by using purposive sampling to take the sample. This research was six meetings, one meeting to pre-test, four meetings for treatment and one meeting to post-test.

The result of calculation of mean score pre-test of the student was 61,5 and the mean score of post-test was 74. It showed that the students' reading comprehension was improved. The data analysis showed that the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected. Which the t-test value (4,04) was higher than t-table value (2,093) with significance 5%. Based on the data analysis, the researcher concluded that the use of cooperative integrated reading and composition (CIRC) technique was able to improve students' reading comprehension on recount text at the second year of SMPN 5 Parepare

Keywords: CIRC technique, Reading Comprehension, Recount text.

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CHAPTER 1

INTRODUCTION

This chapter deals with background, problem statement, objective of the research, and significance of the research.

1.1 Background

Communication is the need essential for human being. Language is the tool of communication has an important role to reveal an intention to someone else. People will be able to express their through and feeling by using language. Basically, all human activities are closely related to language. Whether it is just conversing with friends, or in formal activities like school, college and even work. Language can be applied in many aspects, such as: education, society, politics, economics, and culture.

Language is the great ability of human being in developing the knowledge for their future. Language is used to deliver or convey ideas, thought, feeling, experiences, and desires. There are many languages in the word like French, English, Indonesian, Malaysian, Korean, Indian, Chinese, Japanese, etc. And English as international language to unite all of country in the word.

As international language, English is used by many countries in the word, English helped people in the word to communicate witch others in business, working, embassy relationship, etc. In Indonesia, English function is as a foreign language and one of Indonesian subject. As Indonesian subject teacher must really teach English until students understanding, and the way to master English student need to learn the

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four language skills are very important in English; they are listening, speaking, reading, and writing.[1]

Reading is one of four skills that has important role for the students. By reading, the students will get a lot of important information, can open the world and can make the students gain knowledge. The student, who want to advance by reading, can learn a new knowledge from everywhere. From the daily activity, from the situation, from books, newspaper, letters and many things we may know something new by reading.

Today almost all students only read the text but they do not to comprehend the text. Reading need more to comprehension. Reading comprehension is not only to know the meaning of the word but know what information or idea in the text.

The researcher did observe when teaching practice or PPL in SMPN 5 Parepare, the researcher found many problems in teaching English. First, the limitation of background knowledge students, in English so that they have a lack of vocabulary, second, the students had a low motivation to read, there is no appropriate learning technique, the learning technique is still conventional and also most of the student do not understand what they have read, and they do not get information because the skill reading still low.

Teaching reading comprehension can be done in many ways. The teacher can use some technique for learn the student reading comprehension, one of the techniques in reading is CIRC (Cooperative Integrated Reading and Composition). CIRC technique is a technique where the students' work in their teams on a variety of cooperative activities including partner reading, identification of main story elements,

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[1]Holt, Rinehart and Winston, 1982, *Understanding Reading*, (New York: New York Inc. 1951) p.1.

vocabulary and summarization activities, practice of reading comprehension strategies, and creative writing using a process writing approach. It means that, the students will be engaged in pairs, group discussion and whole class discussion activities, therefore the students would have much deeper understanding on the reading text they have read.

Based on the explanation above, the researcher is going to conduct a research entitled "The Effectiveness of using CIRC (Cooperative Integrated Reading and Composition) technique to improve students' reading comprehension on recount text at the second year of SMPN 5 Parepare".

1.2 Problem Statement

Considering the background above, the researcher formulate the problem statement as follow:

"Is the use of CIRC technique able to improve students' reading comprehension on recount text at the second year of SMPN 5 Parepare?"

1.3 Objective of the Research

Based on the problem statement above, the researcher states the objective of the research is to find out whether or not the use of CIRC technique able improve students' reading comprehension on recount text at the second year of SMPN 5 Parepare.

1.4 Significance of the Research

1.4.1 The teacher

Understanding the result of this research can give description to teacher how to teach reading to student by using CIRC technique and with application this strategy

can increase the teachers' professionalism because know various technique in teaching English.

1.4.2 The students

This research is aimed to motivate student to study English. It can help to develop students' reading comprehension and help student to understand easily about recount text using CIRC technique. This research is also aimed to improve student reading ability and active in learning process.

1.4.3 The school

The result of this research can create the innovation for the school to develop the teaching learning process and can created good quality for student output.
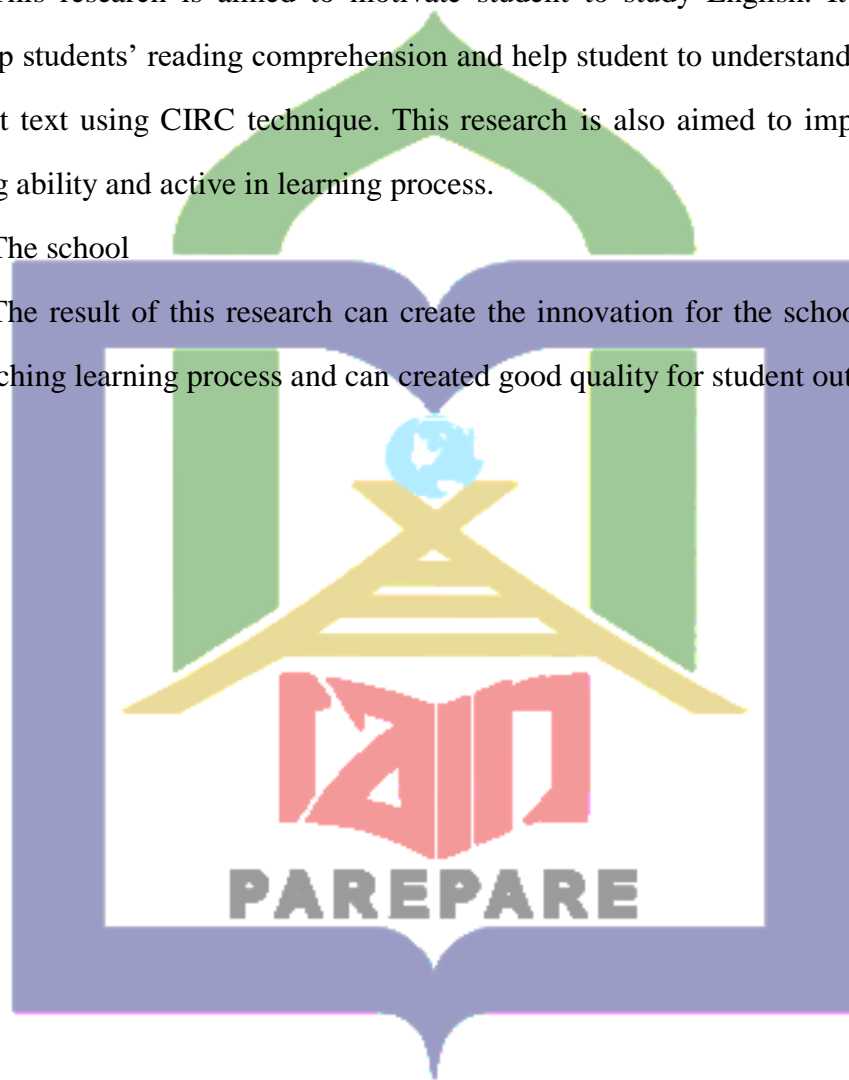
CHAPTER II
REVIEW OF RELATED LITERATURE

This part deals with some pertinent ideas, some previous related research finding, conceptual framework, hypothesis, variable and operational definition of variable.

2.1 Some Pertinent Ideas

2.1.1 The Concept of Reading

2.1.1.1 Definition of Reading

Reading is very important for human especially for students. By reading the student can get many information and knowledge. According to Anderson et. All, reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning[1]. It means that being able to read can make the reader get the message of the text and the knowledge of the reader can increase because he or she can understand the text.

According to Burns, reading is a way of sharing another person's insight, joys, sorrow, or creative endeavors[2].it mean that being able to read can make the reader understand and obtain the message from author than can know the feeling of the author.

According to Daiek, reading is an active process that depends on both author's ability to convey meaning using words and your ability to created meaning from

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[1]Kathy B.Grant, *Literacy Assessment & Instructional Strategies,* (America: Sage Publication, 2015), p.67

[2]Burns et.al, *Teaching Reading in Today's Elementary School,* (New York: Longman,1984) p.3

them[3]. Based on theory of Daiek, reading is the process that depend on the skill of the author to convey meaning in a text and how the author created the new word or sentence also the skill of reader for understand of the meaning from the author.

Allah say in holly Q.S. Al-alaq/96: 1-5.

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِي خَلَقَ(١)خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ(٢) ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ (٣) ٱلَّذِي عَلَّمَ بِٱلۡقَلَمِ (٤) عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ(٥)

Translation:
Proclaim! (or read), in the name of thy lord and cherisher, who created (1) created man, out of a leech like clot (2) proclaim! And thy lord is most bountiful (3) he who taught (the use of) the pen (4) taught man that which he knew not (5)[4].

From that verse, the first word is IQRA that mean read. This has a big meaning for us from this word we know that human's first life's interest is to read and with our ability be permit from Allah we can read everything and from that we know what we want.

Reading is essentially a thought process. The relationship of reading to thought was noted by Thorndike as early as in 1917. Reading is a process of getting meaning from word symbols. It is more than a mechanical process, even though mechanics are an essential part of process[5].

2.1.1.2 Kinds of Reading

According to tinker he divided three kinds of reading. There were consist of:

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[3]Anter Nancy, *Critical Reading for College and Beyond*, (New York: Mc Graw Hill, 2004), p.5

[4]Al- Qur'an, *Al-quran Tajwid Warna, Terjemah Perkata, Terjemah Inggris,* (Bekasi, Cipta Bagus Segara,2012), p.597

[5]Pramila Ahuja and G.C Ahuja, *Communication Skill How to Read Effectively and Efficiently,* (New Delhi: A starling Paperback, 2008), p.13

2.1.1.2.1 Reading Aloud

Reading aloud is a kind of reading where a reader expressed orally every word in the text. The purpose of reading aloud is to improve the students' ability in pronouncing the words, stressing the words and having a good intonation about every sentence in the passage.

Reading aloud is important and students should be taught to read aloud. He attend that all pupils should be tough to read aloud well enough to communicate satisfactorily with their listener, whether the purpose is to give pleasure, to provide information, to share an interesting item, or to illustrate some point under discussion. Reading aloud can be done in group or individually.

2.1.1.2.2 Silent Reading

Silent reading means reading the text by hear where there is no voiced is expressed. It's frequently practiced by a reader who wants to comprehend the text in reading comprehension process. The aims of this reading is to find out the meaning of the passages.

Reading silent needs a reader with deep attention to what is reading. To get the meaning given the text, a reader should have full concentration. While the students are reading silently, the teacher should control the class to give some help to the students when necessary. Its aim to help the students to find out the main ideas, or ideas stated explicitly.

2.1.1.2.3 Speed Reading

Speed reading is reading faster or read the text speedily to get the ideas and comprehend it at one. Speed reading has to run side by side with reading comprehension. The reader is required not to read faster but also to understand the

ideas. However, the rate speed of course depends on the kinds of reading material itself.

The rate of speed of reading a story or narration will be different from the reading scientific material. Reading scientific materials needs a creative thinking, but reading story or narration only need feeling and mind[6].

2.1.1.3 Purpose of Reading

The main purpose of reading is to find and obtain information from written sources. According Anderson there are seven purposes from reading:

2.1.1.3.1 Reading for detail or fact. For example, to find out the findings that have been made by the character, what the character has made, what has happened to a special character, or to solve problems created by the character.

2.1.1.3.2 Reading for main ideas. For example, to find out why it is a good and interesting topic, the problems found in the story, what the character learn or experience, and the summarizes the things the character does to achieve his goals.

2.1.1.3.3 Reading for sequence or organization. Reading aims to find out what is happening in each part of story, what happens first, second, third and the relationship between parts of the story.

2.1.1.3.4 Reading for inference. The reader is expected to feel something the author feel such as, finding and knowing why characters feel like their way, what

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[6]Brown, H.Doughlas, *Teaching by Principle An Interaction Language Pedagogy, Second Edition,* (San Francisco State University: Longman inc, 2011), P.308

the character wants to show changes, the qualities possessed by characters who make them succeed or fail

2.1.1.3.5   Reading for classify. Reading this type aims to find things that are not fair about something.

2.1.1.3.6   Reading for evaluate. This type of reading aims to find a success based on certain measures. Reading this type requires precision by comparing and tasting it again.

2.1.1.3.7   Reading for compare or contrast. The purpose of reading is to find ways, differences or similarities between two or more things[7].

2.1.1.4 Definition of Reading Comprehension

According to Jenkins and Larson, reading comprehension is believed to be an automatic outcome of accurate word recognition[8]. It means that reading comprehension is the result from the read automatic can get accurately the point of the text.

Reading is the meaningful interpretation of printed or written verbal symbols. Reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skill and knowledge of the word[9]. In this process the reader tries to create the meaning intended by writer. It means that in comprehending the text influenced by the reader's language skill and knowledge he has of the word.

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[7]Dalman, *Keterampilan Membaca*,(Jakarta: PT Rajagrafindo Persada, 2013), p.11

[8]Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability,* (New York, longman, 1980), p.6

[9]Albert J. Heriris and Edward R. Sipay, *How to Increase Reading Ability,* p.8

Reading with comprehension is variously defined by both practice and theory. Reading comprehension is sometimes defined by comprehension tests. If a test says it measures comprehension, whatever that test happens to measure becomes what the comprehension is supposed to entail.[10]

According to Ivar Braten & Helge Stromso, reading is often described as an interactive process, where comprehension is a result of joint efforts from the author and the reader. The author has to formulate the content so that it is interpretable, whereas the reader must mobilize the skills and knowledge needed to comprehend the text – a joint venture[11].

Snow defines reading comprehension as below explanation. Reading comprehension is the process of extracting and constructing meaning concurrently through interaction and involvement with written language. The words extracting and constructing are to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension[12].

Reading Comprehension is not just reading with a loud voice but reading is established to understand the meaning of the word, sentence, and paragraph. If the students just read loudly but cannot understand the content of the text, it means that they fail in comprehending the passage.

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[10]J. Estill Alexander et. Al, *Teaching Reading,* (Canada: Little, Brown & Company, 1979), p.133

[11]Elin Jorde Hansen, *Masteroppgave Reading Comprehention,* (2016), p.9

[12]Snow, C.C, *Reading for Understanding (Towards an R&D Program in Reading Comprehension),* (Santa Monica: RAND, 2002), p.11

2.1.1.5 Types of Reading Comprehension

Bos and Vaughn propose three types of comprehension. The first is textually explicit, in which the readers could find all information in the text. They do not need their background knowledge to understand the text because the meaning and information are stated clearly there. The second is textually implicit, the readers should use a bit of their background knowledge to understand the text because not all information is stated clearly. The background knowledge is necessary to help the readers comprehending the text. The last one is scriptually implicit, which force readers to use their background knowledge to understand a text. In this type, the meaning of the text is not stated explicitly[13].

2.1.1.6 Level of Reading Comprehension

There are three levels of comprehension according to Alaxander that term' levels' does not mean simply different degrees of difficulty but it refers to the attitude and reaction to what is read.

2.1.1.6.1 Literal Comprehension

The reader is getting only literal meaning, he is reading receptively and somewhat passively. He is trying to receive only word that the author has to say. This level comprehension involves surface meaning. Being about to read for literal meaning state ideas is influenced by one's mastery of vocabulary in context.

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[13]Bos, sc and Vaughn,s, *Strategis for Teaching Students With Learning and Behaviour Problem,* (7th edition, New Jersey: Person Education, 2009), p.314

2.1.1.6.2 Interpretative of Inferential Comprehension

Higher level of comprehension involves reading beyond or between lines. The reader brings knowledge and experience to the act of reading and draws the inferences. He must be able to read critically and analyze carefully what he has read. He also needs to see relationship among ideas, example, how ideas go together and also implied meaning of the ideas. Interpretive of comprehension include thinking process, such as: drawing conclusion, making generalization, and predicting outcomes.

2.1.1.6.3 Critical or Applied Reading Comprehension

For literature comprehension, the reader needs only to understand exactly what is stated to receive the author literal message. For higher level of comprehend the reader is involved in an interchange of ideas with the author and applied reading to life situation[14].

Reading is the ability to comprehend, not simply to recognize, letter, form, and symbol. Without comprehension, reading may prove to be almost useless. According to Mahmoed there are there level of reading comprehension, these are:

1. Literal reading is the ability to follow directions and understand exact words, meaning, and characters.

2. Aesthetic reading is the ability appreciate artistically the style and overall quality of what is being read.

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[14]Alexander, J.F. Still et.al, *Teaching Reading,* (3rd edition, New York: Scott Foresman, 1988), p. 186

3. Critical Reading consists of making factual distinctions between common ideas, facts, and opinion. This capability is needed for valid interpretation and analysis[15].

Dallman and other they identified three levels of comprehension: 1. Getting the facts, 2. Making inferences from what is read, 3. Applying what is read. Dallman described the first level as passive reading and other two levels as active reading. To read with passive comprehension, the reader need not attempt to solve any particular problem and only a minimum of past experiences is related to what is read. The reader is reading only to understand exactly what is stated, to receive the author's literal message. In reading with active comprehension, the reader is involved in an interchange of ideas with the author. He is reading for a specific purpose of his own and is involved in going beyond the surface meaning and message.

Willson and Hall also described comprehension as involving three levels of thinking. They labeled these levels as: 1. Literal understanding, 2. Interpretation, 3. Problem solving. Level one might be compared with Guilford's mental operations of cognition and memory. Level two would be similar to the operations termed convergent thinking, and level three to divergent thinking and evaluation[16].

2.1.2 Cooperative Integrated Reading and Composition (CIRC) Technique

2.1.2.1 Definition of CIRC Technique

Before the researcher defining CIRC, it is better to define the meaning of cooperative learning itself. Davidson said that cooperative learning is a method of

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[15] Mahmoed, Shah, *Research &Writing: A Complete Guide And Handbook,* (USA: Betterway Publication, 1992), p.102-103

[16]J. Estill Alexander et. Al, *Teaching Reading*, p.134

instruction that has students working together in groups, usually with the goal of completing a specific task. This method can help students develop leadership skills and ability to work with others as a team[17].

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in group and in which each learner is help accountable for his or her own learning and is motivated to increase the learning of others[18]. Isjoni also stated that cooperation is working together to accomplish shared goals. Within cooperative individual seek outcomes that are beneficial to them selves and beneficial to all other group members. Cooperative learning is the instructional use of small groups so that student work together to maximize their own and each other learning[19].

Citing Roger in Miftahul Huda stated that cooperative learning is a group learning activity organized in such a way that learning is based on the socially structured change of information between learners in group in which each learner is held accountable for their own learning and it motivates to increase the learning of others. From that definition, it can be told in another way that to increase and improve students' learning result is not only become teachers' responsibility but also it is students' responsibility. They have to work as a group in order to discuss or solve

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[17]Davidson, *Definition of Cooperative Learning,* (online), (http://givtedkids.about.com /od/ glossary/g/coop learning.htm, online 22 july 2018)

[18]J Richard, *Approaches and Methods in Leanguage Teaching.* (London: Cambridge university press,2001), p.192

[19] Isroni*, Cooperative Learning*. (Bandung:Alfabetha,2009), p.76

problem which is faced, so they are responsible not only to their own result but also the result of all their friends in learning process[20].

Cooperative Learning is a form of learning with the way students learn and work in small group in collaborative whose members consist of four to six people with the structure of the group is heterogeneous[21].it means that in group consist some student that have different background and idea about something so it make students work together and share their information one each other.

Based on the statement above the researcher can conclude the cooperative leaning is learning model where the student divided into some group, the student work together and not study individually so students can share their information one each other .

Based on the study of Slavin cooperative learning can summarized as follow:

1. Student Team-Achievement Division (STAD)

2. Team Games-Tournament (TGT)

3. Jigsaw

4. Team Accelerated Instruction (TAI)

5. Cooperative Integrated Reading and Composition (CIRC)[22].

CIRC is abbreviated from Cooperative integrated Reading and Composition. CIRC is a comprehensive reading and writing program. Within cooperative terms of

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[20] Miftahul Huda, *Cooperative Learning (Metode, Teknik, Struktur, dan Model Terapan).* (Yogyakarta: Pustaka Pelajar, 2011).

[21] Rusman, *Model-model Pembelajaran (Mengembangkan Profesionalisme Guru)*, (Jakarta:Raja Grafindo Persada, 2011), p.202

[22] Robert E.Slavin, *Cooperative Learning: Theory, Research and Practice*, terj. NarulitaYusron, *Cooperative Learning: Teori, Riset dan Praktik* (Bandung: Penerbit Nusa Media, 2005) p.11

four, students work to understand the main idea of story and work through the writing process. In addition CIRC are principle and technique are tools which teachers use to encourage mutual helpfulness in the group working. In this process the students can help one each other in certain purpose. Usually the student can accept lesson easily from their friends than from the teacher.

Erhan Stated that Cooperative integrated reading and composition (CIRC) technique, one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing technique [23].

Institutes of Education Science state about definition of Cooperative Integrated Reading and Comprehension as follows:

"A cooperative Integrated Reading and Composition is a comprehensive reading and writing program for students. It includes story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities. Pair of students (grouped either by across ability levels) read to each other, predict how stories will end, summarize stories, write response, and practices spelling, decoding and vocabulary".[24]

Slavin defines CIRC technique as a teaching technique that focuses on reading and writing to realize comprehensive program. Novel or story are used to

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[23] Erhan Durukan, "Effects of Cooperative Integrated Reading and Composition (CIRC) technique on reading-writing skill", Educational Research and Reviews vol.6 (1), pp.102-109, (Januari 2011), http://www.academicjournals.org/ERR.

[24] Institute of Education Sciences, *Cooperative Integrative Reading and Composition,* June 2012. P.1

accommodate students' improved in reading and writing skill. This technique is different from other cooperative technique since students take part in teacher's activity to check students understanding.[25]

Based on the definition above, the researcher can conclude that CIRC is the program for student designed to improve reading comprehension, writing and language art. In CIRC assign students two to four member heterogeneous learning teams in which they work together to help each other to learn academic material.

2.1.2.2 Components of CIRC

CIRC model according to Slavin has eight components. The eight components include:

2.1.2.2.1 Teams, namely the formation of a heterogeneous group consisting of 4 or 5 students;

2.1.2.2.2 Placement Test, for example, is obtained from the average value of daily tests based on previous or grades that teachers know the strengths and weaknesses of students in a particular field;

2.1.2.2.3 Student Creative, perform the task in a group to create a situation where individual success is determined or influenced by the success of the group;

2.1.2.2.4 Team Study, the stage of learning actions to be implemented by the group and the teacher gives assistance to groups that need it;

2.1.2.2.5 Team Leading Scorer and Team Recognition, namely the scoring on the work group and provide criteria for the award of the brilliantly successful group and a group that is seen as less successful in completing the task;

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[25] Robert E.Slavin, *Cooperative Learning: Theory, Research and Practice*, terj. Narulita Yusron, *Cooperative Learning: Teori, Riset dan Praktik,* p.16

2.1.2.2.6 Teaching Group, which provides a brief matter of teachers towards group work;

2.1.2.2.7 Facts Test, namely the implementation of test or quiz based on facts obtained by the students;

2.1.2.2.8 Whole-class Units, namely providing a summary of the material by the teacher at the end of time learning with problem-solving strategies[26].

2.1.2.3 Principle of CIRC

CIRC is conducted based on the several principles in teaching and learning process Slavin mentions four principles of CIRC involving effective use of follow-up activities, oral reading, reading comprehension activities, and writing processes.

2.1.2.3.1 Follow–up Activities. While the teacher is working with one reading group, the other students in the class should be occupied with activities they can complete with minimal teacher directions. Students work within cooperative teams on these activities, which are coordinated with reading-group instruction, in order to meet objectives in such areas as reading comprehension, vocabulary, decoding, and spelling. Students are motivated to work with one another on these activities by the use of a cooperative reward structure in which they may earn certificates or other recognition based on the learning of all team members.

2.1.2.3.2 Oral Reading. Oral reading is a reading aloud activity which can increase students' ability to decode more automatically and therefore focus more on comprehension. In CIRC, students will get more opportunities to read aloud

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[26]Robert E.Slavin, *Cooperative Learning: Theory, Research and Practice*, terj. NarulitaYusron, *Cooperative Learning: Teori, Riset dan Praktik,* p. 205

and receive feedback on their reading by having students read to teammates and by training them on how to respond to one another's reading.

2.1.2.3.3 Reading Comprehension Skills. CIRC uses cooperative teams to help students learn applicable reading comprehension skills such as summarizing, questioning, clarifying and predicting skills. Students also learn the critical features of texts. For example, students will learn characters, setting, problems, and solutions in narrative texts. Students in CIRC also make and explain predictions about how problems will be resolved and summarize main elements of stories to one another, both of which are activities found to increase reading comprehension. Students receive direct instruction in such comprehension fostering strategies and metacognitive strategies.

2.1.2.3.4 Writing and Language Arts. It designs, implements, and evaluates a writing-process approach to writing and language arts that would make extensive use of peers. Peer response groups are a typical component of most writing-process models, but peer involvement is rarely the central activity. In CIRC, students plan, revise, and edit their compositions in close collaboration with teammates. Language mechanics is completely integrated with and subordinated to writing, and writing is integrated with reading comprehension instruction both by the incorporation of writing-process activities in the reading program and by the use of newly learned reading comprehension skills in writing instruction.[27]

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[27]Robert E.Slavin, *Cooperative Learning: Theory, Research and Practice*, terj. Narulita Yusron, *Cooperative Learning: Teori, Riset dan Praktik,* p. 105

2.1.2.4 The Steps of CIRC

Agus Suprijono describes the steps of CIRC that students are formed as group to give opinion toward expression. The steps are:

2.1.2.4.1 Researchers explains CIRC (Cooperative Integrated Reading and Composition) technique process

2.1.2.4.2 Researchers explain the subject.

2.1.2.4.3 Researchers make groups which consist of 4-5 students, Slavin states if teacher uses reading groups, students are divided into groups based on their ability level which could be determined by the teacher.

2.1.2.4.4 Researchers give an issue/reading text of recount text. Slavin also states that story is introduced and discussed in reading group then the teacher determines the purpose of reading, introduces new vocabulary items, and discusses the story.

2.1.2.4.5 The student's cooperative in reading a text each other and found the main idea. The other students give commands to the issue and it is written in pieces of paper.

2.1.2.4.6 The researcher asks students to read result of their work.

2.1.2.4.7 The researcher makes a conclusion.[28]

2.1.2.5 The Advantages of CIRC

1. Increase student opportunities to read aloud and receive feedback on their reading.

2. Train the students to respond to one another's reading.

3. The students learn broadly applicable reading comprehension skill

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[28]Agus Suprajino, *Cooperative Learning Teori & Aplikasi PAIKEM*, (Yogyakarta: Pustaka Pelajar, 2009), p.130-131

4. Increase reading comprehension of low-achieving students.

2.1.3 Recount Text

2.1.3.1 Definition of recount text

According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tenses that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.[29]

According to Joko recount text is a text that tells someone's past experience in a chronological order[30]. Variants of recount can occur and they can be combined with other text types. For example, newspaper 'reports' on an event often consist of a recount of the event plus elements of explanation or other text types.

2.1.3.2 Types of Recount Text

There are some types of recount text, as follow:

2.1.3.2.1 Personal recount text Personal recount is Retelling an activity that the researcher has been personally involved in and may be used to build the relationship between the researcher and the reader.

2.1.3.2.2 Factual recount Factual recount is reporting the factual of an incident by reconstructing factual information.

2.1.3.2.3 Imaginative recount is applying factual knowledge to an imaginary role in order to interpret and recount events.

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[29]Ken Hyland, *Genre and Second Language Writing,* (The United State of America: The University of Michigan Press, 2004), p.29

[30]Siswanto,J.dkk, *let's talk VII,* (Bandung: Pakar Raya, 2005), p.202

2.1.3.2.4 Procedural recount is recording the steps in an investigation or experiment thereby providing the basis for reported results or findings.

2.1.3.2.5 Literary recount is to retell a series of events for the purposes of entertaining[31].

2.1.3.3 The Generic Structure of Recount Text

2.1.3.3.1 Orientation

This part consists of introduction the participant, place and time. This part provides the reader with background information needed to understand the text. The first paragraph gives background information about who, what where, and when.

2.1.3.3.2 Sequence of Events

Telling what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and evaluative remarks, which are interspersed throughout the record of events.

2.1.3.3.3 Re-orientation

This part consists of a summary statement and the sequence of events or retell about what happened in the end.

2.2 The Previous Related finding

There are some previous research findings which related with this research, such us:

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[31]Department for Educational and Child Development Journal, *Engaging in Exploring Recount Writing,* http;//www.decd.sa.gov.au/literacy/files/links/recount_writing_june_2012

2.2.1 Yusnika Murti Ayu in her research the implementation of CIRC (Cooperative Integrated Reading and Composition) technique to improve students' reading narrative text in the second grade of junior high school 7 Bandar Lampung. The score of experimental class pre-test was 61,02 and the post-test was 71,76. It could be seen that the improvement of students' reading ability was 10.74. Besides, the result of computation showed that t-ratio was higher than t-table (12,522 > 2.032). Based on the data above, its means that CIRC improves students' reading narrative text[32].

2.2.2 Nurul Taqwa entitle Applying cooperative integrated reading and composition (CIRC) method of cooperative learning to improve reading ability to the eight year students of MTsN Parepare. The technique of data analyses used quantitative and qualitative analyses. The result of the research found that the means score result of reading test for Cycle I is 65,17 and the Cycle II is 74,13. Base on the data, the result of the research conclude that the reading ability can improve trough applying CIRC method of cooperative learning[33].

2.2.3 Eko Wahyu Darmawan in his research the comparison CIRC (Cooperative Integrated Reading and Composition) and jigsaw to teach recount text (an experimental research at 11th grades students of SMAN 1 Pegandon in the academic year of 2014/2015). In the pre-test, the mean score of the experimental group was 77,65, while the control group was 77,52. The result of

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[32]YusnikaMurtiAyu, "The Implementation of CIRC (Cooperative Integrated Reading and Composition) Technique to Improve Students' Reading Narrative Text in the Second Grade of Junior High School 7 Bandar Lampung" (Skripsi: Universitas Lampung, 2017).

[33]Nurul taqwa, "Applying Cooperative Integrated Reading and Composition (CIRC) Method of cooperative learning to improve reading ability to the eight year students of MTsN Parepare" (Skripsi: Tarbiyah Departement of STAIN Parepare, 2013)

post-test of the experimental group was 92,94 and the control one was 82. There was an improvement between the result of pre-test and post-test's score, so it could be concluded that both of CIRC and Jigsaw were affective enough to teach recount text[34].

Based on the previous related research finding above, the researcher found some different and similarity with this research. In Yusnika Murti Ayus' research have the same technique in teaching reading that is CIRC technique but it has different focus which are the research by Yusnika Muti Ayu focused on narrative text whereas this research focused on recount text. The next previous related research finding by Nurul Taqwa, the similarity between this research and her research are using CIRC technique for teaching reading and the different is the improvement focus in which the research by Nurul Taqwa focused to improve the student reading ability whereas this research focused to improve the student reading comprehension. The last previous related research finding by Eko Wahyu Darmawan, the similarity between this research and his research are the same focus that is recount text and the different is this research focused to apply CIRC technique to improve student reading comprehension whereas the research by Eko Wahyu Darmawan focused to compare the CIRC Technique with another technique that is jigsaw technique.

In line with the previous research, the researcher would like to implement CIRC technique to improve students' reading comprehension on recount text at the

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[34]Eko Wahyu Darmawan, "The Comparison CIRC (Cooperative Integrated Reading and Composition) and Jigsaw to Teach Recount Text (An Experimental Research at 11th Grades Student of SMAN 1 Pegandon in the Academic Year of 2014/2015)",(Skripsi: Faculty of Language and Arts of Universitas Negeri Semarang, 2015).

second year of SMPN 5 Parepare. The researcher conducts a quantitative research in order to find out whether CIRC technique affective to improve students' reading comprehension on recount text.

2.3 Conceptual Framework

The conceptual framework of this research the following bellow:

INPUT	**PROCESS**	**OUTPUT**
English Material in the form of recount text	Teaching reading by using CIRC technique	Students' Reading Comprehension
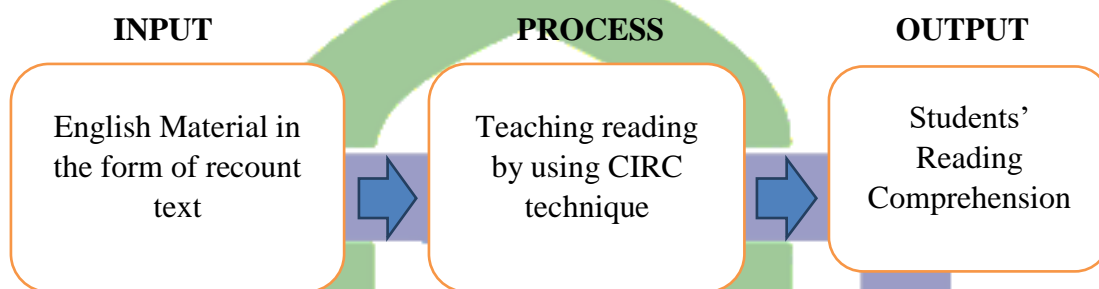
In the conceptual framework above, there are three elements as followed:

Input   : This section refers to the material that was given.

Process   : This section is the process. It will applied teaching by using CIRC technique in teaching and learning process in the class.

Output   : This section refers to the students' reading comprehension after using CIRC technique.

2.4 Hypothesis

Formulation of research hypothesis:

H_0: The use of CIRC technique is not able to improve students' reading comprehension on recount text at the second years of SMPN 5 Parepare.

H_a: The use of CIRC technique is able to improve students' reading comprehension on recount text at the second years of SMPN 5 Parepare.

2.5 Variable and Operational of Definition

2.5.1 Variable

There were three kinds of variable in this research, independent variable, dependent and control variable. The dependent variable in this research was reading comprehension. This variable was the factor which is observed and measured to determine the effect of independent variable. In this research, the independent variable was the CIRC technique, whereas the control variable was made in order to the influence of independent variable toward dependent variable was not influenced by another factor. In this research, control variable was recount text.

2.5.2 Operational Definition of Variable

2.5.2.1 Reading comprehension as dependent variable is the students' ability to comprehend the reading text after treatment as a result of independent variable.

2.5.2.2 The CIRC technique is one of models in cooperative learning. This technique is use in reading learning which consist some group with the structure of the group is heterogeneous.

2.5.2.3 Recount text is writing text which has function to retell events for the purpose of informing or entertaining.

CHAPTER III
RESEARCH METHODOLOGY

This chapter deals with research design, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

3.1 Research Design

The design of this research was pre-experimental with one group pre-test and post-test design. The design was presented as follow:

$$O_1 \quad X \quad O_2$$

Where:

O_1 : Pre-test

X   : Treatment

O_2 : Post-test[1]

3.2 Location and Duration of the Research

The location of this research would be conducted of class VIII at SMPN 5 Parepare and the researcher would take one month for doing this research.

3.3 Population and Sample

3.3.1 Population

The population of this research was all the second year student of SMPN 5 Parepare in academic year 2018/2019.

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[1] Sugiono, *Metode Penelitian Pendidikan* (cet.XX; Bandung: Alfabeta ,2014) p. 111

Table 3.1 the total of second year of student of SMPN 5 Parepare

No.	Class	Male	Female	F
1	VIII $_1$	7	13	20
2	VIII$_2$	12	8	20
3	VIII$_3$	11	9	20
4	VIII$_4$	12	8	20
5	VIII$_5$	9	11	20
6	VIII$_6$	12	8	20
7	VIII$_7$	9	11	20
	Total	69	71	140

(source: Administration of SMPN 5 Parepare)

3.3.2 Sample

The researcher used technique purposive sampling to take sample of this research. The researcher chose the class VIII$_2$ based at the instance and recommendation from the teacher, because the students' reading skill in the class was low. The total of sample was 20 students.

3.4 Instrument of the Research

The instrument of the research was a test in the form reading a paragraph in recount text that applied in pre-test and post-test. The pre-test had the aims to know the students' reading comprehension before giving treatment through the CIRC and

post-test had the aims to know the students' reading comprehension after giving treatment through the CIRC technique.

3.5 Procedure of Collecting Data

The procedures of the research are described as follows:

3.5.1 Pre-test

The researcher gave the students test, the material in the test was about recount text before giving the treatment by using CIRC technique. The test was given to find out the students' reading comprehension before presented the material.

3.5.2 Post-test

After applied CIRC in teaching reading, the researcher gave the student post-test to find the result of the treatment to measure students' reading comprehension on recount text.

3.6 Treatment

After Gave the pre-test, the researcher used CIRC technique to improve reading comprehension of the student for four meetings.

3.6.1 The First Meeting

3.6.1.1 The researcher opened the class by greeting and prayed before study than the researcher checked the students' attendance.

3.6.1.2 The researcher asked to the student "do you have unforgettable moment or experience?"

3.6.1.3 The researcher asked some student to tell they experience.

3.6.1.4 The researcher explained about recount text.

3.6.1.5 The researcher divided students in some group heterogeneous and each group consist of 4-5 students.

3.6.1.6 The researcher gave recount text to each group.

3.6.1.7 The researcher gave the opportunity to all members of the group to read the text, discuss about the meaning of the text and write the main idea.

3.6.1.8 The researcher gave list of the vocabulary to the students.

3.6.1.9 The researcher chose one student from each group to read the result from their group about the text in front of the other group.

3.6.1.10 The researcher gave some correction.

3.6.2 The Second Meeting

3.6.1.1 The researcher opened the class by greeting and prayed before study than the researcher checked the students' attendance.

3.6.1.2 The researcher gave explanation about the lesson before

3.6.1.3 The researcher divided students in some group heterogeneous and each group consist of 4-5 students every group.

3.6.1.4 The researcher gave recount text to each group.

3.6.1.5 The researcher gave the opportunity to all members of the group to read the text, discuss about the meaning of the text and write the main idea

3.6.1.6 The researcher gave list of the vocabulary to the students.

3.6.1.7 The researcher chose one student from each group to read the result from their group about the text in front of the other group.

3.6.1.8 The researcher gave some correction

3.6.2 The Third Meeting

3.6.1.1 The researcher opened the class by greeting and prayed before study than the researcher checked the students' attendance.

3.6.1.2 The researcher gave explanation about the lesson before

3.6.1.3 The researcher divided students in some group heterogeneous and each group consist of 4-5 students every group.

3.6.1.4 The researcher gave recount text to each group.

3.6.1.5 The researcher gave the opportunity to all members of the group to read the text, discuss about the meaning of the text and write the main idea.

3.6.1.6 The researcher gave list of the vocabulary to the students.

3.6.1.7 The researcher chose one student from each group to read the result from their group about the text in front of the other group.

3.6.1.8 The researcher gave some correction.

3.6.2 The Fourth Meeting

3.6.1.1 The researcher opened the class by greeting and prayed before study than the researcher checked the students' attendance.

3.6.1.2 The researcher gave explanation about the lesson before

3.6.1.3 The researcher divided students in some group heterogeneous and each group consist of 4-5 students every group.

3.6.1.4 The researcher gave recount text to each group.

3.6.1.5 The researcher gave the opportunity to all members of the group to read the text, discuss about the meaning of the text and write mean idea.

3.6.1.6 The researcher gave list of the vocabulary to the students.

3.6.1.7 The researcher chose one student from each group to read the result from their group about the text in front of the other group.

3.6.1.8 The researcher gave some correction.

3.7 Technique of analysis Data

The data collected through Pre-test and post-test, the following procedure was use:

3.7.1 Scoring the Students' Answer

$$score = \frac{Students\ Correct\ Answer}{The\ Total\ Number\ of\ Total\ Item} \times 100\%$$

3.7.2 Classified the score into five level Classification is a follow:

No	Score	Classification
1.	86-100	Very Good
2.	71-85	Good
3.	56-70	Fair
4.	41-55	Poor
5.	< 40	Very Poor[2]

3.7.3 Calculating the rate percentage of the students score:

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

Where:

P = Percentage

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[2]SuharsimiArikunto, *Dasar-Dasar Evaluasi Pendidikan,* (Cet.I; Jakarta: Bina Aksara, 2009), p. 245

F = Frequency

N = Total Number of Sample[3].

3.7.4 Finding out the mean score will use the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X = Mean

$\sum$ = Total Score

N = Total Number of Sample[4].

3.7.5 Finding out the standard deviation by using the following formula:

$$SD = \sqrt{\frac{X1^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where:

SD $\quad$ = Standard Deviation

$\sum X_1^2$ $\quad$ = The Sum of Score

$(\sum X1)^2$ = The Square of the Sum of the Score

N $\quad$ = The total number of the object[5].

3.7.6 Finding the significance between the mean score and pre-test and post-test by calculating the value of the test:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - (\frac{(\sum D)^2}{N})}{N(N-1)}}}$$

Where:

t $\quad$ = test of significance

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[3] L.R.Gay, *Education Reasearch (Competencies for Analysis and Application),* (Second Adition; Columbus: A Bell & Howell Company, 1981), p.298

[4] L.R.Gay, *Education Research (Competencies for Analysis and Application), p. 298*

[5] L.R.Gay, *Education Research (Competencies for Analysis and Applicational),* p.298

D   = the mean score of difference (X1 -X2)

$\sum$D   = the sum of the total score

$(\sum D)^2$ = the square of the sum score of difference

N   = total the Sample[6].

3.7.7   Criteria of testing hypothesis

The statistical hypothesis in this research is as follows:

$$h_o = \mu_1 = \mu_2$$

$$h_a = \mu_1 > \mu_2$$

To test the hypothesis, the researcher will use one-tailed test, with 0,05 level of significance.

3.7.7.1 If t-table < t-test, H_a is accepted and H_o is rejected. It means that the use of Cooperative Integrated Reading and Composition technique is able to improve students' reading comprehension on recount text.

3.7.7.2 If t-table> t-test, H_o is accepted and H_a is rejected. It means that the use of Cooperative Integrated Reading and Composition technique is unable to improve students' reading comprehension.

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[6]L.R.Gay, *Education Research (Competencies for Analysis and Applicational)*, p.331

CHAPTER IV
FINDING AND DISCUSSION

This chapter deals with findings, data analysis and discussion. Result of the data was presented in findings (description of the research) and further explained in data analysis technique and discussion.

4.1 Findings

The finding of this research deals with the classification of students' pre-test and post-test. To find out the answer of the research question in the previous chapter it was "Is the use of CIRC technique able to improve students' reading comprehension on recount text at the second year of SMPN 5 Parepare?". The researcher gave a twice test in pre-test and post-test. The pre-test was given before treatment to know the students' reading comprehension before giving the treatment and post-test was given after treatment to know the students' reading comprehension after giving the treatment.

4.1.1 The result of students' score were taught by using Cooperative Integrated Reading and Composition (CIRC) technique

In this part discuss about the result of data analysis about the improvement students' reading comprehension through CIRC technique of SMPN 5 Parepare:

4.1.1.1 The students' score in pre-test

The researcher conducted pre-test in order to know students' comprehension before the treatment. The data of pre-test score can be seen in the table below:

Table 4.1 The students' scores of pre-test

No	Students	Pre-test of the students (X_1)		
		Score (X)	X^2	Classification
1.	Abdul Wahab	65	4225	Fair
2.	Ahmad Wahyu	55	3025	Poor
3.	Akbar	50	2500	Poor
4.	Apriliana	70	4900	Fair
5.	Arif Febriawan Saputra	55	3025	Poor
6.	Elvis	60	3600	Fair
7.	Farlan	40	1600	Very Poor
8.	Hera Khaeratunnisa	75	5625	Good
9.	Humaera	70	4900	Fair
10.	Izmi Ulfiyah	75	5625	Good
11.	Muhammad Zakir Fikri	65	4225	Fair
12.	Muh. Reizal	60	3600	Fair
13.	Muh. Reski Fauzy Gustian	80	6400	Good
14.	Muh. Taqwin Maulana	50	2500	Poor
15.	Nabila Ramadani	70	4900	Fair
16.	Putri Wulansari	60	3600	Fair
17.	Rahmat Hidayat	40	1600	Very Poor
18.	Ramlang	55	3025	Poor
19.	Sri Yuliana	70	4900	Fair
20.	Tasya Aprilianti	65	4225	Fair
	$\sum$	1230	78000	

Based on the table above, showing the result of students' score before giving treatment through CIRC technique. There was two students in very poor classification, five students in poor classification, ten students in fair classification, three students in good classification, no one student in very good classification. Total score in pre-test was 1230. It means that some students have good reading comprehension. But, most of the students gained fair score. The following are process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of the table 4.1.

Firstly, the researcher calculated the mean score of pre-test

$$X = \frac{\sum X}{n}$$
$$= \frac{1230}{20}$$
$$= 61,5$$

Thus, the mean score (X_I) of pre-test is 61, 5

Based on the result of the pre-test, the data showed that the mean score of pre-test was 61, 5. From that analyzing, it means that students' reading comprehension was low because most of student gained fair score.

Secondly, the researcher calculated the standard deviation of the pre-test

$$SD = \sqrt{\frac{X1^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{78000 - \frac{(1230)^2}{20}}{20-1}}$$

$$SD = \sqrt{\frac{78000 - \frac{1512900}{20}}{19}}$$

$$SD = \sqrt{\frac{78000 - 75645}{19}}$$

$$SD = \sqrt{\frac{2355}{19}}$$

$$SD = \sqrt{124}$$

SD = 11, 13

Thus, the result of standard deviation of pre-test is 11, 13

Standard deviation (SD) of the pre-test was 11, 13, it could be seen that the students' reading comprehension were good but most of the students in fair classification.

4.1.1.2 The students' score in post-test

The researcher also gave post-test to know students' reading comprehension after the treatment. The data of post-test score can be seen in the table below:

Table 4.2 The Students score in post test

No	Students	Post-test of the students (X_2)		
		Score (X)	X^2	Classification
1.	Abdul Wahab	75	5625	Good
2.	Ahmad Wahyu	75	5625	Good
3.	Akbar	65	4225	Fair
4.	Apriliana	80	6400	Good
5.	Arif Febriawan Saputra	75	5625	Good
6.	Elvis	75	5625	Good
7.	Farlan	40	1600	Very Poor

The next of table 4.2

No.	Students	Post-test of the Student (X_2)		
		Score (X)	X^2	Classification
8.	Hera Khaeratunnisa	90	8100	Very Good
9.	Humaera	80	6400	Good
10.	Izmi Ulfiyah	90	8100	Very Good
11.	Muhammad Zakir Fikri	70	4900	Fair
12.	Muh. Reizal	75	5625	Good
13.	Muh. Reski Fauzy Gustian	95	9025	Very Good
14.	Muh. Taqwin Maulana	55	3025	Poor
15.	Nabila Ramadani	75	5625	Good
16.	Putri Wulansari	80	6400	Good
17.	Rahmat Hidayat	55	3025	Poor
18.	Ramlang	75	5624	Good
19.	Sri Yuliana	75	5625	Good
20.	Tasya Aprilianti	80	6400	Good
	$\sum$	1480	112600	

(Data source: the students' score in post-test)

Based on the table above, showing the result of students' score after giving treatment through CIRC technique. There is one student in very poor classification, two students in poor classification, two students in fair classification, twelfth students in good classification, and three students in very good classification. Total score in post-test was 1480. It means that after giving treatment the students' reading comprehension in good category. The following are process of calculation to find out

the mean score and the standard deviation based on the calculation of students' score in post-test of the table 4.2

Firstly, the researcher calculated the mean score of the pre-test:

$$\text{X} = \frac{\Sigma X}{n}$$

$$= \frac{1480}{20}$$

$$= 74$$

Thus, the mean score (X_I) of post-test is 74

Based on the result of the pre-test, the data showed that the mean score of post-test was 74. From that analyzing, it means that students' reading comprehension was good after giving the treatment.

Secondly, the researcher calculated the standard deviation of the post-test:

$$SD = \sqrt{\frac{X2^2 - \frac{(\Sigma X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{112600 - \frac{(1480)^2}{20}}{20-1}}$$

$$SD = \sqrt{\frac{112600 - \frac{2190400}{20}}{19}}$$

$$SD = \sqrt{\frac{112600 - 109520}{19}}$$

$$SD = \sqrt{\frac{3080}{19}}$$

$$SD = \sqrt{162,10}$$

$$SD = 12,73$$

Thus, the result of standard deviation of post-test is 12, 73

Standard deviation (SD) of the post-test was 12, 73, it could be seen that the students' reading comprehension were good category

4.1.1.3 The result of the pre-test and post-test were presented in following:

To know more the mean score of the students on pre-test and post-test, there were descriptive table below:

Table 4.3 The Mean score and standard deviation of the pre-test and post-test.

Test	Mean Score	Standard Deviation (SD)
Pre-test	61, 5	11, 13
Post-test	74	12, 73

(Data' source: the mean score and standard deviation of the pre-test and post-test)

Based on the table above,indicates that there was improvement while doing pre-test up to the post-test. Before the treatment in pre-test, the students' reading comprehension got the mean score 61, 5 and standard deviation (SD) 11,13 while after the treatment in post-test the students' reading comprehension got the mean score 74 and standard deviation (SD) 12,73. It proved that there was an improvement to the students' reading comprehension by using cooperative integrated reading and composition (CIRC) technique.

4.1.1.4 The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.4 the rate percentage of the frequency of the pre-test and post-test

NO	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Very good	86-100	0	3	0 %	15 %
2.	Good	71-85	3	12	15 %	60 %
3.	Fair	56-70	10	2	50 %	10 %
4.	Poor	41-55	5	2	25 %	10 %
5.	Very Poor	≤ 40	2	1	10 %	5 %
	Total		20	20	100%	100%

(Data' source: the rate percentage of the frequency of the pre-test and post-test)

Based on the result of data in the table 4.2, the researcher found that from 20 students there are ten students was got fair qualification and it was high percentage 50%, the poor score percentage was 25%, very poor score percentage was 10% and good score was 15%, no one student got very good qualification. It means that the students' reading comprehension after was given pre-test still low because most of the students have in fair classification. Where the percentage of post-test indicated that there was increasing percentage of the students because there were 60% in good classification, the fair score percentage 10%, the poor score percentage was 10%, very poor score percentage was 5% and the student got very good qualification was 15%. It means that there was an increasing percentage after doing the treatment.

4.1.1.5 The Overall result of pre-test and post-test

To know more the overall result of pre-test and post-test, there were descriptive table below:

Table 4.5 The Overall result of pre-test and post-test

Students	Experiment Class	
	Pre-test	Post-test
Abdul Wahab	65	75
Ahmad Wahyu	55	75
Akbar	50	65
Apriliana	70	80
Arif Febriawan Saputra	55	75
Elvis	60	75
Farlan	40	40
Hera Khaeratunnisa	75	90
Humaera	70	80
Izmi Ulfiyah	75	90
Muhammad Zakir Fikri	65	70
Muh. Reizal	60	75
Muh. Reski Fauzy Gustian	80	95
Muh. Taqwin Maulana	50	55
Nabila Ramadani	70	75
Putri Wulansari	60	80
Rahmat Hidayat	40	55
Ramlang	55	75
Sri Yuliana	70	75
Tasya Aprilianti	65	80
$\sum$	1230	1480

(Data' source: experiment class of pre-test and post-test)

The table showed that there were differences between the pre-test and post-test result. The students got an improvement by gaining score before and after the treatment. It means that the students got improvement in their ability test after learning English by using cooperative integrated reading and composition (CIRC) technique. The improvement could be measured by taking a look the total score in the pre-test and post-test. The score of pre-test is 1230, it is included "fair category" and the total score of post-test after the treatment is 1480, it is included "good category".

4.1.2 The implementation of using cooperative integrated reading and composition (CIRC) technique to improve students' reading comprehension on recount text for the second year of SMPN 5 Parepare.

This part discusses the result of data analysis about the effectiveness of using cooperative integrated reading and composition (CIRC) technique to improve students' reading comprehension on recount text for the second year of SMPN 5 Parepare.

4.1.2.1 T-Test Value

To know more the t-test analysis, there were the descriptive table of the worksheet of calculated of the score pre-test and post-test below:

Table 4.6 The Worksheet of calculated of the score pre-test and post-test

Students	Pre-test (X_1)	Post-test (X_2)	D (X_2-X_1)	D (X_2-X_1)^2
Abdul Wahab	65	75	10	100
Ahmad Wahyu	55	75	20	400
Akbar	50	65	15	225

The next of table 4.6

Students	Pre-test (X_1)	Post-test (X_2)	D (X_2-X_1)	D $(X_2-X_1)^2$
Arif Febriawan Saputra	55	75	20	400
Elvis	60	75	15	225
Farlan	40	40	0	0
Hera Khaeratunnisa	75	90	15	225
Humaera	70	80	10	100
Izmi Ulfiyah	75	90	15	225
Muhammad Zakir Fikri	65	70	5	25
Muh. Reizal	60	75	15	225
Muh. Reski Fauzy Gustian	80	95	15	225
Muh. Taqwin Maulana	50	55	5	25
Nabila Ramadani	70	75	5	25
Putri Wulansari	60	80	20	400
Rahmat Hidayat	40	55	15	225
Ramlang	55	75	20	400
Sri Yuliana	70	75	5	25
Tasya Aprilianti	65	80	15	225
$\sum$	1230	1480	250	3800

(Data' source: The Worksheet of calculated of the score pre-test and post-test)

In the other to see the students' score, the following is t-test was statistically applied:

To find out D used formula as follow:

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

$$\overline{D} = \frac{250}{20}$$

$$\overline{D} = 12{,}5$$

The calculation the t-test value

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\Sigma D^2 - \left(\dfrac{\Sigma D}{N}\right)^2}{N(N-1)}}}$$

$$t = \frac{12{,}5}{\sqrt{\dfrac{3800 - \left(\dfrac{250}{20}\right)^2}{20(20-1)}}}$$

$$t = \frac{12{,}5}{\sqrt{\dfrac{3800 - (12{,}5)^2}{20(20-1)}}}$$

$$t = \frac{12{,}5}{\sqrt{\dfrac{3800 - 156{,}25}{20(20-1)}}}$$

$$t = \frac{12{,}5}{\sqrt{\dfrac{3643{,}75}{20(19)}}}$$

$$t = \frac{12{,}5}{\sqrt{\dfrac{3643{,}75}{380}}}$$

$$t = \frac{12{,}5}{\sqrt{9{,}58}}$$

$$t = \frac{12{,}5}{3{,}09}$$

$t = 4,04$

Thus, the t-test value is 4,04 it was greater than t table

Table 4.7 The test of significance

Variable	T-test	T-table value
Pre-test – Post-test	4,04	2,093

(Data' source: the test of significance)

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the result students' pre-test and post-test. Having analyzed the data of pre-test and post-test by using t-test formula, the result showed that the t-test value (4,04) was higher than t-table value (2,093) with significance 5%. It means that there was an improvement in teaching reading comprehension by using cooperative integrated reading and composition (CIRC) technique.

4.1.2.2 Hypothesis Testing

To find out degree of freedom (df), the researcher used the following formula:

Df   *= N-1*

       = 20 -1

       = 19

For the level of significant (p) = 5% and df = 19. The value of table is 2,093, while the value of t-test is 4,04. It means that the t-test value was higher than t-table value. Thus, it can be concluded that there was an improvement in learning reading comprehension by using cooperative integrated reading and composition technique.

So, the null hypothesis (H_o) is rejected and the alternative hypothesis (H_1) is accepted.

4.2 Discussion

4.2.1 The Improvement of Students' Reading Comprehension on Recount Text Using Cooperative Integrated Reading and Composition (CIRC) Technique

Based on the preliminary observation when the researcher saw in learning process in SMPN 5 Parepare in Academic year of 2018/2019, the researcher has found the problem there, such as the limitation of background knowledge student in English so that they have a lack vocabulary, student have difficulties to comprehend the English text . The students still got confused to answer the question in reading text. There are many possible reasons that might it happened, such as the teacher has taught monotonously and ineffectively. The teacher does not use various technique and material in teaching reading to stimulate the students' motivation on learning process. To solve these problems, the researcher should use the suitable technique in learning process that is Cooperative Integrated Reading and Composition (CIRC) technique.

To find out the answer of the research question in the previous chapter, the researcher administered the test. The test was a reading tests that given before and after the treatments, which aims to know the answer of the problem statement. At the beginning of the research, the researcher decided there were six meetings for doing this research, two meetings for doing test such as pre-test and post-test and then four meetings for doing the treatment by using cooperative integrated reading and composition (CIRC) technique. To make it prove that teaching reading by using

cooperative integrated reading and composition (CIRC) technique in learning was got improvement in students' reading comprehension.

From the result of the research based on the classification table, clearly to see that in the pre-test there were no one student who got very good, there are ten (50%) students was got fair score, five (25%) students got poor score, two students (10%) got very poor score, three (15%) students got good score. Whereas in the post-test, indicated that there was increasing percentage of the students because there were three (15%) students in very good classification, twelfth (60%) students got good score, two (10%) student good fair score, two (10%) students got poor score, one (5%) student got very poor score. From the result, the researcher concluded that the students' reading comprehension improved from poor and fair up to good and very good classification.

In addition, the mean score of pre-test was and the mean score of post-test was. As conclusion, the mean score of pre-test (61,5) than mean score of post-test (74). Even, for the level significant (p) 5% and degree of freedom (df) 19, and value of table is 2,093 while the value of t-test is 4,04. I mean that, the t-test value is greater than t-table $(4,04 \geq 2,093)$. Thus, it can be concluded that the students' reading comprehension on recount text through Cooperative Integrated Reading and Composition (CIRC) technique is significant better after giving treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Based on the findings, the researcher concluded that there is an improvement of students' reading comprehension on recount text through Cooperative Integrated Reading and Composition (CIRC) technique for second year at SMPN 5 Parepare.

4.2.2 The Ways of the Implementation of Cooperative Integrated Reading and Composition (CIRC) technique for the second year of SMPN 5 Parepare

To find out how the implementation of CIRC technique is able to improve the students' reading comprehension, the researcher got some pieces of information from the students' activities in learning process.

There were six meetings for doing this research. Two meeting for doing the test and four meetings for doing the treatment. For the first meeting, the researcher gave pre-test to the students to answer the test of reading by their own comprehension. Before the students started to answer the question of pre-test, the researcher gave greeting for the students, and also gave information about her aim with the students. It was administered to know students' achievement in reading comprehension before they were given the treatment by the researcher. After that, the researcher gave explanation about how to do the pre-test and guide the students to discipline during the process. Then the researcher gave students a chance to ask the researcher if they did not understand about the process. If there is no question from the students, well the researcher gave students chance to started answer the pre-test.

For the second meeting, the students were given treatment. The students were taught by used Cooperative Integrated Reading Composition (CIRC) technique. The materials were four topics four meetings. There was one reading text especially recount text who gave each meeting with different tittles. The material of this meeting with the tittle "A Trip Borobudur Temple", before applied the treatment, firstly The researcher opened the class by greeting and pray before study than the researcher checked the students' attendance. The researcher asked to the student "do you have unforgettable moment or experience?" The researcher asked some student to tell they

experience. The researcher explained about recount text. Next, the researcher divided students in some group heterogeneous and each group consist of 4-5 students. The researcher gave recount text to each group. The researcher gave the opportunity to all members of the group to read the text, discuss about the meaning of the text and write mean idea. The researcher gave list of the vocabulary to the students. The researcher chose one student from each group to read the result from their group about the text in front of the other group. The researcher gave same correction.

In the third meeting, the researcher opened the class by greeting and prayed before study than the researcher checked the students' attendance. The researcher gave explanation about the lesson before. The researcher gave recount text to each group with the title "A trip to the zoo". The researcher gave the opportunity to all members of the group to read the text and discuss about the meaning of the text and write the mean idea. The researcher gave list of the vocabulary from the text and explained it to the students. The researcher chose one student from each group to read the result from their group about the text in front of the other group. The researcher gave some correction.

In the fourth meeting, the researcher opened the class by greeting and prayed before study than the researcher checked the students' attendance. The researcher gave explanation about the lesson before. The researcher gave recount text to each group with the title "My Vacation with My Beloved People". The researcher gave the opportunity to all members of the group to read the text and discuss about the meaning of the text and write the main idea. The researcher gave list of the vocabulary from the text and explained it to the students. The researcher chose one

student from each group to read the result from their group about the text in front of the other group. The researcher gave some correction.

In the fifth meeting, the researcher opened the class by greeting and prayed before study than the researcher checked the students' attendance. The researcher gave explanation about the lesson before. The researcher gave recount text to each group with the title "Sunday the terrible". The researcher gave the opportunity to all members of the group to read the text and discuss about the meaning of the text and write the mean idea. The researcher gave list of the vocabulary from the text and explained it to the students. The researcher chose one student from each group to read the result from their group about the text in front of the other group. The researcher gave some correction.

In the last meeting, after doing four times of treatments, the researcher gave the post-test to the students to measure the improvement of the students' reading comprehension after the treatment was done. Before the students started to answer the question of post-test, firstly the researcher gave information about how to do the post-test and guide them to discipline during the process.

During the research at SMPN 5 Parepare, the researcher does not face difficult because the teachers and all of the staff at school are very welcome, and also the students are very happy with the researcher. It made the researcher feel comfortable, so the research was run successfully. It proved that began the first meeting until the last meeting the students always happy and enjoy in the classroom. The implementation of CIRC technique in teaching reading can changed classroom situation in learning process was better. In this technique, the student could learn

accept the different ideas and make one conclusion. So they could work together to overcome the problem in learning process.

Based on the explanation above, the researcher concluded that before applied CIRC technique the students' reading comprehension still low, even they are faced some problems in reading comprehension. To solve their problems, the researcher decided to apply the suitable technique that is Cooperative Integrated Reading and Composition (CIRC) technique. The researcher used pre-test and post-test as the instrument to measure an improvement of the students' reading comprehension. The result of post-test was higher than pre-test. It means that there was an improvement in reading comprehension after applied Cooperative Integrated Reading and Composition (CIRC) technique.
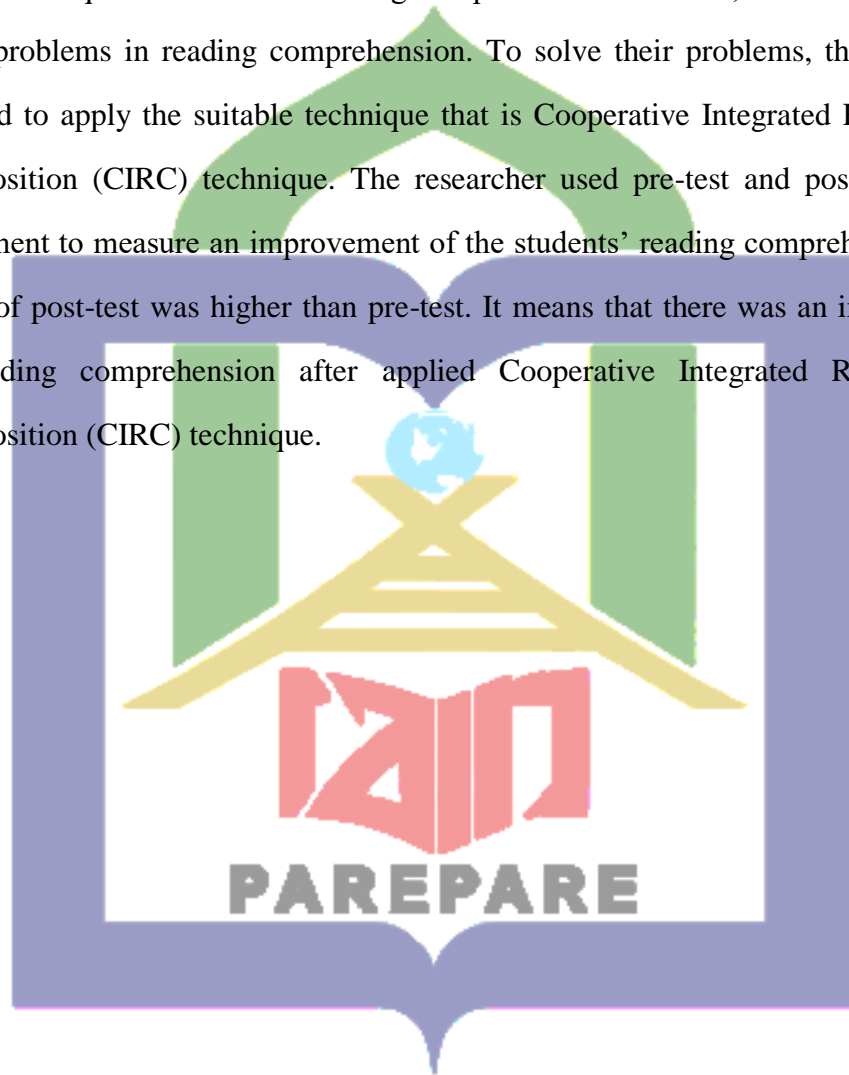
CHAPTER V

CONCLUSION AND SUGGESSTION

In this chapter was presented the conclusions which were based on the researcher findings and discussion in the previous chapter and some suggestions based on the research that was done at SMPN 5 Parepare.

5.1 Conclusion

Based on the discussion in previous chapter, the finding of the results showed the positive improvements in the students' reading comprehension. This study was categorized pre-experimental research and the objective of the research in this study is to find out whether or not the use of CIRC technique able to improve students' reading comprehension on recount text at the second year of SMPN 5 Parepare. Therefore, this study is using quantitative research. And, the researcher concluded that:

The use of cooperative integrated reading and composition (CIRC) technique was able to improve students' reading comprehension on recount text at the second year of SMPN 5 Parepare. It was proved by the result of data analysis such as the mean score of pre-test was 61,5 and the mean score of post-test was 74. It means that the score of post-test was higher than the score of pre-test. It was supported by the result of t-test analysis where the t-test value (4,04) was higher than t-table value (2,093) at the level significance (0,05) and the degree of freedom (df) was 19. It means that the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected.

5.2 Suggestion

Based on the conclusion above, the researcher would like to give some suggestion related to this research for teachers, students and other researcher. The suggestions are as follows:

5.2.1 The teacher

The teacher should have many knowledge about the method or technique in teaching English and increase their creativity in teaching reading which can make students interest and fell enjoy in learning process.

5.2.2 The students

The student should be more active in English learning especially in reading Learning. The student can work together with the other in overcame the difficulty of English learning. The student can understand easily about recount text

5.2.3   The future researcher

The researcher would like to suggest other researcher to develop this research with the new innovation such as the use of CIRC technique with different material to increase students' reading comprehension. Moreover, hopefully the result of this research can be a reference.

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Appendix 1. Learning Scenario 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP I)

SMP   : SMP NEGERI 5 PAREPARE

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : VIII (Delapan)/ 1 (Ganjil)

Alokasi Waktu   : 2 X 40 menit

Pertemuan ke-1

Standar Kompetensi : Memahami makna esai pendek sederhana berbentuk recount untuk berintraksi dengan lingkungan sekitar.

Kompetensi Dasar   : Merespon makna dan dan langkah retorika dalam esai pendek sederhana secara akurat berbentuk recount dengan ucapan, tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar.

Indikator :

1. Menjelaskan pengertian personal recount
2. Menyebutkan ciri kebahasaan personal recount
3. Penggunaan simple past tense dengan tepat

Jenis Teks   : Recount Text

Aspek/Skill   : Reading/ Membaca

1. Tujuan Pembelajaran

Pada akhirnya pembelajaran siswa dapat:

a. Menjelaskan pengertian personal recount setelah diberikan contoh dalam cerita.

b. Menyebutkan ciri kebahasaan setelah guru membacakan sebuah teks personal recount.

c. Menggunakan bentuk simple past tense dengan tepat setelah mengerjakan latihan

2. **Materi Pembelajaran**

Personal recount (terlampir)

3. **Metode Pembelajaran**

CIRC (Cooperative Integrated Reading and Composistion)

Ceramah

Tanya Jawab

4. **Langkah-langkah Kegiatan**

A. Kegiatan Awal

1. Mempersiapkan kelas berupaa:

a. Persiapan fisik berupa:

Pengaturan bangku dan meja belajar, mengisi presensi, pengecekan kebersihan/kesehatan, menyimpan/ melacikan buku/ barang yang tidak terkait dengan pelajaran yang sedang berlangsung.

b. Persiapan mental berupa:

Membaca doa sebelum belajar, membaca surah pendek atau bernyanyi.

2. Apersepsi (menyampaikan bahan pengait antara pelajaran baru dengan pelajaran lama) melalui:

a. Pengetahuan peserta didik tentang pelajaran lama dengan pelajaran baru.

b. Pengalaman peserta didik tentang pelajarna lama dengan pelajaran baru.

    c. Peristiwa yang pernah dilakukan peserta didik yang berkaitan dengan pelajaran lama dan pelajaran baru

3. Motivasi

    a. Memberitahukan kepada peserta didik tentang tujuan dan indikator pelajaran yang ingin dicapai dengan menuliskan dipapan tulis.

    b. Memberi gambaran umum kepada peserta didik tentang inti pelajaran.

    c. Memberi gambaran umum tentang kegiatan yang akan dilakukan selam aproses pembelajaran sedang berlangsung.

    d. Membagi kelompok

    e. Mengadakan kontrak pembelajaran.

B. Kegiatan inti

Eksplorasi

1. Guru bertanya kepada siswa "do you have unforgettable experience/moment?"

2. Guru meminta beberapa siswa menceritakan beberapa pengalaman mereka.

Elaborasi

1. Guru menjelaskan pengertian teks personal recount

2. Guru memberikan teks recount dan siswa diminta untuk membacanya

3. Guru meminta siswa menyebutkan ciri kebahasaan teks recount

4. Guru meminta siswa menyebutkan bentuk simple past tenst yang ada dalam teks.

5. Guru siap melatih siswa untuk meningkatkan keterampialnnya dalam memahami teks recount melalaui penerapan CIRC

6. Guru membentuk kelompok belajar siswa yang heterogen, setiap kelompok terdiri atas 6 orang siswa yang tinkat kecerdasannya berbeda-beda dan setiap kelompok memiliki leadernya masing-masing dimana cara penentuan leader berdasarkan nilai tertinggi siswa yang diambil dari hasil pre-test.

7. Guru memberikan teks recount text kepada setiap kelompok sebagai bahan diskusi.

8. Guru meminta kepada setiap lader untuk memimpin dan membantu anggota kelompoknya dalam memahami teks recount

9. Guru meminta siswa menuliskan language feature/ciri kebahasaan apa saja yang ada dalam teks tersebut.

10. Guru meminta perwakilan kelompok untuk mempresentasikan hasil pekerjaan kelompoknya.

11. Guru memberikan point kepada kelompok yang menjawab dengan benar dan memberikan semangat kepada kelompok yang belum berhasil

Konfirmasi

Guru dan siswa memberikan kesimpulan umum tentang materi personal recount.

C. Kegiatan Penutup

1. Guru memberikan kesempatan kepada peserta didik bertanya seputar materi personal recount

2. Guru memberikan homework tentang personal recount yang berhubungan dengan simple past tense

3. Guru menutup pelajaran dengan berdoa setelah belajar.

5 Sumber Belajar

a. Buku Paket

b. Dictionary

c. Media text

6 Penilaian

Rumus Perhitungan nilai siswa, sebagai berikut:

$$\frac{Jumlah\ Jawaban\ yang\ benar}{Jumlah\ soal}\ X\ 100$$

Keterangan:

- Jumlah jawaban yang benar adalah jumlah jawaban yang benar yang di peroleh oleh siswa.

- Jumlah soal adalah keeluruhan soal yang diberikan kepada siswa.

- Klasifikasi nilai siswa, yaitu dengan mengikuti table di bawah ini:

No	Score	Classification
1.	86-100	Very Good
2.	71-85	Good
3.	56-70	Fair
4.	41-55	Poor
5.	< 40	Very Poor

A Trip Borobudur Temple

Three years ago, I and my classmates visited Borobudur temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

After we arrived at the Borobudur temple, one of my teacher went to buy tickets. After we waited him for a moment we went up to the top of the temple. Borobudur temple was built at Budur village, Magelang, jawa tengah by syailendra dynasty. Borobudur temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. My friend and I went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.
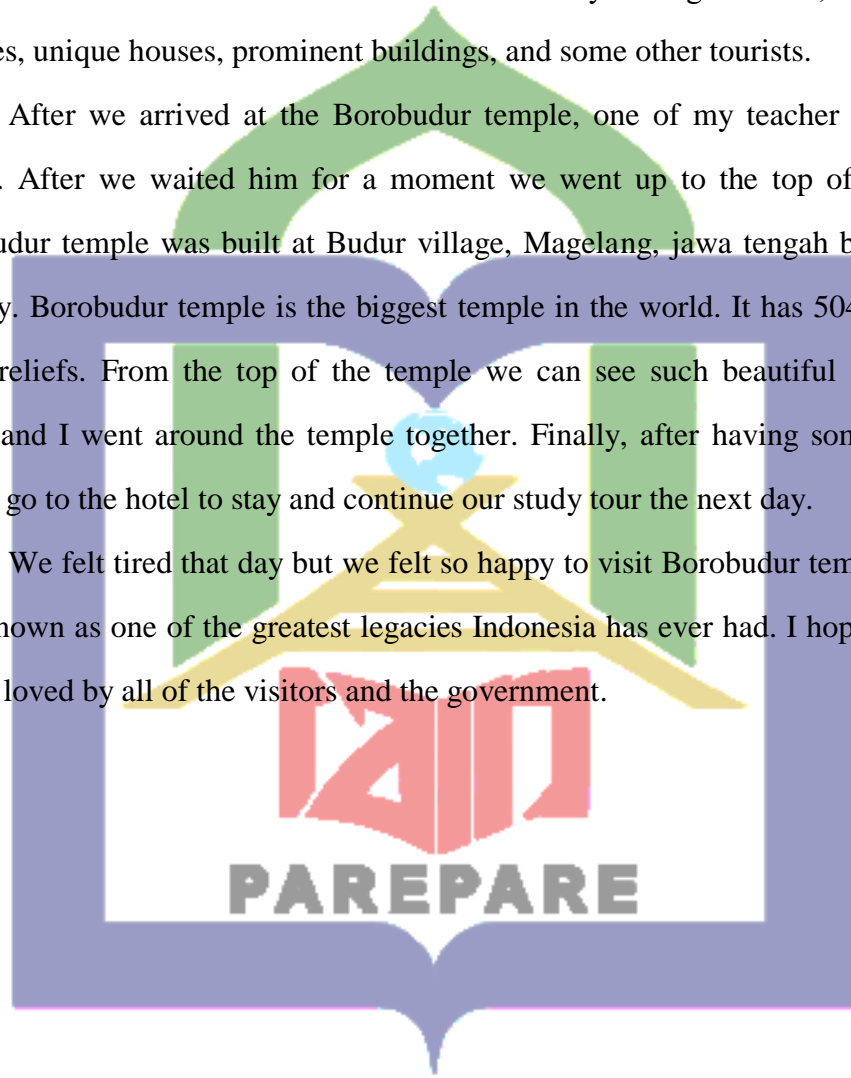
Appendix 2. Learning Scenario 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP II)

SMP : SMP NEGERI 5 PAREPARE

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII (Delapan)/ 1 (Ganjil)

Alokasi Waktu : 2 X 40 menit

Pertemuan ke-2

Standar Kompetensi : Memahami makna esai pendek sederhana berbentuk recount untuk berintraksi dengan lingkungan sekitar.

Kompetensi Dasar : Merespon makna dan dan langkah retorika dalam esai pendek sederhana secara akurat berbentuk recount dengan ucapan, tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar.

Indikator :

1. Menjelaskan pengertian personal recount
2. Menyebutkan ciri kebahasaan personal recount
3. Penggunaan simple past tense dengan tepat

Jenis Teks : Recount Text

Aspek/Skill : Reading/ Membaca

1. Tujuan Pembelajaran

Pada akhirnya pembelajaran siswa dapat:

a. Menjelaskan pengertian personal recount setelah diberikan contoh dalam cerita.

b. Menyebutkan ciri kebahasaan setelah guru membacakan sebuah teks personal recount.

c. Menggunakan bentuk simple past tense dengan tepat setelah mengerjakan latihan

2. **Materi Pembelajaran**

Personal recount (terlampir)

3. **Metode Pembelajaran**

CIRC (Cooperative Integrated Reading and Composistion)

Ceramah

Tanya Jawab

4. **Langkah-langkah Kegiatan**

A. Kegiatan Awal

1. Mempersiapkan kelas berupaa:

a. Persiapan fisik berupa:

Pengaturan bangku dan meja belajar, mengisi presensi, pengecekan kebersihan/kesehatan, menyimpan/ melacikan buku/ barang yang tidak terkait dengan pelajaran yang sedang berlangsung.

b. Persiapan mental berupa:

Membaca doa sebelum belajar, membaca surah pendek atau bernyanyi.

2. Apersepsi (menyampaikan bahan pengait antara pelajaran baru dengan pelajaran lama) melalui:

a. Pengetahuan peserta didik tentang pelajaran lama dengan pelajaran baru.

b. Pengalaman peserta didik tentang pelajarna lama dengan pelajaran baru.

    c. Peristiwa yang pernah dilakukan peserta didik yang berkaitan dengan pelajaran lama dan pelajaran baru.

3. Motivasi

    a. Memberitahukan kepada peserta didik tentang tujuan dan indikator pelajaran yang ingin dicapai dengan menuliskan dipapan tulis.

    b. Memberi gambaran umum kepada peserta didik tentang inti pelajaran.

    c. Memberi gambaran umum tentang kegiatan yang akan dilakukan selam aproses pembelajaran sedang berlangsung.

    d. Membagi kelompok

    e. Mengadakan kontrak pembelajaran.

B. Kegiatan inti

Eksplorasi

1. Guru bertanya kepada siswa "do you have unforgettable experience/moment?"

2. Guru meminta beberapa siswa menceritakan beberapa pengalaman mereka.

Elaborasi

1. Guru menjelaskan pengertian teks personal recount

2. Guru memberikan teks recount dan siswa diminta untuk membacanya

3. Guru meminta siswa menyebutkan ciri kebahasaan teks recount

4. Guru meminta siswa menyebutkan bentuk simple past tenst yang ada dalam teks.

5. Guru siap melatih siswa untuk meningkatkan keterampialnnya dalam memahami teks recount melalaui penerapan CIRC

6. Guru membentuk kelompok belajar siswa yang heterogen, setiap kelompok terdiri atas 6 orang siswa yang tinkat kecerdasannya berbeda-beda dan setiap kelompok memiliki leadernya masing-masing dimana cara penentuan leader berdasarkan nilai tertinggi siswa yang diambil dari hasil pre-test.

7. Guru memberikan teks recount text kepada setiap kelompok sebagai bahan diskusi.

8. Guru meminta kepada setiap lader untuk memimpin dan membantu anggota kelompoknya dalam memahami teks recount

9. Guru meminta siswa menuliskan language feature/ciri kebahasaan apa saja yang ada dalam teks tersebut.

10. Guru meminta perwakilan kelompok untuk mempresentasikan hasil pekerjaan kelompoknya.

11. Guru memberikan point kepada kelompok yang menjawab dengan benar dan memberikan semangat kepada kelompok yang belum berhasil

Konfirmasi

Guru dan siswa memberikan kesimpulan umum tentang materi personal recount.

C. Kegiatan Penutup

1. Guru memberikan kesempatan kepada peserta didik bertanya seputar materi personal recount

2. Guru memberikan homework tentang personal recount yang berhubungan dengan simple past tense

3. Guru menutup pelajaran dengan berdoa setelah belajar.

5. Sumber Belajar

    a. Buku Paket

    b. Dictionary

    c. Media text

6. Penilaian

Rumus Perhitungan nilai siswa, sebagai berikut:

$$\frac{Jumlah\ Jawaban\ yang\ benar}{Jumlah\ soal}\ X\ 100$$

Keterangan:

- Jumlah jawaban yang benar adalah jumlah jawaban yang benar yang di peroleh oleh siswa.

- Jumlah soal adalah keeluruhan soal yang diberikan kepada siswa.

- Klasifikasi nilai siswa, yaitu dengan mengikuti table di bawah ini:

No	Score	Classification
1.	86-100	Very Good
2.	71-85	Good
3.	56-70	Fair
4.	41-55	Poor
5.	< 40	Very Poor

A trip to the zoo

Yesterday, my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food we went to the nocturnal house where we saw bird and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell of when he let go off the rope, but he was ok. During the lunch we fed some bird in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.
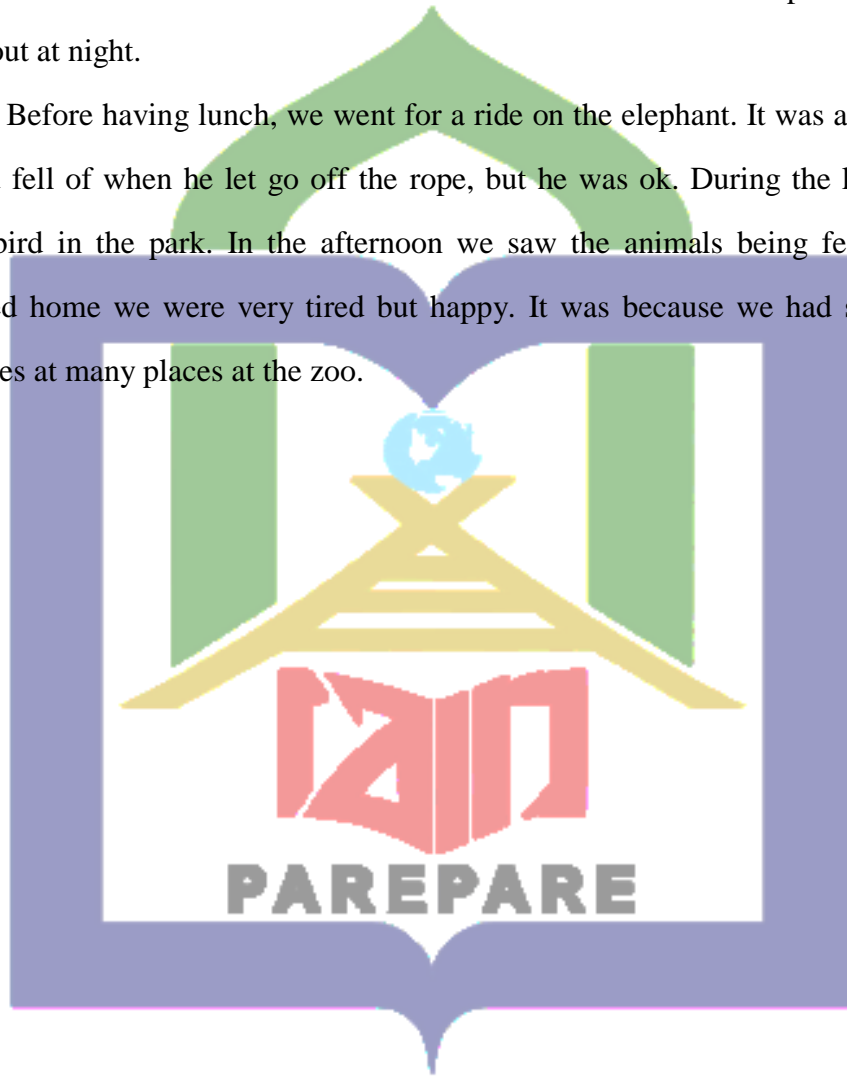
Appendix 3. Learning Scenario 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP III)

SMP : SMP NEGERI 5 PAREPARE

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII (Delapan)/ 1 (Ganjil)

Alokasi Waktu : 2 X 40 menit

Pertemuan ke-3

Standar Kompetensi : Memahami makna esai pendek sederhana berbentuk recount untuk berintraksi dengan lingkungan sekitar.

Kompetensi Dasar : Merespon makna dan dan langkah retorika dalam esai pendek sederhana secara akurat berbentuk recount dengan ucapan, tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar.

Indikator :

1. Menjelaskan pengertian personal recount
2. Menyebutkan ciri kebahasaan personal recount
3. Penggunaan simple past tense dengan tepat

Jenis Teks : Recount Text

Aspek/Skill : Reading/ Membaca

1. Tujuan Pembelajaran

Pada akhirnya pembelajaran siswa dapat:

a. Menjelaskan pengertian personal recount setelah diberikan contoh dalam cerita.

b. Menyebutkan ciri kebahasaan setelah guru membacakan sebuah teks personal recount.

c. Menggunakan bentuk simple past tense dengan tepat setelah mengerjakan latihan

2. **Materi Pembelajaran**

Personal recount (terlampir)

3. **Metode Pembelajaran**

CIRC (Cooperative Integrated Reading and Composistion)

Ceramah

Tanya Jawab

4. **Langkah-langkah Kegiatan**

A. Kegiatan Awal

1. Mempersiapkan kelas berupaa:

a. Persiapan fisik berupa:

Pengaturan bangku dan meja belajar, mengisi presensi, pengecekan kebersihan/kesehatan, menyimpan/ melacikan buku/ barang yang tidak terkait dengan pelajaran yang sedang berlangsung.

b. Persiapan mental berupa:

Membaca doa sebelum belajar, membaca surah pendek atau bernyanyi.

2. Apersepsi (menyampaikan bahan pengait antara pelajaran baru dengan pelajaran lama) melalui:

a. Pengetahuan peserta didik tentang pelajaran lama dengan pelajaran baru.

b. Pengalaman peserta didik tentang pelajarna lama dengan pelajaran baru.

      c. Peristiwa yang pernah dilakukan peserta didik yang berkaitan dengan pelajaran lama dan pelajaran baru

3. Motivasi

    a. Memberitahukan kepada peserta didik tentang tujuan dan indikator pelajaran yang ingin dicapai dengan menuliskan dipapan tulis.

    b. Memberi gambaran umum kepada peserta didik tentang inti pelajaran.

    c. Memberi gambaran umum tentang kegiatan yang akan dilakukan selam aproses pembelajaran sedang berlangsung.

    d. Membagi kelompok

    e. Mengadakan kontrak pembelajaran.

B. Kegiatan inti

   Eksplorasi

   1. Guru bertanya kepada siswa "do you have unforgettable experience/moment?"

   2. Guru meminta beberapa siswa menceritakan beberapa pengalaman mereka.

   Elaborasi

   1. Guru menjelaskan pengertian teks personal recount

   2. Guru memberikan teks recount dan siswa diminta untuk membacanya

   3. Guru meminta siswa menyebutkan ciri kebahasaan teks recount

   4. Guru meminta siswa menyebutkan bentuk simple past tenst yang ada dalam teks.

   5. Guru siap melatih siswa untuk meningkatkan keterampialnnya dalam memahami teks recount melalaui penerapan CIRCGuru membentuk kelompok belajar siswa yang heterogen, setiap kelompok terdiri atas 6

orang siswa yang tinkat kecerdasannya berbeda-beda dan setiap kelompok memiliki leadernya masing-masing dimana cara penentuan leader berdasarkan nilai tertinggi siswa yang diambil dari hasil pre-test.

6. Guru memberikan teks recount text kepada setiap kelompok sebagai bahan diskusi.

7. Guru meminta kepada setiap lader untuk memimpin dan membantu anggota kelompoknya dalam memahami teks recount

8. Guru meminta siswa menuliskan language feature/ciri kebahasaan apa saja yang ada dalam teks tersebut.

9. Guru meminta perwakilan kelompok untuk mempresentasikan hasil pekerjaan kelompoknya.

10. Guru memberikan point kepada kelompok yang menjawab dengan benar dan memberikan semangat kepada kelompok yang belum berhasil

Konfirmasi

Guru dan siswa memberikan kesimpulan umum tentang materi personal recount.

C. Kegiatan Penutup

1. Guru memberikan kesempatan kepada peserta didik bertanya seputar materi personal recount

2. Guru memberikan homework tentang personal recount yang berhubungan dengan simple past tense

3. Guru menutup pelajaran dengan berdoa setelah belajar

5. Sumber Belajar

a. Buku Paket

b. Dictionary

c. Media text

6. Penilaian

Rumus Perhitungan nilai siswa, sebagai berikut:

$$\frac{Jumlah\ Jawaban\ yang\ benar}{Jumlah\ soal}\ X\ 100$$

Keterangan:

- Jumlah jawaban yang benar adalah jumlah jawaban yang benar yang di peroleh oleh siswa.

- Jumlah soal adalah keeluruhan soal yang diberikan kepada siswa.

- Klasifikasi nilai siswa, yaitu dengan mengikuti table di bawah ini:

No	Score	Classification
1.	86-100	Very Good
2.	71-85	Good
3.	56-70	Fair
4.	41-55	Poor
5.	< 40	Very Poor

My Vacation with My Beloved People

One day, my sister named Putri said to me that she really wanted to do to the beach. So, I promised her that the next week we would go to Mutun beach In Lampung. The next week, we prepared everything needed in the morning. We brought some foods and beverages, such as chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask our brother Bayu, to join us. He agreed to join and we went there together with our parents.

We went there by car. It took 3 hours to arrive there. Than, we brought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, three of us created a very big sand castle, while my parents were enjoying the beautiful scenery there. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry. So, we stopped at a restaurant to have dinner. I ordered Sruit, Lampungnese traditional food, while my brother my sister, and my parents ordered fried rise. After finished eating, we paid our bills. than, we went home. We arrived at home at 9 o'clock. We were tired but we were absolutely happy.

Appendix 4. Learning Scenario 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP IV)

SMP : SMP NEGERI 5 PAREPARE

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII (Delapan)/ 1 (Ganjil)

Alokasi Waktu : 2 X 40 menit

Pertemuan ke-4

Standar Kompetensi : Memahami makna esai pendek sederhana berbentuk recount untuk berintraksi dengan lingkungan sekitar.

Kompetensi Dasar : Merespon makna dan dan langkah retorika dalam esai pendek sederhana secara akurat berbentuk recount dengan ucapan, tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar.

Indikator :

1. Menjelaskan pengertian personal recount
2. Menyebutkan ciri kebahasaan personal recount
3. Penggunaan simple past tense dengan tepat

Jenis Teks : Recount Text

Aspek/Skill : Reading/ Membaca

1. Tujuan Pembelajaran

Pada akhirnya pembelajaran siswa dapat:

a. Menjelaskan pengertian personal recount setelah diberikan contoh dalam cerita.

b. Menyebutkan ciri kebahasaan setelah guru membacakan sebuah teks personal recount.

c. Menggunakan bentuk simple past tense dengan tepat setelah mengerjakan latihan

2. Materi Pembelajaran

Personal recount (terlampir)

3. Metode Pembelajaran

CIRC (Cooperative Integrated Reading and Composistion)

Ceramah

Tanya Jawab

4. Langkah-langkah Kegiatan

A. Kegiatan Awal

1. Mempersiapkan kelas berupaa:

   a. Persiapan fisik berupa:

   Pengaturan bangku dan meja belajar, mengisi presensi, pengecekan kebersihan/kesehatan, menyimpan/ melacikan buku/ barang yang tidak terkait dengan pelajaran yang sedang berlangsung.

   b. Persiapan mental berupa:

   Membaca doa sebelum belajar, membaca surah pendek atau bernyanyi.

2. Apersepsi (menyampaikan bahan pengait antara pelajaran baru dengan pelajaran lama) melalui:

   a. Pengetahuan peserta didik tentang pelajaran lama dengan pelajaran baru.

   b. Pengalaman peserta didik tentang pelajarna lama dengan pelajaran baru.

   c. Peristiwa yang pernah dilakukan peserta didik yang berkaitan dengan pelajaran lama dan pelajaran baru

3. Motivasi

  a. Memberitahukan kepada peserta didik tentang tujuan dan indikator pelajaran yang ingin dicapai dengan menuliskan dipapan tulis.

  b. Memberi gambaran umum kepada peserta didik tentang inti pelajaran.

  c. Memberi gambaran umum tentang kegiatan yang akan dilakukan selam aproses pembelajaran sedang berlangsung.

  d. Membagi kelompok

  e. Mengadakan kontrak pembelajaran.

B. Kegiatan inti

  Eksplorasi

  1. Guru bertanya kepada siswa "do you have unforgettable experience/moment?"

  2. Guru meminta beberapa siswa menceritakan beberapa pengalaman mereka.

  Elaborasi

  1. Guru menjelaskan pengertian teks personal recount

  2. Guru memberikan teks recount dan siswa diminta untuk membacanya

  3. Guru meminta siswa menyebutkan ciri kebahasaan teks recount

  4. Guru meminta siswa menyebutkan bentuk simple past tenst yang ada dalam teks.

  5. Guru siap melatih siswa untuk meningkatkan keterampialnnya dalam memahami teks recount melalaui penerapan CIRC

6. Guru membentuk kelompok belajar siswa yang heterogen, setiap kelompok terdiri atas 6 orang siswa yang tinkat kecerdasannya berbeda-beda dan setiap kelompok memiliki leadernya masing-masing dimana cara penentuan leader berdasarkan nilai tertinggi siswa yang diambil dari hasil pre-test.

7. Guru memberikan teks recount text kepada setiap kelompok sebagai bahan diskusi.

8. Guru meminta kepada setiap lader untuk memimpin dan membantu anggota kelompoknya dalam memahami teks recount

9. Guru meminta siswa menuliskan language feature/ciri kebahasaan apa saja yang ada dalam teks tersebut.

10. Guru meminta perwakilan kelompok untuk mempresentasikan hasil pekerjaan kelompoknya.

11. Guru memberikan point kepada kelompok yang menjawab dengan benar dan memberikan semangat kepada kelompok yang belum berhasil

Konfirmasi

Guru dan siswa memberikan kesimpulan umum tentang materi personal recount.

C. Kegiatan Penutup

1. Guru memberikan kesempatan kepada peserta didik bertanya seputar materi personal recount

2. Guru memberikan homework tentang personal recount yang berhubungan dengan simple past tense

3. Guru menutup pelajaran dengan berdoa setelah belajar.

5. Sumber Belajar

    a. Buku paket

    b. Ductionary

    c. Media text.

6. Penilaian

Rumus Perhitungan nilai siswa, sebagai berikut:

$$\frac{Jumlah\ Jawaban\ yang\ benar}{Jumlah\ soal}\ X\ 100$$

Keterangan:

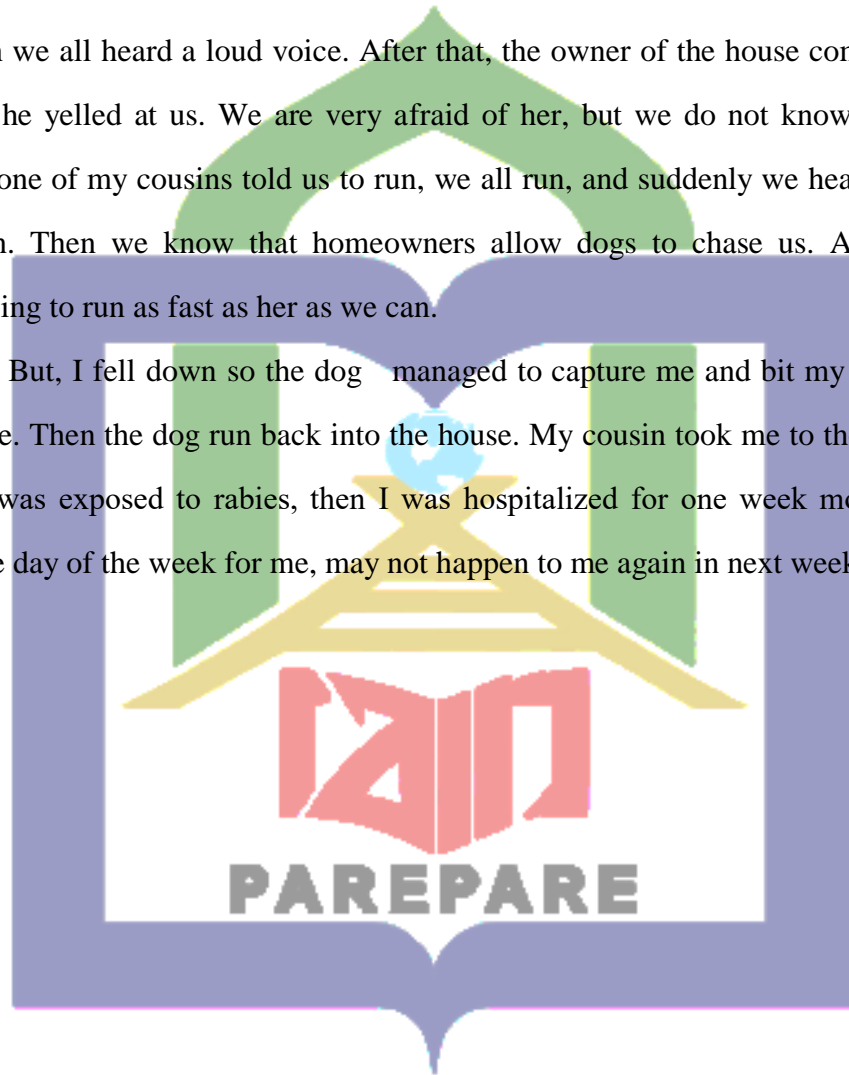- Jumlah jawaban yang benar adalah jumlah jawaban yang benar yang di peroleh oleh siswa.

- Jumlah soal adalah keeluruhan soal yang diberikan kepada siswa.

- Klasifikasi nilai siswa, yaitu dengan mengikuti table di bawah ini:

No	Score	Classification
1.	86-100	Very Good
2.	71-85	Good
3.	56-70	Fair
4.	41-55	Poor
5.	< 40	Very Poor

Sunday the Terrible

Last week was a terrible day for me. My cousin and I were playing football in front of the house to spend time with us. First, it was really fun until I kicked the ball leaded me to the window and broke the window. When we want to escape, all of the sudden we all heard a loud voice. After that, the owner of the house come out of the fence, he yelled at us. We are very afraid of her, but we do not know what to do. Then, one of my cousins told us to run, we all run, and suddenly we heard the sound of skin. Then we know that homeowners allow dogs to chase us. And we were struggling to run as fast as her as we can.

But, I fell down so the dog managed to capture me and bit my leg. It really hurt me. Then the dog run back into the house. My cousin took me to the doctor said that I was exposed to rabies, then I was hospitalized for one week more. That's a terrible day of the week for me, may not happen to me again in next week Sunday.

Appendix 5. Instrument of Pre-test

Reading Comprehension test

Text 1

Read the following text to answer questions number 1 to 5.

On Wednesday, my students and I went to Yoyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hour there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m At 5 p.m we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about…
   a. The writer's trip to Yogyakarta.
   b. The writer's first visit to prambanan
   c. The writer's impression about the guide
   d. The writer's experience at Yogya Kraton
2. The text is written in form of a/an…
   a. Recount.
   b. Narrative
   c. Report
   d. Anecdote
3. The purpose of the text is to…
   a. Tell past events.
   b. Entertain readers
   c. Describe the smugglers
   d. Report an event to the police
4. What are the big temples in Prambanan?
   a. Angkot wat, syiwa, and sudra temples
   b. Paria, Brahmana, and temples
   c. Brahmana, syiwa, dan wisnu temples.

    d.   Wisnu, syiwa and Borobudur temples

5. When did they go home?

    a.   On Saturday morning

    b.   On Friday evening.

    c.   On Thursday evening

    d.   On Friday afternoon

6. Why did they only visit Brahmana and Syiwa temples?

    a.   Because ther was no wisnu temple

    b.   Because wisnu temple was amazing

    c.   Because wisnu temple was too small

    d.   Because wisnu temple was being repaired.

Text 2

Read the following text to answer questions number 5 to 10.

        The police thought that two burglars started the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into the students' room while they were going to a football game. They never thought that while they were away, burglars would break into their boarding house.

7. The communicative purpose of this text is…

    a.   To retell events for the purpose of informing

    b.   To present perspective points about an issue

    c.   To describe the way they are

    d.   To acknowledge readers about informative events

8. The text is in form of a/an…

    a.   Description

    b.   Report

    c.   Anecdote

    d.   Recount

9. Where did the robbery take place?

    a.   At 151 Pattimura Street

    b.   At 151 Gajamada Street

    c.   At 161 Pattimura street

    d.   At 212 sisingamangaraja street

10. When did the robbery happen?
   a. Sunday morning
   b. Sunday afternoon
   c. Saturday morning
   d. Saturday afternoon

Text 3

Read the following text to answer questions number 11 to 15.

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony. Overall, the ceremony was quite elaborate. It took about a week. Several day before the ceremony was done, grandpa's body was kept in series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then move the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called lakian. The next phase of the ceremony was held in this place. The coffin is borne from the house and place in the lakian. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

11. What happened to the grandpa several day before the ceremony?
   a. He visited my home
   b. He was kept in my home
   c. He was placed in the tongkonan.
   d. He made tongkonan

12. Overall, the ceremony was quite elaborate. What does "elaborate" means?
   a. Taking a long process.
   b. Taking a sad moment
   c. Giving a bless
   d. Making people happy

13. Why did the writer say that his grandpa funeral was quite elaborated?

    a. Because the family have to come to the funeral

    b. Because a lot of people come to the grandpa funeral ceremony

    c. Because it takes several days to hold he ceremony.

    d. Because grandpa's body was kept in tongkonan

14. The activities below are held in the second phase, except…

    a. Prepared buffalo and holding buffalo matches

    b. Prepared funeral tower.

    c. Place the coffee in the lakian

    d. Chanting

15. They were great matches. What does the word "they" refer to?

    a. Buffalo

    b. Buffalo matches.

    c. People in the buffalos matches

    d. Families

Text 4

Read the following text to answer questions number 16 to 20.

Last holiday I went to Paris. I visited museums and sat in public gardens. A friendly waiter taught me a few words of French. Then he lent me a book. I read a few lines, but I did not understand a word. Every day, I thought about postcards. My holidays passed quickly, but I did not send any card to my friends. On the last day I made a big decision, I got up early and bought thirty seven cards. I spent the whole day in my room, but I did not write a single card!

16. What is the tenses used in the text above?

    a. Simple present tense

    b. Past continues tense

    c. Simple past tense.

    d. Simple future tense

17. Whom did the writer meet in paris?

    a. A man that take him to French

    b. A man that gave him thirty seven cards

    c. A man that lent him a book.

d. A man that worked in museum

18. 'I read <u>a few lines</u>,…' what does the underline phrase mean?

    a. Words in a postcard

    b. Texts on the book.

    c. Museum guiding

    d. Garden's rules

19. What did he do in the last day in paris?

    a. Went to paris

    b. Wrote a post card whole day

    c. Got up late

    d. Went to buy some cards.

20. Then he lent me. Whom does "he" refer to?

    a. French tourist

    b. Annoying waiter

    c. A friendly tourist

    d. A nice waiter.

Appendix 6. Instrument of Post-test

Reading Comprehension test

Text 1

Read the following text to answer questions number 1 to 3.

A Trip to the Zoo

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

1. What happened to the writer's dad when he rode an elephant?
   a. He felt a thrill
   b. He felt fun
   c. He fell off.
   d. He failed
2. Why did the writer and his family feel very tired after having a trip to the zoo?
   a. They had to visit many places in the zoo.
   b. They took a long time to reach the zoo area
   c. They had to feed a lot of animals in the zoo
   d. They had no time to take a rest in the zoo
3. ... our family felt tired after visiting the zoo, we were still happy.
   a. Since
   b. Because
   c. Although.
   d. Nevertheless

Text 2

Read the following text to answer questions number 4 to 7.

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had

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

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

4. The text above tells us about ....
   a. A holiday at a friend's place.
   b. A picture of bird
   c. A big bird cage
   d. A big garden
5. What is the last paragraph about?
   a. Anto had butterflies as his pet
   b. The writer's friend is a good swimmer
   c. There are a lot of flowers in Anto's house
   d. The writer had a good time with his friend.
6. Where did the writer spend his afternoon?
   a. Under a tree
   b. Inside big bird cage
   c. In the flower garden
   d. In the swimming pool.
7. From the text, we know that the writer ....
   a. Had gone and visited many places during his holiday
   b. Lived in the same village with his pen pal, Anto
   c. Liked butterflies and swimming very much
   d. Spent his holiday at friend's house.

Text 3

Read the following text to answer questions number 8 to 10.

Last week, Mr Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt

herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic. When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father,"she said.

8. Who took Mrs. Damiri to the clinic?
   a. Her son
   b. Her husband
   c. Her neighbor.
   d. Her children
9. The main idea of the second paragraph is ….
   a. Mrs. Damiri got accident
   b. Mr. Damiri was proud of his son
   c. Yusuf asked his neighbour to help.
   d. Mr. Damiri and his other children had gone
10. How did the neighbour help Mrs. Damiri?
    a. He called Mrs. Damiri's husband and ran to the kitchen
    b. He called the fireman and put out the fire
    c. He put out the fire and took Mrs. Damiri ot the clinic.
    d. He called the fireman and advised Mrs. Damiri to stay calm

Text 4

Read the following text to answer questions number 11 to 20

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted,"It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

11. When did the clock stopped?
    a. At 5.12
    b. At 11.55.
    c. At 12.00
    d. At 12.02

12. Why did the people gather under the Town Hall clock?
    a. To welcome the New Year.
    b. To see the newly bought clock
    c. To strike the laughing people
    d. To stop people who shouted

13. Based on the text, where was the writer?
    a. At the center of the town.
    b. At home
    c. AT the beach
    d. At the market

14. When did the event happen?
    a. in the middle of the year
    b. The end of the year.
    c. Christmas celebration
    d. at the weekend as usual

15. Which of the following is not true according to the text?
    a. The writer was waiting to celebrate the New Year
    b. The writer brought a watch
    c. The writer was very happy
    d. The writer celebrated the New Year with his family.

16. What probably happened when someone shouted that the clock stopped?
    a. Everybody directly celebrated the New Year
    b. Everybody sings and laugh
    c. Everybody looked for a watch.
    d. Everybody shouted too.

17. What does the first sentence tell you?

a. The problem that the writer met

b. The funny thing in the story

c. The opening of the story.

d. The past event

18. "It would strike twelve in twenty minutes' time." The underlined word refers to …

a. the clock.

b. author's watch

c. the town

d. the place

19. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. What is the closest meaning of the underlined word?

a. Mass.

b. Big

c. Many

d. lots of

20. "The big clock refused to welcome the New Year" What is the synonym of the word ….

a. Reject.

b. Accept

c. Admit

d. Hate

Appendix 7. The Students' Reading Comprehension of Pre-test

$$\frac{12}{20} \times 100 = 60$$

Pre-test

Name : Putri Wulansary

Class : VIII.2

Text 1

Read the following text to answer questions number 1 to 5.

On Wednesday, my students and I went to Yoyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hour there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m At 5 p.m we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about…
   - a. The writer's trip to Yogyakarta. ✗
   - b. The writer's first visit to prambanan
   - c. The writer's impression about the guide
   - d. The writer's experience at Yogya Kraton

2. The text is written in form of a/an…
   - a. Recount. ✗
   - b. Narrative
   - c. Report
   - d. Anecdote

3. The purpose of the text is to…
   - a. Tell past events.
   - b. Entertain readers ✗
   - c. Describe the smugglers
   - d. Report an event to the police

4. What are the big temples in Prambanan?
   - a. Angkot wat, syiwa, and sudra temples
   - b. Paria, Brahmana, and temples
   - c. Brahmana, syiwa, dan wisnu temples. ✗

d. Wisnu, syiwa and Borobudur temples

5. When did they go home?

   a. On Saturday morning

   b. On Friday evening.

   c. On Thursday evening

   d. On Friday afternoon

6. Why did they only visit Brahmana and Syiwa temples?

   a. Because ther was no wisnu temple

   b. Because wisnu temple was amazing

   c. Because wisnu temple was too small

   d. Because wisnu temple was being repaired.

Text 2

Read the following text to answer questions number 5 to 10.

The police thought that two burglars started the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into the students' room while they were going to a football game. They never thought that while they were away, burglars would break into their boarding house.

7. The communicative purpose of this text is…

   a. To retell events for the purpose of informing

   b. To present perspective points about an issue

   c. To describe the way they are

   d. To acknowledge readers about informative events

8. The text is in form of a/an…

   a. Description

   b. Report

   c. Anecdote

   d. Recount

9. Where did the robbery take place?

   a. At 151 Pattimura Street

   b. At 151 Gajamada Street

   c. At 161 Pattimura street

   d. At 212 sisingamangaraja street

10. When did the robbery happen?
    a. Sunday morning
    b. Sunday afternoon
    c. Saturday morning ✗
    d. Saturday afternoon

Text 3

Read the following text to answer questions number 11 to 15.

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony. Overall, the ceremony was quite elaborate. It took about a week. Several day before the ceremony was done, grandpa's body was kept in series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then move the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called lakian. The next phase of the ceremony was held in this place. The coffin is borne from the house and place in the lakian. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

11. What happened to the grandpa several day before the ceremony?
    a. He visited my home
    b. He was kept in my home
    c. He was placed in the tongkonan.
    d. He made tongkonan ✗

12. Overall, the ceremony was quite elaborate. What does "elaborate" means?
    a. Taking a long process.
    b. Taking a sad moment
    c. Giving a bless
    d. Making people happy ✗

13. Why did the writer say that his grandpa funeral was quite elaborated?
    a. Because the family have to come to the funeral
    b. Because a lot of people come to the grandpa funeral ceremony
    c. Because it takes several days to hold he ceremony.
    d. Because grandpa's body was kept in tongkonan

14. The activities below are held in the second phase, except…
    a. Prepared buffalo and holding buffalo matches
    b. Prepared funeral tower.
    c. Place the coffee in the lakian
    d. Chanting

15. They were great matches. What does the word "they" refer to?
    a. Buffalo
    b. Buffalo matches.
    c. People in the buffalos matches
    d. Families

Text 4

Read the following text to answer questions number 16 to 20.

Last holiday I went to Paris. I visited museums and sat in public gardens. A friendly waiter taught me a few words of French. Then he lent me a book. I read a few lines, but I did not understand a word. Every day, I thought about postcards. My holidays passed quickly, but I did not send any card to my friends. On the last day I made a big decision, I got up early and bought thirty seven cards. I spent the whole day in my room, but I did not write a single card!

16. What is the tenses used in the text above?
    a. Simple present tense
    b. Past continues tense
    c. Simple past tense.
    d. Simple future tense

17. Whom did the writer meet in paris?
    a. A man that take him to French
    b. A man that gave him thirty seven cards
    c. A man that lent him a book.

d. A man that worked in museum

18. 'I read <u>a few lines</u>,…' what does the underline phrase mean?

    a. Words in a postcard

    ~~b.~~ Texts on the book.

    c. Museum guiding

    d. Garden's rules

19. What did he do in the last day in paris?

    a. Went to paris

    b. Wrote a post card whole day

    c. Got up late

    ~~d.~~ Went to buy some cards.

20. Then he lent me. Whom does "he" refer to?

    a. French tourist

    b. Annoying waiter

    c. A friendly tourist

    ~~d.~~ A nice waiter.

Appendix 8. The Students' Reading Comprehension of Post-test

$$\frac{16}{20} \times 100 = 80$$

Post- test

Name : Putri Wulansary

Class : VIII . 2

Text 1

Read the following text to answer questions number 1 to 3.

A Trip to the Zoo

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

1. What happened to the writer's dad when he rode an elephant?

    a. He felt a thrill

    b. He felt fun

    c. He fell off.

    d. He failed

2. Why did the writer and his family feel very tired after having a trip to the zoo?

    a. They had to visit many places in the zoo.

    b. They took a long time to reach the zoo area

    c. They had to feed a lot of animals in the zoo

    d. They had no time to take a rest in the zoo

3. ... our family felt tired after visiting the zoo, we were still happy.

    a. Since

    b. Because

    c. Although.

    d. Nevertheless

Text 2

Read the following text to answer questions number 4 to 7.

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much. After breakfast, he took me to the garden behind his house. The

garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

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

4. The text above tells us about ....
    a. A holiday at a friend's place.
    b. A picture of bird
    c. A big bird cage
    d. A big garden

5. What is the last paragraph about?
    a. Anto had butterflies as his pet
    b. The writer's friend is a good swimmer
    c. There are a lot of flowers in Anto's house
    d. The writer had a good time with his friend.

6. Where did the writer spend his afternoon?
    a. Under a tree
    b. Inside big bird cage
    c. In the flower garden
    d. In the swimming pool.

7. From the text, we know that the writer ....
    a. Had gone and visited many places during his holiday
    b. Lived in the same village with his pen pal, Anto
    c. Liked butterflies and swimming very much
    d. Spent his holiday at friend's house.

Text 3

Read the following text to answer questions number 8 to 10.

Last week, Mr Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself

with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic. When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father,"she said.

8. Who took Mrs. Damiri to the clinic?
   a. Her son
   b. Her husband
   c. Her neighbor.
   d. Her children

9. The main idea of the second paragraph is ….
   a. Mrs. Damiri got accident
   b. Mr. Damiri was proud of his son
   c. Yusuf asked his neighbour to help.
   d. Mr. Damiri and his other children had gone

10. How did the neighbour help Mrs. Damiri?
   a. He called Mrs. Damiri's husband and ran to the kitchen
   b. He called the fireman and put out the fire
   c. He put out the fire and took Mrs. Damiri ot the clinic.
   d. He called the fireman and advised Mrs. Damiri to stay calm

Text 4

Read the following text to answer questions number 11 to 20

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted,"It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

11. When did the clock stopped?

    a. At 5.12

    ~~b.~~ At 11.55.

    c. At 12.00

    d. At 12.02

12. Why did the people gather under the Town Hall clock?

    ~~a.~~ To welcome the New Year.

    b.   To see the newly bought clock

    c. To strike the laughing people

    d. To stop people who shouted

13. Based on the text, where was the writer?

    ~~a.~~ At the center of the town.

    b. At home

    c. AT the beach

    d. At the market

14. When did the event happen?

    a. in the middle of the year

    b. The end of the year.

    ~~c.~~ Christmas celebration

    d. at the weekend as usual

15. Which of the following is not true according to the text?

    a. The writer was waiting to celebrate the New Year

    b. The writer brought a watch

    c. The writer was very happy

    ~~d.~~ The writer celebrated the New Year with his family.

16. What probably happened when someone shouted that the clock stopped?

    a. Everybody directly celebrated the New Year

    b. Everybody sings and laugh

    ~~c.~~ Everybody looked for a watch.

    d. Everybody shouted too.

17. What does the first sentence tell you?

    a.   The problem that the writer met

b. The funny thing in the story

c. The opening of the story.

~~d.~~ The past event

18. "It would strike twelve in twenty minutes' time." The underlined word refers to …

~~a.~~ the clock.

b. author's watch

c. the town

d. the place

19. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. What is the closest meaning of the underlined word?

~~a.~~ Mass.

b. Big

c. Many

d. lots of

20. "The big clock refused to welcome the New Year" What is the synonym of the word ….

~~a.~~ Reject.

b. Accept

c. Admit

d. Hate

Appendix 9. the worksheep of student

A trip to the zoo

Yesterday, my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food we went to the nocturnal house where we saw bird and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell of when he let go off the rope, but he was ok. During the lunch we fed some bird in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

Main Idea : I and my family went to the zoo to see the elephant.

Artinya :- Kemarin, keluarga saya dan saya pergi ke kebun binatang untuk melihat gajah. Ketika kita pergi ke kebun binatang, kita pergi ke toko untuk membeli beberapa makanan untuk diberikan kepada binatang. Setelah mengambil makanan kita pergi untuk melihat burung dan reptil yang hanya bisa dilihat di malam hari.

- Sebelum makan siang, kita pergi menunggangi gajah. Itu sangat mendebarkan untuk menunggangyinya. Ayah jatuh ketika dia melepaskan tali, tapi dia tetap ok. Sambil makan siang kita memberi makan burung di taman. Pada siang hari kita melihat binatang yang sedang makan. ketika kita kembali ke rumah kita sangat lelah tapi kita bahagia. Itu karena kita menikmati aktifitas di banyak tempat di kebun binatang.

Sunday the Terrible

Last week was a terrible day for me. My cousin and I were playing football in front of the house to spend time with us. First, it was really fun until I kicked the ball leaded me to the window and broke the window. When we want to escape, all of the sudden we all heard a loud voice. After that, the owner of the house come out of the fence, he yelled at us. We are very afraid of her, but we do not know what to do. Then, one of my cousins told us to run, we all run, and suddenly we heard the sound of skin. Then we know that homeowners allow dogs to chase us. And we were struggling to run as fast as her as we can.

But, I fell down so the dog managed to capture me and bit my leg. It really hurt me. Then the dog run back into the house. My cousin took me to the doctor said that I was exposed to rabies, then I was hospitalized for one week more. That's a terrible day of the week for me, may not happen to me again in next week Sunday.

mine idea : I and my cousin broke the window when I and my cousin play football.

Terjemahan : Minggu lalu adalah hari yang buruk untukku. Sepupu saya dan saya bermain bola di depan rumah. pertama it adalah sungguh menyenangkan Sampai saya menendang bola ke jendela dan merusak jendela. kami adalah sangat takut, tapi Kami tidak tau apa untuk dilakukan. satu dari Sepupu saya mengatakan untuk Lari, kami Lari dan tiba-tiba kami mendengar suara. kami tahu Pemilik rumah membiarkan anjing untuk mengejar kami.

Tapi, saya merasa down sehingga anjing menggigit kaki saya. it sungguh menyakitkan saya. sepupu saya membawa saya ke dokter lalu saya di rumah sakit untuk satu minggu Lebih.

Appendix 10. The Value of t-table

TABEL II
NILAI-NILAI DALAM DISTRIBUSI t

	α untuk uji dua fihak (two tail test)					
	0,50	0,20	0,10	0,05	0,02	0,01
	α untuk uji satu fihak (one tail test)					
dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

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Appendix 10. Documentation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor   : B 3439 /In.39/PP.00.9/12/2018
Lampiran : -
H a l   : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
    KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: SANITA
Tempat/Tgl. Lahir	: PINRANG, 11 Oktober 1995
NIM	: 14.1300.158
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: DESA DATA, KEC. DUAMPANUA, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah ***KOTA PAREPARE*** dalam rangka penyusunan skripsi yang berjudul :

"THE EFFECTIVENESS OF USING COOPERATIVE INTEGRATED READING AND COMPOSITION TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION ON RECOUNT TEXT AT THE SECOND YEARS OF SMPN 5 PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan **Desember** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

6 Desember 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH
Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
Email : bappeda@pareparekota.go.id; Website : www.bappeda.pareparekota.go.id

P A R E P A R E

Parepare, 11Desember 2018

			Kepada
Nomor	:	050 /1028/Bappeda	Yth.
Lampiran	:	--	
Perihal	:	**Izin Penelitian**	

Yth. Kepala Dinas Pendidikan dan Kebudayaan Kota Parepare
Di -
              P a r e p a r e

DASAR :
1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 3434/In.39/PP.00.9/12/2018 tanggal 6 Desember 2018 Perihal Izin Melaksanakan Penelitian.

    Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a	: SANITA
Tempat/Tgl. Lahir	: Pinrang / 11 Oktober 1995
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswi
A l a m a t	: Desa Data, Kec. Duampanua, Kab. Sidrap

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"The Effectiveness Of Using Cooperative Integrated Reading And Composition Technique To Improve Students' Reading Comprehension On Recount Text At The Second Years Of SMPN 5 Parepare"

Selama	: Tmt. 10 Desember 2018 s.d. 10 Januari 2019
Pengikut/Peserta	: **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :
1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil **"Penelitian"** kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

An. KEPALA BAPPEDA
SEKRETARIS,

E.W. ARIYADI S, ST., MT
Pangkat Pembina Tk. I
Nip. 19691204 199703 1 002

TEMBUSAN : Kepada Yth.
1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare
4. Saudara SANITA
5. Arsip.

PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 5 PAREPARE
Alamat :Jl. Bau Massepe No. 24 Telp. (0421) 26443 Fax 0412 21926 Parepare 91123
Email : smp5pare@yahoo.co.id   *Website :* www.smp5parepare.sch.id.

SURAT KETERANGAN SELESAI PENELITIAN
NOMOR : 422 / 070 / SMP.05 / 1 / 2019

Yang bertanda tangan dibawah ini, Kepala Sekolah Menengah Pertama Negeri 5 Parepare. menerangkan bahwa :

N a m a	: SANITA
Tempat / Tgl Lahir	: Pinrang, 11 Oktober 1995
NIM	: 14.1300.158
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	:Tarbiyah dan Adab
Alamat	: Desa Data, Kec.Duampanua, Kab.Pinrang

Nama tersebut diatas benar telah menyelesaikan Penelitian di **SMP Negeri 5 Parepare** selama 1 bulan terhitung tanggal 10 Desember 2018 s/d 10 Januari 2019 dengan Judul Penelitian " *The Effectiveness Of Using Cooperative Integrated Reading And Composition Technique To Improve Students' Reading Comprehension On Recount Text At the Second Years Of SMPN 5 Parepare"*

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 10 Januari 2019
Plt. Kepala Sekolah,

MULYO SUWITO,S.Pd
NIP. 19600606 198412 1 005.

CURRICULUM VITAE

The researcher Sanita, was born on October 11st, 1995 in Pinrang. She is the fifth in her family, she has two brother and five sisters. Her father's name is Tajudding and her mother is Sitti.

Her education background, she began her study on 2003 at SDN 041 Pasir Putih and graduated on 2008, at the same year her registered of SMP Mulawarman Kalimantan Timur, then she moved in SMPN 5 Duampanua Pinrang and graduated 2011, and then she continued her study again in SMAN 1 Duampanua Pinrang and graduated 2014. In the same year she continued her study in Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare but now it was changed become Institute Agama Islam Negeri (IAIN) Parepare, During her study, she participated actively on student organization in Persaudaraan Shorinji Kempo Indonesia (PERKEMI) Dojo IAIN Parepare.

She took about four years for the degree of sarjana English education at Institute Agama Islam Negeri (IAIN) Parepare to take her undergraduate program in English Department of Tarbiyah faculty. Now she was finished her skripsi under the title **"The Effectiveness of Using Cooperative Integrated Reading and Composition (CIRC) Technique to Improve Students' Reading Comprehension on Recount Text at the Second Year of SMPN 5 Parepare"**.