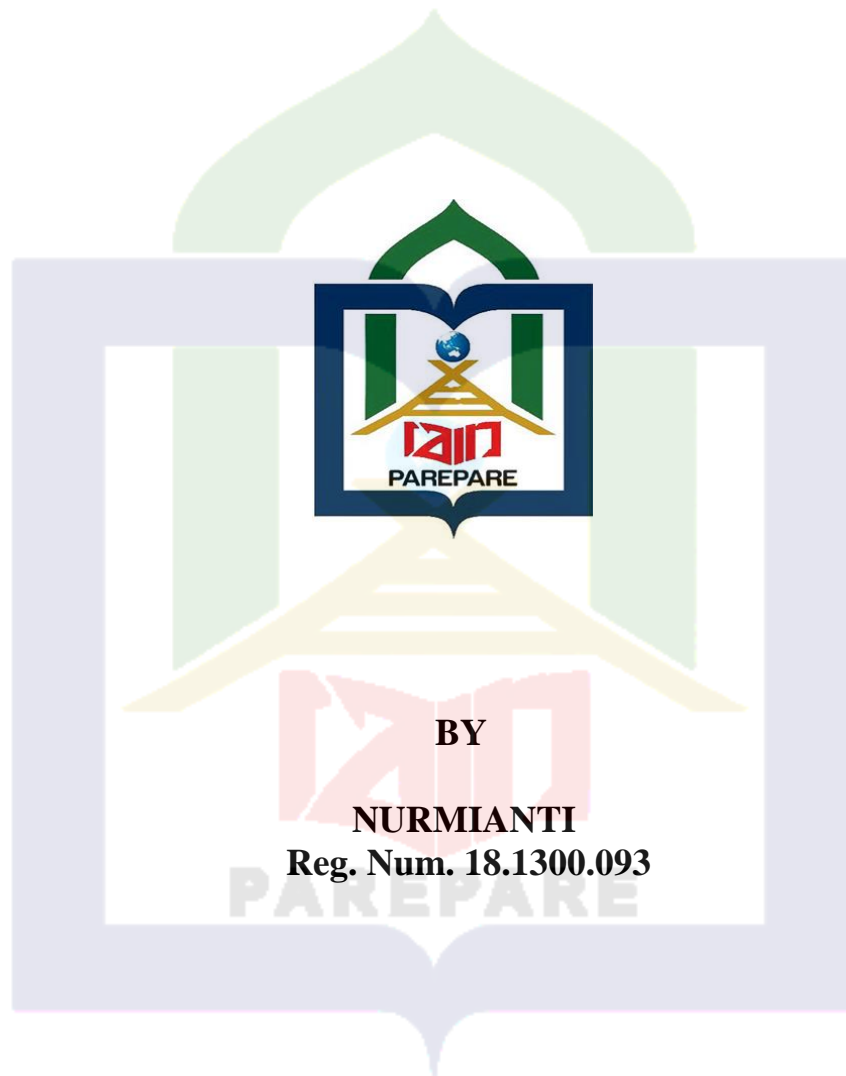


A THESIS

**THE EFFECT OF COOPERATIVE INTEGRATED READING
AND COMPOSITION (CIRC) STRATEGY TO IMPROVE
STUDENTS' READING COMPREHENSION AT THE
EIGHT GRADE MTs UHAIDAO KAB. MAMASA**



BY

NURMIANTI

Reg. Num. 18.1300.093

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2023

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

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Of Sarjana Pendidikan (S.Pd.)

English Education Study Program

Submitted by:

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REG. NUM. 18.1300.093

PAREPARE

TO

**ENGLISH EDUCATION PROGRAM
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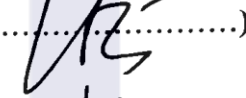
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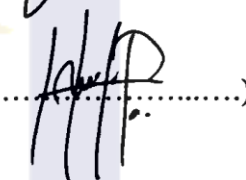
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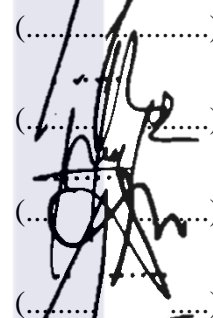
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Parepare, 15th December 2022

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DECLARATION OF THE AUTHENTICITY OF THE THESIS

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

Parepare, December 15th 2022

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ABSTRACT

Nurmianti, *The Effect of Cooperative Integrated Reading and Composition (CIRC) Strategy To Improve Students' Reading Comprehension At the Eight Grade MTs Uhaidao, Kab. Mamasa.* (Supervised by Abdul Haris Sunubi dan Humaeroah)

This research was conducted in MTs Uhaidao Kab. Mamasa. Reading comprehension is a skill that must be known and learned. There are a variety of problems that are often encountered in reading comprehension for language learning, such as poor reading background, improper teacher leadership, and vocabulary that makes comprehension difficult. The problem also afflicts class VIII MTs Uhaidao students, based on previous observations, there are still many students who have difficulty in reading comprehension, especially when reading narrative texts. Based on the above problems, researcher want to conduct research using learning strategies, namely cooperative integrated reading and composition (CIRC).

The design of this study was a quantitative method using a pre-experimental design involving twenty students of MTs uhaidao as samples in this study. The data were collected through pre-test and post-test, this aimed to find out whether CIRC strategy can affect the improvement students' reading comprehension at the eighth grade MTs uhaidao.

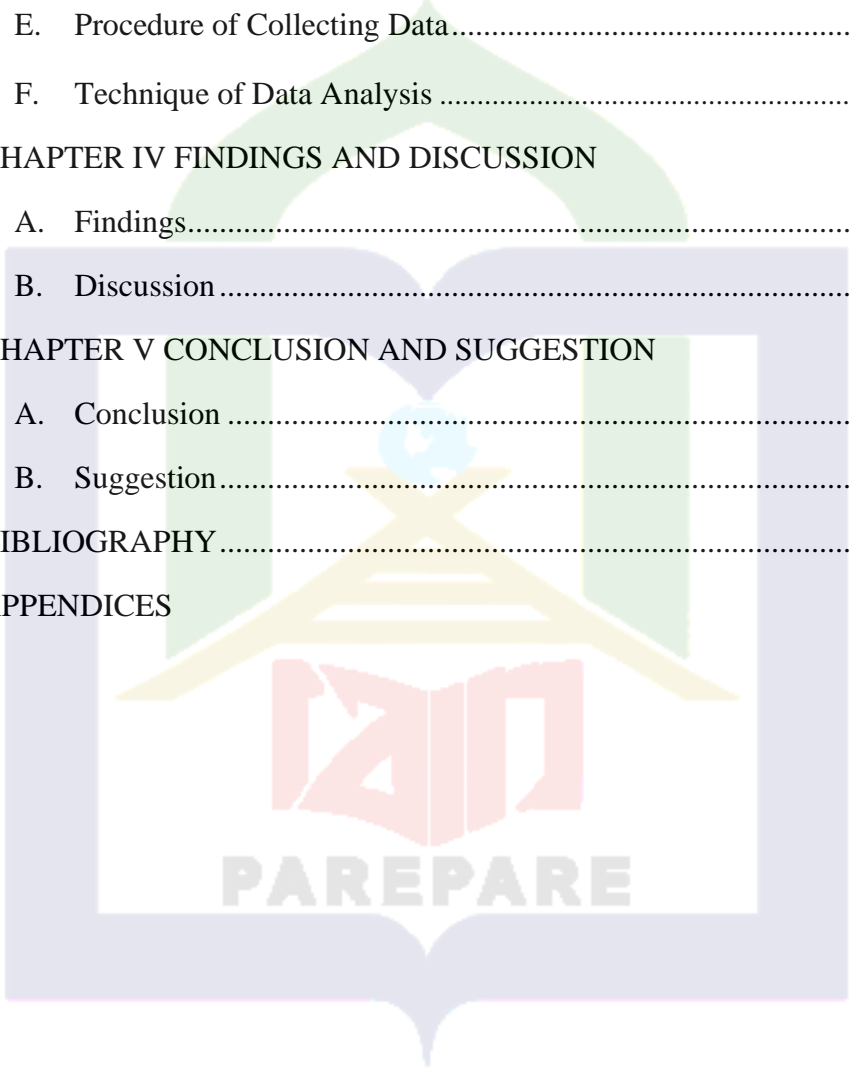
The results of this study showed that students' reading comprehension improved significantly after carrying out treatment using the CIRC strategy. It was proved from a post-test mean value greater than the pre-test value of $70.5 > 55.5$, based on the calculation of the results of data analysis using the t-test showing a t-count value more than t-table, $8.12 > 1.729$ at a significant level of 0.05 (5%) = 19. It can be concluded that the use of CIRC strategy was effective in improving students' reading comprehension.

Keywords: *CIRC Strategy, Reading Comprehension*

TABLE OF CONTENT

COVER	i
PAGE OF TITLE.....	ii
SUBMISSION PAGE.....	iii
ENDORSMENT OF CONSULTANT COMMISIONS	iv
ENDORSMENT OF EXAMINER COMMISIONS.....	v
ACKNOWLEDGEMENT	vi
DECLARATION OF THE AUTHENTICITY OF THE THESIS	viii
ABSTRACT.....	ix
TABLE OF CONTENT	x
LIST OF TABLES	xii
LIST OF APPENDICES.....	xiii
LIST OF FIGURES	xiv
CHAPTER I INTRODUCTION	
A. Background	1
B. Research Question	4
C. The Objective of the Research.....	4
D. Significance of the research.....	5
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Research Findings.....	6
B. Some Pertinent Ideas.....	8
C. Conceptual Framework.....	27
D. Hypothesis.....	27
CHAPTER III METHODOLOGY OF THE RESEARCH	

A. Research Design.....	28
B. Research Location and Time	28
C. Population and Sample	28
D. Research Instrument.....	29
E. Procedure of Collecting Data.....	30
F. Technique of Data Analysis	33
CHAPTER IV FINDINGS AND DISCUSSION	
A. Findings.....	36
B. Discussion	46
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	52
B. Suggestion.....	52
BIBLIOGRAPHY	I
APPENDICES	



LIST OF TABLES

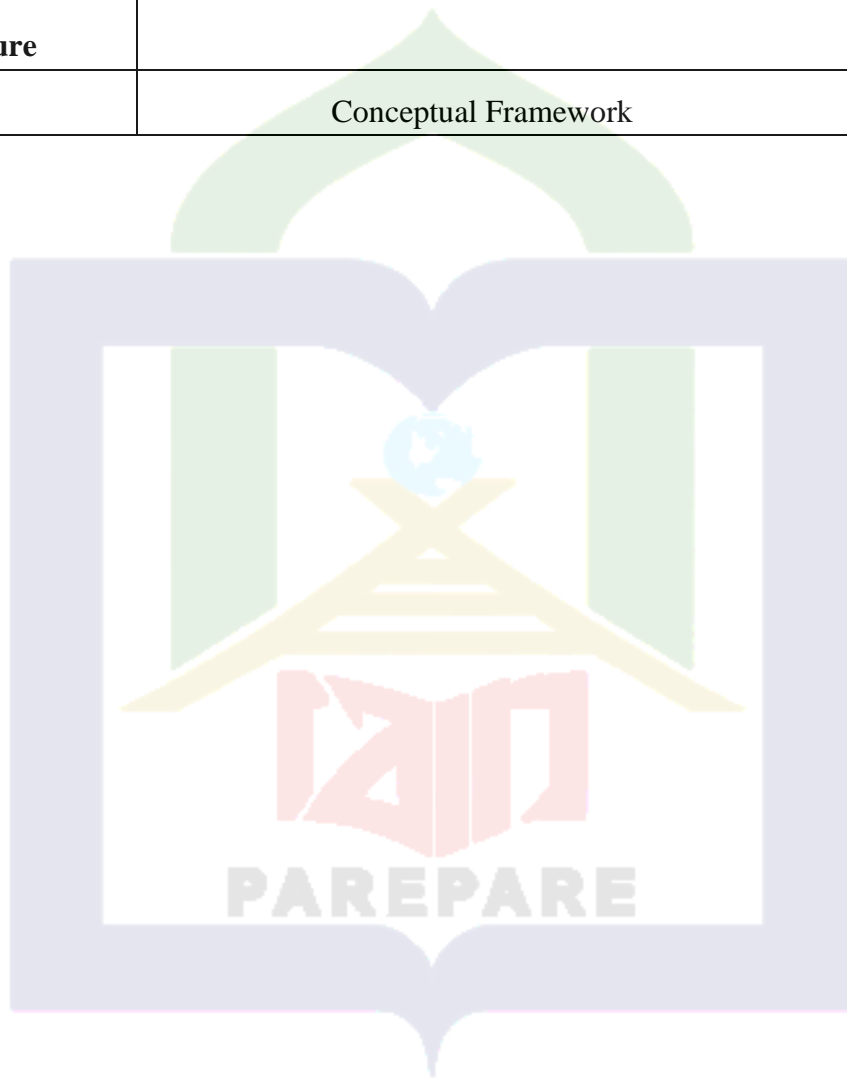
Number of Table	Title of Table	Pages
3.1	Total Num. of the eight grade of MTs Uhaidao Kab. Mamasa	29
4.1	The students score of pre-test	37
4.2	The students score of pre-test classification	38
4.3	The percentage of the frequency of pre-test	40
4.4	The mean score and standard deviation of pre-test	41
4.5	The students score of post-test	41
4.6	The students score of post-test classification	43
4.7	The percentage of the frequency of post-test	44
4.8	The mean score and standard deviation of post-test	45
4.9	The test significant	45

LIST OF APPENDICES

Number of Appendice	The Title of Appendices
1	Learning Scenario (RPP)
2	Research Instrument of Pre-test
3	Research Instrument of Post-test
4	The Students Reading Comprehension of Pre-test
5	The Students Reading Comprehension of Post-test
6	Form Permohonan Rekomendasi Penelitian dari Kampus
7	Form Surat Izin Penelitian dari Dinas Penanaman Modal dan Pelayanan Kab. Mamasa
8	Form Surat Keterangan Telah Melakukan Penelitian
9	The Canculation of Students' Score Pre-test and Post-test
10	The Table of T-table
11	Documentation

LIST OF FIGURES

Number of Figure	The Title of Figure	Page
1	Conceptual Framework	28



CHAPTER I

INTRODUCTION

A. Background

As international language, English is crucial to the advancement of science and technology. The majority of scientific books and papers are often written in English. This necessitates that persons working in a particular field be able to comprehend written English material in order to organize information and knowledge.

Learning the English language involves developing the four language abilities of namely speaking, listening, writing and reading.¹ The four talents typically stand alone, but when used to communicate, language cannot be separated from one another and requires a balanced distribution and coordinated implementation. This demonstrates how various characteristics are integrated into language. One aspect of language skills contained in English learning materials in grade VIII secondary schools is reading skills. This proves the importance of mastering reading skills.

In addition to other language abilities, reading is one of the most crucial ones. Because reading is a way to discover the desired other world, people can learn more, have fun, and uncover written messages simply by reading. According to Tarigan, reading is a technique that readers utilize to receive the message that an author is trying to express through the use of words or written language.²

When reading texts are engaging and entertaining, one of the crucial skills that must be taught in the classroom is reading. Reading literature also offers the chance to pick up vocabulary, grammar, and pronunciation; this helps frame the subject and

¹ Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa Bandung, 2008)p.1

² Tarigan

spark conversation. Students must be aware of how they read and what they may do to increase comprehension if they are to become better readers.

There are a variety of problems that are frequently encountered in reading comprehension for language learning, such as decoding what they read, making connections between what they read and what they already know, for example, background knowledge, and about what they read. The entire content of the text includes topics, titles, main ideas, references, and guessing meanings. These problems can be brought on by a poor reading background, improper teacher leadership, a lack of enthusiasm, incorrect material, challenging topics, and vocabulary that makes understanding difficult.

The problems above also affected students in class VIII at MTs Uhaidao in Mamasa Regency. As evidenced by previous observers' findings, there are still a lot of students who struggle with reading. Students have several challenges when learning to read, particularly when reading narrative literature. Reading narrative texts is regarded by students as a laborious task since they struggle to comprehend the text and draw conclusions about the ideas presented. Because they lack a solid understanding of the background information provided by the teacher, the students must additionally deal with numerous foreign words in the reading material and students' motivation in learning English very weak and they think that English is very difficult to learn. Students no longer like reading as a result, and their reading test scores suffer. The teacher's role is crucial in this regard for helping students improve their reading comprehension. To ensure that students get the most out of their reading classes, teachers must choose and prepare effective teaching resources. Teachers might also look for a technique that would encourage pupils to enjoy reading and improve their reading comprehension.

The level of understanding used in this study is literal comprehension or is recognized as the first and most basic level of understanding in reading. Literal understanding is the understanding of information and facts that are directly stated in the text. Literal understanding is the understanding of the written meaning of a passage, the definition of a word, the context of writing, the main idea, of that part and the sequence of thoughts chosen by the author. According to Samsu Somadoyo (2011: 19) the ability to read literal is the ability of the reader to recognize and capture the content of the reading expressly stated. That is, the reader only captures information that is printed literally or clearly in the reading. So, students can use literal comprehension skills by looking at keywords, content words that carry the most meaning in a text, students can underline or highlight keywords. The second is skimming. Students can skim by looking at the title, image, caption and the first and last paragraphs of the text. Thirdly is scanning, reading to make it easier for certain elements in a text, such as key concepts, names, places, events or certain information to answer questions. Students can scan by looking at the text to find keywords to get specific information quickly.

There are currently a variety of instructional techniques and approaches available to help teachers improve their pupils' reading abilities. Cooperative integrated reading and composition (CIRC) is a cooperative learning strategy that combines reading and writing and places students in small, collaborative groups of 4-6 people with a heterogeneous group structure.³ The cooperative integrated reading and composition (CIRC) strategy is a comprehensive learning program to teach reading and writing to elementary grade learners, at a higher level and also in high school. The design of CIRC is driven by a desire to use cooperative learning to introduce the most recent approaches to the practical teaching of reading learning.⁴

³ Slavin, *Cooperative Learning Teori, Riset dan Praktik*. (Bandung: Nusa Media, 2010)p.

⁴ Susiprayati, Arini and Suwatra, *Penerapan Model Pembelajaran CIRC Untuk Meningkatkan*

The advantages of the CIRC learning model place more emphasis on the cognitive, psychomotor, and affective aspects of students. The application of this model will clearly undergo changes in the learning process starting from behavior as a form of individual experience and further improving the social ability of group application applications.

It can be concluded that the CIRC learning strategy is a learning strategy that emphasizes students to work together in order to do well, effectively and efficiently where learning success is obtained together, not just individual abilities.

Based on the explanation above, researchers are interested in conducting a study entitled "The effect of cooperative integrated reading and composition (CIRC) strategy to improve students' reading comprehension at the eight grade MTs uhaidao, kab. mamasa."

B. Research Question

Considering the background above, the research formulates the research question as follows:

"Is the use of CIRC strategy able to improve students' reading comprehension at the eight grade of MTs Uhaidao ?"

C. Objective of the Research

Based on the research question above, this research report aims to find out the following objectives:

"To know the improvement of students' reading comprehension by using CIRC strategy".

D. Significant of the Research

The result of this research is expected to be useful information for the English teacher, students and the research.

1. For the teacher

Using this research, it is hoped that teachers can make their teaching learning process effective and efficient by using the CIRC learning method. It is also expected that the teacher becomes more aware that the teacher can use everything to facilitate the students' learning. Therefore, the teacher becomes a creative person and always updates the information and selects the appropriate method to make the teaching-learning process effective.

2. For the students

This research aims to motivate students to study English. It can help to develop students' reading comprehension and help students to understand material easily using CIRC strategy. This research is also aimed at improving students' reading ability and keeping them active in learning process.

3. For the researchers

This researcher is expected to give the further researcher new knowledge to do better research in teaching and learning cases, and to solve the students' reading comprehension problems and also the teachers that have similar problems with this researcher.

CHAPTER II

REVIEW AND RELATED LITERATURE

A. Previous Related Research Finding

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

1. Sanita, " The Effectiveness of using Coperative Integrated Reading and Composition (CIRC) Technique to Improve Students' Reading Comprehension On Recount Text at the Second Year of SMPN 5 Parepare, in her research. The result calculation of mean score pre-test of the students 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 (Ha) was accepted, while the null hypothesis (Ho) was rejected. Which the t-test value (4,04) was higher than t-table value (2,093) with significance 5%. Based on the data analysais, the researcher conclude 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 parepare⁵
2. This research, The Use of Cooperative Integrated Reading and Composition (CIRC) technique to improve students' ability in reading comprehension achievement (a classroom action research at the eighth grade students of MTs Pancasila Bengkulu in academic year 2015/2016), was conducted in three cycles. The data for this study were gathered through tests, pre-assessment, and cycles I through III. The percentages of mean score in pree-assessment were 39.7 and evaluation in cycle I was 60.6; in cycle II it was 70.8; and in cycle III it was 79.7.

⁵ 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, Skripsi: Faculty of Tarbiyah of IAIN Parepare, 2019)

Susi Pransiska also found that the improvement of students' activities was good. It concluded that the CIRC technique could improve students' reading comprehension achievement.⁶

3. Karmila Nurul Ibriza, in her research *The Effectiveness of Cooperative Integrated Reading and Composition (CIRC) To Improve Writing in Descriptive Text* (an experimental study of the eight grade students of MTs Negeri 2 Kudus in the academic year 2016/2017, the research design was a quasi-experimental research non-equivalent control group design. The subjects of the study were seventy eight students of the eight grade of MTs Negeri Kudus categorized into two groups named experimental and control groups. The experimental group consisting of 39 students, was taught by using CIRC technique. Meanwhile the control group consisting of 39 students, was taught by the use of lecturing technique by the English teacher. The result of the research shows that pre-test average scores of the two groups are nearly same. The means of the pre-tests are 64,46 (the control group) and 63.97 (the experimental group). The slight difference between the two groups indicates that they are homogeneous. After the treatments, the score of the two group increased. The means turn into 71.13 (the control group) and 76.26 (the experimental group). The improvements are 6.67 (the control group) and 12.29 (the experimental group). Moreover, the result of the t-test is 2.847 and t-table is 2.024. it means that there is a significant difference in writing by achievement between two groups because t-value is higher than t-table. The research finding of this study reveal that CIRC improves the students competence in writing. By working in a team, the students enrich their their vocabularies, correct any errors they may make, and make a proper organization. Moreover, some aspects of writing of the experimental group improve. In conclusion, according to the post-test result in the experimental

⁶ Susi pransiska, “ *The Use Of Cooperative Integrated Reading and Composition (CIRC) Technique To Improve Students Reading Ability and Reading Comprehension Achievement (a Classroom Action Research at the eight grade students of MTs Pancasila Bengkulu in Academic Year 2015/2016)*”, (Skripsi: Faculty of Tarbiyah and Tadris, IAIN Bengkulu, 2016)

group and t-test calculation, it could be proven that CIRC is effective to be used in teaching writing of descriptive text.⁷

Based on several previous studies that the researcher uses are a references, there are elements of significant differences. The discussion in the research that the researcher will discuss here as a common thread with previous research includes:

1. There are difference in research methods
2. The number of population and samples used are different.
3. The research location is different.
4. There are differences in data analysis techniques.
5. There is a different frame of mind
6. The researcher focuses on The Effect of Cooperative Integrated Reading and Composition (CIRC) Strategy to Improve Students' Reading Comprehension at the Eight Grade MTs Uhaidao Kab. Mamasa

B. Some pertinent ideas

1. Cooperative Integrated Reading and Composition (CIRC) Strategy

a. Definition of Learning Strategy

The word strategy comes from the Latin *strategia*, which is interpreted as the art of using a plan to achieve a goal. In the KBBI (2018), strategy means a careful plan of activities to achieve specific goals.⁸ According to Beckman, In general, a strategy is a tool, plan, or method used to solve a task. Meanwhile, in the context of learning, strategies are related to the approach in delivering material in the learning

⁷ Karmila Nurul Ibriza, `` *The Effectiveness Of Cooperative Integrated Reading and Composition (CIRC) to Improve Writing in Descriptive Texts (an Experimental Study of the Eight Grade Students OF MTsN 2 Kudus in the Academic Year 2016/2017)*`` (Skripsi: Faculty of Language and Arts, Semarang State University, 2017)

⁸ Halim Simatupang, *Strategi Belajar Menagajar Abad Ke-21*, (Surabaya: CV. Cipta Media Edukasi, 2019)

environment.

According to Kemp, learning strategy is a learning activity that must be carried out by teacher and students so that learning objectives can be achieved effectively and efficiently. According to J.R David, the learning strategy is a plan that contains a series of activities made to achieve educational goals.⁹ In addition, Maraco (2001) defines learning strategies as international methods, tactics, or behaviors taken by students to facilitate learning and recall knowledge from the field of linguistics and content.¹⁰

Learning strategies are tactics used in learning activities. Educators seek to assist students in carrying out a learning activity. The purpose of the learning strategy is to improve the efficiency and efficacy of student learning activities. As a result, a learning strategy can be defined as a plan consisting of a series of actions aimed at achieving certain educational goals. Achieving the goal requires a strategy.

b. Definition of CIRC Strategy

Before the research defining CIRC, it is better to define the meaning of cooperative learning itself. Beth said that cooperative learning is an instructional strategy that enables small groups of students to work together on a common assignment.¹¹

Cooperative learning is students learning in groups, which are structured so that group members have to cooperate to succeed. Students work together to learn and are responsible for their team mates' learning as well as their own. Studies have shown that by having to explain answers to problems to a peer, the act of having to

⁹ Haudi, Strategi Pembelajaran, 2021

¹⁰ Ernesto Macaro, Learning Strategies in Foreign and Second Language Classrooms (New York: Continuum, 2001)

¹¹ Beth, Definition of Cooperative Learning, (online), (<https://tophat.com/glossary/cooperative-learning.htm,-online> 21 July 2022)

clarify and communicate actually enhances the students' understanding.¹²

In addition, cooperative learning is a teaching method using a system of groups or small teams of two or more students who have a heterogeneous background of academic ability, gender, race, or ethnicity. This kind of method has two major components: the cooperative tasks components and cooperative incentive structure components. Cooperative tasks relate to the things that cause members to work together in groups to complete the tasks, while the incentive structure is something that motivates individuals to work together to achieve group goals.¹³

Based on the statement above, the researcher concluded that cooperative learning is a learning model where students learn in small groups that have different abilities and each student member of the group must help each other to understand the material.

Based on the study of Slavin, cooperative learning can be summarized as follows:

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)¹⁴

Cooperative Integrated Reading and Composition is referred to as CIRC.

¹² Sonthara, Cooperative Learning : Theory & Practice.(*Kampuchean Action for Primary Education. Cambodia: World Education, 2009*). P.2

¹³ Sanjaya, Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Jakarta: Kencana Prenada Media Group, 2009. P. 240-241

¹⁴ Robert E Slavin, Cooperative Learning: Theory, Research and Practice, terj. Narulita Yusron, Cooperative Learning: Teori, Riset dan Praktik (*Bandung; Penerbit Nusa Media, 2005*) p. 11

According to Slavin, a comprehensive method for teaching reading, writing, and language arts in the upper grades of primary education is the CIRC strategy.¹⁵

For upper elementary school grades, CIRC is a complete method of teaching reading, composition, and spelling. In the CIRC reading program, students first receive instruction in reading groups before returning to mixed-ability teams to complete a variety of cooperative activities, such as partner reading, making predictions, character and setting identification, problem solving, summarizing, vocabulary, spelling, and reading comprehension exercises.¹⁶

According to Durukan, the CIRC strategy is one of the cooperative learning approaches that aims to improve language proficiency in reading, writing, and other areas. The CIRC method offers a framework that expands options for both direct instruction in reading and writing as well as the practicality of composition writing techniques.¹⁷

CIRC is an integrated cooperative learning strategy for reading and writing where students are divided into several groups to improve their comprehension skills in reading, writing, understanding vocabulary and language arts. The main focus of CIRC activities is to make more effective teams, which are then coordinated with reading group teaching in order to fulfill other objectives such as reading comprehension, vocabulary, message reading, and spelling. CIRC's main goal is to use cooperative teams to help students learn broadly applicable reading

¹⁵ Slavin, Robert. *Cooperative Learning Theory, Research and Practice*. (London: Allyn and Bacon, 2005) p.104

¹⁶ Madhu Gupta and Jyoti Ahuja, 'Cooperative Integrated Reading Composition (CIRC): Impact on Reading Comprehension Achievement in English among Seventh Graders', *International Journal of Research in Humanities, Arts and Literature Journals*, 2.5 (2014), 37–46

¹⁷ Erhan Durukan, 'Effects of Cooperative Integrated Reading and Composition (CIRC) Technique on Reading-Writing Skills', *Educational Research and Reviews*, 6.1 (2011), 102–9.

comprehension skills.¹⁸

The researcher can infer from the definition given above that CIRC is a program for pupils meant to enhance language arts, writing, and reading comprehension. In CIRC, students are placed in four-to six-person heterogeneous learning teams where they collaborate to aid one another in learning academic topics.

c. Components of CIRC

According to Slavin in Zia, There are eight components which make up the CIRC strategy such as:

- 1) Teams, namely for the formation of a heterogeneous group consisting of 4 or 5 students.
- 2) Placement test, for example, is obtained from the average value of daily tests based on previous or grade that teacher know strengths and weakness of students in a particular field.
- 3) Students creative, perform the task in a group to create a situation where individual success is determined or influenced by the success of the group.
- 4) Team study, the stage of learning action to be implemented by the group and the teacher gives assistance to groups that need it.
- 5) Team scorer and 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.
- 6) Teaching group, which provides a brief matter of teachers towards group work.
- 7) Fact test, namely the implementation of test or quiz based on facts obtained by the students.

¹⁸ Slavin, *Cooperative Learning Teori, Riset dan Praktik*. (Bandung: Nusa Media, 2010) p.203

- 8) Whole-class unit, namely providing a summary of the material by the teacher at the end of time learning with problem-solving strategies.¹⁹

d. The Principles element of CIRC

There are three main elements of CIRC, story-related activities, direct instruction in comprehension and integrated writing and language arts, these are explained as the following:

- 1) Story-related activities, in this phase, the teachers introduce new vocabulary, set a purpose for reading, and discuss the story before and after the students have read it. After the stories are introduced, students are given a series of cooperative learning follow-up activities to do in teams or with partners. The work activities are related to the teacher-directed instruction to the reading groups.
- 2) Direct instruction in comprehension strategies, instruction begin with the teacher presenting the new information or strategies through models and explanations, students receive cognitivesupport during the initial phase of practice in the form of collaboration with their peers and teacher guidance and feedback, gradually, the cognitive support is diminished by reducing the guidance from the teacher while allowing the peers to work closely with partners, eventually students work independently and receive occasional feedback from their peers or the teacher. Students are assigned in heterogeneous ability teams where they collaborate on structured follow-up activities. Cooperative activities are reinforced through group goals and recognition based on points that team member receive for individual performance on all quizzes and composition.
- 3) Integrated language art and writing, during language arts periods, the teacher use a writing and language arts curriculum based on a process approach to giving

¹⁹ Zia Hisni MUBARAK and Gaguk RUDIANTO, 'Cooperative Integrated Reading and Composition (CIRC) Technique in Writing Subject of EFL Context', 148.Icla 2017 (2018), 41–46 <<https://doi.org/10.2991/icla-17.2018.8>>.

instructions for writing work. Students spend significantly more time in extended writing activities than they would in traditional language arts instruction.²⁰

In term of this, Durukan adds some elements in internal structure of CIRC such as knowing individual well, establishing proper groups, ensuring inter group communication, using material appropriate for the content in a timely and orderly manner, supporting groups, fostering cooperation, group and individual assessment. Hence, we can assume that the teacher as model should monitor the students work well since each students should participate actively in the groups and responsible to their own work as the final task.²¹

e. The Steps of CIRC

The steps of CIRC strategy which firstly developed by stevens and slavin as stated in Huda are:

- 1) Making a group consist of 4 member heterogeneously
- 2) Teacher gives text related to the topic of learning.
- 3) The students read the text to each other, discuss the text till they fully understand it then each of them rewrites the text on paper using their own words.
- 4) Making a presentation by reading their own result to their group which then discussing it.
- 5) Teachers provide reinforcement
- 6) Teacher and students make summary together.²²

f. The Strengths and Weakness of CIRC

²⁰ Faisal Mustafa and Nanda Marlina Abdul Samad, 'Cooperative Integrated Reading and Composition Technique for Improving Content and Organization in Writing', *Studies in English Language and Education*, 2.1 (2015), 30 <<https://doi.org/10.24815/siele.v2i1.2236>>.

²¹ Durukan.

²² Miftahul Huda, *Model-Model Pembelajaran*, Yogyakarta: Pustaka Pelajar, 2014

There are some advantages of using CIRC in learning process, they are:²³

- 1) Increase students opportunities to read aloud and receive feedback on their reading.
- 2) Train the students to respond to one another's reading.
- 3) Train students to be active and braver in the classroom.
- 4) Provided interaction teachers and students.
- 5) The students learn broadly applicable reading comprehension skill.
- 6) Increase reading comprehension of low-achieving students.

The weakness of CIRC strategy include:

In this strategy can only be used for subjects using in the language, so that these models cannot be used for subjects such as mathematics and other subjects that use the principle of counting.

2. Reading

a. Definition of Reading

Reading is the result of the interaction between the perception of the graphic symbols that represent language and the reader's language skills and knowledge of the world. In this process, the reader tries to re-create the meanings intended by the writer.

According to Daiek, reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them.²⁴ Based on the theory of Daiek, reading is a process that depends on the writer's skill to explain or convey the meaning in the text by using words and phrases.

²³ Robert, J. Stevens & E. Slavin. 1995, *Effects of a Cooperative Learning Approach in Reading and Writing on Academically Handicapped and Nonhandicapped Students*, (The Elementary school Journal, Vol.95, No.3) p. 242-243

²⁴ Anter Nancy, *Critical Reading for College and Beyond*, (New York: Mc Graw Hill, 2004), p.5.

The writer expresses opinions by creating new words or meaning from sentences that are then explored into sentences or paragraphs.

According to Burns, reading is a way of sharing another person's insights, joys, sorrows, or creative endeavors.²⁵ Meaning, being able to read can make the reader understand and get the message from the author more than being able to know the feelings of the author.

From the explanation above we know how important it is to read, Allah say in the Qur'an in surah Al-Alaq verses 1-5:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) َ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) َ اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) َ الَّذِي عَلَّمَ بِالْقَلَمِ (٤) َ
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمُ (٥) َ

Translation:

Read: in the name of thy Lord who createth,(1) createth man from a clot (2)
Read: and thy Lord is the most bounteous (3) who teacheth by the pen (4)
teacheth man that which he knew not (5)²⁶

The first word is IQRA, means to read. This word has great significance for us because we are aware that reading is a primary interest in human existence. With Allah's blessing, we are able to read everything, and as a result, we are able to determine what we desire.

Furthermore, according to Clark et al., reading is defined as an active, primarily cognitive process of interacting with print or monitoring comprehension to establish meaning, which means that the brain does most of the work.

²⁵ Burns (et.al). Teaching Reading in Today's Elementary School (3rd edition), (New York: Longman,1984), p.3.

²⁶ Al-qur'an, Al-quran Tajwid dan Warna. Terjemahan Perkata. Terjemah Inggris. (Bekasi: Cipta Bagus Segara, 2012) p. 597

From the opinions above, it can be concluded that reading is a process of finding meaning in the text. When someone is reading, it means he is trying to understand the text and find the main idea. So, reading can be said to be a process of understanding the text and knowing its meaning.

b. Kinds of Reading

According to Doulags Brown, in teaching reading, there are three kinds of reading that can improve the skills of the reader; they are reading aloud, silent reading, and speed reading.²⁷

1) Reading Aloud

Reading aloud is an important thing to do in reading where the students, who are known as readers, are required to read aloud to practice their tongue and have to pronounce every word found in the reading text. The main point of focus in reading aloud is not to catch every word in a sentence.

2) Silent Reading

Silent reading is frequently practiced by a reader who wants to comprehend text in the reading process. Silent reading means reading by ear, with no voice expressed. This type of research aims to find out the word and how to express it, as in reading aloud. Reading silently needs a reader to have full concentration

3) Speed Reading

Speed reading is used to improve speed of comprehension in reading. This must run side by side with the main purpose of reading, which is comprehension. It depends on the kind of material read. The rate of speed at which a story or

²⁷ H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Fransisco: San Francisco State University, 1993), p.283.

newspaper or narrative is read will be different from the reading of scientific material.

c. Purpose of Reading

The main purpose of reading is to seek and obtain information, including content, to understand the meaning of reading. Here are some reading goals stated by Anderson:

- 1) Reading for details or facts, for example, reading to discover or know discoveries that have been made by the character, things that have happened to special characters, or to solve problems created by the character,
- 2) Reading to find the main idea, for example, reading to find out why it's such a hot topic, interesting and good, the problems contained in the story, anything learned and experienced by the characters, and summarizes the things they do by characters to achieve goals.
- 3) Reading for organization means, for example, reading to find or find out what happened to part of the story; what happened in the first, second, third, and so on; each stage is made to solve a problem; scenes and events for dramatization.
- 4) Reading to conclude, for example, reading to discover and find out why the characters feel the way they do, what they want to show the author to the reader, why the characters change, the qualities that the characters have that make them successful or fail. Reading like this is called "reading to conclude" or "reading inference."
- 5) Reading to classify, for example, means reading to find and find out something unusual or unnatural about the characters, what's funny in the story, or whether the story is true or not.
- 6) Reading for evaluate, reading to find out if the characters succeed or live together, certain actions; do we want to do as they are done by the character; or working with the way the character works in the story.

- 7) Reading to discover how the characters change, how their lives differ from our own, how the two stories share something, and how the characters are similar to the reader.²⁸

d. Model of Reading

There are three models describe the reading process in general and are not specific to the process of how adults learn to read in a second language. However, understanding the fundamental nature of the reading process is necessary to understanding how reading in English is learned²⁹

1) The Bottom-up Model

Carrel in Ahmadi and Pourhosein Gilakjani said that the main focus of this model is the smaller units of a text like letters, words, phrases, and sentences. The reader reads all of the words in a phrase or a sentence before understanding it. This model starts with decoding the smallest linguistic units, particularly phonemes, graphemes, and words, and then makes meaning from the smallest to the largest units.

2) The Top-down Model

Goodman in Ahmadi & Pourhosein Gilakjani stated that reading is a psycholinguistic guessing game in which readers apply their previous knowledge to relate to a text and to connect this to new information found in the text in order to understand it. The reader does not read every word of a text but focuses on identifying the next words as they try to guess the meaning of words or phrases. Readers begin forecasting from the title of the reading text that permits them to

²⁸ T A S Ali Ghufron, *Jurus Jitu Memahami Teks Berbahasa Inggris* (Deepublish, 2015)p.27 <<https://books.google.co.id/books?id=Jc6XDwAAQBAJ>>.

²⁹ Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 'How Can Students Improve Their Reading Comprehension Skill?', *Journal of Studies in Education*, 6.2 (2016), 229 <<https://doi.org/10.5296/jse.v6i2.9201>>.

restrict the scope of their reading. Then they assume the message the writer wants to transfer and change their hypotheses based on what they read in the text.

3) The Interactive Model

According to Rumelhart, Nunan, and Grabe, effective reading needs both top-down and bottom-up decoration. L2 readers can use top-down reading to make up for deficits in bottom-up reading. To obtain meaning, they apply their schemata to make up for the absence of bottom-up knowledge.

According to Stanovich, this model is based on information from various sources like orthographic, lexical, syntactic, semantic, and schemata. While readers are reading, decoding processes support each other. If they do not understand texts, they should apply their previous knowledge to help them. Readers who are dependent on the top-down model use textual signs and infer meaning, but they should make up for deficiencies like weakness in word identification and lack of effective bottom-up processing. This model results in the most effective processing of text. Teachers should find reading instruction according to this model to boost L2 readers' skills. The mutual teaching method is a form of reading instruction that is based on the interactive model. It involves four principal reading strategies.

e. Reading comprehension

Reading comprehension, as defined by Klingner and Giesler, is the process of deriving meaning from a book and entails the intricate coordination of multiple procedures, such as decoding, word reading, and fluency, as well as the incorporation of prior knowledge and experience. It implies that there are multiple processes involved in reading comprehension. In order to understand the writer's message, the reader creates the meaning by fusing their previous knowledge and language proficiency through a variety of methods.³⁰

³⁰ Klingner, J. K., & Geisler, D. (2008) Distinguishing Language Acquisition from Learning

Reading comprehension is a process that involves the orchestration of the reader's prior knowledge about the world and about language. It involves skills such as predicting, questioning, summarizing, determining the meaning of vocabulary in context, monitoring one's comprehension, and reflecting.³¹

Reading comprehension is the process of making meaning from text. The purpose is to gain an overall understanding of what is described in the text whether it is written implicitly or explicitly rather than to gaining meaning from the text.³²

Related to some definitions above, researcher conclude that reading comprehension is the ability to process text, understand its meaning, and integrate it with what the reader already knows. Some of the basic skills needed in efficient reading comprehension are the ability to know the meaning of words, understand the meaning, of words from discourse context.

f. Level of Reading Comprehension

In teaching reading comprehension, the teacher should be aware of levels of comprehension so that they have some criteria by which to judge the materials they use in the classroom and also the level of comprehension used by the students at any particular time. Levels of comprehension are divided into three categories.³³

1) Literal comprehension

Disabilities. Thousand Oask, Ca: Crown

³¹ Antoni Nurman, 'EXPLORING EFL TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION By: Nurman Antoni', *Issn*, 11.2 (1992), 39-51 <http://jurnal.upi.edu/file/5-Nurman_Antoni.pdf>.

³² Melissa Davis, 'Book Review / Recension d'ouvrage', 3.2014 (2011).

³³ William H. Rupley, Timothy R. Blair, and William D. Nichols, 'Effective Reading Instruction for Struggling Readers: The Role of Direct/ Explicit Teaching', *Reading and Writing Quarterly*, 25.2-3 (2009), 125-38 <<https://doi.org/10.1080/10573560802683523>>.

Literal comprehension represents the ability to obtain a low-level type of understanding by using information explicitly stated. This category requires a lower level of thinking skills than the other levels. Answers to literal questions simply demand that the pupil recall what the book says.³⁴

Literal comprehension is the understanding of the written meaning of a passage; the definition of words; the context of the writing; the main idea of the passage; and the sequence of thoughts chosen by the author. In short, literal comprehension is what is actually stated. like facts and details, rote learning and memorization, and surface understanding only.

2) Interpretive comprehension

Interpretation is the textual step in the hierarchy. These categories demand a higher level of thinking because the questions are concerned with answers not directly stated in the text but suggested or implied. To answer questions at the interpretive level, readers must have problem-solving skills and be able to work at various levels of obstruction. The interpretive level is the one at which the most confusion exists when it comes to describing skills. All the reading skills in interpretation rely on the reader's ability to "infer" the answer in one way or another. However, by grouping all the interpretive reading skills under inference, " some of the most distinctive and desirable skills would become smothered and obscured."³⁵

Interpretive comprehension is what is implied or meant rather than what is actually stated. At this level of comprehension, the readers read between the lines to make connections among individual stated ideas, make inferences, draw conclusions, or experience emotional reactions.

³⁴ Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, (New York: CBS College Publishing, 1982), p.208.

³⁵ Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, p.208.

3) Critical comprehension

Critical comprehension is more than evaluating the quality of the text or stating an opinion about it. Critical comprehension requires the reader to make judgments about what they are reading based on an evaluation of several text-grounded factors, such as the quality of the writing; the determination that it is fact and not an opinion; the objectivity of the author; and whether the text is believable. In short, critical comprehension is analyzing, evaluating, and personally reacting to information presented in a passage.

3. Narrative Text

a. Definition of Narrative Text

A narrative text is an imaginative story with the aim of entertaining people. A narrative text is a type of text that tells an imaginary/fictitious story with the aim of entertaining chronologically interrelated.³⁶

Anderson claims that narrative text tells a story, engages the reader, provokes their emotions, teaches them a lesson, or entertains them while doing so. To put it another way, a narrative text can be thought of as retelling a story from the perspective of the author or another character. The narrative is told in the first person if the narrator is not a character in the story, the narrative is told in the third person. Because its themes are closely related to human life and characteristics, this kind of story is very common and easy to find in everyday life.³⁷

According to Gerot and Wignel, a narrative text is a text that has a function to amuse and entertain. Narrative deals with problematic events which lead to crisis. Besides, Abbot states, narrative is representation of an event or a series of events. It means that

³⁶ Sriyono, *I Love Narrative Text*, Jawa Tengah: Penerbit Lakeisha, 2021

³⁷ Annisa Rakhmi, *Let's Narrate A Text*, Jakarta Timur: PT Balai Pustaka, 2012

narrative's definition focuses on the sequence. Narrative text tells about some connected incident which is told in certain sequence. The story can be fiction (stories, fairy tales, folk tales, legends, mysteries, science fiction, and historical fiction) or non fiction.³⁸

b. Generic Structure of Narrative Text

Anderson states that the steps for constructing a narrative are:

1) Orientation/ Ekposition

The readers are introduced the main characters and possibly some minor characters, some indication is generally given of where the action is located and when it is taking place.

2) Complication

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and even serves to temporarily toward them from reaching their goal.

3) Sequence of event

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological.

4) Resolution

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved³⁹

c. Purpose of Narrative Text

According to Dietsch, a narrative's purpose can be divided into two categories. The objective is to entertain and foster community if the narrative is non-

³⁸ Sindya Fantika and Ratmanida, 'Using Pictures to Tell Stories in Teaching Speaking Narrative Text to Senior High School Students', *Journal of English Language Teaching*, 5.1 (2016), 25–31.

³⁹ Rayendriani Fahmei Lubis, 'Narrative Text', *English Education : English Journal for Teaching and Learning*, 5.2 (2017), 1 <<https://doi.org/10.24952/ee.v5i2.1176>>.

fiction. However, the intention can take a serious turn if the narrative is fiction or fact, especially if it aims to reflect, educate, or persuade. Because the reader absolutely require and expect facts. As a result, the writer must convey the truth.

Example to Narrative Text

The Mouse Deer and The Tiger

Orientation:

One day, there was a mouse deer. He was thirsty so he wanted to drink on the river. When the mouse deer came next to the river, a tiger approached him and wanted to eat him. Of course the mouse deer tried to escape, but the tiger run faster and caught him.

Events complication:

In that dangerous situation the mouse deer thought hard how to scape the tiger. Then he got idea and said to the tiger, “listen! Your mightiness and toughness are all great! But I have my own king. He has greater strength than yours! I am sure that nobody can match his powers! Because the tiger felt taunted, he declared that he would challenge the mouase deer’s king.

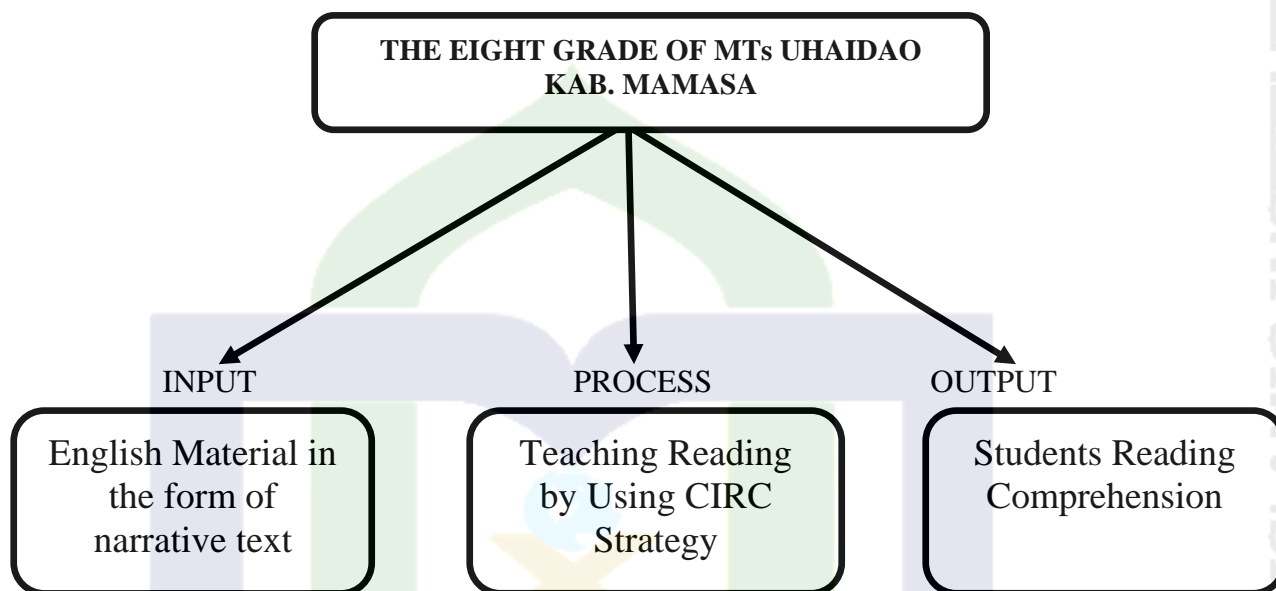
Resolution:

Next the mouse lead the tiger to the river, and said, “now look at the water. You will see my king” foolishly the tiger looked in the river and surely saw another tiger in the water. Then he growled, but the tiger in the river imitated to growl too. Because of his too high self pride, the tiger jumped into the water, and wanted to fight. He was believing there was another tiger in the water. The mouse deer took that opportunity to escape. After fighting with himself in the river, the tiger realized that he was fooled by the mousedeer.⁴⁰

⁴⁰ Ahmad Alex Zakaria, More Than Reading TextBook, Indonesia, Jombang: LPPM Universitas KH.A.WahabHasbullah, 2021.p.7

C. Conceptual framework

The framework below can be created using the theoretical research mentioned above:



The main components above are described as follows:

- Input : This section refers to the material that was provided.
- Process: This section describes the process. It will be applied to teaching by using CIRC strategy in the classroom teaching and learning process.
- Output : This section refers to the students' reading comprehension after Using the CIRC method

D. Hypothesis

The researcher formulate the hypotesis as follows:

- Ha: The use of CIRC strategy is able to improve students reading Comprehension at the eight grade MTs Uhaidao.
- Ho: The use of CIRC strategy is not able to improve students reading Comprehension at the teight grade MTs Uhaidao.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used a pre-experimental design in this research with one group pre-test and post-test, this presented as follow:

$$E = O1 \ X \ O2$$

Where:

E = Experimental

O1 = Pre-test

X = Treatment

O2 = Post-test⁴¹

For this design, the students are first given a pre-test, followed by treatment, and finally a post-test.

B. Research Location and Time

The location of the research took a place at MTs Uhaidao Kab. Mamasa. The researcher used the quantitative research that had several times to collect and analyze data. So, the researcher used one month for collecting the data.

C. Population and Sample

1. Population

The population of the research was the eight grade students of MTs Uhaidao in academic year 2021/2022. There were three classes of MTs Uhaidao. The total number of them can be seen in the following table:

⁴¹ Punaji Setyosari, *Metode Penelitian dan Pengembangan* (Jakarta: Kencana Prenada Media Group, 2010), p. 154

Table. 3.1 total number students of MTs Uhaidao.

No.	Class	Number of students
1.	VII	20
2.	VIII	20
3.	IX	18
Total students		58

(Sumber : Students absent of MTs Uhaidao)

2. Sample

The sample is part of the population, as a representative that has been taken using certain technique.⁴² This means that the sample must contain the same characteristics as the population because the sample must represent the entire population.

The researcher used a purposive sampling technique to take a sample of this research. The researcher chosen the class VIII based on the recommendation from the teacher, because the students' reading skills in the class were low. The total sample size was 20 students.

D. Research Instrument

The instrument of the research was a test in the form reading a paragraph in narrative text that applied in pre-test and pos-test. The pre-test had the aimed to know the students reading comprehension before given treatment through CIRC and pos-test had the aimed to know the students reading comprehension after giving treatment through the CIRC technique.

⁴² Margono, *Educational Research Methodology Components of MKDK* (cet.VII; Jakarta: Rineka Cipta, 2009), p.121

E. Procedure of Collecting Data

The researcher conducted testing in collecting data, as follows:

1. Pre-test

Pre-test was given before treatment. A pre-test is a test given before an experimental treatment. So the pre-test was completed before the treatment process to determine the improvement of the student's abilities before being taught using the CIRC strategy. The researcher provided material on narrative texts, a test that contains 20 questions and consists of four alternative answers.

2. Treatment

Treatment in this research used the CIRC strategy in teaching reading comprehension to treat the samples. Researcher began to stimulate students to improve their reading comprehension by using the CIRC strategy. In this case, students are divided into several groups. I conducted four meetings that took 90 minutes each. These steps are described as follows:

a. The first meeting

At the first meeting, the researcher opened the class by saying greetings and praying before the learner began, then checked the attendance of the students. Next, the researcher explained the material about the narrative text. After explaining, the researcher gave a pre-test to the students.

b. The second meeting

At this second meeting, the researcher opened the class by saying greetings and praying, and then she checked the attendance of the students. Furthermore, the researcher explained the material and divided the students into groups of 4–5 students. Researchers give narrative texts to each group, and each group is given the

opportunity to read the text, discuss the meaning of the text, and write down the main ideas contained in the text. Furthermore, the researcher gave some questions to students about the narrative text as if they had ever told this story. What is the story called? and so on. After that, researchers selected one of the students from each group to read out the results of their group work about the text in front of the class. After that, the researcher makes a conclusion with the students. The researcher closed the class.

c. The third meeting

At the third meeting, the researcher opened the class by saying greetings and praying. Then the researcher checked the attendance of the students. Furthermore, the researcher explained the material and divided the students into groups of 4–5 students. Researchers gave narrative texts to each group, and each group was given the opportunity to read the text, discuss the meaning of the text, and write down the main ideas contained in the text. Furthermore, the researcher gave some questions to students about the narrative text as if they had ever told this story. What is the story called? and so on. After that, researchers selected one of the students from each group to read out the results of their group work about the text in front of the class. After that, the researcher makes a conclusion with the students. The researcher close the class.

d. The fourth meeting

At this fourth meeting, the researcher opened the class by saying greetings and praying, then checked the attendance of the students. Furthermore, the researcher explained the material and divided the students into groups of 4–5 students. Researchers gave narrative texts to each group, and each group was given the opportunity to read the text, discuss the meaning of the text, and write down the main ideas contained in the text. Furthermore, the researcher gave some questions to

students about the narrative text as if they had ever told this story. What is the story called? and so on. After that, researchers selected one of the students from each group to read out the results of their group work about the text in front of the class. After that, the researcher makes a conclusion with the students. The researcher closed the class.

e. The fifth meeting

At this fifth meeting, the researcher opened the class by saying greetings and praying, then checked the attendance of the students. Furthermore, the researcher explained the material and divided the students into groups of 4–5 students. Researchers gave narrative texts to each group, and each group was given the opportunity to read the text, discuss the meaning of the text, and write down the main ideas contained in the text. Furthermore, the researcher gave some questions to students about the narrative text as if they had ever told this story. What is the story called? and so on. After that, researchers selected one of the students from each group to read out the results of their group work about the text in front of the class. After that, the researcher makes a conclusion with the students. The researcher closed the class.

f. The sixth Meeting

At the sixth meeting, the researcher opened the class by saying greetings and praying, then checked the attendance of the students. and, the researcher gave motivation to the students in learning English, next, the researcher asked the students some questions about the narrative text as well as make conclusions with the students. After that, the researcher gave a post-test to the students.

2. Post-test

After applying the CIRC in the teaching of reading narrative texts, the researcher gave a post-test to the students to see the final grades and find out the differences in student learning outcomes and scores before and after receiving treatment.

F. Technique of Data Analysis

The following procedure was used to collect data from the pre-test and post-test:

1. Scoring the students Answer

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

2. Classification of student score with the following criteria:

No	Score	Classification
1.	80-100	Very Good
2.	66-79	Good
3.	56-65	Fair
4.	40-55	Poor
5.	< 39	Very Poor ⁴³

3. Determine the average score in the pre-test and post-test

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

Where:

X = Mean

⁴³ S Arikunto, *Dasar-Dasar Evaluasi Pendidikan Edisi 3* (Bumi Aksara, 2021) <<https://books.google.co.id/books?id=j5EmEAAAQBAJ>>.

Σ = Total Score

N = Total Number of Sample⁴⁴

4. Determine standard deviation

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

Where:

SD = Standard Deviation

ΣX^2 = The sum of score

$(\Sigma X)^2$ = The square of the sum of the score

N = The total number of the object⁴⁵

Meanwhile, to analyze the differences in pre-test and post-test learning outcomes, an analysis was carried out using a T-test with the following formula:

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

Where:

T = test of significance

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

ΣD = the sum of the total score

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

N = Total the sample⁴⁶

⁴⁴ L. R. Gay and Geoffrey E. Mills, *Competencies for Analysis and Application, Educational Research*, 2018.)

⁴⁵ Gay and Mills.

⁴⁶ Gay and Mills.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents research findings and a discussion of the effect of a cooperative integrated reading and composition (CIRC) strategy to improve students' reading comprehension. The research findings include information from the data collected through the test. In the discussion section, the researcher described the interpretation of the findings.

A. Findings

The results of research related to reading texts using CIRC strategies to improve students' reading comprehension in the eighth grade at MTs. Uhaidao Mamasa District used experimental methods with quantitative data analysis. Based on the collection of data obtained through pre- and post-tests, this study has proven that the CIRC strategy effectively improves students' reading comprehension.

The result of data analysis could be seen as follow:

1. The achievement of students reading comprehension

Based on the research findings, using cooperative integrated reading and composition (CIRC) strategies applied during the learning process can improve students' reading comprehension of narrative text material. This is indicated by the difference between the average pre-test value and the post-test value. The students improved by obtaining scores before and after treatment. The increase can be measured by looking at the total score on the pre-test value of 1110, including the "sufficient category," and the total post-

test value after treatment of 1410, including the "good category."

a. The students score in pre-test

The pre-test was obtained to determine the level of students' reading comprehension before the researcher gave treatment to students; in this process, 20 students in the eighth grade of MTs. Uhaidao were involved.

Table 4.1 The Students' Score of Pre-Test

No	Students	Number of correct answer	Score of pre-test
1	Ahmad muhaimin s	9	45
2	Anugrah	12	60
3	Asmaul khabil	10	50
4	Faqih maulana	10	50
5	Maulana syahid	9	45
6	Muh. Hamdan sulfa	9	45
7	Muh. Ramadhan	10	50
8	Muh. Subhan ramadhan	8	40
9	Mursidin	8	40
10	Muh. Syukur	14	70
11	Muslimah	9	45

12	Mirdayanti	12	60
13	Nastainu muslihun	14	70
14	Reski awaulia nur	14	70
15	Salsabila fajriani	10	50
16	Taskirah dwi safitri	13	65
17	Umrah zakina	16	80
18	Wahyudi	7	35
19	Zazkia ainih	12	60
20	Zulaika magfirah	16	80

After knowing the students' score in the pre-test, the researcher follows the students' score to find out the mean score.

Table 4.2 the students' score in pre-test classification

No	Students	Pre of the students' (X_1)		
		Score (x)	(X_2)	Classification
1	Ahmad Muhaimin S	45	2025	Poor
2	Anugrah	60	3600	Fair
3	Asmaul khabil	50	2500	Poor
4	Fakih maulana	50	2500	Poor

5	Maulana syahid	45	2025	Poor
6	Muh. Hamda sulfa	45	2025	Poor
7	Muh ramadhan	50	2500	Poor
8	Muh subhan ramadhan	40	1600	Poor
9	Mursidin	40	1600	Poor
10	Muh syukur	70	4900	Good
11	Muslimah	45	2025	Poor
12	Mirdayanti	60	3600	Fair
13	Nastainu muslihun	70	4900	Good
14	Resky awaulia nur	70	4900	Good
15	Salsabila fajriani	50	2500	Poor
16	Taskirah dwi safitri	65	4225	Fair
17	Umrah zakina	80	6400	Very good
18	Wahyudi	35	1225	Very poor
19	Zazkia ainih	60	3600	Fair
20	Zulaika magfirah	80	6400	Very good
	Σ	1110	65050	

Table 4.2 shows the result of the students' reading comprehension score before

being given the CIRC treatment strategy. Based on the data obtained by the researcher from the pre-test, there were two students in the "very good" classification, three students in the "good" classification, four students in the "fair" classification, ten students in the "poor" classification, and one student in the "very poor" classification. The total score obtained on the pre-test is 1110. Researcher assume that students' reading skills need to be improved based on those scores.

Table 4.3 the percentage of the prequency of pre-test

No	Classification	Score	Frequency	Percentage
1	Very good	80-100	2	10%
2	Good	66-79	3	15%
3	Fair	56-65	4	20%
4	Poor	40-55	10	50%
5	Very poor	<39	1	5%
Total			20	100%

From the table above, it can be seen that out of the 20 existing students, there were two students with a percentage of 10% who got a very good classification, three with a percentage of 15% who got a good classification, and four with a sufficient score percentage of 20%. Ten students had a poor score percentage of 50% and a very poor grade percentage of 5%. These data show that students' reading comprehension after being given the pre-test was still low because most students have a poor percentage.

After the researcher knew the total score and percentage of the pre-test

classification, the researcher calculated the pre-test average score and standard deviation. The table results below shows the mean and standard deviation:

Table 4.4 the mean score and standard deviation of pre-test

Test	Mean Score	Standard Deviation
Pre-test	55.5	13.46

The table above shows that the average pre-test value is 55.5 and the standard deviation is 13.46. so, this means that students reading comprehension is in the sufficient category because most students get poor grades.

b. The students' score in post-test

A post-test was obtained to determine the level of reading comprehension of students after researcher gave treatment through the CIRC strategy, in this process involving 20 students in the eight grade of MTs Uhaidao.

Table 4.5 The Students' Score of Post-Test

No	Students	Number of correct answer	Score of pre-test
1	Ahmad muhaimin s	12	60
2	Anugrah	16	80
3	Asmaul khabil	12	60
4	Faqih maulana	11	55
5	Maulana syahid	12	60
6	Muh. Hamdan sulfa	12	60

7	Muh. Ramadhan	12	60
8	Muh. Subhan ramadhan	15	75
9	Mursidin	8	40
10	Muh. Syukur	15	75
11	Muslimah	12	60
12	Mirdayanti	16	80
13	Nastainu muslihun	16	85
14	Reski awaulia nur	17	85
15	Salsabila fajriani	14	70
16	Taskirah dwi safitri	16	80
17	Umrah zakina	19	95
18	Wahyudi	12	60
19	Zazkia ainih	16	80
20	Zulaika magfirah	18	90

After knowing the students' score in pre-test, the researcher following table students' score to find out the mean score.

Table 4.6 the students score of post-test

		Post-test of the students (X_2)
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No	Students	Score (X)	X^2	Classification
1	Ahmad Muhaimin. S	60	3600	Fair
2	Anugrah	80	6400	Very Good
3	Asmaul Khabil	60	3600	Fair
4	Faqih Maulana	55	3025	Poor
5	Maulana Syahid	60	3600	Fair
6	Muh Hamda Sulfa	60	3600	Fair
7	Muh Ramadhan	60	3600	Fair
8	Muh Subhan Ramadhan	75	5625	Good
9	Mursidin	40	1600	Poor
10	Muh Syukur	75	5625	Good
11	Muslimah	60	3600	Fair
12	Mirdayanti	80	6400	Very Good
13	Nastainu Muslihun	85	7225	Very Good
14	Resky Awaulia Nur	85	7225	Very Good
15	Salsabila Fajriani	70	4900	Good
16	Taskirah Dwi Safitri	80	6400	Very Good
17	Umrah Zakina	95	9025	Very Good
18	Wahyudi	60	3600	Fair
19	Zazkia Ainih	80	6400	Very Good
20	Zulaika Magfira	90	8100	Very Good
	Σ	1410	103150	

Table 4.6 shows the results of students' reading comprehension scores after being given treatment through the CIRC strategy. Based on the data obtained by the researchers from the post-test, there are eight students in the very good classification, three students in the good classification, seven students in the fair classification, two students in the classification are poor, and there are no students in the classification

very poor. The total score obtained on the post-test is 1410, meaning that after being given treatment, the student's reading comprehension is in the good category.

Table 4.7 the percentage of the frequency of post-test

No	Classification	Score	Frequency	Percentage
1	Very good	80-100	8	40%
2	Good	66-79	3	15%
3	Fair	56-65	7	35%
4	Poor	40-55	2	10%
5	Very poor	<39	0	0%
Total			20	100%

Table 4.7 shows the post-test percentage, based on the table above, it can be seen that there was an increase in percentage after treatment. 8 students with a percentage of 40% who got an excellent classification, 3 students with a percentage of 15% who got a good classification, 7 students a percentage of 35% with sufficient classification, 2 students a percentage of 10% with a bad classification, and no student got a very bad classification. This means that by using CIRC strategies students' reading comprehension improves. To find out whether there is a large enough difference in students' abilities before and after the process using the CIRC strategy, researchers analyzed student score data on the post-test.

After the researcher knows the total score and percentage of the post-test classification, the researcher calculated the post-test average score and standard deviation. The table results below shows the mean and standard deviation:

Table 4.8 the mean score and standard deviation of pre-test

Test	Mean Score	Standard Deviation
Post-test	70.5	14.04

Table 4.8, the mean score and standard deviation are shown, based on the table, the post-test mean score was 70.5, and standard deviation was 14.04, it is proven that students' reading comprehension ability increases after being given treatment and falls into the good category.

c. Hypotesys Testing

For the level significant (0.05)5% and $df = 19$, and the value of t-table was 1.729, while the value of t-test 8,12. It means that the t-test was higher than t-table $8,12 > 1,729$. So, it could be concluded that using CIRC strategy was effective to stimulate students reading comprehension at the eight grade MTs Uhaidao. So, the null hypothesis (h_o) is rejected and the alternative hypothesis (h_a) is accepted.

d. The test of significant

Table 4.9 the test of significant

T-test	T-table value
8,12	1,729

The data above shows that the t-test value is greater than the t-table value ($8.12 > 1.729$). It can be concluded that there was a significant difference between the results of the students' pre-test and post-test.

B. Discussion

1. The Improvement of Students' Reading Comprehension

In this session, the researcher wants to discuss the research questions in the previous chapter, to find out the answers to these research questions, the

researcher uses pre-test and post-test tests. In this case, if the post-test score is greater than the pre-test score, it means that the cooperative integrated reading and composition (CIRC) strategy is effective in influencing the improvement of students' reading comprehension, on the other hand, if the post-test does not improve after treatment, it means that this strategy is not effective for students of class VIII MTs Uhaidao.

Based on the pre-test and post-test scores obtained by students, it can be concluded that the CIRC strategy can influence the improvement of students' reading comprehension as evidenced by the average result of the student's pre-test score is 55.5 and the average post-test score is 70.5 even for a significant level the t-test score is greater than the t-table ($8.12 > 1.729$). Thus the alternati hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. This means that students' reading comprehension of text narratives through cooperative integrated reading and composition (CIRC) strategies is better segregatively after treatment.

The results of this study can berelated to the literature review in chapter two which discusses the theories of CIRC strategies, experts reveal that CIRC is an effective strategy to improve students' reading comprehension. Thus, the statements of experts on the effectiveness of the CIRC against reading comprehension can be proved. Meanwhile, as obtained by Susi Pransika's research entitled the use of cooperative integrated reading and composition (CIRC) to improve students' ability to achieve reading comprehension, based on her findings, she concluded that the CIRC technique can improve the reading comprehension achievement of eighth grade students of MTs Bengkulu for the 2015/2016 school year.⁴⁷

⁴⁷ Susi pransika, “ The Use Of Cooperative Integrated Reading and Composition (CIRC)

Based on the results of the study, it was found that CIRC Strategies are effective for improving students' reading comprehension. It can be seen that when conducting a pre-test of reading comprehension skills, students are in a sufficient category because they have only reached 55.5, this is in accordance with Arikunto's opinion that the criteria for scores in the sufficient category are values with a range of 55-65. The cause of this condition is that students still do not understand the material, lack of reading skills, and students are hasty in doing questions. And when doing the post-test, students' reading comprehension skills are already in the good category, which is 70.5. a factor that causes an increase in reading comprehension skills is that students read carefully in CIRC learning.⁴⁸

Cooperative integrated reading and composition (CIRC) is an integrated composition of reading and writing in groups. CIRC strategy is a learning model specifically for Language subjects in order to read and determine the main idea or theme of a discourse. The main goal of cooperative integrated reading and composition is to help students learn to read a broad understanding, students work together in cooperative learning teams.⁴⁹

The CIRC strategy was developed to support the commonly used skills-based reading group approach. First, the reading group is organized in the classroom. Next, students are paired in groups. When teachers work with

Technique To Improve Students Reading Ability and Reading Comprehention Achievement (a Classroom Action Research at the eight grade students of MTs Pancasila Bengkulu in Academic Year 2015/2016)", (Skripsi: Faculty of Tarbiyah and Tadris, IAIN Bengkulu, 2016)

⁴⁸Arikunto, *Basics of Educational Evaluation*, (Jakarta: Bumi Aksara, 2007)p. 245

⁴⁹Miftahul Huda, *Teaching and Learning Models*, (Yogyakarta: Pustaka Pelajar, 2017)p. 221

reading groups, couples try to teach each other meaningful reading and writing skills by using reciprocal learning techniques. They help each other in carrying out basic skill development activities (such as oral reading, contextual guessing, asking questions, summarizing, writing story essays)⁵⁰

According to Slavin, CIRC is very appropriate to improve students' skills in solving problem-solving problems, the dominance of educators in learning takes place, students are motivated to the results carefully, because working in groups, students can understand the meaning of the questions and check each other's work, helping weak learners.while the learning process that still uses conventional models using the lecture method will easily make students are saturated, bored, and lacklustre⁵¹

So, the researcher concluded that there is an increase in students' reading comprehension through cooperative integrated reading and composition (CIRC) strategies and is effective for use in reading comprehension learning in the eighth grade of MTs Uhaidao, kab. Mamasa.

2. Research procedure

At the beginning of the study, researchers have determined that there are six meetings in carrying out this study, two meetings to carry out tests such as pre-test and post-test and then four meetings to carry out treatment using the CIRC strategy.

⁵⁰ Erhan Durukan, 'Effects of Cooperative Integrated Reading and Composition (CIRC) Technique on Reading-Writing Skills', *Educational Research and Reviews*, 6.1 (2011), 102–9.

⁵¹Robert E Slavin, *Cooperative Learning Theory, Research and Practical*, (Bandung: Nusa Media, 2010) p. 201

At the first meeting on Saturday, the researcher gave students a pre-test of multiple-choice questions with narrative text material, and then students answered the reading test with their own understanding. Before the learner starts answering the question, the researcher first says hello to the student and then conveys the information and his goals to the student. This is done to determine students' reading comprehension achievement before they are treated by researcher. After that, the researcher explained the flow of carrying out the pre-test and guided students to maintain discipline during the learning process. The researcher then gives the student the opportunity to ask if anyone has any questions about the process. If there are no questions, the researcher gives the student the opportunity to start answering the pre-test questions.

At the second meeting on Monday, researcher gave treatment to students. Students are taught using the CIRC strategy with a text narrative material entitled "Telaga Warna" before applying the treatment first the researcher opened the class by saying greetings and praying before learning then checking the student's attendance. Furthermore, the researcher explained material about narrative texts such as the narrative sense of text, generic structure, and its purpose and examples. After that the researcher divided the students into groups of 4-5 students at random. The researcher distributes the narrative text to each group to read and discuss the meaning of the text and then writes the main idea contained in the text. The researcher asked the students " have you guys heard the story?" . The researcher chose one of the group representatives to read out the results of his group's work on the text in front of the class. After that the researcher makes a conclusion.

At the third meeting on Monday, the researcher opened the class by saying greetings and praying before the learning process then checking the

attendance of the students, the researcher explained Back about the previous learning material. Then the researcher distributed the narrative text to each group with the title "Mousedeer and Crocodile" then each group read and discussed the meaning of the text and then wrote the main idea contained in the text. The researcher chose one of the group representatives to present the results of his group's work on the text in front of the class. The researcher gave a conclusion.

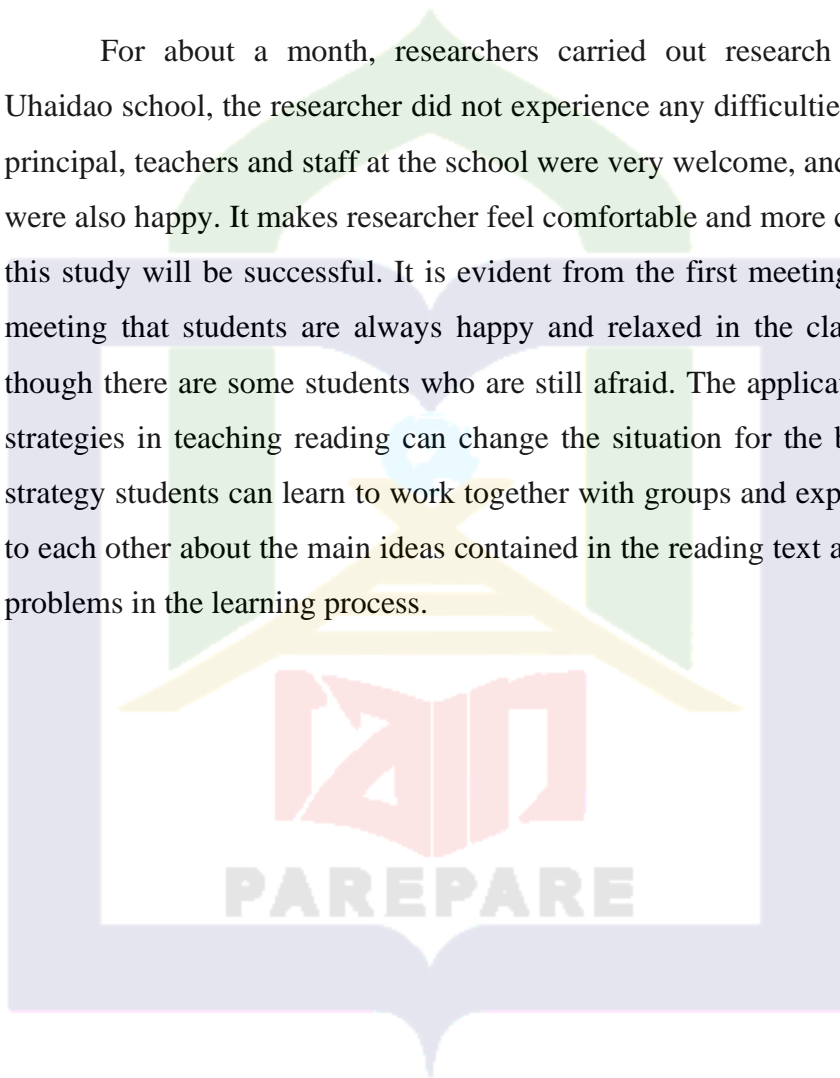
At the fourth meeting on Monday, the researcher opened the class by saying greetings and praying before the learning process and then checking the attendance of the students, the researcher explained Back about the previous learning material. Then the researcher distributes the narrative text to each group with the title "The Proud Lion" then each group reads and discusses the meaning of the text and then writes the main idea contained in the text. The researcher chose one of the group representatives to present the results of his group's work on the text in front of the class. The researcher gave a conclusion.

At the fifth meeting on Monday, researchers opened the class by saying greetings and praying before the learning process then checking the attendance of students, researchers explained Back about the previous learning material. Then the researcher distributes the narrative text to each group with the title "The Old Man and His Sons" then each group reads and discusses the meaning of the text and then writes the main idea contained in the text. The researcher chose one of the group representatives to present the results of his group's work on the text in front of the class. The researcher gives a conclusion.

At the sixth meeting on Wednesday, after the researcher carried out the treatment of four meetings, the researcher gave post-tests to the students to

see the final scores and to find out the differences in learning outcomes before and after receiving treatment. before the students answered the post-test questions the researcher first explained the flow in carrying out the post-test and guided the students to discipline during the learning process.

For about a month, researchers carried out research at the MTs Uhaidao school, the researcher did not experience any difficulties because the principal, teachers and staff at the school were very welcome, and the students were also happy. It makes researcher feel comfortable and more confident that this study will be successful. It is evident from the first meeting to the sixth meeting that students are always happy and relaxed in the classroom even though there are some students who are still afraid. The application of CIRC strategies in teaching reading can change the situation for the better, in this strategy students can learn to work together with groups and express opinions to each other about the main ideas contained in the reading text and overcome problems in the learning process.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions from research on the effect of CIRC strategy to improve students' reading comprehension at the eighth grade of MTs Uhaidao.

A. Conclusion

Based on the results of the research obtained by data analysis and testing hypotheses and problems formulated, it can be concluded that students' reading comprehension ability in the eighth grade of MTs Uhaidao using cooperative integrated reading and composition (CIRC) learning strategies can improve students' reading comprehension, it can be seen from the average score of students on the pre-test is 55.5 with a standard deviation of 13.46 and the average score of students on the post-test is 70.5. With a standard deviation of 14.04, it can be concluded that the student's score on the post-test is greater than the pre-test score. This is supported by a t-test where the t-test value of 8.12 is greater than t-table 1.729 at a significance level of 0.05 and the degree of freedom (df) was 19.

B. Suggestion

Based on the results of the research obtained, there are several suggestions that researchers will convey in connection with this research, including:

1. For teachers

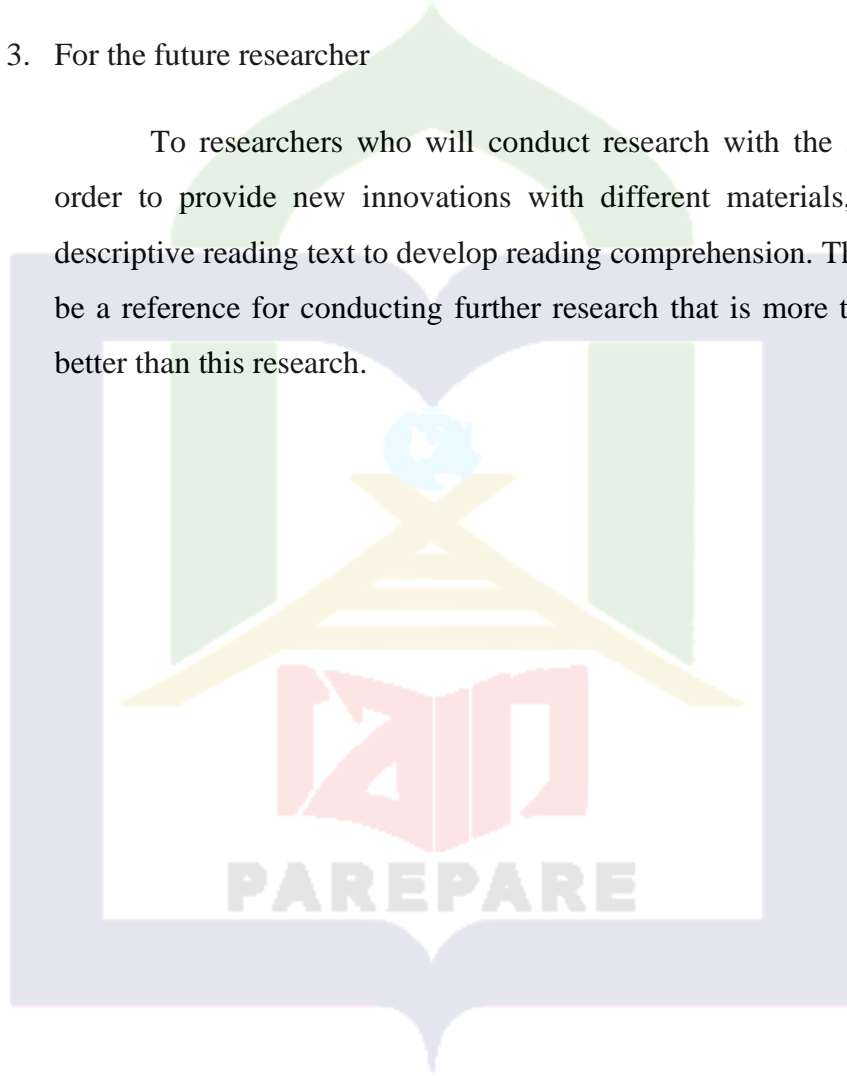
For teachers, it is expected to apply cooperative integrated reading and composition (CIRC) learning strategies as an alternative in providing variations in the learning process.

2. For students

cooperative integrated reading and composition (CIRC) learning strategies can provide motivation and encouragement for students so that students are more active during the learning process.

3. For the future researcher

To researchers who will conduct research with the same title in order to provide new innovations with different materials, such using descriptive reading text to develop reading comprehension. This thesis can be a reference for conducting further research that is more thorough and better than this research.



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Appendix 1. Learning Scenario (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : Madrasah Tsanawiyah Uhaidao

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1 (Ganjil)

Genre : Narrative Text

Standard Kompetensi:

- Memahami makna esai pendek sederhana yang Berbentuk narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar:

- Membaca dan merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan Sehari-hari.

Indikator : Pada akhir pembelajaran, siswa diharapkan dapat:

1. Menjelaskan rujukan (referensi) yang ada dalam teks
2. Menyebutkan informasi rinci dalam teks, baik yang tersirat maupun tersurat.

Jenis Teks : Narrative Text

Aspek/skill : Membaca/ Reading

A. Tujuan Pembelajaran

1. Siswa dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar.

2. Siswa dapat memahami dan mengidentifikasi isi dalam teks bacaan.
 3. Siswa dapat membaca dan memahami teks bacaan berbahasa inggris
- B. Materi Pembelajaran
Teks berjudul (Telaga Warna)
- C. Metode Pembelajaran
1. Pendekatan : Saintifik
 2. Model : kooperatif
 3. Strategy : CIRC (cooperative integrated reading and composition)
- D. Langkah-langkah Kegiatan

NO	Kegiatan Belajar	Waktu
1	Kegiatan awal <ul style="list-style-type: none"> ➤ Guru mengucapkan salam serta menanyakan kabar siswa ➤ Berdoa bersama ➤ Guru mengecek kehadiran siswa 	10
2	Kegiatan inti Eksplorasi <ul style="list-style-type: none"> ➤ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➤ Peneliti menanyakan perihal pengetahuan awal siswa terkait bacaan dan menjelaskan strategi CIRC ➤ Peneliti menjelaskan pengertian dan langkah-langkah strategi CIRC terhadap bacaan dengan baik dan benar 	

	<p>Elaborasi</p> <ul style="list-style-type: none"> ➤ Peneliti menjelaskan pengertian Narrative Teks ➤ Peneliti memberikan teks narrative dan siswa diminta untuk membacanya ➤ Peneliti meminta siswa menyebutkan ciri kebahasaan dari narrative teks ➤ Peneliti siap melatih siswa untuk meningkatkan keterampilannya dalam memahami teks narrative melalui penerapan strategi CIRC ➤ Peneliti membentuk kelompok belajar siswa yang heterogen, setiap kelompok terdiri dari 4-5 orang siswa yang tingkat kecerdasannya berbeda –beda dan setiap kelompok memiliki leadernya masing-masing dimana cara penentuan leader berdasarkan nilai tertinggi siswa yang diambil pada hasil pre-test. ➤ Peneliti memberikan teks narrative kepada setiap kelompok sebagai bahan diskusi ➤ Peneliti meminta siswa ciri kebahasaan apa saja yang terdapat pada teks ➤ Peneliti meminta perwakilan kelompok untuk mempresentasikan hasil kerja kelompoknya ➤ Peneliti dan siswa memberikan kesimpulan umum tentang materi Narrative teks. 	65
3	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> ➤ Peneliti melakukan evaluasi terhadap kegiatan belajar siswa secara menyeluruh ➤ Menyampaikan rencana pembelajaran pada 	15

	<p>pertemuan berikutnya</p> <p>➤ Peneliti menutup pembelajaran dengan berdoa dan mengucapkan salam.</p>	
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E. Sumber Belajar

1. Buku Paket (Modul Bahasa Inggris dan Step by step)
2. Internet
3. Dictionary
4. Media text

F. Penilaian

Rumus perhitungan nilai siswa, sebagai berikut:

$$\frac{\text{Jumlah Jawaban Yang Benar}}{\text{Jumlah Soal}} \times 100$$

Keterangan:

- Jumlah jawaban yang benar merupakan jumlah jawaban benar yang diperoleh oleh siswa
- Jumlah soal merupakan jumlah keseluruhan soal yang diberikan kepada siswa
- Klasifikasi nilai siswa, adalah dengan mengikuti tabel dibawah ini:

No	Nilai	Klasifikasi
1	80-100	Sangat baik
2	66-79	Baik
3	56-65	Cukup
4	40-55	Kurang
5	< 39	Sangat kurang

TREATMENT

First Meeting

TELAGA WARNA

Long ago there was a kingdom in west java. The kingdom was ruled by a king called prabu. Prabu was a kind and wise king, but prabu and his queen didn't have any children. It made them very, very sad.

Then one day prabu went into the jungle. There he prayed to his god for a child. A few months later, the queen was expecting a baby, and all the people in the kingdom were happy. Prabu and the queen loved their little daughter and gave her everything. This made the princess a very spoiled girl. If she didn't get what she wanted, she became very angry. But even though the princess behaved badly, her parents loved her, and so did the people in the kingdom.

Day by day, the princess grew more beautiful. When she was 17, her parents invited all the people in the kingdom to a party. Prabu took their gifts of gold and bright jewels and had a beautiful necklace made for his daughter.

On the day of the birthday, people gathered in the palace field. When prabu and the queen appeared. Prabu took the necklace. "my beloved daughter," he said, "today I give this necklace to you. It is a gift from the people of this country because they love you so much." The princess looked at the necklace. "I don't want it! It's ugly!" she shouted, and she threw the necklace on the ground, where it broke into pieces. Everyone was shocked. Nobody spoke. They never thought that their beloved princess would do that terrible thing.

In their silence people heard the queen crying. Everyone was sad and began crying too. A pool of water formed on the ground. Soon the pool became a big lake. The lake sank all of the kingdom

Today, people called the lake talaga warna. It means ‘Lake of colours’. It is located in puncak, west java. On a bright day, the lake is full of amazing colours, which in fact come from the reflection of the trees and flowers around it. But some people believe that the colours are from the princess’s necklace, which still lies in pieces at the bottom of the lake.

(sumber: buku Modul Bahasa Inggris)



Second Meeting

MOUSEDEER AND CROCODILE

One day Mousedeer saw a lot of fruits on the other side of the river. He wanted to eat them but he could not cross the river. There were many crocodiles there, but there was no bridge across the river. The mousedeer suddenly had an idea. He stood on the river side called out. "Hello, Is anybody there?"

Crocodile heard him, he swam fast to meet Mousedeer, and answered, "Hello, Mousedeer. How are you? Please come in." He pretended to be friendly. He had a plan. As soon as Mousedeer got near, he would snap him and eat him for breakfast.

But Mousedeer was standing on top of a big stone. In a proud voice he said, "Crocodile, I'm here to do the King's order. The king will give away free meat to all crocodiles. He has sent me to count the number of all the crocodiles here."

Crocodiles was so happy that he forgot his plan to eat Mousedeer. "Really? How will you count us?"

Tell them to line up from here to the other side of river," ordered Mousedeer. Before long, all the crocodiles in a long line across the river. Then, Mousedeer jumped onto the back of one crocodile to another, counting loudly "One. Two, Three, Four," When he got to the last crocodile he said "One hundred!" and quickly jumped up to the land," How many are we?" asked Crocodile. "One hundred, Hahahaha, I fooled you! Thanks for giving me a bridge to cross the river. Bye!

(sumber: Buku Step by Step)

Third Meeting

THE PROUD LION

One day, a rat walked past a lion sleeping in a deep forest. Just then, the lion woke up and saw the rat. He caught it with his paw.

“What a tasty meal!” he said.

“Mr. Lion, King of the forest,” cried the rat, “please have a pity on me. I’m too small to make a good meal for you. If you let me go, I’ll always be grateful to you. Perhaps one day I shall be able to repay you for your kindness.

”The Lion laughed, “How can you ever repay me?

But since he is not feeling very hungry, he let the rat go.

The next day, the rat heard a loud noise in the forest. He ran to see what it is. It is the lion. He had fallen into a hole in the ground and is caught in a rope net.

The Lion looked up and saw the rat. “Mr. Rat,” he called out, “Mr. Rat, please jump down and help me.”

The Rat jumped down into the hole and started to bite through the net. The Lion is soon able to climb out of the hole.

“Mr. Lion,” said the rat, “yesterday you are very proud. You thought I is small and helpless. Today, I is able to save your life. I hope you will never forget that, although you are big and strong, even someone as small as I can help you.”

(sumber: Buku Step by Step)

Fourth Meeting

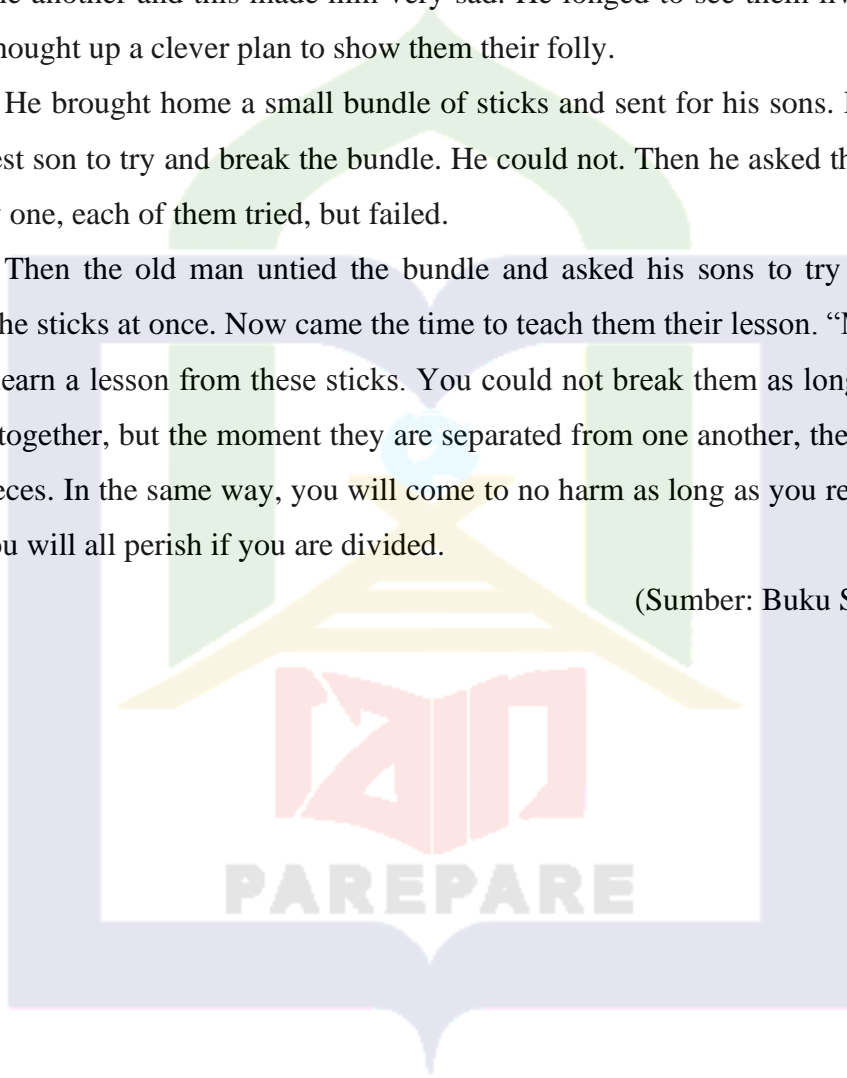
THE OLD MAN AND HIS SONS

Once there lived an old man who had many sons. They are always quarrelling with one another and this made him very sad. He longed to see them live peacefully so he thought up a clever plan to show them their folly.

He brought home a small bundle of sticks and sent for his sons. He asked his youngest son to try and break the bundle. He could not. Then he asked the rest to try. One by one, each of them tried, but failed.

Then the old man untied the bundle and asked his sons to try again. They broke the sticks at once. Now came the time to teach them their lesson. “My sons,” he said, “learn a lesson from these sticks. You could not break them as long as they are bound together, but the moment they are separated from one another, they are broken into pieces. In the same way, you will come to no harm as long as you remain united. But, you will all perish if you are divided.

(Sumber: Buku Step by Step)





KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI PAREPARE

FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare, 91132 Telepon (0421) 21307,

INSTRUMEN PENELITIAN PROPOSAL

NAMA MAHASISWA : NURMIANTI
NIM : 18.1300.093
FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS
JUDUL : The Effect of Cooperative Integrated Reading and Composition (CIRC) Strategy to Improve Students' Reading Comprehension at the Eight Grade MTs Uhaidao, Kab. Mamasa
INSTRUMENT :
Appendix 2. Instrument of Pre-test
Reading Comprehension test
Text 1
Read the following text to answer questions number 1-5

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain,

the hunter dropped his net and dove flew away quickly from this net.⁵²

1. The text is written in form of a...
 - a. Recount
 - b. Narrative
 - c. Report
 - d. News item
2. What is the purpose of the text above?
 - a. To inform what happened in the past
 - b. To give a description about an ant and dove
 - c. To entertain readers with an actual, or vicarious experience
 - d. To retell about an ant's experience/memory
3. What did the dove do after seeing the ant sunk?
 - a. Picking leave and dropping into the water near the ants
 - b. Leaving the drowning ants
 - c. Looking for a branch on a tree
 - d. Feed the ants
4. The first paragraph is called....
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Re-orientation
5. Where was the setting of the story?
 - a. At home
 - b. In the mountain
 - c. In the palace
 - d. In the forest

⁵² <http://britishcourse.com>

Text 2

Read the following text to answer questions number 6-15

Cinderella

Once upon a time there was a girl name Cinderella. She lived with her bad step mother and two step sisters. She had to do all the household chores.

One day the king invited all the ladies in the in the kingdom to go to a ball in the palace. He wanted to find the crown prince wife. The step sisters went to the ball that night with her mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy god mother came. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

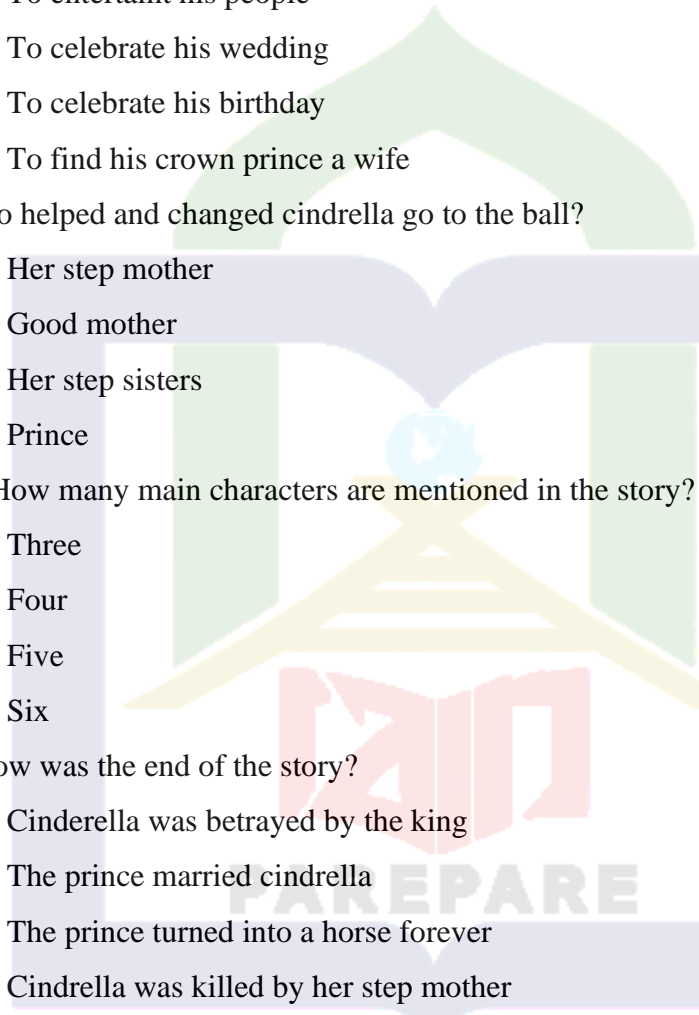
At the ball, Cinderella danced all night with the prince. The prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The prince was sad as he could not find Cinderella again that night.

The next day, the prince and his men brought along the glass slipper. They went all over the kingdom to search for the owner.

After searching for along time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.⁵³

6. What is the character of cinderella's step mother?
 - a. Cruel
 - b. Good
 - c. Kind
 - d. Friendly
7. What Cinderella has to go to a party?
 - a. Expensive slippers

⁵³ <https://englishadmin.com>

- 
- b. Glass slippers
c. Black slippers
d. Cheap slippers
8. Why did the king hold the event at his palace?
a. To entertain his people
b. To celebrate his wedding
c. To celebrate his birthday
d. To find his crown prince a wife
9. Who helped and changed cindrella go to the ball?
a. Her step mother
b. Good mother
c. Her step sisters
d. Prince
10. How many main characters are mentioned in the story?
a. Three
b. Four
c. Five
d. Six
11. How was the end of the story?
a. Cinderella was betrayed by the king
b. The prince married cindrella
c. The prince turned into a horse forever
d. Cindrella was killed by her step mother
12. The third paragraph is called...
a. Orientation
b. Complication
c. Re-orientation
d. Resolution

13. She also gave Cinderella a lovely dress...(paragraph 4). The underlined word has the same meaning with...
- Honest
 - Pretty
 - Ugly
 - Dillegent
14. The slipper fit her. (paragraph 6). The underlined word refers to..
- Step mother
 - Prince
 - Goodmother
 - Cindrella
15. What is the purpose of the text above?
- To entertain readers and friends
 - To inform what happened in the past
 - To give description of a beautiful girl
 - To retell about cindrella's experience

Text 3

Read the following text to answer questions number 16-20

Snow white
PAREPARE

Once upon a time there lived a little girl named snow white. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving snow white in the castle because they both wanted to go to America and they didn't have enough money to take snow white.

Snow white didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one

answered so she went inside and fell asleep.

Minewhile, the seven dwarfs were coming home from work. There they found snow white sleeping. Then snow white woke up. She saw the dwarfs. The dwarfs said, what is your name? snow white said, my name is snow white.

Then, snow white told the dwarfs the whole story. The dwarfs said, if you want, you may live here with us. Snow white answered, oh, could I ? thank you.

Finally, snow white and the seven dwarfs lived happily ever after.⁵⁴

16. Why snow white ran away to the woods?
 - a. Her parents passed away
 - b. Her uncle was angry with her
 - c. Her uncle and aunt would go to America
 - d. Snow white liked playing in the woods
17. When did snow white run away to the woods?
 - a. In the morning
 - b. In the afternoon
 - c. In the evening
 - d. In the full moon
18. According to the text, before she ran away into the woods, why did snow white live with her uncle and aunt?
 - a. Because she loved them very much
 - b. Because she were afraid of the dwarfs
 - c. Because she ran away from a monster
 - d. Because her parents were dead
19. Where did snow white live after she ran away to the woods?
 - a. She lived in the cave
 - b. She lived in the dwarfs' cottage
 - c. She lived on the street

⁵⁴ <https://englishadmin.com>

- d. She lived everywhere in the woods
20. The next morning she ran away into the woods. The underlined word can be replaced by?
- a. The sea
 - b. The forest
 - c. The lake
 - d. The mountain



Appendix 3. Research Instrument of Post-test

Reading comprehension text

Read the following text to answer questions number 1-10

The crying stone

Long time ago, lived a girl with her mother at a mountain near a town in Kalimantan. The girls named was sarmi. Sarmi is very beautiful. Everyday, she wears makeup and her best clothes. She always wanted rich and beautiful. She never helped her mother. She is very lazy and spoiler girl.

“Sarmi! Please help me work in the fields.” Said her mother.
“no! I don’t want to go to the fields. I’m afraid my skin turns dark! Said Sarmi, without looking at her mother.

When her mother came home from work, sarmi asked money to buy her beauty tool. But, her mother ignored it. Sarmi was annoyed and choose to preen herself.

Because of pity, the mother tried to placate. She asked sarmi to accompany her to go to the market to buy some food. Sarmi was agreeing, provided her mother walk behind her. She was ashamed to walk side by side with her mother who was wrinkled and wear a dirty clothes. Although her mother was very sad, finally she agreed it.

On the way to the market, people admired sarmi’s beauty. Sarmi’s appearance was really contrasted with the one walking behind her, that it made people to wonder.

“hello, pretty lady. Who the old woman behind her was. Then, the girl replied that she was her servant. The mother was very sad, but she didn’t say anything. She could understand that her daughter was ashamed.

Sarmi always answered that her mother is her servant, to many people that asked it.

At last, the mother cannot hold the pain anymore. She prayed to god to punish her daughter. God answered her prayer. Slowly, sarmi’s leg turned into stone. The process continued to the upper part of sarmi’s body. She was very panic.

Mom...! Whats happening to me? Mother, please forgive me! She cried

loudly.

But it's too late. Here whole body finally became a big stone. Until now, people could see tears dropping from her eyes. That was why people called it the crying stone.⁵⁵

1. Where does the story take place?
 - a. Makassar
 - b. Kalimantan
 - c. Jakarta
 - d. Parepare
2. In this below which is not the characteristic of the widows daughter?
 - a. Beautiful
 - b. Kind
 - c. Lazy
 - d. All are correct
3. With whom sarmi lives in the village?
 - a. Her father
 - b. Her friend
 - c. Her cousin
 - d. Her mother
4. At last. What does the mother do to sarmi?
 - a. She leave her daughter
 - b. She pray to god to punish her daughter
 - c. She hit her daughter
 - d. She hug her daughter
5. Which statement is true according to the text?
 - a. Sarmi is not a lazy girl
 - b. Her mother always angry

⁵⁵ Kusrini, (2020) Indonesia Folklore 3

- c. Sarmi always help her mother
d. The girl turn into stone
6. What is the story about?
a. A kind girl
b. The ungrateful child
c. A happy mother
d. A bad mother
7. What did the daughter answer when someone asking about her mother?
a. She is my servant
b. She is my hero
c. She is my mother
d. All are correct
8. Sarmi always answered that her mother servant. What does the underlined word mean?
a. Teacher
b. Doctor
c. Employer
d. Maid
9. She asked sarmi to accompany her to go to the market to buy some food. The underlined word refers to...
a. The people
b. Sarmi
c. The mother
d. The stone
10. At last, the mother cannot hold the pain anymore, the word 'pain' means..
a. Hurt
b. Happy
c. Surprise
d. proud

Read the following text to answer questions number 11-20

The Story of the Smart Parrot

A man in Puerto riko had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was catano.

The man tried to teach the parrot to say catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “ you are a stupid bird! Why cant you say the word? Say catano, or I will kill you! But the parrot would not say it. Then the man got to so angry that the shouted over and over, “say catano, or I’ll kill you! But the bird wouldn’t talk.

One day after ctrying for many hours to make the bird say catano, the man got very angry. He picked up the bird and threw him into the chicken house.”you are more stupid than the chickens. Soon I will eat them, and I will eat you, too.

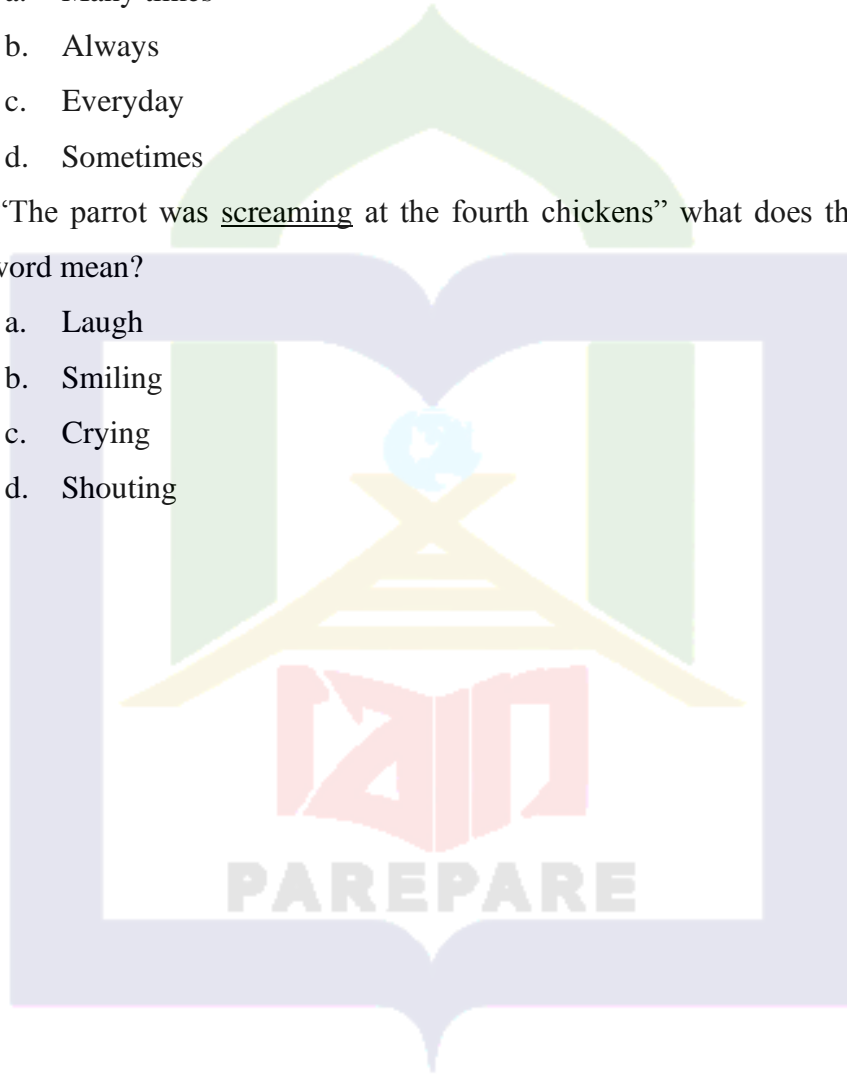
In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “say catano, or I’ll kill you!”.⁵⁶

11. Where does the story take place?
 - a. Indonesia
 - b. New york
 - c. Puerto riko
 - d. d. Brazil
12. From the text we learn that..
 - a. We are not allowed to force others
 - b. We have to follow others
 - c. We are not allowed to help others
 - d. We have to imitate others

⁵⁶Intan Parawira, Buku detik-detik UN bahasa inggris,2005/2006

13. Which statement is false according to the text?
- The man got angry at the parrot
 - The parrot couldn't say catano
 - The man killed the parrot
 - The parrot could say catano
14. "it was very, very smart". The underlined word "it" refers to...
- The chicken
 - The man
 - The catano
 - d. The bird
15. "The parrot was very, very smart"
- The word 'smart' means...
- Clever
 - Stupid
 - stubborn
 - d. Beautiful
16. What is the word that the parrot cannot say?
- Canato
 - Tacano
 - Catano
 - d. Nacato
17. What is the story about?
- parrot and a cat
 - A parrot A and the owner
 - A parrot and a chicken
 - d. A parrot, the owner and a chicken
18. In this below which is not the character of the story...
- A parrot

- b. Coco
 - c. Three chicken
 - d. The man
19. How often did the owner teach the bird how to say the word?
- a. Many times
 - b. Always
 - c. Everyday
 - d. Sometimes
20. “The parrot was screaming at the fourth chickens” what does the underlined word mean?
- a. Laugh
 - b. Smiling
 - c. Crying
 - d. Shouting



Appendix 4. The students reading comprehension of pre-test

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

Pre-test

Name : ZASKIA AINIL
Class : VIII (Delapan)

Text 1
Read the following text to answer questions number 1-5

The Ant and the Dove

One day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and dove flew away quickly from this net.

- The text is written in form of a/an...
 - Recount
 - Narrative ✓
 - Report
 - News item
- What is the purpose of the text above?
 - To inform what happened in the past
 - To give a description about an ant and dove
 - To entertain readers with an actual, or vicarious experience ✓
 - To retell about an ant's experience/memory
- What did the dove do after seeing the ant sunk?
 - Picking leave and dropping into the water near the ants ✓

- b. Leaving the drowning ants
- c. Looking for a branch on a tree
- d. Feed the ants
- 4. The first paragraph is called....
 - a. Orientation
 - b. Complication
 - c. Resolution ✗
 - d. Re-orientation
- 5. Where was the setting of the story?
 - a. At home
 - b. In the mountain
 - c. In the palace
 - d. In the forest ✓

Text 2

Read the following text to answer questions number 6-15

Cinderella

Once upon a time there was a girl name Cinderella. She lived with her bad step mother and two step sisters. She had to do all the household chores.

One day the king invited all the ladies in the in the kingdom to go to a ball in the palace. He wanted to find the crown prince wife. The step sisters went to the ball that night with her mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy god mother came. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the prince. The prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The prince was sad as he could not find Cinderella again that night.

The next day, the prince and his men brought along the glass slipper. They went all over the kingdom to search for the owner.

After searching for along time, finally, they came to Cinderella's house. The slipper fit her.
The prince was very happy to find Cinderella again. They got married and lived ever after.

6. What is the character of cinderella's step mother?
- a. Cruel ✓
 - b. Good
 - c. Kind
 - d. Friendly
7. What Cinderella has to go to a party?
- a. Expensive slippers
 - b. Glass slippers ✓
 - c. Black slippers
 - d. Cheap slippers
8. Why did the king hold the event at his palace?
- a. To entertaint his people
 - b. To celebrate his wedding
 - c. To celebrate his birthday
 - d. To find his crown prince a wife ✓
9. Who helped and changed cindrella go to the ball?
- a. Her step mother ✓
 - b. Good mother ✓
 - c. Her step sisters
 - d. Prince
10. How many main characters are mentioned in the story?
- a. Three
 - b. Four
 - c. Five ✓
 - d. Six ✓
11. How was the end of the story?
- a. Cinderella was betrayed by the king ✗
 - b. The prince married cindrella
 - c. The prince turned into a horse forever

- d. Cinderella was killed by her step mother
12. The third paragraph is called...
- a. Orientation
 - b. Complication
 - c. Re-orientation X
 - d. Resolution
13. She also gave Cinderella a lovely dress... (paragraph 4). The underlined word has the same meaning with...
- a. Honest X
 - b. Pretty
 - c. Ugly
 - d. Diligent
14. The slipper fit her, (paragraph 6). The underlined word refers to...
- a. Step mother
 - b. Prince X
 - c. Goodmother
 - d. Cinderella
15. What is the purpose of the text above?
- a. To entertain readers and friends
 - b. To inform what happened in the past
 - c. To give description of a beautiful girl X
 - d. To retell about cinderella's experience X

Text 3

Read the following text to answer questions number 16-20

Snow white

Once upon a time there lived a little girl named snow white. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving snow white in the castle because they both wanted to go to America and they didn't have enough money to take snow white.

PAREPARE

Snow white didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found snow white sleeping. Then snow white woke up. She saw the dwarfs. The dwarfs said, what is your name? snow white said, my name is snow white.

Then, snow white told the dwarfs the whole story. The dwarfs said, if you want, you may live here with us. Snow white answered, oh, could I? thank you.

Finally, snow white and the seven dwarfs lived happily ever after.

16. Why snow white ran away to the woods?
- Her parents passed away
 - Her uncle was angry with her ✗
 - Her uncle and aunt would go to America
 - Snow white liked playing in the woods
17. When did snow white run away to the woods?
- In the morning ✓
 - In the afternoon
 - In the evening
 - In the full moon
18. According to the text, before she ran away into the woods, why did snow white live with her uncle and aunt?
- Because she loved them very much
 - Because she were afraid of the dwarfs
 - Because she ran away from a monster ✗
 - Because her parents were dead
19. Where did snow white live after she ran away to the woods?
- She lived in the cave
 - She lived in the dwarfs' cottage ✓
 - She lived on the street
 - She lived everywhere in the woods

1. The next morning she ran away into the woods. The underlined word can be replaced by?

The sea

The forest ✓

The lake

The mountain



Appendix 5. The students reading comprehension of post-test

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

Post-test

Name : ZASKIA ariah
Class : VIII

Text 1
Read the following text to answer questions number 1-10

The crying stone

Long time ago, lived a girl with her mother at a mountain near a town in Kalimantan. The girls named was sarmi. Sarmi is very beautiful. Everyday, she wears makeup and her best clothes. She always wanted rich and beautiful. She never helped her mother. She is very lazy and spoiler girl.

“Sarmi! Please help me work in the fields,” Said her mother.
“no! I don’t want to go to the fields. I’m afraid my skin turns dark! Said Sarmi, without looking at her mother.

When her mother came home from work, sarmi asked money to buy her beauty tool. But, her mother ignored it. Sarmi was annoyed and choose to preen herself.

Because of pity, the mother tried to placate. She asked sarmi to accompany her to go to the market to buy some food. Sarmi was agreeing, provided her mother walk behind her. She ashamed to walked side by side with her mother who was wrinkled and wear a dirty clothes. Although her mother was very sad, finally she agreed it.

On the way to the market, people admired sarmi’s beauty. Sarmi’s appearance was really contrasted with the one walking behind her, that it made people to wonder.

“hello, pretty lady. Who the old woman behind her was. Then, the girl replied that she was her servant. The mother was very sad, but she didn’t say anything. She could understand that her daughter was ashamed.

Sarmi always answered that her mother is her servant, to many people that asked it.

At last, the mother cannot hold the pain anymore. She prayed to god to punish her daughter. God answered her prayer. Slowly, sarmi’s leg turned into stone. The process continued to the upper part of sarmi’s body. She was very panic.

Mom...! Whats happening to me? Mother, please forgive me! She cried loudly.

But it's too late. Here whole body finally became a big stone. Until now, people could see tears dropping from her eyes. That was why people called it the crying stone.

1. Where does the story take place?
 - a. Makassar
 - b. Kalimantan ✓
 - c. Jakarta
 - d. Parepare
2. In this below which is not the characteristic of the widows daughter?
 - a. Beautiful
 - b. Kind ✗
 - c. Lazy
 - d. All are correct
3. With whom sarmi lives in the village?
 - a. Her father
 - b. Her friend
 - c. Her cousin
 - d. Her mother ✓
4. At last. What does the mother do to sarmi?
 - a. She leave her daughter
 - b. She pray to god to punish her daughter ✓
 - c. She hit her daughter
 - d. She hug her daughter
5. Which statement is true according to the text?
 - a. Sarmi is not a lazy girl
 - b. Her mother always angry
 - c. Sarmi always help her mother
 - d. The girl turn into stone ✓
6. What is the story about?
 - a. A kind girl ✗
 - b. The ungrateful child

- c. A happy mother
d. A bad mother
7. What did the daughter answer when someone asking about her mother?
- a. She is my servant ✓
b. She is my hero
 c. She is my mother
d. All are correct
8. Sarmi always answered that her mother servant. What does the underlined word mean?
- a. Teacher
b. Doctor
c. Employer ✓
 d. Maid
9. She asked sarmi to accompany her to go to the market to buy some food. The underlined word refers to...
- a. The people
b. Sarmi ✓
 c. The mother
d. The stone
10. At last, the mother cannot hold the pain anymore, the word 'pain' means..
- a. Hurt
b. Happy
 c. Surprise ✗
d. proud

Text 2

Read the following text to answer questions number 11-20

The Story of the Smart Parrot

A man in Puerto rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was catano.

The man tried to teach the parrot to say catano. But the bird would not say the word. At first the man was very nice, but then he got angry. " you are a stupid bird! Why cant you say the

word? Say catano, or I will kill you! But the parrot would not say it. Then the man got so angry that he shouted over and over, "say catano, or I'll kill you! But the bird wouldn't talk.

One day after trying for many hours to make the bird say catano, the man got very angry. He picked up the bird and threw him into the chicken house."you are more stupid than the chickens. Soon I will eat them, and I will eat you, too.

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "say catano, or I'll kill you!.

11. Where does the story take place?
- a. Indonesia
 - b. New york
 - c. Puerto rico ✓
 - d. Brazil
12. From the text we learn that..
- a. We are not allowed to force others
 - b. We have to follow others
 - c. We are not allowed to help others
 - d. We have to imitate others
13. Which statement is false according to the text?
- a. The man got angry at the parrot
 - b. The parrot couldn't say catano
 - c. The man killed the parrot
 - d. The parrot could say catano ✓
14. "it was very, very smart". The underlined word "it" refers to...
- a. The chicken
 - b. The man
 - c. The catano
 - d. The bird ✓
15. "The parrot was very, very smart"

The word 'smart' means...

- a. Clever
 - b. Stupid ✓
 - c. Stubborn
 - d. Beautiful
16. What is the word that the parrot cannot say?
- a. Canato
 - b. Tacano
 - c. Catano ✓
 - d. Nacato
17. What is the story about?
- a. A parrot and a cat
 - b. A parrot and the owner
 - c. A parrot and a chicken
 - d. A parrot, the owner, and chicken
18. In this below which is not the character of the story...
- a. A parrot
 - b. Coco ✓
 - c. Three chicken
 - d. The man
19. How often did the owner teach the bird how to say the word?
- a. Many times
 - b. Always
 - c. Everyday
 - d. Sometimes
20. "The parrot was screaming at the fourth chickens" what does the underlined word mean?
- a. Laugh
 - b. Smiling
 - c. Crying ✗
 - d. Shouting

Appendix 6. Form permohonan Rekomendasi Penelitian dari Kampus



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Anfal Bakti No. 08 Sorrang Parepare 91132 telp. (0421) 21307 Fax: 24404
 PO Box 909 Parepare 91100, website: <http://iaainparepare.ac.id>, Email: mail@iaainparepare.ac.id

Nomor : B.4467/In.39/FTAR.01/PP.00.9/11/2022 08 November 2022
 Lampiran : 1 Bundel Proposal Penelitian
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Mamasa
 C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
 di,-
 Kab. Mamasa

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Nurmianti
Tempat/Tgl. Lahir	: Uhaidao, 20 Juni 1999
NIM	: 18.1300.093
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: VII (Tujuh)
Alamat	: Dusun Pa'bettengan, Desa Uhaidao, Kec. Aralle, Kab. Mamasa, Prov. Sulawesi Barat

Bermaksud akan mengadakan penelitian di wilayah Kab. Mamasa dalam rangka penyusunan skripsi yang berjudul **"The Effect Of Cooperative Integrated Reading And Composition (CIRC) Strategy To Improve Students' Reading Comprehension At The Grade MTs Uhaidao Kab. Mamasa"**. Pelaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Wakil Dekan I,
 E. Bahar, M.A

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

appendix 7. Form Surat Izin Penelitian dari Dinas Penanaman Modal dan Pelayanan Terpadu satu pintu Pemerintah Kab. Mamasa



PEMERINTAH KABUPATEN MAMASA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Jl. Demmatande No.2 Kantor Gabungan Dinas Kab. Mamasa 91362-Prov.Sulawesi Barat

Mamasa, 02 Desember 2022

Nomor : 070/285/DPM-PTSP/XII/2022
 Lampiran : 1 Berkas
 Hal : **Izin Penelitian**

Berdasarkan surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor: 070/259/BKBP/XI/2022, Tanggal, 02 Desember 2022 maka Mahasiswa/Peneliti/Dosen/Pegawai di bawah ini:

Nama : NURMIANTI
 NIM : 181300093
 Pekerjaan : MAHASISWA
 Program Studi : TARBIYAH/PENDIDIKAN BAHASA INGGRIS

Diberikan izin untuk melakukan Penelitian/Pengambilan Data Di Wilayah Kabupaten Mamasa dalam rangka Penyusunan Skripsi dengan judul :

"The Effect Of Cooperative Integrated Reading And Composition (CIRC) Strategy To Improve Students' Reading Comprehension At The Eight Grade MTs Uhaidao di Kabupaten Mamasa Sulawesi Barat"

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja)/Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) eksemplar copy hasil penelitian kepada Bupati Mamasa Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu kabupaten Mamasa;
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara untuk memberikan bantuan fasilitasi seperlunya.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.

A.n. BUPATI MAMASA
 KEPALA DINAS,

Appendix 8. Form Surat Keterangan Telah Melakukan Penelitian



YAYASAN HUDALLINNAS INDONESIA
MADRASAH TSANAWIYAH (MTS) UHAIDAO DESA UHAIDAO
KECAMATAN ARALE KABUPATEN MAMASA
 Alamat : Jl. Bura Buluhon No.28 Desa Uhaidao Kecamatan Arale Kabupaten Mamasa



SURAT KETERANGAN
 NO. 037/MTS/PSK/10/2022

Yang bertanda tangan dibawah ini kepala Madrasah Tsanawiyah Uhaidao:

Nama : ASBADIUN S.Pd.
 Nip : 198405062010011012
 Pangkat/ Gol : Penata Tingkat I
 Jabatan : Kepala Madrasah

Dengan ini menerangkan bahwa

Nama : NURMIANTI
 Nim : 181300093
 Prodi : Pendidikan Bahasa Inggris
 Nama instansi : Institut Agama Islam Negeri Pare-Pare

Benar bahwa nama yang bersangkutan diatas telah melaksanakan tugas penelitian selama satu bulan di Madrasah Tsanawiyah Uhaidao,

Adapun judul Penelitian "THE EFFECT OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) STRATEGI TO IMPROVE STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE MTS.UHAIDAO DI KABUPATEN MAMASA SULAWESI BARAT" Demikian surat keterangan ini dibuat dengan sebenarnya dan dipergunakan sebagaimana mestinya.

Mengetahui
 Kepala Madrasah



Appendix 9 the calculation of students pre-test and post-test

- the calculation of students score of pre-test

No	Students	Pre-test of the students (X_1)		
		Score (X)	X^2	Classification
1	Ahmad Muhaimin. S	45	2025	Poor
2	Anugrah	60	3600	Fair
3	Asmaul Khabil	50	2500	Poor
4	Faqih Maulana	50	2500	Poor
5	Maulana Syahid	45	2025	Poor
6	Muh Hamda Sulfa	45	2025	Poor
7	Muh Ramadhan	50	2500	Poor
8	Muh Subhan Ramadhan	40	1600	Poor

9	Mursidin	40	1600	Poor
10	Muh Syukur	70	4900	Good
11	Muslimah	45	2025	Poor
12	Mirdayanti	60	3600	Fair
13	Nastainu Muslihun	70	4900	Good
14	Resky Awaulia Nur	70	4900	Good
15	Salsabila Fajriani	50	2500	Poor
16	Taskirah Dwi Safitri	65	4225	Fair
17	Umrah Zakina	80	6400	Very Good
18	Wahyudi	35	1225	Very Poor
19	Zazkia Ainih	60	3600	Fair
20	Zulaika Magfirah	80	6400	Very Good
Σ		1110	65050	

Here is the calculation process to find out the average score and standard deviation (SD):

First, the researcher determine the average score of pre-test

$$\begin{aligned} X &= \frac{\Sigma X}{N} \\ &= \frac{1110}{20} \\ &= 55,5 \end{aligned}$$

So, the mean score (X_1) of pre-test is 55,5. It means that students' reading comprehension was low before giving treatment

Second, the researcher determine the average score of pre-test

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

$$SD = \sqrt{\frac{65050 - \frac{(1110)^2}{20}}{20 - 1}}$$

$$SD = \sqrt{\frac{65050 - \frac{1232100}{20}}{19}}$$

$$SD = \sqrt{\frac{65050 - 61605}{19}}$$

$$SD = \sqrt{\frac{3445}{19}}$$

$$SD = \sqrt{181,31}$$

$$SD = 13,46$$

So, the result of standard deviation of pre-test is 13,46. It could be seen that the students' reading comprehension were fair category.

- The students score in post-test

No	Students	Post-test of the students (X_2)		
		Score (X)	X^2	Classification
1	Ahmad Muhaimin. S	60	3600	Fair
2	A nugrah	80	6400	Very Good
3	Asmaul Khabil	60	3600	Fair
4	Faqih Maulana	55	3025	Poor
5	Maulana Syahid	60	3600	Fair
6	Muh Hamda Sulfa	60	3600	Fair
7	Muh Ramadhan	60	3600	Fair
8	Muh Subhan Ramadhan	75	5625	Good
9	Mursidin	40	1600	Poor
10	Muh Syukur	75	5625	Good

11	Muslimah	60	3600	Fair
12	Mirdayanti	80	6400	Very Good
13	Nastainu Muslihun	85	7225	Very Good
14	Resky Awaulia Nur	85	7225	Very Good
15	Salsabila Fajriani	70	4900	Good
16	Taskirah Dwi Safitri	80	6400	Very Good
17	Umrah Zakina	95	9025	Very Good
18	Wahyudi	60	3600	Fair
19	Zazkia Ainih	80	6400	Very Good
20	Zulaika Magfira	90	8100	Very Good
	Σ	1410	103150	

Here is the calculation process to find out the average score and standard deviation (SD):

First, the researcher determine the average score of post-test

$$\begin{aligned} X &= \frac{\Sigma X}{N} \\ &= \frac{1410}{20} \\ &= 70,5 \end{aligned}$$

So, the mean score (X_2) of post-test is 70,5. It means that students' reading comprehension was good after giving treatment.

Second, the researcher determine the average score of post-test

$$\begin{aligned} SD &= \sqrt{\frac{X^2 - \frac{(\Sigma X)^2}{N}}{N - 1}} \\ SD &= \sqrt{\frac{103150 - \frac{(1410)^2}{20}}{20 - 1}} \end{aligned}$$

$$SD = \sqrt{\frac{103150 - \frac{1988100}{20}}{19}}$$

$$SD = \sqrt{\frac{103150 - 99405}{19}}$$

$$SD = \sqrt{\frac{3745}{19}}$$

$$SD = \sqrt{197,10}$$

$$SD = 14,04$$

So, the result of standard deviation of post-test is 14,04. It could be seen that the students' reading comprehension were good category.

- T-test value.

Students	Pre-test (X_1)	Post-test (X_2)	$D (X_2 - X_1)$	$D (X_2 - X_1)^2$
Ahmad Muhaimin. S	45	60	15	225
Anugrah	60	80	20	400
Asmaul Khabil	50	60	10	100
Faqih Maulana	50	55	5	25
Maulana Syahid	45	60	15	225
Muh Hamdan Sulfa	45	60	15	225
Muh Ramadhan	50	60	10	100
Muh Subhan Ramadhan	40	75	35	1225
Mursidin	40	40	0	0
Muh Syukur	70	75	5	25
Muslimah	45	60	15	225
Mirdayanti	50	80	30	900
Nastainu Muslihun	70	85	15	225

Resky Awaulia Nur	70	85	15	225
Salsabila Fajriani	50	70	20	400
Taskirah Dwi Safitri	65	80	15	225
Umrah Zakina	80	95	15	225
Wahyudi	35	60	25	625
Zazkia Ainih	60	80	30	900
Zulaika Magfirah	80	90	10	100
Σ	1110	1410	320	6600

To find out D used the formula as follow:

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

$$D = \frac{320}{20}$$

$$D = 16$$

The calculation the t-test value

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

$$t = \frac{16}{\sqrt{\frac{6600 - \frac{320^2}{20}}{20(20-1)}}$$

$$t = \frac{16}{\sqrt{\frac{6600 - \frac{102400}{20}}{20(19)}}$$

$$t = \frac{16}{\sqrt{\frac{6600 - 5120}{380}}}$$

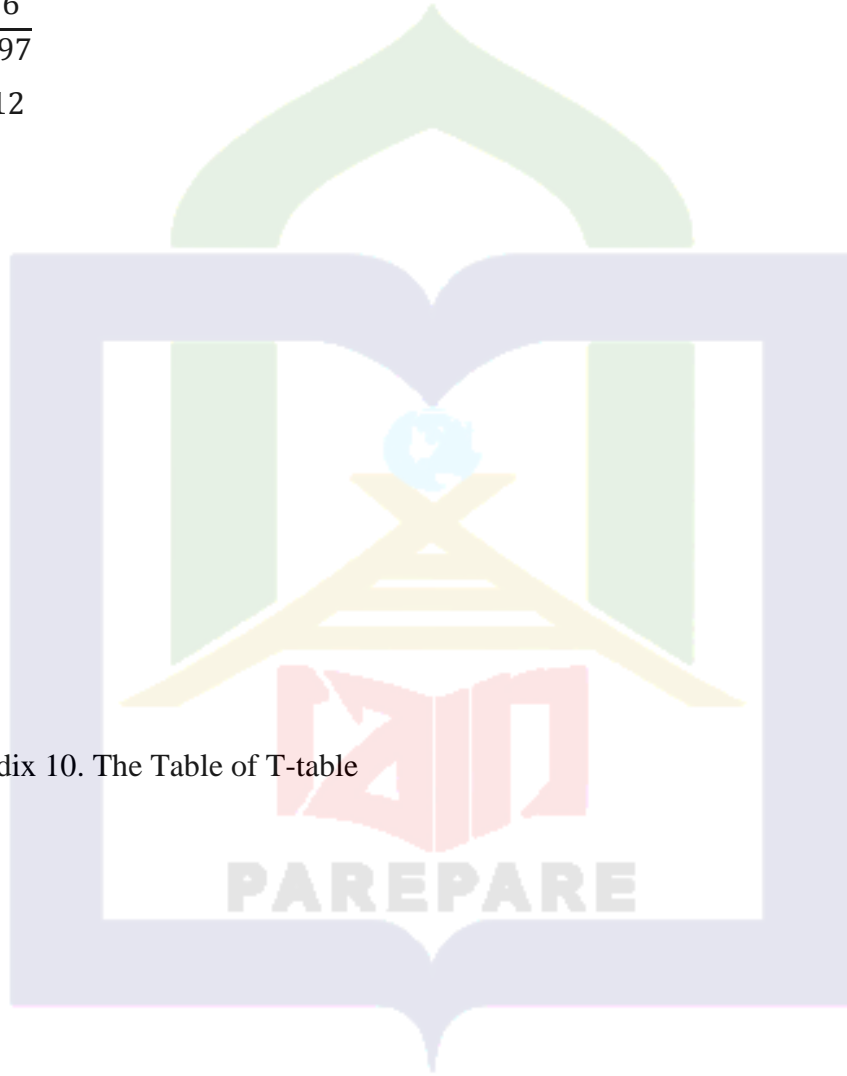
$$t = \frac{16}{\sqrt{\frac{1480}{380}}}$$

$$t = \frac{16}{\sqrt{3,9}}$$

$$t = \frac{16}{1,97}$$

$$t = 8,12$$

Appendix 10. The Table of T-table



Titik Persentase Distribusi t (df = 1 – 40)

df	Pr 0.50	0.25 0.20	0.10 0.10	0.05 0.050	0.025 0.02	0.01 0.010	0.005 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688



CURRICULUM VITAE



NURMIANTI was born on June 22nd 1999, in uhaidao village, aralle district, mamasa regency, West Sulawesi province, she is the first of seven children. Her father was named Amir s and her mother was named Nurasia. she started his formal education at SDN 014 Ralleanak A in 2005. Then it was completed in 2011, and the equivalent junior high school exam at MTs Uhaidao in 2014, then continued to SMA Pest. Putri Yatama Mandiri (islamic boarding school of yatama foundation) in Gowa district and graduated in 2017. On 2018, The author continued her education to the State Islamic Institute (IAIN) of Parepare as a student of the english education of Tarbiyah Faculty Then completed her education at the state Islamic institute in 2023 with the title of thesis: The Effect of Cooperative Integrated Reading and Composition (CIRC) Strategy to Improve Students' Reading Comprehension at the Eighth Grade MTs Uhaidao Kab. Mamasa.