

**IMPROVING THE READING COMPREHENSION ABILITY OF GRADE VIII
STUDENTS OF SMP ISLAM TERPADU ABU BAKAR YOGYAKARTA THROUGH
THE USE OF COOPERATIVE INTEGRATED READING AND COMPOSITION IN
THE ACADEMIC YEAR OF 2013/2014**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education



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2014

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VIII STUDENTS OF SMP ISLAM TERPADU ABU BAKAR YOGYAKARTA
THROUGH THE USE OF COOPERATIVE INTEGRATED READING AND
COMPOSITION IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS



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A Thesis

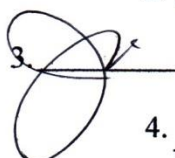
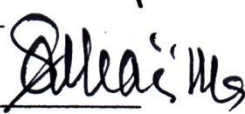
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DEDICATIONS

*This thesis is dedicated to “**Ibu**”, “**Bapak**”, **my sisters** and **brother** for their prayer and supports in doing this work.*

*This is also for **my best friends** in my life for their encouragement in every part of my life.*

MOTTOS

*"Therefore remember Me, I will remember you, and be thankful to Me,
and do not be ungrateful to Me." [Qur'an 2:152]*

*"Life isn't about waiting for the storm to pass; it's about learning to dance in the
rain."*

- Vivian Greene -

If something hurts you, just believe that God gives it for your best.

-The writer-

ACKNOWLEDGEMENTS

Alhamdulillah, praise be to Allah SWT for the strength, blessing, and health in completing my thesis. Because of Him, I can finally finish this work well. I would like to thank all of those who have supported, advised, guided, and helped me in the process of writing this thesis.

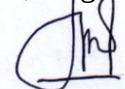
I would like to express my warmest thanks to my first supervisor, Drs. Suhaini M. Saleh, M.A. who has given me guidance, encouragement, and help in accomplishing this thesis. My deep appreciation also goes to my second supervisor Siti Sudartini, S.Pd, M.A for her endless patience, considerable assistance, and corrections during the process of writing this thesis. I also would like to say my respect to the principal of SMP IT Abu Bakar, the English teacher, Arina Rosyida, S.Pd. for being my collaborator and to all students of VIIIH for their good cooperation during the research. I also would like to thank Riska Okta Pratiwi and Satonah for helping me in documenting my research and for their assistance in completing the data of the research.

My appreciation and thanks are also due to my beloved mother (Siti Sofiah) and father (Agus Samsuri), my brother (M. Fathoni Solichin), and my sisters (Nur Layla Zamzanah and Fitri Ana Sholikhah) who have given me courage, motivation, inspiration and the overwhelming support to finish my thesis. It is for them I affectionately dedicate this thesis. I would like to thank them for the support, encouragement, and the precious moments we have been spending together.

Sincere thanks go to all my close friends, Lani, Laras, Fida, Fera, Ayu, Riza, Isti, Zikrina, Ayum, Wiwit, SiKur, Ika, Titis, Ela, Wahda, Zuyyi, Naris who always give me strong support. I would also like to thank all my “elder sisters” Mba Uul, Mba Aulia, Mba Ira, Mba Dida, for their great kindness.

Finally, I hope that this thesis will be useful to all readers. However, I realize that this thesis is far from being perfect. Therefore, any criticism, suggestions, and corrections are welcome for the betterment of this work.

Yogyakarta, August 2014



Choirunisa

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LIST OF ABBREVIATION

R	: Researcher
S	: Student
C	: Collaborator
MP4	: Media Player 4
SMP	: Sekolah Menengah Pertama
IT	: Islam Terpadu
T	: Teacher
P	: Peneliti
K	: Kolaborator
CIRC	: Cooperative Integrated Reading and Composition

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ABSTRACT

The objective of the study was to improve the reading comprehension ability in a large class through cooperative integrated reading and composition at the eighth grade students of SMP IT Abu Bakar, Yogyakarta.

This study was an action research study, consisting of two cycles with three meetings in Cycle 1 and two meetings in Cycle 2. The research members were students of class VIIIH of SMP IT Abu Bakar, the English teacher, the collaborator, and the researcher. The phases of the research were reconnaissance, planning, implementing and observing the actions, and reflection. There were two forms of data in this research. They were qualitative and quantitative data. The qualitative data were obtained by doing observation, interviewing students and the collaborator, making field notes, and having the discussion with the collaborator as an observer. Meanwhile, the quantitative data were obtained from the pre-test and the post-test score. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In addition, this research applied the investigator triangulation to get the trustworthiness.

In reference to the actions conducted in two cycles, Cooperative Integrated Reading and Composition (CIRC) could improve students' reading comprehension ability as justified in the following results. First, there was an improvement on students' reading comprehension involvement as 25 out of 31 students showed their good participation and enthusiasm in reading comprehension practices. Second, most students of class VIIIH had high enthusiasm to cooperate with other students in the reading activities. Third, there was an improvement on students' reading comprehension ability as displayed in the increase of the test score (12.58) obtained by decreasing the mean score of the post-test from the mean score of the pre-test (68.46-55.88).

CHAPTER I

INTRODUCTION

A. Background of the problems

English has become one of the primary subjects in Junior High School in Indonesia. It is included in the curriculum of Junior High School. One of many purposes that should be mastered by students of Junior High School is to develop the competence of communicating with spoken and written language. They have to be able to understand written and spoken language in order to improve the level of functional discourse. Therefore, the focus of teaching and learning English is merely to enable the learners to master the language skills, not to mention reading skills.

This particular study tried to look closer the English teaching and learning process at SMP IT Abu Bakar Yogyakarta. English is considered as primary subject at this junior high school. All students of the school are expected to be able to use English in their daily activities either use it receptively or productively. The focus of this study is to improve the students' ability in using English receptively, which is their reading comprehension ability. The English teachers of the school also realized that understanding and comprehending English text is very important for students to make them be able to identify language from a text.

Based on the observation, the researcher found that students of SMP IT Abu Bakar still have low achievement in terms of reading comprehension ability. The students rarely did the reading comprehension activity in the classroom. The teacher taught the structure of the text to students and its grammatical features rather than how to comprehend the text. As a result, the students still have difficulties to grasp the sense of a text. The students also could not work by themselves because most of them still depend on the teacher and their friends. It leads them to have low motivation in reading English texts.

The reading comprehension ability was also needed because the students would get more English texts in the higher level. The eighth grade students would continue to the ninth grade then they would face the national exam UN (Ujian Nasional) in the next grade and need to deal with more complex texts. Hence, reading comprehension is still considered necessary to be noticed.

B. Identification of the Problem

As we have already known that the reading comprehension achievement of the students of SMP IT Abu Bakar was still low, it was caused by many factors such as the teaching method, the teacher, and the students. The details of how those factors influencing the problems will be explained in this section.

First, it was about the teaching method used by the teacher. The teacher focused more on the grammar understanding rather than the ability to

understand the text. It involved the teacher and the students in the teaching and learning process. It was still not enough to improve the students' mastery in reading comprehension.

Second, the teacher during teaching reading lesson also did not allow the students to understand the text deeply. The teacher taught mostly by discussing the generic structure of the text and identifying grammatical features of the text. The teacher did not let the students know how to get the meaning from the text intensively. It is very important to understand the text first before talking about the grammar and the generic structure.

Third, the problems also came from the students. They were not so enthusiastic to start the English lesson. After the bell rang, they did not enter the class directly. At first, several students were busy so the lesson was begun quite late. In addition, some of them did not pay attention to the teacher's explanation so the teacher should come to their seats one by one. It means that they could not learn independently. They needed friends to learn reading English text in the classroom. Thus, the researcher planned to conduct a research to improve the students' reading comprehension.

C. Delimitation of the Problem

Knowing that there were many problems, it is impossible to discuss all of them above because of the limited knowledge of the researcher. Therefore the problem that would be concerned was the teaching method as the observation showed that the teaching process didn't give contribution on improving the

reading comprehension of the students. Therefore, the research focused on using Cooperative Integrated Reading and Composition as the teaching method to improve the reading comprehension ability. It has been proved by many teachers in the past that CIRC was a good method to teach reading comprehension. The result of the teaching and learning process was satisfying. In that case, the subjects of this research were the class VIII/H students' of SMP IT Abu Bakar. This class needed to be improved in terms of reading comprehension among the other classes.

Therefore, the researcher together with the collaborator decided to use Cooperative Integrated Reading and Composition to improve the reading comprehension ability of students in class VIII/H of SMP IT Abu Bakar Yogyakarta in the first semester of the academic year of 2013/2014.

D. Formulation of the Problem

Based on the delimitation above, the problem of the research can be formulated as follow: "How can the reading comprehension ability of students in grade VIII of SMP IT Abu Bakar Yogyakarta improve through the use of Cooperative Integrated Reading and Composition?"

E. Objective of the Research

According to the formulated problem, the objective of the research is to improve student's reading comprehension ability in grade VIII of SMP IT Abu Bakar Yogyakarta by using Cooperative Integrated Reading and Composition.

F. Significance of the Research

This research was conducted to improve the reading comprehension ability of students in grade VIII of SMP IT Abu Bakar Yogyakarta through the use of cooperative integrated reading and composition.

Therefore, the result of the research is expected to be an important piece of information for the people who are concerned with the language teaching and learning, especially the following parties:

1. Yogyakarta State University

As an institution concerned with the provision of teachers, this research could give information about the use of cooperative integrated reading and composition in the reading lesson. The institution could get more insights about the alternative method to teach reading comprehension.

2. SMP students

The overall process of this research can help the students in learning reading comprehension and improve their achievement in English.

3. Teachers

The result of the research could be taken as considerations to teach and learn reading effectively, particularly in motivating students to make reading as one of their habits. After knowing the result of the research, the English teachers are expected to improve their technique in cooperative

learning. Next, the result of this research is expected to bring improvements which can be used to manage groups in cooperative learning activities in reading class as the stimulus of the students for their improvement.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents theories which underlie this research. The discussion of this chapter is divided into two main parts. Those are a literature review and conceptual framework. In the literature review, the researcher discusses some theories and the research studies which are relevant to the topic. Related studies explore the same researches which were done by other researchers before. In the conceptual framework, the researcher relates the theory to the study.

A. Literature Review

1. The Definition of Reading

Reading is a receptive skill which should be learned well by students. Reading has many kinds of definition based on some experts. Reading is usually defined as a communication between a reader and a text but some experts have their own details about reading.

Richards and Schmidt (2002: 443) state that reading is an activity to understand a written text. Reading in this case involves written symbols. This definition seems to be the same as what is said by Celce Murcia (2001: 119). He defines reading skill as a process of trying to understand a written text. The reader has to perform a number of simultaneous tasks: decode the message by recognizing the written sign, interpret the message by assigning meaning to the string of words and understand what the author's intention was. While, based on Alderson (2000: 3), reading is the process of the interaction between a reader and a

text which is normally silent, internal, and private. Furthermore, Urquhart and Weir in Grabe (2009:14) define reading as the process of receiving and interpreting information encoded in language via the medium of print. Based on Berardo (2006: 60) reading is recognizing words for some people, while for others, it is an occasion to teach their pronunciation and to practice speaking.

It can be inferred that reading is a medium to help learners understand language through a text. Reading can open up learners' mind to understand a text because every learner has their own background knowledge. It will help them in learning language and learning to read an English text.

2. The Definition of Reading Comprehension

Reading is often connected with reading comprehension. Reading comprehension is usually known as the process of understanding texts but many experts explain it differently. Kligner, Vaughn, and Broadman (2007: 2) say that reading comprehension is the process of constructing meaning by arranging some complex processes in brain that contain word reading, word, and world knowledge, and also fluency.

Besides, Bos and Vaughn (2009: 312) say that comprehension is the main purpose of reading activity. While, based on Koda in Grabe (2009: 14), comprehension is the process when readers dig and relate information of the text with that they have already known. Mickulecky and Jeffries (2007: 74) also say something about comprehension. It is not only

interpreting and understanding words but also relating the idea of the text with the reader's knowledge.

Snow (2002:11) defines reading comprehension as below explanation. Reading comprehension is the process of extracting and constructing meaning concurrently through interaction and involvement with written language. The words extracting and constructing are to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

In addition, comprehension also entails these three elements based on Snow (2002: 12):

- The reader : who is doing the comprehension process
- The text : that is to be comprehended
- The activity : in which comprehension is a part.

Those three elements are main parts of reading comprehension because they are the evidence of comprehension's existence.

Brown (2001: 306) also has different view related to reading comprehension.

Reading comprehension is primarily a matter of developing appropriate and efficient comprehension strategies which relate to bottom-up procedures and other enhances the top-down processes. Both information in the texts and reader's background knowledge are crucial to attain reading comprehension.

It can be concluded that reading comprehension is not as simple as many people think. The complexity nature of reading comprehension shows that reading comprehension is necessary to be learned by students.

The variation of the information in the text and the reader's background knowledge could help students in the process of comprehending a text.

3. The Process of Reading Comprehension

Realizing that reading comprehension is a process, there are some views related to it. Johnson (2008: 7) classifies the process of comprehension into receptive process (listening and reading) and productive process (speaking and writing). Both of them are necessary in the comprehension process, not only about receptive but also productive.

Then, these are the process of reading comprehension according to Grabe (2009: 14) : a) rapid process, b) efficient process, c) comprehending process, d) interactive process, e) strategic process, f) flexible process, g) purposeful process, h) evaluative process, i) learning process, j) linguistic process. It shows that reading comprehension is complex and detail.

4. Types of Reading Comprehension

Bos and Vaughn (2009: 314) propose three types of comprehension. The first is *textually explicit* in which the readers could find all information in the text. They do not need their background knowledge to understand the text because the meaning and information are stated clearly there. The second is *textually implicit*. The readers should use a bit of their background knowledge to understand the text because not all information is stated clearly. The background knowledge is necessary to help the readers comprehending the text. The last one is *scriptually implicit* which force readers to use their background knowledge to

understand a text. In this type, the meaning of the text is not stated explicitly.

In addition, Brown (2001: 312) classifies reading comprehension into two types. They are silent & oral reading and intensive & extensive reading. Silent and oral reading are about reading by heart and reading aloud. While, intensive reading focuses on linguistic details of a text and the form of extensive reading is reading for pleasure.

5. Strategies in Reading Comprehension

In order to be successful in reading comprehension, students need certain strategies of how to comprehend a text. Janzen in Richards and Renandya (2002: 287) states about what reading strategy is. It is plans to solve problems encountered in constructing meaning. It means that reading strategy is a device which can help readers in catching the meaning of a text.

Brown (2001: 306) also explains some strategies of reading comprehension:

- a. Identifying the purpose of reading
- b. Using graphemic rules and pattern to aid in bottom-up decoding (especially for beginning level learners)
- c. Skimming the text for main ideas
- d. Scanning the text
- e. Guessing when you are not certain
- f. Analyzing vocabulary
- g. Distinguishing between literal and implied meaning
- h. Capitalizing on discourse makers to process relationship

6. Teaching Reading Comprehension in Junior High School

a. Aims and Objectives (Curriculum)

Reading comprehension is a required component of all middle school language arts curriculum. Middle school students should have adequate decoding skills by the time they reach middle school or junior high school. However, many students would not fully and accurately understand what they read. Reading comprehension skills are necessary for being successful in understanding English as a foreign language. Thus, reading comprehension strategies should be taught and practiced diligently.

Teaching reading to Junior High School students in Indonesia is reasonable. Based on the curriculum of English for Junior High School students, there is a standard competency with some basic competencies in it related to reading skill. Here are the competencies stated by *Depdiknas* (2006) which should be learned by students:

- Standard Competency

Understanding the meaning of simple short essays in the form of descriptive and recount to interact with the social circumstances.

- Basic Competencies

1. Reading aloud and meaningful functional text and simple short essay in the form of descriptive and recount with acceptable

expression, extrusion, and intonation which is related to the social circumstance.

2. Responding the meaning of simple short functional text accurately, fluently, and acceptable which is related to the social circumstance.
3. Responding the meaning and the rhetoric step of simple short essay accurately, fluently, and acceptable which is related to the social circumstance in the form of descriptive and recount text

In short, in the first semester there are two forms of texts namely the descriptive and recount texts. They are taught to the students at junior high schools (*Depdiknas*, 2006: 278). That is why reading comprehension needs to be improved because it has stated in the English curriculum for Junior High School in Indonesia.

b. Characteristics of Teenagers

The learner here is students of Junior High School or middle school. They are considered as teenagers. It should be different about the way to teach English to them because the characteristic of teenagers is different from adults. Some experts have different opinion about the characteristic of teens.

Based on Brown (2001: 92), the “terrible teens” are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Teens are between childhood and adulthood, and therefore a very special set of considerations applies to teaching them.

Herbert and Michael in Harmer (2001: 38) say that teenagers seemed to be less energetic and humorous than adults. Harmer (2001: 39) explains different things about teenagers. Teenage students may be disruptive in class because of some factors such as the need for self-esteem, the peer approval, and the boredom they feel. In addition, adolescents also can cause discipline problems. But, if teens are engaged, they would have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. So, teachers have to provoke student engagement with material which is relevant and involving. They also need to boost students' esteem and be conscious of their need for identity.

Basically, teenagers have a unique characteristic as it has explained above. Therefore, teachers should prepare relevant strategies to teach reading to them. The appropriate method, technique, and materials are necessary to help them understand how to comprehend a text.

c. Principles of Teaching Reading

There are some strategies in reading comprehension so the way to teach it should has principles. Some experts also have their view about teaching reading. These are principles in teaching reading based on Harmer (2001: 70):

- 1) Reading is not a passive skill
- 2) Students need to be engaged with what they are reading

- 3) Students should be encouraged to respond the content of a reading text, not just the language
- 4) Prediction is a major factor
- 5) Match the task to the topic
- 6) Good teachers exploit reading texts to the full

Williams in Nation (2009: 6) also classifies the principles of teaching reading as below:

- 1) meaning-focused input
- 2) meaning-focused output
- 3) language-focused learning
- 4) fluency development

Furthermore, Graves, Calfee, and Juel in Kligner, Vaughn and Alison (2007: 104) suggest the following activities prior to reading:

- 1) Set a purpose for reading
- 2) Motivate students to read more
- 3) Pre-teach key vocabulary and concept
- 4) Link students' background knowledge and experiences with the reading
- 5) Relate the reading to students' lives (making connection)
- 6) Build students' knowledge of the text features

Those principles and activities are generally used to teach reading. In addition, Harmer (2001: 39) adds some views about

teaching reading to teenage students. Students should be encouraged to respond to texts and situations with their own thoughts and experience, rather than just by answering questions and doing abstract learning activities. Teachers should give them tasks which they are able to do rather than risk humiliating them. It is also part of teachers' job to provoke intellectual activity by helping students to be aware of contrasting ideas and concepts which they can resolve for themselves. Certainly, it is still with teachers' guidance.

7. Cooperative Integrated Reading and Composition

a. Definition

Cooperative integrated reading and composition (CIRC) is one of methods in the cooperative learning stated by Slavin (2005: 200). It is a comprehensive program to teach reading, writing, and the art of speech at the middle class. CIRC is one of alternative techniques that can improve the students' reading comprehension. The approaches of cooperative learning focus on group purposes and individual responsibility. In addition, the development of CIRC is delivered from an analysis of traditional problems in reading, writing, and art of speech instruction.

Slavin (2005: 201-202) also describes some features which are the focus of CIRC:

1. Follow-up

A universal feature of reading instruction is the use of reading group that consists of students with the same level of activity (homogeny ability). CIRC in this case makes the use of follow-up time becomes more effective. Students who work in the cooperative group will be able to fulfill some purposes in the area of comprehending text, vocabulary items, message reading, and spelling. Students are motivated to work each other on these activities which are based to the instruction of all members of the team.

2. Reading aloud

Reading aloud is a part of most reading programs. The research showed that it gives positive influence to the ability of reading and comprehending text. One of purposes of CIRC program is improving students' opportunity to read aloud and receive feedback from their reading activities through make students read for their friends in a team and through drill them how to response their reading activity each other.

3. Comprehension ability

The main purpose of CIRC is using cooperative teams to help students in learning reading comprehension which can be applied largely. Some components of CIRC are indeed directed to reach this purpose. During the follow-up period, students work in pairs to identify five important features from each

narrative story: characters, the event background, problems, efforts, final solution.

b. CIRC to teach reading

CIRC is a specific method in cooperative learning to teach reading, especially to young children and teenage students. Here are the main components of CIRC to teach reading based on Slavin (2005: 207-209):

1. Fundamental activities

Students use well a basic text or a novel. The story or text is introduced and discussed in the reading groups directed by the teacher that spend around 20 minutes every day. In these groups, the teacher decides the purpose of reading , introduces new (unknown) vocabulary items, repeats known vocabulary items, discusses the story after students finish on reading it, and etc.

After the discussion, the students are given story package and do these following activities:

a. Reading in pairs

Students read a text in silence and then take turn read aloud the text in pairs, in rotation for each paragraphs. The listener correct each mistakes made by the reader. The teacher assesses the students' work through walking around and listening to students when they read each other.

b. Writing the story and its grammar

Students are given questions related to each story that stress on its grammar-the structure used in all narrative text.

c. Spelling words loudly

Students are given a list of new or difficult words in the text; they have to learn to read the words correctly.

d. Word meaning

Students are given a list of new words in the text then they are asked to look at the meaning of words in the dictionary, write the definition easily.

e. Retell the story

After reading and discussing the text with their friends, they are asked to summarize the main points of the text.

f. Spelling

Students always test their ability in spelling every meeting. They help each other with their friends.

g. Examination by the partner

If students have finished doing those activities, their partners give a form showed that they have finished the work and fulfilled the criteria of the reading task.

h. Test

Finally, students are given a comprehension test.

2. Direct teaching of reading comprehension

Once a week, students receive direct teaching about reading comprehension ability especially in these following terms:

- Identify main idea
- Understand a simple cohesive
- Making an inference

After finishing the lesson, students comprehend text as a team or group. They will discuss and assess each other about their progress in comprehending text.

Slavin (2005: 205) also states the other main components of CIRC:

1. Reading Groups

Students are divided into several groups with each group consists of two or three. They are divided like that based on the level of comprehension owned by each student.

2. Team

Students are divided to a group of two or three in their reading groups, and then the couples are divided into a team that consists of couples of two reading groups or level. For example, a team may consist of two students from the high level group and two others from the low one.

Besides that, there are some activities usually done by students in CIRC:

1. Explain the prediction about how to solve the problems

2. Summarize the main components of story each other

Both are believed on improving the students' reading comprehension. Students also will receive the instruction of comprehension from the teacher by some strategies to support students in understanding a text (Slavin, 2005: 203).

c. **Benefits of using CIRC to teach reading**

The implementation of CIRC has benefits to coach students to be independent in learning reading by exploring their ideas in the group discussion. Slavin (2005: 200) also says that homogeneous and heterogeneous instruction groups are effective and practical to teach reading. The use of groups in the reading instruction will involve students more and motivate them. It means that CIRC as a part of cooperative learning has specific nature to help students in learning reading comprehension. The previous explanation has described the area of CIRC method such as comprehending text, vocabulary items, message reading and spelling. Those are the evidences of the nature of CIRC.

d. **The implementation of CIRC to improve reading comprehension**

It is not easy to improve reading comprehension. It needs hard efforts to be successful in it. There are several steps in CIRC described by Suprijono (2009: 130-131):

1. Make a group of four or five heterogeneously

Slavin (2005: 205) states if teacher uses reading groups, students are divided into groups based on their ability level which could be determined by the teacher.

2. Teacher gives texts/discourses which are relevant to the topic

Slavin (2005: 205) also states that in CIRC, story is introduced and discussed in reading group then the teacher determines the purpose of reading, introduces new vocabulary items, and discusses the story.

3. Students work together in reading

Students read each others, find the main idea, and give comments through the text. Based on Slavin (2005: 207), there are some activities done by students in a group. Firstly, students read in silence then read aloud with the group in rotation for each paragraph. After reaching a half of the story, they are asked to identify characters, background of the events, and solve problems also infer the content of the story.

4. Present and read the work result of the group

5. Teacher and students make a conclusion together about the story

6. Closing (reflection)

Those steps are the alternative activities in CIRC. The teacher can vary the activities with the interesting topics and media.

Generally, CIRC tries to involve all students to work together with the teacher.

B. Related Study

There is a related study about the effect of CIRC to improve students' reading comprehension. It is the study of improving teaching and learning in terms of reading and writing. It was conducted by Annida Nurul Faiza Asni, an English student of Yogyakarta State University, in 2012 to the eighth grade students of MTs YAPI Pakem, Sleman. The study was action research and had influence on helping students in reading.

The result of the study showed some positive effects of CIRC in the teaching reading process. Although the study concerned to the teaching-learning of reading and writing, it also had effect in the reading ability of students. First, CIRC promoted pleasure reading by having oral reading activities and enhanced students' reading skills by having some practices. Second, CIRC increased students' motivation and confidence because of the existence of reading groups. CIRC also improved students' involvement by having the group work activity.

Thus, this study was successful in improving the teaching-learning of reading and the students' reading ability. It was proved by the result of post-test done by the students. Their reading ability was improved in Cycle 1, the cycle of reading. It was also due to the appropriate learning materials and the reading strategies which were

taught directly by the teacher. Besides, this study also tried to make changes in term of reading comprehension such as guessing the meaning of unfamiliar words, skimming, scanning, and summarizing through the use of CIRC. In the past, CIRC was also done by many English teachers as stated by Slavin. Those are the proof of CIRC in the area of reading, especially reading comprehension.

In connection to the related study above which focused on reading and writing ability, this study only focused on reading comprehension. This study tried to improve the students' reading comprehension ability through CIRC in many interesting activities. The activities were done to engage and motivate students in order to make them enjoyable in reading comprehension activities.

C. Conceptual Framework

Reading is a receptive skill which has to be learned by students in Indonesia, especially in Junior High School. It has been stated in the standard competencies of English for SMP students in Indonesia by *Depdiknas*. Reading comprehension is also included in the competencies that should be mastered by the students.

This research focuses on the problems from the teaching method in the classroom. The problems came from the less effective teaching method. It led to the low achievement of reading comprehension owned by the students. In this case, students of SMP IT Abu Bakar still have low ability in reading comprehension.

Cooperative integrated reading and composition (CIRC) is the teaching method of this research. It is one of alternative ways to improve the students' reading comprehension. It has proved by many teachers in the past that CIRC is an effective method to teach reading comprehension to students, especially middle school students.

There are some activities of CIRC which are able to help students in understanding text such as identifying topic, the characters of the story, etc. The use of reading groups is also able to overcome the problems that have been mentioned before because it can make students excited in reading activities. Students work in pairs and do reading tasks together with their friends. Students learn how to comprehend a text through word meaning, spelling, and retell the text to their friends in a group. The main purposes of CIRC are also relevant to solve the problem for example the purpose of motivating students to read aloud and comprehend the text.

As CIRC is a part of cooperative learning method, there are some advantages of using cooperative learning to solve problems of learning language. It has many various methods to be done by students and teacher, one of them is CIRC. It involves both of them, students and teacher. The form of cooperative work can be applied in many groups of students. It is easy for students to learn reading skills as well. The teacher will also be more confident than as usual because the use of cooperative work or group work. All students involve in the learning process by the teacher's

guidance. The reading comprehension instruction will be easier with the CIRC activities.

Based on the teaching practice of a teacher of Scandaga Elementary School, Scotia, New York in the past as described by Slavin (2005: 204), it can be inferred that the students enjoyed the process of CIRC to be able to read well. They reached more success in reading because they were part of the process. All of them finished doing the CIRC activities and became better readers.

Besides, CIRC also can help students to understand a text through the activities. Most students are closely related to the reading comprehension activities such as word meaning, identifying the characters, the main idea, the setting of a story, etc. Thus, CIRC is expected to be able to improve the reading comprehension ability of students.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This study was action research. This research identified the problems in the classroom especially about reading comprehension and then found a way to bring changes or even an improvement. The research was conducted by the researcher and the English teacher as the collaborator in terms of technique and sharing information. Here, the research made an improvement to the students' reading comprehension ability. The strategy used was cooperative integrated reading and composition (CIRC) as one of the methods in the cooperative learning. By using this strategy, the reading comprehension ability of the students was expected to be able to increase.

B. Setting of the Research

This research was conducted at SMP *Islam Terpadu* Abu Bakar (SMP IT Abu Bakar) from October, 23th up to December, 4th 2013 in the academic year of 2013/2014. SMP IT Abu Bakar is located on Jl. Veteran Gang Bekisar No. 716 Q Pandeyan, Umbulharjo, Yogyakarta. Class VIII/H was the focus of this research. The class had 31 students.

The available rooms in this school are the headmaster room, teachers room, a room for guiding and counseling, an administration room, a school health unit, a kitchen, a mosque, a canteen, teachers' toilets, student's toilets,

24 classrooms, a language laboratory, a library, a sport hall, and a computer laboratory.

C. Research Members

This research involved the English teacher and the students of SMP IT Abu Bakar Yogyakarta especially the students of class VIII/H in the academic year 2013/2014, and the researcher.

D. Instruments of the Research

The instruments of this research are presented below:

a. Interview guideline

Interview guideline was used as a guide when the researcher was conducting interview with the students and the collaborator during the research.

b. Observation checklist

It was used to check the application of CIRC in the teaching and learning process.

c. Pre-test and Post-test

A pre-test was used to know the students' reading comprehension ability before the CIRC was applied by the researcher. On the other hand the post-test was used to know the improvement of students' reading comprehension after they were involved in the implementation of CIRC during the teaching and learning process.

E. Techniques of Data Collection

The data in this research consist of qualitative and quantitative data. The data were in the form of opinions, suggestions, comments, and expectations from the research members. The qualitative data were field notes, interview transcripts and observation sheets during the actions. On the other hand, the result of the reading comprehension test was the quantitative data. In collecting the data, there are three techniques as discussed below :

a. Interview

Some interviews were conducted to the English teacher as the collaborator and the students of class VIII/H during the research.

b. Classroom observation

The classroom observation was done during the research whether before the action, during the action or after the action. It was done to know the teaching and learning process in class VIII/H and students' progress in reading comprehension during the implementation of CIRC technique done by the researcher.

c. Conducting a reading comprehension test

Reading comprehension test was done as a part of monitoring sequences. The data were in the form of score transcript. The reading comprehension tests were conducted to test and evaluate students' reading comprehension. The result of the tests were used as supporting data. From the result of the test, the researcher was able to know the progress of

students' reading during the implementation of CIRC in the teaching and learning process.

F. Technique of Data Analysis

The data were acquired from the actions conducted in the field. First, the data were gained from interview transcripts, field notes, and the students' reading test to know whether there is an improvement or not after the actions done. Then, the data were analyzed. The triangulation was used to avoid subjectivity and to get trustworthiness. It was done by doing interviews with the collaborator.

G. Validity and Reliability

This research used five criteria of validities proposed by Anderson in Burns (1999: 161-162) to get the validity of the data. They were explained in the following explanation.

1. Burns (1999:161) stated that democratic validity is to ensure that the research is really collaborative also respects and accepts multiple views. It could be performed by interviewing the students and the collaborator to get their thought and suggestions of the actions. The researcher used the interview transcript in each meeting to evaluate and make improvement in the next meeting.
2. The outcome validity is related to the outcome of the research which is "successful" in the researcher's view (Burns, 1999:162). In this research, this validity was fulfilled by conducting reading comprehension test after the

actions. The score of post-test was the proof of the action's result that the students' reading comprehension ability could improve.

3. Based on Burns (1999:162), the process validity is about the dependability and the competency of the research. It was assessed by conducting two cycles and each cycle consists of planning, actions and observations, and reflection steps. Those were the process that should be done to avoid subjectivity in concluding the result of the research as every improvement should be appeared from the legal process.
4. The catalytic validity is related to the research gives opportunity to its participants to deepen their understanding of the realities and how they would make changes of it (Burns, 1999:162). This kind of validity was fulfilled by giving chances to the students and the collaborator to respond the changes happened after the actions. It could be seen from the interview transcripts which showed their interpretation of the actions done by the researcher in the teaching process.
5. Finally, dialogic validity was fulfilled by inviting the English teacher to be a collaborator. This is important to involve the English teacher as collaborator because the collaborator is able to make reflection and evaluation to the actions. Comments and suggestion are useful for the successful of the research.

Besides the validity, the reliability of this research is also important to get the trustworthiness of the data and to avoid the subjectivity in analyzing

the data. The researcher used triangulation stated by Burns (1999:163). It is a way of arguing that if different methods of investigation produce the same result then the data are likely to be valid. It was aimed to gather multiple perspectives on the situation being studied.

Burns (1999: 164) proposes four forms of triangulation. They are time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. This research used investigator triangulation in which there are more than one observer is used in the same research setting. This helps avoid observer bias and provides checks on the reliability of the observations. The observer involved in this research was not only the researcher but also the collaborator who assisted the students in doing group works in the teaching of reading.

Overall, those validities and the triangulation were used to verify that the research was valid and reliable from the beginning till the end.

H. Procedure of the Research

1. Determining the thematic concern-reconnaissance

Firstly, reconnaissance was conducted to know the concern of the students in reading. Based on the interviews to English teacher, and some students, the researcher found some problems during the teaching and learning process. Some students who were interviewed said that they had difficulties in finding topic, spelling, generating idea, and finding the meaning of new words. The English teacher also said the same thing.

Then, based on the observation in the classroom, the researcher found that there were just a few of reading comprehension activities in the teaching and learning process. Therefore, the researcher thought that CIRC was one of appropriate ways to improve the students' reading comprehension ability.

2. Planning

After the problems were found in the teaching and learning process, the researcher and the collaborator made some plans. They discussed and decided the technique and the equipments used in the actions to collect the data. The collaborator here is the English teacher of class VIII H. The actions are presented below.

1. Applying cooperative integrated reading and composition (CIRC) in the form of sharing and discussion
 - a. Reading the text one by one in each group
 - b. Identifying topic and some detail information of the text in each group
 - c. Doing the group tasks
 - d. Word meaning activities
 - e. Giving "star" as a reward for students who are active during the lesson and the active group

2. Applying cooperative integrated reading and composition (CIRC) in the form of competitive games

- a. Giving competitive games for students in the form of arranging puzzle of text, matching questions and answers, and guessing the correct order of the text puzzle.
- b. Giving group competition in the form of retelling story.
- c. Giving reward for the winner of the game (the best three groups) and students who are brave to retell the story in the text in front of the class.

3. Action and observation

After the planning was approved, some actions were conducted in the classroom. Two cycles were done. The first cycle consisted of 3 meetings, and the second cycle consisted of 2 meetings. Then, the observation of the classroom activities and taking a note of the activities were done by the researcher and the English teacher as the collaborator. Based on the observation, the implementation of the actions to the students was discussed.

4. Reflection

The reflection of the actions was done after the cycles were completely done. The researcher invited the collaborator's insight to reflect whether the action was effectively used, and whether the action improved the reading comprehension or not. If the action could make

changes in the reading comprehension ability of students, then the English teacher can use that new strategy in the future. On the other hand, if the action was unsuccessful, the researcher found out a suitable action to implement the CIRC method.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this research, cooperative integrated reading and composition (CIRC) was used to improve the reading comprehension ability of students of the 8th grade at SMP IT Abu Bakar Yogyakarta. This chapter deals with the research findings and discussion of Cycle I and II.

A. The Identification of the Field Problems

The research process began with finding problems in the field. There were some activities conducted to gain clearer identification of the field problems. The researcher conducted an interview with the English teacher to find out the problems in English lesson. It was done on January 30th, 2013. Then, the interview with the students was done on October 2nd, 2013 after the classroom observation. To give a clearer description, the following is the vignette of the teaching and learning process during the observation.

Most students were still out of the classroom when the English teacher and the researcher came. They seemed not ready to learn English. Ten minutes later, the students entered the classroom and sat on their seats. The teacher sat on her seat and the researcher sat at the back row of the students' seat. The teacher said "Assalamu'alaikum..." and greeted students. She asked the students, "Who is absent today?" then the students answered that no one was absent. She also checked the attendance by calling the students' names. The teacher asked the students if they were ready to learn English with her. Then the teacher opened the lesson by checking students' homework. Most students haven't done the homework yet. Then, the teacher gave a narrative text entitled "Snow White" to all students. Some students seemed not too enthusiastic with the text. Some of them were busy talking to their friends. The teacher asked them to work in pairs to complete the stories. There were part A and part B which represent the text. The teacher asked them to read in pairs.

The teacher came to each pairs to see their activities. She explained the instruction of the lesson that day. The students did the teacher's instruction although they made some noises in the classroom. The situation of the classroom was very noisy that day. After that, the teacher asked the students to answer some questions related to the text. The activities happened too long because some students were not interested to the lesson and felt difficult in doing those activities.

The next activity was identifying the story into the generic structure of the text. The students were asked to classify the paragraph in the text into the generic structure of narrative text. The teacher also taught the grammar used in the text. Some students seemed bored with the activities. They seemed sleepy so they didn't pay much attention to the teacher's explanation. Finally, the teacher ended the lesson on that day after the bell rang.

Field note 1, Appendix A

The vignette above shows that the teaching of reading did not run well. It needed to be improved because the activities were not interesting for the students. The teacher did not give sufficient opportunities for the students to comprehend the text deeply. Both the teacher and the students had difficulties during the teaching and learning process. The following transcripts also support the facts above.

... ..

R: *Yang paling gak disukai pas bahasa Inggris apa?* **(Is there anything that you don't like in English lesson?)**

S2: *Ngerjain soal grammar.* **(Doing grammar task)**

S3: *Iya, sama mbaca teks.* **(Yes, reading text also)**

R: *Aqilla, kenapa ngga suka baca teks?* **(Aqilla, why don't you like reading text?)**

S3: *nggak suka aja, nggak tahu arti kata-katanya, susah tahu maksud teksnya tu apa* **(I just don't like it because I don't know the meaning of words and it's difficult to understand the story)**

R: *Trus biasanya kalau sama Ustadzah Arina, belajar reading ngapain aja?* **(Then, when you were taught by Ust. Arina, what did you do for reading lesson?)**

S1: *Biasanya paling ya mbaca teks sama ngerjain soal grammar gitu* **(Read a text and did the grammar task)**

S2: *Iya, lebih banyak belajar grammar biasanya Miss* **(Yes, usually we learn**

more about grammar)

S3: *Iya, mbaca sama ngerjain soal* (**Yes, reading text and doing task**)

R: *trus, kalian lebih suka belajar berkelompok atau sendiri?* (**Do you prefer learning in group or alone?**)

S1: *kelompok Miss, lebih seru* (**Group Miss, it's more fun**)

S2: *kelompoklah, soalnya biar bisa tanya-tanya* (**In group so I can ask the others**)

S3: *kelompok, biar gampang ngerjain soalnya kalau ada temennya* (**Group, because it's easy if there're friends**)

... ..

R: Researcher

S: Student

Interview 1 , Appendix B

... ..

R: *Seperti apakah aktivitas membaca siswa dalam kelas?* (**How was the reading activity of students in the classroom?**)

T: *Anak-anak itu sangat beragam, jadi aktivitasnya tidak semua sama, ada yang tekun belajar sendiri, ada yang seringnya minta bantuan temannya, ada juga yang malas-malasan ketika diminta untuk membaca teks Bahasa Inggris.* (**The students are various, so the activity was not the same for all, there are diligent students, students who often ask their friend, lazy students when reading text**)

R: *Apakah siswa dilibatkan secara aktif dalam aktivitas pembelajaran?* (**Do you involve the students actively in the lesson?**)

T: *Ya, tentu saja saya libatkan, tapi memang mereka kadang-kadang merasa bosan dengan aktivitas membaca dan menganalisa teks.* (**Yes, of course I always involve them, but sometimes they feel bored with reading activity and text analysis**)

R: *Bagaimanakah respon siswa terhadap aktivitas pembelajaran yang dilaksanakan di dalam kelas?* (**How was the students' response with the learning activity in the classroom?**)

T: *Responnya macem-macem ya, karena ini kelas yang paling ramai jadi ya sebagian besar anak memang sangat berisik ketika pelajaran, mereka sering cepat bosan dan ujung-ujungnya ngobrol sendiri sama temennya.* (**It is various, because this is the most noisy class so the students are very noisy during the lesson, they often feel bored and talk to their friends.**)

R: *Menurut Ibu, apakah sajakah kesulitan siswa ketika membaca teks bahasa Inggris?* (**What do you think about the students' difficulties when they read English text?**)

T: *Sebenarnya kesulitan mereka yang paling dasar itu motivasinya, motivasi membacanya kurang namun ketika sudah mulai mau membaca mereka cukup bisa tahu isi teks tapi belum mendalam. Mereka terkadang masih terpaku pada kata-kata sulit yang ada di dalam teks jadi itu mungkin yang cukup menghambat.* (**Actually, their problems lie on their motivation, their**

motivation to read is low but when they have to read text they can understand the story generally. Sometimes they still stuck on the difficult words in the text, it bothers them.)

R: *Apakah siswa mengkonsultasikan kesulitan yang mereka hadapi kepada Ibu? (Do they consult the difficulties to you?)*

T: *Ya, kadang-kadang tapi hanya beberapa siswa saja (Yes, sometimes but only few of them)*

R: *Bagaimana sikap Ibu menghadapi kesulitan siswa tersebut? (What did you do facing their problems?)*

T: *Ya biasanya langsung saya jelaskan seperti apa yang harus mereka lakukan (usually I explain directly what they have to do)*

R: *Menurut pengamatan Ibu, apakah siswa lebih senang belajar sendiri atau berkelompok? (Do they prefer learning in group or alone?)*

T: *kalau menurut saya, mereka lebih suka kelompok ya, karena sebagian besar mereka itu sangat suka berkumpul, ngobrol sama temen-temennya walaupun memang ada anak yang sukanya belajar sendiri, tekun sendirian. (I think, they prefer learning in group because most of them like gathering, talking to their friends although there are some students who like being alone)*

... ..

R: Researcher

T: Teacher

Interview 2 , Appendix B

The result of the class observation and interviews with the English teacher and the students above indicated that there were some problems related to the teaching of reading. The problems that affected the teaching of reading at class VIII H students of SMP IT Abu Bakar Yogyakarta are presented in the table below.

Table 1: The Problems Related to the Process of Teaching Reading

No.	Problems	Code
1.	Most students had low motivation in learning English especially reading	S
2.	Some students did not pay attention to the reading lesson	S
3.	Some students got difficulties in comprehending the text	S
4.	Some students were lazy in reading English text	S

	because they lack vocabulary.	
5.	The teaching of reading focused on grammar ability	M
6.	The teaching reading process did not allow students to comprehend the text deeply	M
7.	The method of teaching made students feel bored and less-enthusiastic	M
8.	The teacher did not motivate the students during the lesson	T

B. Determining the Urgent Problems to Solve

With regard to the problems in Table 1, some urgent problems concerned with reading are listed in the following table.

Table 2: The Urgent Problems Related to the Process of Teaching Reading

No.	Problems
1.	Some students had low motivation in learning English especially reading.
2.	Some students got difficulties in comprehending the text.
3.	The teaching of reading focused on grammar ability.
4.	The teaching reading process did not allow students to comprehend the text deeply.
5.	The method of teaching made students feel bored and less-enthusiastic.

C. Determining the Actions to Solve the Problems

In reference to Table 2, the researcher decided to use cooperative integrated reading and composition to solve those problems. The detail actions can be seen in the following table.

Table 3: The Actions Applied in the Research

No.	Actions
1.	Applying cooperative integrated reading and composition (CIRC) in the form of sharing and discussion

	a. Reading one by one in each group b. Identifying topic and some detail information of the text in each group c. Doing the group tasks d. Word meaning activities e. Giving “star” as a reward for students who are active during the lesson and the active group
2.	Applying cooperative integrated reading and composition (CIRC) in the form of competitive games a. Giving competitive games for students b. Giving group competition in the form of playing drama. c. Giving reward for the winner of the game (the best three groups) and students who are brave to retell the story in the text in front of the class.

D. The Relationship between the Field Problems and the Actions

In reference to Tables 2 and 3, the urgent problems would be solved by actions as performed in Table 4.

Table 4: The Relationship between the Field Problems and the Actions

No.	Problems	General Actions	Detail Actions
1.	Some students had low motivation in learning English especially reading.	Applying CIRC in the form of group discussion and competitive games	a. Giving “star” as a reward for students who are active during the lesson and the active group.
2.	The method of teaching made students feel bored and less-enthusiastic.		b. Giving competitive games for students.
3.	The teaching of reading focused on grammar ability.	Applying CIRC in the form of group discussion	a. Giving more reading activities such as reading aloud and identifying topic and detail information of the text in the form of group discussion. b. Giving reading tasks in a group.
4.	The teaching reading process did not allow students to comprehend the text deeply.		
5.	Some students got	Applying CIRC in the	Giving group competition

	difficulties in comprehending the text.	form of competitive game	in the form of playing drama that represented the text.
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E. The Research Process

1. The Report of Cycle I

a. Planning

In relation to the problems, some plans were prepared for the first meeting in this cycle. First, the implementation of CIRC was planned by the teacher in the form of group discussion and sharing to make the students comprehend the text deeply. In this case, the students were divided into eight groups in which each group consists of three or four students. Each group was then given a task in the form of reading aloud of a recount text and identifying some features of the text. This was conducted through reading cooperatively and sharing ideas which encouraged students to be actively involved in the reading practices. The use of discussion practices was aimed to make students learn and work cooperatively with their friends in a group so the teaching process focused on reading comprehension. Lastly, for the documentation purpose, an observation sheet, a camera, and Media Player 4 (MP4) were prepared.

The next phase was the second meeting as the follow up to the first meeting. Firstly, the materials given were still related to the previous one. It was aimed to make sure that students really comprehended the texts. In addition, the teacher gave the question card for each group. A new text and a reading task were prepared by the teacher to make students familiar with

the activities of comprehending the text. The task was in the form of question card which consists of the elements of recount text (topic, characters, settings, events, and the writer's impression) and the list of unfamiliar words. It had a purpose to know the students' achievement in reading comprehension. Moreover, to support the discussion practices, rewards were also prepared by the teacher. Rewards were given to the active students and the active group in discussion practices. It was aimed to increase students' motivation in reading. This action was used also to solve the problems of the students' low motivation. Finally, to record the teaching process, an observation sheet, a camera, and an MP4 were also prepared.

In relation to the problem that students still have low motivation in reading, in the third meeting, a competitive game was organized by the teacher. It was aimed to motivate students in reading comprehension activity. Some games were prepared not only for modeling the text but also for doing reading tasks in the form of games which provided the rewards for the best group and the active students during the lesson. Lastly, to observe the test process, an observation sheet, a camera, and an MP4 were also prepared.

b. Actions and Observation

Cycle I was done in three meetings. The implementation of each action could be seen from the process of teaching reading in each meeting.

The collaborator as the observer and the researcher as the teacher taught students using the planned actions.

1) Meeting 1 (Sharing and Discussion)

As the previous teaching method focused on grammar, then the teacher conducted reading comprehension activities in the first meeting. First, the introduction of recount text was given to students to make them familiar with recount text. It was important for students to know the nature of recount text first. A recount text entitled *My Holiday in Mount Bromo* was provided.

For building the students' knowledge, some questions related to holiday were asked by the teacher to the students. It was done to catch the students' attention and to put up their knowledge related to holiday experience as the main topic in the lesson. The questions are "Have you ever go to somewhere for a holiday?", "What did you do to spend your holiday?" and etc. A video of recount text was also shown to students to build their knowledge of various kinds of recount text.

After that, in the next phase, a text entitled "*My Holiday in Mount Bromo*" was distributed for all students. Students were asked to read and comprehend the text in pairs. They read and discussed it with their friend. Then, the teacher asked some of them to read aloud the text in front of the class. There were three students who read aloud the text in front of their friends.

Then, the teacher explained to the students about the content of the text, the events, settings, etc. There was also explanation about how to find some detail information of the text. Those activities were done to allow them comprehend the text deeply. The active students were also given star reward by the teacher to motivate them in learning English, especially reading.

Besides, the rules of the process of teaching reading that they should do were explained by the teacher. The rules were aimed to keep the students' motivation high. Here, eight groups for discussion practices were also formed by the teacher. Creating cooperative teaching and learning was the purpose for this activity. The joint construction of the text was the next segment but it could not be done because the time for English lesson was up. It was done on the next meeting.

The following pictures are reading activities which presented the teaching target. The students seemed to have more chances to read and comprehend the text deeply through some activities related to the text such as reading one by one in each group and group discussion. The application of CIRC in the form of reading the text one by one was also effective to solve the problems of teaching method. In this case, the students could read and understand the text better.



Figure 1. The students read the text in pairs.



Figure 2. The student read aloud the text in front of the class.

Besides, in line with the process of teaching reading done, the teacher then conducted some interviews with the students to obtain their comments on the reading class. The following note presents the interview transcript of some students in the classroom.

... ..

R: *Oh dek Vira, senang nggak dek dengan pelajaran tadi?*(**Vira, are you happy with the lesson today?**)

S: *Seneng*(**I am happy**)

R: *Merasa terbantu ngga dengan belajar membaca seperti tadi?*(**What is your comment about the reading lesson today? Did you feel easy?**)

S: *Ya, lumayan terbantu, jadi bisa paham isi teksnya*(**Yes, it was quite easy for me to understand the text**)

R: *Selama belajar memahami bacaan tadi, udah bisa memahami isi teks belum?*(**During the reading activity, can you understand the text?**)

S: *Ya, sedikit-sedikit sudah bisa walaupun ada kata-kata sulit yang nggak tahu artinya apa*(**yes, I can understand generally the story in the text although there were many unfamiliar words**)

... ..

R: Researcher S: Student

Interview 4.1, Appendix B

R: *Halo dek, bisa minta waktunya sebentar?* (**Hello, may I disturb you?**)

S: *Ya, bisa*(**Yes**)

R: *Ini dengan dek siapa ya?***(What's your name?)`**
 S: *Atikah***(Atikah)**
 R: *Dek Atikah, tadi senang ngga dengan pelajarannya?***(Are you happy with the lesson?)**
 S: *Lumayan miss... soalnya aku dapet bintang***(I'm quite happy because I got the star reward)**
 R: *Oh, tapi tadi paham nggak isi teksnya apa?***(Oh, Did you understand the text?)**
 S: *Iya , paham***(Yes, I understand)**
 R: *Merasa terbantu nggak dengan belajar seperti tadi?***(Did the learning activity help you in learning reading?)**
 S: *Iya, terbantu sekali***(Yes, of course, it helped much)**

 R: Researcher S: Student

Interview 4.2, Appendix B

The interview transcripts above illustrates that the student enjoyed the lesson. The implementation of CIRC in the form of discussion in pairs could make students easy in comprehending the text. The distribution of star reward to the students also made them happy and they could enjoy the teaching of reading. The active students got more motivation from the reward. The reward also made the other students got motivated to be active during the lesson. It can be inferred that the application of group discussion and giving reward helped much to motivate the students in the teaching reading process.

However, there was still a problem which existed in the process of teaching reading. The problem came from the teacher as inferred from this interview transcript.

R: *Menurut ustadzah apa sih kekurangan dari pembelajaran tadi?***(What do you think about the lack of the teaching today?)**
 C: *Kalau menurut saya kurang membiasakan anak untuk memahami teks secara keseluruhan, tidak per kata, yang penting intinya mereka*

sudah tahu isi teks itu tentang apa walaupun masih ada kata-kata yang belum mereka tahu artinya. (I think you haven't made the students familiar in understanding the text as a whole, not words by words, the important thing is they have already known the content of the text although there were still much unfamiliar words)

R: *Ada saran ngga ustadzah untuk pembelajaran ke depan?(Do you have any suggestion for the next teaching?)*

C: *Mungkin bisa ditambahkan dengan aktivitas-aktivitas yang kompetitif supaya anak-anak tidak cepat bosan dengan aktivitas membaca dan menjawab soal. Kalau dibuat kompetitif kan, nanti mereka lebih bersemangat. Mungkin bisa dengan satu teks saja kemudian dikreasikan dengan aktivitas yang menarik supaya mereka tidak bosan dengan banyak teks.(Maybe, you can add the teaching with competitive activities to lose the students' boredom in reading text and answering the questions. You can use a text only then create the interesting activity in order to lose the students' boredom with many texts.)*

... ..

R: Researcher

C: Collaborator

Interview 3, Appendix B

In connection with the interview transcript above, the teacher still taught the students to read the text words by words. The teacher should lead them to understand and comprehend the text as a whole text in the next meeting. The teacher also should be creative in the teaching process to make them keep their motivation. But, overall, the teaching process ran well because the students seemed to have high motivation in reading English text.

2) Meeting 2 (Sharing and Discussion)

In the second meeting, the teaching method still focused on reading comprehension ability. This meeting was the follow up of the first meeting which contained more reading comprehension activities

to give chances for students to comprehend text deeply. Besides, word meaning activities were also prepared to add their vocabulary items.

Two texts were given to the students. They were entitled *Visiting Bali* and *My Holiday in Bali*. In this meeting, the teacher focused on the group work to make students actively involved in cooperative reading activity.

The text entitled *Visiting Bali* was given to the students in each group. The “reading aloud” activity as a part of CIRC method was done in each group. One student read one paragraph in their own group. Then, the teacher gave the question card to each group which consists of some questions related to topic, vocabulary items, the detail information of the text, and inferences.

QUESTION CARD	
Topic	
Unfamiliar Words	
Characters	
Settings	Place: Time:
Activities/Events	
The writer's feeling	

Figure 3. The question card

The group discussion was done to answer the questions on the question card. After that, the students were asked to write their discussion result on the white board including the list of unfamiliar

words in the text. The teacher and the students discussed together to find the meaning of some unfamiliar words. The students tried to guess the meaning through the context. The other parts of the text were also discussed together such as the topic, the characters, the events, and the writer's feelings.

The last segment was giving the reading task. The activities were not too different with the previous segment but here the students were more active independently in doing some tasks than before. The text entitled *My Holiday in Bali* was provided to each group and some tasks were given to make students familiar in reading comprehension activity. The discussion with the teacher was also conducted to find the meaning of difficult words and the story in the text. The group task was in the form of answering questions related to the text.

1.	What did the writer's friend do on Kuta Beach?	.....
2.	Why did they return to Kuta very late?	.....
3.	Where did they see the art of the island?	.....
4.	Where did they spend their time beside the two tours?	.....
5.	How was their feeling during the holiday?	.....

Figure 4. The group task of Cycle 1

At the end, the students did their individual task related to the text to know their understanding of the story of the text.

Tasks

A. Put a tick (✓) for the statements which are correct and stated in the story.

Statements	Put a tick or not
The writer and his family were in Bali during a week	
They went to Bali by plane	
They visited Sanur Beach on the second day	
Some tourists swam and played water	
The writer felt happy although it was exhausting	
They like stayed in Bali Beach Hotel because it was beautiful	

B. Complete the following sentences with the words in the box

1. We had to stay in a hotel because we didn't have any
2. When we arrived at the hotel, we didn't come to our room
3. We walked along the and played water together.
4. The didn't allow us to swim.
5. There were foreign tourists lying on the beach and having

Massage	Lifeguard	Seashore
Directly	Relatives	

Figure 5. The individual task of Cycle 1

In those segments, most students were involved actively in doing group discussion and some tasks based on these task result. The following note is the example of students' work in each group in the form of question card. This proof shows that the students did the reading activities well in each group. They could complete the question card well based on the text given.

QUESTION CARD	
Topic	Holiday
Unfamiliar Words	Quickly, spent, Different, silversmiths, Golden
Characters	I, My Friend, Group Tours, and All people in the text
Settings	Place: Singaraja, Ubud, Celuk, Kuta, Batubulan Time: Ten day
Activities	1. The first one was to Singaraja 2. The second was to Ubud 3. To Kuta Beach 4. To Batubulan 5. To Celuk
Feelings of the writer	1. Fun 2. Happy 3. Tired

Figure 6. The students' work in the form of question card

The question card above was the group work from the text entitled "Visiting Bali". It shows the ability of students in comprehending the text through cooperative discussion. Besides, there were also other group tasks which prove the students' improvement in reading comprehension. The

following task results were in the form of answering questions based on the text entitled "My Holiday in Bali". The students could answer almost all questions well. They cooperated with their friends in group well to do the task.

Daisy

1. What did the writer's friend do on Kuta Beach?

Swimming and surfing

2. Why did they return to Kuta very late?

Because they are very happy in Singaraja

3. Where did they see the art of the island?

In Ubud

4. Where did they spend their time beside the two tours?

on the beach

5. How was their feeling during the holiday?

Happy and fun

DAISY

Figure 7. The group work in the form of answering questions related to the text

The result of task above proved that the students could comprehend the text quite well. The students answered the questions correctly based on the story of the text. It could help the students in improving their reading comprehension ability.

Here are the photographs of the students who were reading and comprehending the text in the group discussion. These proved a fact that the teaching method allowed the students to comprehend the text deeply and focused on comprehension ability rather than grammar ability.



Figure 8. The students actively write their discussion result on the whiteboard.



Figure 9. The students read and comprehend the text seriously.



Figure 10. The students do the group task in their group.



Figure 11. The students discuss the reading task with their friends

In line with the process of teaching reading done, the teacher then conducted some interviews with the students to obtain their comments on the reading class. The following note presents the interview transcript of some students in the classroom.

R: <i>Maaf, ini dengan dek siapa ya?</i> (Excuse me, who are you?) S: <i>Callista,</i> R: <i>Mbak mau tanya-tanya boleh ya, menurut adek gimana pelajaran tadi? Senang nggak?</i> (May I ask you something, what is your comment about the lesson today? Are you happy?)

S: *Lumayan senang (Yeah, I'm quite happy)*
 R: *Tadi pas ngerjain tugas kelompok bisa nggak? (Could you do the group task?)*
 S: *Bisa (Yes, I could)*
 R: *Terus tadi paham nggak dengan instruksi yang mbak kasih? (Did you understand my instruction?)*
 S: *Paham (Yes)*
 R: *Oh ya, metode yang tadi dipakai kan namanya cooperative integrated reading and composition, merasa terbantu nggak dalam memahami teks dengan seperti tadi? (Did the CIRC method help you in comprehending the text?)*
 S: *Iya, terbantu (Yes, it helped me)*
 R: *Terus tadi belajar apa aja? Vocabnya nambah nggak?(What did you learn? Did you learn many vocabulary items?)*
 S: *Belajar recount teks, iya tadi dapet banyak kata-kata baru Miss (I learned recount text, yes... I got some new vocabulary items Miss)*

 R: Researcher S: Student

Interview 6.1, Appendix B

R: *Ini dek Tya ya? Mbak mau tanya-tanya boleh ya?(Are you Tya?May I ask you something?)*
 S: *Iya, boleh Miss(Yes, you may Miss)*
 R: *Gimana tadi pelajarannya? Senang nggak?(What is your comment about the lesson today? Were you happy?)*
 S: *Ya lumayan senang(Yes, I'm quite happy)*
 R: *Bisa ngerjain nggak tadi tugas per kelompoknya?(Could you do the group task?)*
 S: *Iya, bisa Miss, soal-soalnya gampang kok(Yes, I could because it's easy)*
 R: *Tadi paham dengan instruksi mbak kan? (Did you understand my instruction?)*
 S: *Paham...(Yes, I did)*
 R: *Oo gitu, terus tadi dengan belajar pakai metode kooperatif dengan berkelompok gitu merasa terbantu nggak untuk memahami teks? (Did the use of cooperative and discussion group help you to comprehend the text?)*
 S: *Bisa jadi(maybe)*
 R: *Tadi apa aja yang didapet? Vocabnya nambah nggak?(What did you learn? Did it add your vocabulary items?)*
 S: *Recount teks, heem tadi banyak vocab-vocab yang tadinya gak tahu artinya jadi tahu (Recount text, yes, many unfamiliar words became familiar for me)*

... ..

R: Researcher

S: Student

Interview 6.2, Appendix B

The interview transcripts above let us see that the students enjoyed the lesson and they didn't have any difficulties in doing the group task because they worked and discussed it with their own group. The use of CIRC method such as the "reading aloud" activity also helped them in reading and comprehending the text. The students also got more vocabulary items that they haven't already known the meaning yet. Therefore, the implementation of CIRC method in the form of reading aloud activity and group discussion could help the students a little bit in comprehending text and learning some new vocabulary items. The following table is the list of new vocabulary items learned by the students.

Table 5: List of Vocabulary Items

massage	directly	seashore
relatives	scenery	lifeguard
sculpture	surfboarding	tired
carving away	craft	stone

The evidences above were also supported by the collaborator's comments that the group work could help students in reading as explained in the following transcript.

R: Bagaimana menurut ustadzah mengenai pembelajaran dengan CIRC tadi (**What is your comment about the lesson with CIRC method?**)

C: Tadi karena dalam grup atau kelompok yak, sangat membantu bagi anak-anak untuk memahami teks, mereka jadi bisa saling melengkapi dan sharing dalam memahami teks dan mengerjakan soal terkait teks. (**Because they learned in groups, it helped much them to understand the text, they could share and complete each other in comprehending the text and answering questions related to the text**)

R: Apakah tadi siswa sudah terlibat aktif selama pelajaran dan bisa memahami teks yang ada? (**Did the students involve actively during the lesson and understand the text?**)

C: Kalau menurut saya, tadi sebagian besar sudah bisa menjawab pertanyaan dan memahami teks secara keseluruhan (**I think, most of them could answer the questions and understand the text as a whole**)

... ..

R: Researcher

C: Collaborator

Interview 5, Appendix B

The interview transcript above shows that the process of teaching reading was good enough. The use of group work could help students to understand the text and to do the group task well. Most students were also active during the lesson. However, during the teaching of reading, there were still something should be improved based on the collaborator as described below.

... ..

R: Nah, menurut ustadzah gimana tadi dengan teks-teks yang diberikan, apa yang kurang? (**What is the lack of the lesson?**)

C: Mungkin masih perlu ditingkatkan lagi terkait recount text –nya, misal seperti generic structure-nya, event-nya, dan sebagainya. (**Maybe the explanation of recount text needed to be improved such as the generic structure, the events, etc**)

R: Melihat pembelajaran tadi, ada saran nggak untuk pembelajaran ke depan? (**Do you have any suggestion for the next meeting?**)

C: Kalau saya melihatnya sih ini ya, anak-anak perlu diajak lebih aktif lagi misal dalam bentuk pertanyaan kuis, aktivitas yang

kompetitif, dibuat kayak cerdas cermat .anak-anak bisa lebih antusias. Kalau untuk teksnya, karena ini tentang personal experience, mungkin bisa divariasikan temanya misal horror atau fenomena-fenomena yang berkaitan dengan mereka sendiri sebagai remaja, misalnya bisa dalam bentuk nonton film. (In my opinion, the students should be more active in the lesson such as in the form of quizzes, competitive activities to make them enthusiastic. For the text, because it's about personal experience, you could vary the theme for example horror or the other phenomena in the form of watching film.)

... ..

R: Researcher

C: Collaborator

Interview 5, Appendix B

The transcript above shows that the teaching of reading needed to be improved especially the explanation of recount text such as the generic structure, the events, etc. The students also should be more active than before. The teacher could give quizzes or the other competitive activities. Then, the text could be varied through the themes for example horror or the other phenomena related to the students as teenagers.

3) Meeting 3 (Competitive Game)

In the previous meeting, the students were still less motivated so in the third meeting, a competitive game was prepared by the teacher to increase students' motivation in reading and to make the teaching method interesting for students. Two texts were provided in the form of puzzles. The students should arrange the puzzles and did the other games related to the text. The game was provided to decrease students' boredom in the reading activity. The stories of the

texts were also different from the previous meeting to make the students interested in reading comprehension activity. There were eight puzzles for eight groups which form two texts, *A Surprised Coupon* and *Scary Movie*. Here is the example of puzzle that was given to the students in group.

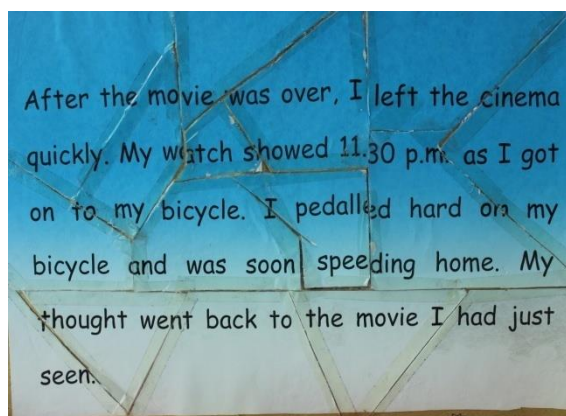


Figure 12. A puzzle of “Scary Movie” story.

First of all, the explanation about the generic structure of recount text was given to the students because based on the collaborator in the previous meeting, it still needed to be improved. Then the rules of the game were explained by the teacher. The first game was arranging the puzzles. Every group had one puzzle of a paragraph which should be arranged. The fastest group was the winner who got three stars for the reward. The second and the third level also got rewards from the teacher. Before continuing to the next game, the students were asked to read the text in their group.

The second game was matching questions and answers. There were three questions and some optional answers for each question in a

group. Every group should match the questions and the correct answer. The questions and answers were related to their own text. The winner of the game was the fastest and the best group in answering the questions. Here are the example of questions and answers in this game.

Text 1 (A Surprised Coupon)
 Paragraph 1
 Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.
 Question: The writer didn't get up because
 Optional answers:
 a. the telephone was rung
 b. the day was a holiday
 c. Fanny came to her house

Figure 13. The group task of "puzzle game" in the third meeting of Cycle 1

After that, the third game was in the form of searching the suitable story through reading aloud activity. Because the texts in each group would form two stories, the students should guess the related story with their story. A student in each group should read their story in front of the class and the other groups would guess the next paragraph. The teacher told the first paragraph for each story. Each group kept their ears to listen to their friend to guess the next paragraph which was suitable. The best group in guessing became the winner and got reward from the teacher.

Finally, the teacher and the students discussed the two texts or stories, what they were about. The students found many unfamiliar

words and they tried to guess the meaning with the teacher. The reading comprehension activity was also done to understand deeply and to comprehend the two texts, *A Surprised Coupon* and *Scary Movie*. At the end of the lesson, the teacher invited students to retell their own paragraph to review their understanding about the text.

Consequently, the students' motivation improved in this meeting and the teaching method didn't make them bored. The implementation of CIRC in the form of puzzle games was effective to make them enthusiastic to the lesson. The students were more enthusiastic than before based on these photographs.



Figure 14. The students are enthusiastic in arranging the puzzle with their friends.



Figure 15. The students try to comprehend the puzzle text.

esides, the teacher also conducted some interviews with the students to obtain their comments on the reading class. The following note presents the interview transcript of some students in the classroom.

R: <i>Maaf dek mengganggu sebentar, ini dengan dek siapa ya?</i>(Excuse me for disturbing you, who're you?) S: <i>iya, Malwa</i>(No problem, I'm Malwa) R: <i>Oh.. Dek Malwa, gimana menurut adek pelajaran reading tadi sambil main-main?</i>(Oh, Malwa, what do you think of the lesson)
--

with games today)

S: *Seneng..(Enjoyable)*

R: *Terus, kalau belajar kayak tadi sambil main-main bisa memahami teks nggak? Bisa dijelasin?* **(Then, could you understand the text by learning through games? Can you explain?)**

S: *Alhamdulillah bisa, karena kan lebih asik pake mainan-mainan* **(Yes, because it was more passionate if learning while playing)**

R: *Berarti seneng ya belajar berkelompok daripada sendirian?* **(It means, were you happier learning in group than alone?)**

S: *Iya, mending kelompok* **(Yes, I prefer group to alone)**

R: *selama pelajaran tadi, paham nggak dengan penjelasan Miss Nisa?* **(During the lesson, could you understand my explanation?)**

S: *Paham* **(Yes, of course)**

... ..

R: Researcher

S: Student

Interview 8.1, Appendix B

R: *Dek, mbak mau tanya-tanya bentar boleh ya? Ini dek siapa?* **(May I ask you something for a moment? To whom I'm speaking now?)**

S: *Iya boleh, aku Sabrina* **(Yes, of course, I'm Sabrina)**

R: *Oh ya, dek Sabrina, menurut adek pelajaran tadi sambil main puzzle sama game yang lain itu gimana?* **(Ok, Sabrina, what's your comment about learning while playing today?)**

S: *Menyenangkan* **(It was pleasant)**

R: *Terus tadi pas pelajaran bisa memahami teks nggak? Bisa dijelasin?* **(Could you understand the text? Can you explain?)**

S: *Iya, bisa soalnya asik, nggak kayak pelajaran biasanya* **(Yes, of course because it was enjoyable and unusual lesson)**

R: *Berarti seneng ya belajar berkelompok?* **(Were you happy learning in group?)**

S: *Iya, berkelompok terus aja* **(Yes, exactly, I hope the lesson would be always in group)**

R: *Paham nggak dengan instruksi yang saya berikan?* **(Could you understand my explanation?)**

S: *Paham* **(Yes)**

... ..

R: Researcher

S: Student

Interview 8.2, Appendix B

The interview transcripts above illustrate that the students could enjoy more than the previous meeting because they learned through games. All students were forced to be active and most of them

became more active in this meeting. The implementation of CIRC in the form of competitive games could increase students' motivation in reading comprehension. The reading activity was not monotonous so the students enjoyed the lesson. The use of group discussion in this meeting was still available because the games made the students to think quickly and appropriately. Those transcripts also show that the students prefer studying in group to studying alone because they could share their ideas with their friends in group. It can be inferred that the application of CIRC in the form of competitive games made the students pleased in the reading activity and facilitated them to comprehend the texts easily.

Here are the comments and suggestions of the collaborator about the teaching process in this meeting. There were benefits and also lacks but generally the lesson was done well.

R: Menurut ustadzah apa kekurangannya dari pembelajaran tadi?(**What do you think about the lack of the lesson?**)

C: Mungkin dari anak-anaknya ya, kurang motivasi, tapi kalau dari teachernya ya sudah berusaha optimal menurut saya. Karena anak-anak itu memang masih suka main-main ya harus bersabar kalau sama mereka(**Maybe the students were less motivated but if the teacher, I think you have tried to do the best. Because the students like playing, you have to be patient with them**)

... ..

R: Researcher

C: Collaborator

Interview 7, Appendix B

The piece of transcript above shows that the lesson became more enjoyable for the students. They were more active than before and their ability in comprehending the text also began to improve. But

some students were still less-motivated during the teaching and learning process. Some students were not too enthusiastic to the lesson and the game. The teacher should be creative in the next meeting to make students enthusiastic to the lesson.

c. Reflection

After implementing the actions, then it was discussed by the teacher and the collaborator. They reflected the actions and found out whether the actions were successful or not. The discussions were conducted with regard to the classroom observations in the process of teaching reading, opinions from students and comments from the collaborator. The results of the discussion in reflection of Cycle I are presented below.

1. Applying Cooperative Integrated Reading and Composition (CIRC) in the Form of Sharing and Discussion.

The implementation of CIRC was believed to solve some problems in reading comprehension through the reading activities in the form of group discussion practices. The teaching method focused on reading comprehension ability and allowed students comprehending the text deeply. The activities provided students with opportunities to share and exchange information about the text as presented in the bold forms.

Setelah itu P membagikan teks “My Holiday in Mount Bromo” dan meminta para siswa untuk membacanya berdiskusi dengan teman sebangku masing-masing selama beberapa menit tentang isi teks secara detail. Setelah selesai membaca, P bertanya kepada para siswa tentang inti dari isi teks, bagaimana alurnya, apa saja peristiwa yang terjadi. Para siswa terlihat antusias menjawab beberapa pertanyaan yang

diberikan P. P dan para siswa juga membahas arti kata-kata asing yang ada di dalam teks.

After that P gave the text “My Holiday in Mount Bromo” and asked students to read it and discuss it in pairs during a few minutes about the content of the text. **After finished, P asked students about the core of the text’s content, the plot and the events. The students seemed to be enthusiastic answering some questions given by P. P and the students also discussed the meaning of some unfamiliar words in the text.**

Field note 2, Appendix A

The piece of field note above shows that students were active in discussion practices. They took a role in the process of teaching reading. The students’ motivation also began to improve in this cycle through the distribution of reward to the active students. The reading task for each group also helped students to comprehend the text deeply. The following table presents the result of the group task in Cycle 1.

Table 6. The Group Task of Cycle 1

No.	GROUP	VALUE
1	ROSE	60
2	DAHLIA	90
3	LOTUS	65
4	JASMINE	65
5	ORCHID	65
6	LILY	50
7	DAISY	70
8	TULIP	65
MEAN		66.25

Based on the task result above, the students' ability in reading comprehension was almost the same. Beside that, there were also individual task which showed the successful action in Cycle 1. The researcher took some samples of individual task done by the students.

A. Put a tick (✓) for the statements which are correct and stated in the story.

Statements	Put a tick or not
The writer and his family were in Bali during a week	X
They went to Bali by plane	✓
They visited Sanur Beach on the second day	✓
Some tourists swam and played water	X
The writer felt happy although it was exhausting	✓
They like stayed in Bali Beach Hotel because it was beautiful	X

Figure 16. The individual task of Cycle 1

Name : Nabilla Devi Pratiwi

Reading Tasks

A. Put a tick (✓) for the statements which are correct and stated in the story.

Statements	Put a tick or not
The writer and his family were in Bali during a week	
They went to Bali by plane	✓
They visited Sanur Beach on the second day	✓
Some tourists swam and played water	
The writer felt happy although it was exhausting	✓
They like stayed in Bali Beach Hotel because it was beautiful	

B. Complete the following sentences with the words in the box

1. We had to stay in a hotel because we didn't have any relatives
2. When we arrived at the hotel, we didn't come to our room directly
3. We walked along the seashore and played water together.
4. The lifeguard didn't allow us to swim.
5. There were foreign tourists lying on the beach and having massage

massage	lifeguard	seashore
directly	relatives	

Figure 17. The individual task of Cycle 1

The successful of the action was also admitted by the collaborator as exemplified in the following transcript. The students seemed to be able in understanding the text during the lesson.

... ..
 R: Apakah siswa sudah termotivasi untuk membaca teks Bahasa Inggris?**(Did the students have motivation to read English text?)**
 C: Kalau saya lihat sudah mulai ini ya, sebagian siswa sudah mulai bisa memahami teks apalagi ketika teks itu dihubungkan dengan sesuatu yang menarik, mereka lebih ingin tahu teksnya itu isinya apa**(They began to get motivated, some of them could understand the text especially when the text was connected to something interesting, it made them curious to its story)**

 R: Researcher C: Collaborator
Interview 3, Appendix B

The piece of transcript above explains that the students showed their motivation in reading, so they could understand the text because the story was interesting for them.

However, there were still some students who did not show their motivation as it has been exemplified in the interview transcript below.

R: De Aqilla, gimana menurut adek mengenai pelajaran dengan diskusi dan sharing di kelompok tadi?**(Aqilla, what did you think of the lesson with sharing and discussion in group?)**
 S: Biasa aja, terlalu banyak teks jadi bosen Miss, nonton film aja atau pakai lagu, tapi kalau berkelompoknya sih aku lebih suka daripada sendiri-sendiri.**(Nothing special, too many texts made me feel bored Miss, I like watching film or singing songs, but I prefer learning in group to alone.)**

 R: Researcher S: Student
Interview 4.3, Appendix B

In reference to the interview transcript above, some students did not involve in a whole discussion because they chatted and were busy by

themselves. These matters became the lack of teaching in Cycle 1 which should be fixed in Cycle 2. Shortly, some students had not involved yet in the process of teaching reading in this cycle.

2. Applying Cooperative Integrated Reading and Composition (CIRC) in the Form of Competitive Games.

The implementation of CIRC in the form of competitive games was believed to be successful to improve students' involvement in reading comprehension activities. This referred to the fact that students were encouraged to be actively involved in the game practices because they were driven to be competitive in getting rewards as inferred from the piece of field note below.

Kemudian P memulai permainan dengan menjelaskan peraturan permainan. Ada tiga permainan yaitu menyusun puzzle text, mencocokkan pertanyaan dan jawaban, dan menebak dan menemukan teks/ cerita selanjutnya. Permainan ini dilakukan secara kompetitif dalam kelompok. Kelompok yang tercepat menyelesaikan games dan juga tepat adalah pemenangnya. Ada juga pemenang ke-2 dan ke-3 untuk setiap permainan. P memberikan reward bintang kepada para pemenang, tentunya jumlah bintang disesuaikan dengan urutan juara. Para siswa pun merasa tertantang untuk aktif dalam permainan, menjagokan kelompoknya masing-masing.

Then, P started the game through explaining the rules. There were three games, arranging puzzle text, matching questions and answers, and guessing or finding the next story. These games were done competitively in group. The fastest group and the most appropriate in doing the games was the winner. There were also the second and the third winner for each game. P gave the star rewards to the winners, certainly the number of stars was suited with the sequence of the winners. The students felt challenging to be active in the games, supporting their group.

Field Note 4, Appendix A

In connection with the piece of field note above, it shows that students were active in competitive games. They took a role in the process of teaching reading. The students were also enthusiastic based on the collaborator as explained in the transcript below.

R: *Bagaimana menurut ustadzah dengan pembelajaran tadi, penerapan cooperative integrated reading and composition dalam bentuk games?***(Ustadzah, what is your comment about the lesson today with the implementation of CIRC in the form of games?)**

C: *Yang jelas mereka lebih antusias ya, lebih mau bekerjasama. Kalau seperti itu mereka lebih aktif, mau belajar dan lebih kooperatif.***(They were more enthusiastic certainly. The implementation of it could make them active in learning and more cooperative than before)**

R: *Apa tadi siswa sudah terlibat aktif selama pembelajaran?***(Did the students involve actively during the lesson?)**

C: *Jelas ya, kalau games mereka selalu aktif karena mereka senang. Karena itu lebih menarik, mereka lebih aktif karena sesuai dengan masa-masa mereka***(They are always active if there are games because they are happy, because it was more interesting. They were more active because it was suitable with their ages)**

... ..

R: Researcher C: Collaborator

Interview 7, Appendix B

The piece of transcript above shows that the students involved actively in the reading activities. They became more cooperative with others than before.

However, there were still some students who did not show their motivation as exemplified in the interview transcript below.

R: *Dek Firda, gimana menurut adek pelajaran dengan main-main tadi?***(Firda, How about the lesson with games today?)**

S: *Ya, biasa aja, aku nggak dapet bintang jadi nggak seru...* **(It's**

ordinary, I didn't get the star reward, so it's unpleasant)

R: *lebih suka belajar berkelompok atau sendiri-sendiri?* **(Do you prefer learning in group or alone?)**

S: *Sendiri...* **(Alone...)**

... ..

R: Researcher S: Student

Interview 8.6, Appendix B

d. Summary of Cycle I

In reference to the data analysis of Cycle I, the following explanation presents the successful and unsuccessful points of the actions.

1. The use of CIRC in the form of sharing and discussion practices gave a contribution to improve students' reading comprehension through the students' involvement in comprehending the text deeply. It made them easy to understand the text. The teaching method had focused on comprehension ability rather than grammar ability. The students also got some new vocabulary items. However, their mastery in reading comprehension of recount texts was still low.
2. The use of CIRC in the form of competitive games practices to improve the students' motivation was successful because games made them interested in reading and escorted them to be competitive in getting rewards. The competitive games could solve the students' low motivation in reading and contributed to make students easy in comprehending the text. However, there were

some students who still had low motivation in the process of reading recount texts.

2. The Report of Cycle 2

a. Planning

In reference to the reflections of the actions implemented in Cycle I, the researcher found there were some aspects in Cycle I that needed to be improved. Considering the improvement of students' reading comprehension and students' involvement, the teacher still implemented the same actions as in Cycle I. She made some improvements by adding new actions to solve the problems which happened.

In general, the CIRC method involved students in the process of teaching reading and increased their reading comprehension ability. On the other hand, there were still some students who did not actively involve in the process of teaching reading and got difficulties to comprehend the text. To solve those problems, giving additional games was planned.

In the first meeting of Cycle II, the activities done were as a follow up to the Cycle I. First of all, the materials given were still related to the recount texts. It was because some students encountered difficulties to comprehend recount texts. To solve that, discussion practices and competitive games were combined. They were also used to improve the students' motivation.

After that, a plan of CIRC in the form of discussions was made by the teacher. In this case, students still worked in groups. Each group was

then given a task in the form of arranging jumbled sentences into a recount text. It was conducted through discussion practices which encouraged students to be actively involved in the discussion practices. The use of discussion practices was aimed to make students learned cooperatively with their friends in group. Lastly, for the documentation purpose, an observation sheet, a camera, and an MP4 were prepared.

In the second meeting of Cycle II, the activities done were as a follow up to the first meeting. To solve the students' difficulties in reading comprehension, CIRC in the form of practicing drama from the story of recount text was prepared by the teacher. The texts used were still the same as the texts in the third meeting in Cycle I because there were some students who haven't understand and comprehend the texts yet. The game was designed by the teacher in order that students were competitive in discussion practices. It was aimed to increase students' motivation in the process of teaching reading. Finally, to record the teaching process, an observation sheet, a camera, and an MP4 were also prepared.

b. Actions and Observation

Cycle II was done in two meetings. The implementation of each action could be seen from the process of teaching reading in each meeting. As in the Cycle I, the collaborator acted as the observer and the researcher as the teacher taught the students using the planned actions.

a. Meeting 1

The teaching and learning in this meeting was not the same as the first meeting in Cycle 1 because some students felt bored with the genre approach teaching and they still encountered difficulties in reading comprehension. So, the teacher changed the way of teaching by combining discussion practices and competitive games. A recount text about unforgettable experience was provided to be arranged by the students. The lesson was aimed to coach the students in comprehending the text from the effort of arranging jumbled sentences first before they got the full text.

Firstly, the explanation of recount text was given by the teacher to remind the students about the nature of recount text and the lesson in Cycle 1. The teacher also gave the complete texts and the materials in the third meeting of Cycle 1. Then the teacher gave the jumbled sentences to each group. Every group should arrange the jumbled sentences into a good text. The jumbled sentences below were separated in three paragraphs so the students have known the correct order of the paragraph.

Table 7. The Jumbled Sentences of a Recount Text

	Paragraph 1
1.	I had just celebrated my 15 th birthday yesterday.
2.	When I woke up this morning, I felt very happy about the party.
3.	I had a bad experience this morning.
4.	The party was very good.
	Paragraph 2
5.	When I arrived at school and entered my classroom, everybody

	was looking at me.
6.	I got on with my usual morning activities and went to school.
7.	I wondered, “Why are they looking at me?”
	Paragraph 3
8.	My classmates were laughing at me because I looked like an Indian actress.
9.	I didn’t think about it much, so I sat in my usual chair.
10.	I had never had pimple before, so the whole day I had to cover my forehead with a head band.
11.	I looked to the mirror to find out why.
12.	They were pointing at my face.
13.	I was surprised to see a big red pimple on my forehead.
14.	There was a mirror there.
15.	I felt very embarrassed so I ran to the rest room.
16.	Suddenly, all of my friends were laughing.

The students discussed and shared ideas in their group to be the best in this game. The fastest group would be the winner of the game, certainly the order of the sentences should be correct or at least almost correct. The winner would get the star reward. After the discussion finished, the students should write the order based on their discussion result on the whiteboard. Each group wrote the number of the sentences and the answers would be assessed by the teacher.

After each group finished writing their answers, the teacher corrected them. There was no group who answered correctly but almost correctly. The winner was the group who had the almost correct answer. There were two groups who got the reward from the teacher. Finally, the teacher showed the correct order and checked the students’ comprehension of the story. Some questions related to the text were given by the teacher. The students tried to answer by

competing with the others. The following text is the correct order of the jumbled sentences given by the teacher.

I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party.

I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, “Why are they looking at me?”

I didn’t think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band.

Figure 18. The text in the first meeting of Cycle 2

From the process of teaching and learning, the students seemed to be enthusiastic in the discussion and the competition. They also felt easy in comprehending the text through arranging jumbled sentences based on the following photographs.



Figure 19. The students arrange the jumbled sentences in their group.



Figure 20. The students write the correct arrangement of the text.

To support the facts above, the teacher then conducted some interviews with the students to obtain their comments on the reading class. These following notes present the interview transcript of some students in classroom.

R: *Halo, ini dengan dek siapa ya? Maaf mengganggu sebentar ya...* **(Hallo, who're you? Sorry for disturbing you...)**
 S: *Amira, iya nggak papa* **(Amira, yes.. no problem)**
 R: *Dek Amira, gimana menurut adek pelajaran menyusun kalimat tadi?* **(Amira, what is your comment about the lesson with arranging jumbled sentences?)**
 S: *Seru sih, walaupun agak bingung* **(It's pleasant although I was still confused)**
 R: *Setelah selesai menyusun kalimatnya tadi, udah paham belum isi ceritanya kayak apa? Apa yang dipahami dari teks tadi?* **(After finishing the activity, did you understand the story in the text? What did you understand?)**
 S: *Lumayan, iya ceritanya paham* **(Yes, I quite understood the story)**
 R: *Berarti paham ya alur ceritanya seperti apa?* **(It means, you understood the plot of the story, didn't you?)**
 S: *Iya* **(Yes, of course)**
 R: *Tadi kan metode cooperative di kelompok kan berbentuk competitive game, kayak lomba gitu, gimana menurut adek?* **(What do you think about the use of cooperative method in group combined with competitive games?)**
 S: *Seneng* **(Yeah, I felt happy)**

 R: Researcher S: Student

Interview 10.1, Appendix B

R: *Dek Callista, gimana menurut adek pelajaran menyusun kalimat tadi?* **(Callista, how about the lesson through arranging sentences?)**
 S: *Asik banget* **(Very pleasant)**
 R: *Setelah selesai menyusun kalimatnya tadi, udah paham belum isi ceritanya kayak apa? Apa yang dipahami dari teks tadi?* **(After finished, have you understand the story? What did you know?)**
 S: *Paham, alurnya sama ceritanya* **(Yes, I understood the story and the plot)**
 R: *Berarti paham ya alur ceritanya seperti apa?* **(Did you**

understand how the plot is?)

S: *Iya, (Yes)*

R: *Tadi kan metode cooperative di kelompok kan berbentuk competitive game, kayak lomba gitu, gimana menurut adek? (How about the cooperative method in group in the form of competitive game which you practiced before?)*

S: *Seneng, kan bisa berlomba-lomba gitu, rebut-rebutan yang jadi juara (Yeah, it was enjoyable because we could compete and snatch away with other groups)*

... ..

R: Researcher

S: Student

Interview 10.2, Appendix B

The interview transcripts above show that the students seemed delighted with the lesson. Although they were rather confused with the sentences arrangement, they could enjoy and understand the story of the text. The students were pleased because they competed with their friends in the game. The implementation of CIRC in the form of discussion group and competitive game was still effective in improving students' reading comprehension because the combination of them could help the students in learning reading.

Moreover, the interview with the collaborator was also done to know the benefits and lacks of the teaching reading process. This is the interview transcript with English teacher as the collaborator.

... ..

R: *Tadi kan ada penerapan "competitive games" dalam kelompok, menurut ustadzah bagaimana? (Ustadzah, how about the implementation of competitive games in group?)*

C: *Kalau kerja kelompok mereka kan mau nggak mau harus saling support satu sama lain ya, misal ada satu atau dua siswa dalam satu kelompok itu yang belum paham, kerja kelompok itu jadi membantu mereka untuk bisa paham dan mengikuti pelajaran (A group work made them supporting each other in a group, for*

example there were one or two students in a group who didn't understand, the group work could help them in understanding and joining the lesson)

R: *Tadi kan ada aktivitas menyusun kalimat-kalimat acak menjadi satu kesatuan teks yang utuh dalam kelompok, menurut ustadzah bagaimana?***(Ok, what about the activity of arranging jumbled words became a good text in group?)**

C: *Kalau menurut saya cukup menarik ya bagi mereka, dari awal mereka penasaran dengan ceritanya, kemudian mereka tidak langsung dikasih tahu teksnya jadi bikin mereka antusias menyusun kalimat-kalimat itu menjadi teks. Ada semacam usaha dulu untuk mendapatkan jawaban, isi teksnya itu sebenarnya apa.***(In my opinion, it was very interesting, from the beginning they were curious with the story then they were not given the text directly. It made them enthusiastic to arrange the sentences became a text. There was an effort to get the answer what the story was.)**

... ..

R: Researcher

C: Collaborator

Interview 9, Appendix B

In connection with the transcript above, the teacher did the teaching well. The students enjoyed the lesson and their ability in comprehending the text was better than before. It was because of the implementation of group work and the game which forced them to support their friends in a group. The interesting activity also helped them in doing the game well as the teacher made them curious with the story through arranging jumbled sentences. Based on the collaborator, there was no complicated problem during the lesson.

b. Meeting 2

In this meeting, the game was used again to help the students in comprehending the text easily. The texts used were the texts in the third meeting of Cycle 1. There were four recount texts that each

group should choose one for the game. The game was in the form of role-play.

Firstly, the teacher gave the students some texts that should be chosen. Each group chose one text and discussed it with their friends in group. The teacher also explained the rules of the game. There would be three winners in the game but the best group was the one who got the first rank. The students should play a drama related to the text. They were given a few times to discuss it with their friends in group. The teacher observed the discussion in every group. Most groups chose these texts for their drama performances.

Scary Movie

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my bicycle. I pedalled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it.

The road was dark and quiet. I had to pass a graveyard on the way home. As I approached the graveyard, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he would not be alone. Both of us laughed out loud over our behaviour.

Adapted from : English in Focus for Grade VIII

A Surprised Coupon

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this

out. We were fully shocked, it was a receipt of a four-night tour to Lombok!! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in a hurry to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the “gift” happily. We also bought some presents for our family and friends.

Adapted from: English in Focus for Grade VIII

After the discussion finished, the teacher invited the students to practice the drama in front of the class. The students were very excited with the game. Every group showed their own drama one by one. The class was very noisy but it was pleasant for the students. The drama show of a group spent 10-15 minutes so the English lesson at that day was full of drama show. Almost all groups presented their drama show because of the limited time. The lesson was done well.

The competitive game in this meeting seemed to be effective to improve the students’ motivation and gave them opportunity to comprehend the text through playing the story of the text in a drama. The following photographs represent the students’ active participation. The students were not lazy again in reading activities.



Figure 21. The students discuss the drama which they will play based on the story.



Figure 22. The students play the drama based on the recount text.



Figure 23. The students practice the part of the story.



Figure 24. The students present their group performance happily.

In line with the process of teaching reading done, the teacher then conducted some interviews with the students to obtain their comments on the reading class. These following notes present the interview transcript of some students in the classroom.

R: *Permisi, namanya siapa dek? Boleh mbak tanya-tanya?* **(Excuse me, what's your name? May I ask you something?)**
 S: *Salsa, Ok Miss...* **(Salsa, Ok Miss)**
 R: *Oh, Salsa, gimana tadi seneng ngga belajar sambil main drama?* **(oh, Salsa, were you happy learning while playing drama?)**

S: *Seneng banget....* **(I was very happy)**

R: *Tadi kan teksnya dipraktekkin dalam drama, jadi paham nggak isi teksnya?***(when you practiced the text in a drama, did you understand the story?)**

S: *Iya paham Miss***(Yes, I understood Miss)**

R: *Pahamnya seperti apa?***(Can you explain?)**

S: *Kalau teksnya dipraktekkan kan jadi yang sebelumnya nggak tahu arti kata ini jadi tahu artinya to...***(If the text was practiced, we could know the words meaning that before we didn't know)**

R: *Sampai pertemuan ini, kemampuan memahami teks adek gimana? Udah merasa bisa memahami teks bahasa Inggris belum?***(Till this meeting, how about your ability in comprehending the text? Did you feel easy in comprehending English text?)**

S: *Ya bisa...***(Yes, I could)**

R: *Lebih suka belajar berkelompok atau sendiri-sendiri?***(Do you prefer learning in group or alone?)**

S: *kelompoklah...***(I prefer group of course)**

... ..

R: Researcher

S: Student

Interview 12.1, Appendix B

R: *Maaf, namanya siapa dek? Mbak mau tanya-tanya pelajaran tadi boleh?***(Pardon me, what's your name? May I ask you about the lesson today?)**

S: *Ganis, oh ya boleh banget Miss..***(Ganis, Oh Ok.. you may Miss)**

R: *Gimana tadi seneng ngga belajar sambil main drama?***(How about the lesson today by playing drama?)**

S: *Seneng banget....* **(I was very happy)**

R: *Tadi kan teksnya dipraktekkin dalam drama, jadi paham nggak isi teksnya?***(When, the text was practiced in a drama, could you understand the story?)**

S: *Iya paham Miss...***(yes, of course Miss)**

R: *Pahamnya seperti apa?***(Can you explain how?)**

S: *Pahamnya, jadi nambah pengetahuannya tentang teks dan vocab-vocabnya juga***(I could know and understand the knowledge of the text and the vocabularies also)**

R: *Sampai pertemuan ini, kemampuan memahami teks adek gimana? Udah merasa bisa memahami teks bahasa Inggris belum?***(How about your ability in comprehending the text? Could you comprehend the English text?)**

S: *Ya lumayan...***(Yes, I quite could)**

R: *Lebih suka belajar berkelompok atau sendiri-sendiri?***(Do you prefer group or alone in learning?)**

S: *kelompoklah...***(Group certainly)**

... ..

R: Researcher

S: Student

Interview 12.2, Appendix B

The interview transcript above shows that the students enjoyed the lesson very much because the application of CIRC through playing drama. They were forced to discuss the drama concept with their friends in group. They worked in group cooperatively from the discussion phase till the drama practices. The students also seemed to have better understanding of the text than before. They didn't find any difficulties in comprehending the text.

Those statements were also supported by the collaborator after the teacher did the interview as exemplified in the following transcript. Based on her, the drama played a role as a form of understanding for the students. It helped much the students in comprehending the text as a whole. The group discussion also made the students familiar in learning cooperatively and supporting their friends each other. In addition, the drama was also the form of competitive games, it attracted the students. They became high-motivated to be the winner of the game and continually they have high motivation in reading comprehension too.

R:Bagaimana menurut ustadzah pelajaran dengan CIRC tadi melalui memainkan drama?(What do you think about the implementation of CIRC through playing drama?)

C:Menurut saya, mereka sudah bisa memahami teks ya, karena

*selain paham teksnya mereka juga mempraktekkannya. Mereka juga bisa mengingat kosakata-kosakata baru yang ada dalam teks dengan role-play drama itu.***(I think, the students could have understand the text, beside that they also could practice it. Finally they could remember the new vocabularies in the text through the role-play of drama)**

*R:Kalau dengan memainkan drama tadi, siswa sudah mulai paham belum dengan jalan cerita dalam isi teks yang mereka mainkan?***(If the teaching was through playing drama as the last lesson, did the students understand the story in detail in the text they have played before?)**

*C:Ya, menurut saya sangat membantu karena drama itu kan sebagai bentuk pemahaman teks. Jadi menurut saya, mereka sudah cukup paham dengan teks yang dimainkan sendiri oleh mereka.***(Yes, I think it helped much because the drama was a part of understanding and comprehending the text. So, they quite understand the text they played with their group)**

*R:Apa tadi siswa sudah terlibat aktif dalam diskusi kelompok dan praktek dramanya?***(Did the students involve actively in group discussion and the drama practices?)**

*C:Ya menurut saya sudah, karena mereka dalam kelompok ya, mereka dituntut kepahamannya secara utuh, dan itu pun juga bisa membantu siswa yang kurang kefahamannya, mereka jadi terbantu dengan kerjasama dalam kelompok***(Yes, they did it because they were in group, they were forced to understand the whole. It also helped the less-motivated students, they were helped with the cooperative relation in group.)**

... ..

R: Researcher

C: Collaborator

Interview 11, Appendix B

c. Reflection

As in Cycle I, the researcher and the collaborator did reflection after the implementation of all actions in Cycle II. The reflections were described as follows.

1. Applying Cooperative Integrated Reading and Composition (CIRC) in the Form of Sharing and Discussion.

The implementation of CIRC was believed to improve students' reading comprehension through their active participation in discussion practices. There was no complicated problem in the process of discussion practices. The students just felt a bit confused with the correct sentence arrangements. But, overall the lesson ran well as presented in the interview transcript below.

R: *Halo, ini dengan Dek Malwa ya? Maaf mengganggu sebentar ya...* **(Hallo, are you Malwa? Sorry for disturbing you..)**
 S: *iya, nggak papa* **(yes.. no problem)**
 R: *Dek Malwa, gimana menurut adek pelajaran menyusun kalimat tadi?* **(Malwa, what is your comment about the lesson with arranging jumbled sentences?)**
 S: *Agak bingung tapi seru kok* **(It's pleasant although I was still confused)**
 R: *Setelah selesai menyusun kalimatnya tadi, udah paham belum isi ceritanya kayak apa? Apa yang dipahami dari teks tadi?* **(After finishing the activity, did you understand the story in the text? What did you understand?)**
 S: *Paham, iya jadi tahu ceritanya* **(Yes, I quite understood the story)**
 R: *Berarti paham ya alur ceritanya seperti apa?* **(It means, you understood the plot of the story, didn't you?)**
 S: *Iya,* **(Yes, of course)**

 R: Researcher S: Student

Interview 10.5, Appendix B

The interview transcript above shows that student was happy with discussion practices in learning recount texts because it assisted them to comprehend the recount texts.

In relation to the process of teaching reading, it attained the results expected as presented in the following interview transcript.

R: *Tadi kan ada aktivitas menyusun kalimat-kalimat acak menjadi satu kesatuan teks yang utuh dalam kelompok, menurut ustadzah bagaimana?***(Ok, what about the activity of arranging jumbled words became a good text in group?)**

C: *Kalau menurut saya cukup menarik ya bagi mereka, dari awal mereka penasaran dengan ceritanya, kemudian mereka tidak langsung dikasih tahu teksnya jadi bikin mereka antusias menyusun kalimat-kalimat itu menjadi teks. Ada semacam usaha dulu untuk mendapatkan jawaban, isi teksnya itu sebenarnya apa.***(In my opinion, it was very interesting, from the beginning they were curious with the story then they were not given the text directly. It made them enthusiastic to arrange the sentences became a text. There was an effort to get the answer what the story was.)**

... ..

R: Researcher

C: Collaborator

Interview 9, Appendix B

The piece of transcript above shows that the process of teaching reading ran well. All groups were interested to the discussion activity in arranging jumbled sentences through their cooperative work. The students interacted actively with their friends and read English text more. The teacher also assisted them well from the first up to the last time of the process of teaching reading.

2. Applying Cooperative Integrated Reading and Composition (CIRC) in the Form of Competitive Games.

The implementation of CIRC was believed to improve students' reading comprehension through their enthusiasm in competitive games. The students were very enthusiastic in the games

because they felt challenging to win the game. For this reason, they could comprehend the text easily. During the game, they also involved actively as presented in the interview transcript below.

... ..

R: Kalau dengan memainkan drama tadi, siswa sudah mulai paham belum dengan jalan cerita dalam isi teks yang mereka mainkan?(**If the teaching was through playing drama as the last lesson, did the students understand the story in detail in the text they have played before?**)

C: Ya, menurut saya sangat membantu karena drama itu kan sebagai bentuk pemahaman teks. Jadi menurut saya, mereka sudah cukup paham dengan teks yang dimainkan sendiri oleh mereka.(**Yes, I think it helped much because the drama was a part of understanding and comprehending the text. So, they quite understand the text they played with their group**)

R: Apa tadi siswa sudah terlibat aktif dalam diskusi kelompok dan praktek dramanya?(**Did the students involve actively in group discussion and the drama practices?**)

C: Ya menurut saya sudah, karena mereka dalam kelompok ya, mereka dituntut kepahamannya secara utuh, dan itu pun juga bisa membantu siswa yang kurang kefahamannya, mereka jadi terbantu dengan kerjasama dalam kelompok(**Yes, they did it because they were in group, they were forced to understand the whole. It also helped the less-motivated students, they were helped with the cooperative relation in group.**)

... ..

R: Researcher

C: Collaborator

Interview 11, Appendix B

The improvement of students' reading ability could be seen from the following data of the drama values for each group. It was included in the reading task of Cycle 2.

Table 8. Group Task of Cycle 2

No.	GROUP	VALUE
1	ROSE	85
2	DAHLIA	80

3	LOTUS	80
4	JASMINE	70
5	ORCHID	70
6	LILY	50
7	DAISY	70
8	TULIP	75
MEAN		72.5

From the table, it can be inferred that the students' ability in reading comprehension improved because the mean score of the reading task in Cycle 1 was 66.25 then in Cycle 2 it improved become 72.5.

The successful of the action was also supported by the students' improvement in doing pre-test and post-test. It can be seen in Table 9.

Table 9. Score Pre-Test and Post-Test

No.	NIS	Nama	Pre-test	Post-test
1	1306	Adinda Salsabilla Pramana Putri	82.5	95
2	1362	Afifa Novianti Putri	40	75
3	1289	Aghnia Rosna Nur Rafifah	47.5	62.5
4	1318	Aldila Meta Rachmawati	55	65
5	1269	Amira Nur Syazana	42.5	42.5
6	1386	Andiny Santika W.	67.5	62.5
7	1366	Aqilanuha Wannarwastu	47.5	67.5
8	1504	Asyifa Fatimah Hayati	57.5	72.5
9	1288	Atikah Muhlis	62.5	77.5
10	1276	Callista Nabila E.I	65	77.5
11	1353	Della Annisa Hakim	52.5	62.5
12	1364	Fadhilah Setyaningrum	50	62.5
13	1308	Fadhilah Zahratil Halimah	62.5	67.5
14	1441	Fatkhia Rizka Shoviana	57.5	77.5
15	1272	Fidela Nuzul Azmi	52.5	80
16	1433	Fikriya Husna Inayah	52.5	75
17	1419	Fira Hanifatun Nisa	52.5	77.5
18	1418	Firda Nurul Khasanah	57.5	65

19	1243	Ganis Surya Pratiwi	57.5	60
20	1420	Hanin Harisa Ulya	47.5	47.5
21	1267	Ishmah Abidah	45	72.5
22	1317	Maghvira Arzaq K	70	77.5
23	1322	Malwa Hazwani Nur Aliffira	77.5	80
24	1263	Marwah Nur Hakim	40	45
25	1261	Nabilla Devi Pratiwi	47.5	55
26	1440	Putri Salwa Nabila	72.5	70
27	1359	Rafa Nafisah	45	62.5
28	1373	Rahmatiyah Azizah	57.5	70
29	1345	Rr. Safira Salma S.	30	50
30	1491	Sabrina Putri Az-Zahra	60	75
31	1385	Sita Dwi Hapsari Fatimah	77.5	92.5

d. Summary of Cycle 2

In reference to the data analysis of Cycle II, the following notes present the successful and unsuccessful points of the actions.

1. The use of CIRC in the form of discussion practices could improve the students' reading comprehension ability of recount texts because they worked cooperatively with the teacher, their friends, and the materials. The students said that they comprehended the content of the recount text easily through discussion practices. Moreover, they didn't find complicated problems to do the reading activity.
2. The use of CIRC in the form of competitive game practices to improve the students' motivation was successful because games guided them to be competitive in getting the winner position and the reward. They were actively involved in the process of teaching reading because the game was challenging and interesting for them.

They also could memorize new vocabulary items well through the game. So, they could comprehend the text easily.

F. GENERAL FINDINGS

This subchapter shows the research findings of all actions in the research. As stated before, the research was aimed to improve reading comprehension for the 8th grade students at SMP IT Abu Bakar Yogyakarta through Cooperative Integrated Reading and Composition (CIRC). For this reason, the findings of the research involved the actions to attain that goal. In the first cycle, the implementation of CIRC in the form of discussion practices was successful to improve the students' reading comprehension because they worked cooperatively with their friends in group so they shared ideas and knowledge about the materials that guided them to comprehension. Besides, they also had more chances in reading the text seriously.

The implementation of CIRC in the form of game practices also was successful to improve the students' involvement in the process of teaching reading. The students enjoyed the lesson and were encouraged in the process of teaching reading. However, there were some problems occurring in implementing the actions related to the students' motivation and the students' reading comprehension in Cycle I. Therefore the teacher tried to solve the problems so those matters could be improved successfully in Cycle II. The following table shows the results of the action research study.

Table 10: The Results of the Action Research Study

No.	Pre-Condition	Cycle 1	Cycle 2
1.	Some students had low motivation in learning English especially reading.	Students began to have high motivation in learning reading although the class was very noisy.	Students were very enthusiastic in the teaching-learning process.
2.	Some students got difficulties to comprehend the text.	Students still felt difficult to comprehend the text.	Students didn't find complicated problems to comprehend the text
3.	The teaching reading focused more on grammar ability.	The teaching of reading focused more on how to comprehend text.	The teaching reading process encountered comprehension activities.
4.	The teaching reading process did not allow students to comprehend the text deeply.	The teaching reading process gave more opportunities for students to comprehend the text deeper than before.	The teaching reading process gave many occasions for students to comprehend the text deeply.
5.	The method of teaching made students feel bored and less-enthusiastic.	The teaching method became more interesting and enthusiastic than before.	The teaching method decreased students' boredom and attracted students to be active during the lesson.
6.	The mean score of pre-test was 55.88.		The mean score of post-test was 68.46.

In connection with Table 10, the process of teaching reading encountered many problems. Some students had low motivation in learning reading. They also had difficulties in comprehending text. In reference to reading activities, it focused more on grammar ability. Moreover, there were a few comprehension activities in the process of teaching reading so they made the students feel bored.

After the actions were implemented, some students tended to be active and enthusiastic in the process of teaching reading. Their motivation became high in

reading English text. They were also able to comprehend the recount texts and got many vocabulary items. In term of reading activities, it became interesting in which students actively involved in the reading activities. In addition, reading comprehension activity was more provided than grammar activity. The students were given chances to comprehend the recount text deeply so they were more diligent in reading than before.

Finally, after the actions were implemented, there was an improvement in students' reading comprehension. The summary of the result of the pre-test and post-test is presented in Table 11 below.

Table 11:

Test	Frequency	Mean
Pre-test	31	55.88
Post-test	31	68.46

Table 11 shows that the mean score of post-test (68.46) is higher than the mean score of pre-test (55.88). The increase of the score of students' reading comprehension test is 12.58, which shows that there is an improvement in the reading comprehension ability of the students.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

This chapter deals with three points. They are conclusions, implications, and suggestions. These points are presented as follows.

A. Conclusions

In this research, Cooperative Integrated Reading and Composition (CIRC) method was implemented in two cycles through group discussion and competitive game practices. Discussion practices were aimed to make interaction in the process of teaching reading. It assisted students to comprehend the content of the recount texts such as the topic, characters, settings, main problems, and the writer's impression. Moreover, discussion practices also provided students with opportunities to share their opinions, ideas or comments related to the recount texts with other students. In relation to the competitive game practices, it was also believed to improve the students' motivation in the process of teaching reading. This refers to the fact that the students were encouraged to be actively involved in the games because they were driven to be competitive in getting rewards.

In connection with Cycle I, the use of CIRC in the form of discussion practices could improve the students' reading comprehension of recount texts through their participation in comprehending the text deeply. They said that they comprehended the content of the recount text quite easily through group

discussion practices. On the other hand, their mastery in reading comprehension of recount texts was still low. The use of CIRC in the form of competitive game practices to improve students' motivation was also successful because games drove them to be competitive in getting rewards. However, there were some students who had low motivation in the process of reading recount texts.

In connection with Cycle II as a follow up for unsuccessful points of Cycle I, the use of CIRC in the form of group discussion practices could improve students' reading comprehension of recount texts because students worked cooperatively with their friends, the teacher and the recount texts to obtain comprehension. Students said that they comprehended the content of the recount texts easily through group discussion practices. Moreover, they didn't find complicated problems to do the reading task. In addition, the use of CIRC in the form of competitive game practices to improve students' motivation was successful because games drove them to be competitive in getting rewards. The students were actively involved in the process of teaching reading. In addition, there was an improvement on students' reading comprehension ability as displayed in the increase of the gain score (12.58) gained by deducting the mean score of the post-test from the mean score of the pre-test (68.46-55.88).

From the results gained as stated above, the implementation of CIRC is believed to improve students' reading comprehension in the process of teaching reading.

B. Implications

Based on the research discussion, it can be implied that CIRC can be applied in reading teaching and learning process. The implications of the actions are presented below.

1. Cooperative integrated reading and composition in the form of discussion practices were useful in improving the students' participation in the reading activities. The students worked cooperatively with their friends in group. It helped them to read and understand the text well. It implies that the English teacher can apply CIRC with the use of group work to improve students' reading comprehension.
2. From the finding, it could be inferred that the implementation of CIRC in the form of competitive games made the students' reading comprehension ability improved. The competitive games and the reward could motivate them to read and comprehend the text better than before. All students tried the best for their group to get reward from the teacher. It implies that the English teacher can use the competitive activities to improve students' motivation in reading comprehension activities.

C. Suggestions

In reference to the conclusions and the implications of the study, some suggestions are directed to English teachers and other researchers.

1. To English teachers

It is essential for English teachers to improve the quality of the teaching of reading by employing various activities which are enjoyable and motivating to improve students' reading comprehension and students' involvement. The English teachers can use CIRC such as in the form of group discussion and games practices. The researcher realized that in applying CIRC, the class would be noisy as happening in this research.

Therefore, English teachers should pay attention to the class condition because in the implementation of CIRC students conduct group discussion practices. Besides, the English teachers should choose the texts and tasks which are appropriate to the students' proficiency level.

2. To other researchers

The focus of this study deals only with the reading comprehension of students in grade VIII by using CIRC. This study still lacks many things like the limited time and the actions in each cycle. The limited time made this study could not be perfect in reaching the goals. The actions problem was caused by the limited ability of the researcher in conditioning the students in the classroom.

They can make a better plan to improve students' reading comprehension using CIRC. They can explore CIRC method based on the students' need in learning English. In addition, they can conduct other research from different angles of reading comprehension.

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APPENDIX A

FIELD NOTES

Field Note 1

Observation

Hari/tanggal : Rabu, 2 Oktober 2013
 Waktu : 01.00-03.00 p.m
 Ruang : Ruang kelas VIII H SMP IT Abu Bakar Yogyakarta
 P : Peneliti

Sebagian besar siswa masih di luar kelas saat guru Bahasa Inggris dan peneliti datang. Mereka terlihat tidak siap belajar Bahasa Inggris. Sepuluh menit kemudian, para siswa masuk kelas dan duduk di tempat duduk mereka masing-masing. Guru duduk di tempat duduknya dan peneliti duduk di tempat duduk paling belakang. Guru berseru, “Assalamu’alaikum...” dan menyapa siswa. Beliau bertanya pada siswa, “siapa yang absen hari ini?” kemudian siswa menjawab tidak ada satu pun yang absen. Beliau juga mengecek kehadiran dengan memanggil nama para siswa.

Guru menanyakan pada siswa apakah mereka siap belajar Bahasa Inggris dengannya. Lalu guru membuka pelajaran dengan mengecek PR siswa. Sebagian besar siswa belum mengerjakan PR. Kemudian, guru melanjutkan pelajaran dengan membagikan sebuah teks naratif berjudul “Snow White” kepada semua siswa. Beberapa siswa terlihat kurang antusias dengan teks. Beberapa dari mereka sibuk bicara sendiri dengan temannya. Guru meminta mereka belajar berpasangan untuk melengkapi ceritanya. Ada bagian A dan B yang mewakili teks. Guru meminta mereka untuk membaca berpasangan.

Guru mendatangi masing-masing pasangan untuk melihat aktivitas mereka. Beliau menjelaskan instruksi di pelajaran hari itu. Para siswa melakukan instruksi guru walaupun mereka berisik di kelas. Situasi kelas saat itu sangat berisik. Setelah itu, guru meminta siswa menjawab beberapa pertanyaan berhubungan dengan teks. Aktivitasnya cukup lama karena beberapa siswa kurang tertarik dengan pelajarannya dan merasa kesulitan mengerjakan aktivitas yang diminta guru.

Aktivitas selanjutnya adalah mengidentifikasi cerita ke dalam struktur umum dari teks naratif. Para siswa diminta untuk mengklasifikasikan teks ke dalam struktur teks naratif. Guru juga mengajarkan grammar yang digunakan dalam teks. Beberapa siswa terlihat bosan dengan aktivitas hari itu. Mereka terlihat mengantuk sehingga mereka tidak memperhatikan penjelasan guru. Akhirnya, guru mengakhiri pelajaran hari itu setelah bel berbunyi.

Field note 2

Meeting 1 (Cycle 1)

Hari/tanggal : Selasa, 29 Oktober 2013

Ruang : Ruang kelas VIII H SMP IT Abu Bakar Yogyakarta

Waktu : 01.00-01.40 p.m

P : Peneliti

1. Pukul 13.00 P masuk ke dalam kelas. Saat itu kondisi kelas masih gaduh setelah istirahat sholat dzuhur dan makan siang. Nampak beberapa siswa masih sibuk dengan makanan dan minumannya. P kemudian memberikan sedikit waktu pada para siswa untuk bisa menyelesaikan aktivitas istirahatnya dan menyiapkan buku Bahasa Inggris.
2. P kemudian membuka pertemuan dengan mengucapkan, “Good afternoon, students. How’re you?”. Siswa menjawab dengan baik walaupun kondisi siswa masih agak sedikit ribut. P lalu memperkenalkan dirinya serta menjelaskan alasan P berada di kelas itu. P menyampaikan bahwa selama beberapa pertemuan mendatang, P akan mengajar di kelas itu serta membantu para siswa untuk bisa meningkatkan kemampuan reading mereka.
3. Perkenalan kemudian dilanjutkan P dengan memanggil nama setiap siswa sekaligus untuk kebutuhan presensi. Setelah selesai, P mulai membawa para siswa ke dalam materi dengan menanyakan kepada mereka tentang holiday, “Have you ever gone to somewhere for a holiday?”. Beberapa siswa terlihat ada yang tunjuk jari untuk memberikan jawaban. Setelah mereka menjawab bersahut-sahutan, P kemudian menunjukkan video tentang recount text yang isinya tentang merayakan “birthday party”. P memutar video itu tiga kali untuk membuat siswa mudah memahami isi ceritanya
4. Kemudian P menanyakan kepada para siswa apa isi cerita di video tadi. Para siswa terlihat aktif menjawab bersahut-sahutan. Setelah itu, P menghubungkan pertanyaan apersepsi tentang holiday tadi dan isi video dengan pelajaran yang akan dipelajari hari itu, yaitu belajar membaca dan memahami bacaan *recount*.
5. Setelah itu P membagikan teks “My Holiday in Mount Bromo” dan meminta para siswa untuk membacanya berdiskusi dengan teman sebangku masing-masing selama beberapa menit tentang isi teks secara detail. Setelah selesai membaca, P bertanya kepada para siswa tentang inti dari isi teks, bagaimana alurnya, apa saja peristiwa yang terjadi. Para siswa terlihat antusias menjawab beberapa pertanyaan yang diberikan P. P dan para siswa juga membahas arti kata-kata asing yang ada di dalam teks.
6. P juga meminta siswa beberapa siswa untuk membacakan teks tersebut di depan kelas. Ada tiga siswa yang berani maju ke depan dan membaca nyaring teks tersebut yaitu Atikah, Callista, dan Firda. P pun memberi reward bintang kepada mereka.
7. P melanjutkan pengajaran dengan menanyai jenis teks yang baru dibahas. Para siswa pun menjawabnya dengan *recount*. P menjelaskan bahwa cerita tentang holiday yang terjadi di waktu lampau biasa disebut *recount*.
8. P kemudian membagi siswa menjadi 8 kelompok untuk pembelajaran di pertemuan berikutnya. P membagikan nama-nama grup kepada setiap kelompok. P menjelaskan bahwa di pertemuan berikutnya mereka akan belajar secara berkelompok. P juga menjelaskan beberapa aturan di dalam pelajaran Bahasa Inggris selama P mengajar

yaitu tepat waktu dalam masuk kelas, aktif dalam pembelajaran reading baik individual maupun kelompok karena akan ada apresiasi/reward untuk siswa yang aktif dan kelompok yang aktif selama pelajaran berlangsung.

9. P pun mengakhiri pelajaran karena bel sudah berbunyi pukul 13.40

Field note 3

Meeting 2 (Cycle 1)

Hari/tanggal : Rabu, 30 Oktober 2013

Ruang : Ruang kelas VIII H SMP IT Abu Bakar Yogyakarta

Waktu : 01.00-03.00 p.m

P : Peneliti

1. Pukul 13.00 P masuk kelas. Sebagian besar siswa masih sibuk dengan aktivitas istirahatnya di luar kelas, beberapa siswa ada di dalam kelas, ada yang membaca buku, menghabiskan makanannya, dan lain-lain. P pun memberi waktu 10 menit kepada mereka untuk bersiap-siap dan segera masuk kelas.
2. P kemudian membuka pertemuan dengan mengucapkan, "Good afternoon, students. How're you? Are you happy today?". Siswa menjawab dengan baik walaupun kondisi siswa masih agak sedikit ribut. P juga menanyakan presensi siswa pada hari itu, apakah ada yang absen? Siswa menjawab
3. P kemudian menyuruh siswa untuk duduk berkelompok dengan kelompok yang kemarin sudah dibentuk. P juga membagikan name card grup kepada tiap kelompok. P membuka pelajaran dengan menjelaskan bahwa hari itu masih akan belajar recount text. Lalu P membagikan teks berjudul "Visiting Bali" kepada tiap kelompok. Siswa tampak kurang antusias karena merasa bosan dengan teks. P meminta siswa untuk membaca teks dengan keras bergantian di dalam kelompok, 1 orang membaca 1 paragraf. Kelompok-kelompok yang terdiri dari 4 orang, maka paragraf ke-2 dibagi 2 bagian untuk dibaca 2 orang. Siswa pun membaca nyaring bergantian. Suasana kelas menjadi sangat ramai.
4. Kemudian P membagikan 1 "question card" untuk masing-masing kelompok. P meminta tiap kelompok untuk mengisi question card tersebut dengan mendiskusikannya di kelompok. Question card terdiri dari topic, karakter, setting, kata-kata sulit, dan perasaan penulis. Siswa pun mendiskusikannya dengan teman sekelompoknya untuk mengisi question card tersebut sesuai dengan teks.
5. Setelah para siswa selesai mengisi question card, P meminta siswa untuk maju ke depan, menuliskan hasil diskusi kelompok mereka. Siswa tampak antusias merespon perintah P. mereka pun bergantian menuliskan topik menurut kelompok mereka masing-masing, begitupun dengan yang lain seperti karakter, setting tempat dan waktu, kata-kata asing dan perasaan penulis. P pun memberikan reward bintang kepada tiap siswa yang maju ke depan, juga untuk kelompok yang aktif.
6. Ada banyak kata-kata asing di dalam teks yang sudah tertulis di papan tulis, P pun mengajak siswa untuk menebak arti dari kata-kata itu dengan membaca kalimat di dalam teks yang mengandung kata tersebut. Siswa pun bersahut-sahutan menjawab pertanyaan P tentang arti kata-kata asing.
7. Kemudian, P dan siswa mendiskusikan isi teks melalui jawaban-jawaban dari question card itu. Jawaban-jawaban yang ada tidak ada yang salah, hanya ada yang

kurang lengkap dan kurang tepat. P pun berusaha menjelaskan kepada siswa bagaimana menentukan topic dari suatu teks sedangkan mengenai menemukan informasi detail dalam teks siswa tidak menemukan kesulitan dalam hal itu. P juga mengajarkan kepada siswa bagaimana menebak arti suatu kata melalui konteksnya.

8. P melanjutkan pelajaran dengan memberikan teks yang kedua kepada para siswa dan meminta mereka membaca dalam hati di dalam kelompok. Sebagian siswa mulai bosan dengan diberi teks lagi namun beberapa siswa masih memperhatikan P. Teksnya yaitu "My Holiday in Bali". Di tahap ini siswa lebih mandiri, P tidak terlibat banyak seperti kegiatan sebelumnya namun P tetap memantau. Siswa pun sibuk membaca teks di kelompok mereka masing-masing sambil mendiskusikan isinya dan saling bertukar ide.
9. P memberikan tugas individu untuk dikerjakan berkaitan dengan teks tersebut. Tugas individunya berupa pernyataan yang benar dan ada di dalam teks kemudian mengisi bagian yang rumpang dengan kata-kata atau istilah yang tepat. Tugas ini diberikan P untuk melatih siswa dalam memahami teks secara mendalam dan mengukur pemahaman siswa terhadap teks selama 2 pertemuan ini.
10. Sebagian siswa terlibat aktif dalam diskusi kelompok dan selama pengajaran reading namun ada juga beberapa siswa yang kurang antusias karena terlalu banyak tugas dan soal. Banyak siswa yang sudah mulai bosan, akhirnya P mengakhiri pelajaran hari itu dengan menyimpulkan pelajaran hari itu dan memimpin doa mengakhiri belajar. P keluar kelas pada pukul 14.55.

Field note 4

Meeting 3 (Cycle 1)

Hari/tanggal : Rabu, 6 November 2013

Waktu : 01.00-03.00 p.m

Ruang : Ruang kelas VIII H SMP IT Abu Bakar Yogyakarta

P : Peneliti

1. P masuk kelas pukul 13.00. Seperti biasa, para siswa belum terlihat siap mengikuti pelajaran, masih sibuk masing-masing dengan makanan dan jajanannya. P pun menunggu sampai mereka siap sambil memanggil-manggil siswa yang masih sibuk di luar kelas.
2. Sepuluh menit kemudian P memulai pelajaran dengan sapaan "Good afternoon students", "Are you happy today?" Siswa menjawab dengan serempak "No". Jawaban yang biasa keluar karena mereka selalu merasa lelah dan malas saat pelajaran di siang hari. P pun menenangkan siswa dengan menjelaskan rencana pelajaran pada hari itu. P menjelaskan bahwa hari itu siswa akan belajar sambil bermain. Siswa pun terlihat senang mendengarnya.
3. Sebelum P memulai permainan, P memberi penjelasan tentang recount text khususnya generic structure dari recount text. P menjelaskan sambil berdialog dengan siswa tentang bagian-bagian recount teks seperti Orientation, Events, dan Reorientation. Siswa menjawab bersahut-sahutan apa yang mereka ketahui. P menjelaskan apa yang mereka belum tahu.

4. Kemudian P memulai permainan dengan menjelaskan peraturan permainan. Ada tiga permainan yaitu menyusun puzzle text, mencocokkan pertanyaan dan jawaban, dan menebak dan menemukan teks/ cerita selanjutnya. Permainan ini dilakukan secara kompetitif dalam kelompok. Kelompok yang tercepat menyelesaikan games dan juga tepat adalah pemenangnya. Ada juga pemenang ke-2 dan ke-3 untuk setiap permainan. P memberikan reward bintang kepada para pemenang, tentunya jumlah bintang disesuaikan dengan urutan juara. Para siswa pun merasa tertantang untuk aktif dalam permainan, menjagokan kelompoknya masing-masing.
5. Setelah P merasa para siswa sudah memahami instruksinya, P memulai permainan pertama dengan membagikan puzzle text kepada setiap kelompok. P meminta setiap kelompok untuk menyusun puzzle tersebut dan yang tercepat dan tepat akan memenangkan permainan pertama ini. Para siswa pun bergegas menyusun puzzle text di kelompok mereka masing-masing. Mereka sangat antusias dan ingin segera memenangkan permainan kompetitif ini.
6. Beberapa kelompok pun sudah mulai terlihat menyelesaikan puzzle-nya. Ada yang merasa kesulitan namun karena didorong semangat untuk mendapat reward tidak membuat mereka menjadi patah semangat. Akhirnya tiga kelompok pertama yang menyelesaikan puzzle dengan cepat didapat yaitu Lotus, Dahlia, dan Orchid. P pun memberikan reward bintang kepada kelompok mereka, 3 bintang untuk Lotus, 2 bintang untuk Dahlia dan 1 bintang untuk Orchid. Namun ada beberapa kelompok juga yang cukup lama menyelesaikan susunan puzzle-nya sehingga P pun membantu mereka agar segera selesai.
7. Setelah susunan puzzle terangkai dengan baik dan para siswa sudah mendapat teks cerita masing-masing, P pun meminta mereka untuk membaca teksnya dan memahami isinya terlebih dahulu. Kemudian P melanjutkan permainan ke-2 yaitu mencocokkan pertanyaan dan jawaban. Setiap kelompok diberikan 2 pertanyaan dan 3 pilihan jawaban untuk setiap pertanyaan. Tentunya pertanyaan dan jawaban itu sesuai dengan teks masing-masing kelompok. P memberikan pertanyaan dan jawaban dalam kertas gulungan berwarna untuk lebih membuat siswa tertarik dan antusias dalam membaca teks recount itu. Setiap kelompok terlihat antusias menyelesaikan aktivitas tersebut. Mereka membaca pertanyaan sambil mencari jawaban yang tepat di dalam teks. P memantau aktivitas siswa dalam kelompok sambil membantu mereka yang merasa kesulitan menemukan jawaban yang tepat.
8. Sebagian kelompok mampu menjawab pertanyaan dengan baik, pertanyaan dan jawabannya cocok walaupun harus dibantu oleh P. P tetap memberikan reward kepada kelompok tercepat dan tepat di permainan itu. Pemenangnya adalah grup Daisy. Sementara kelompok lainnya masih sibuk mencari jawaban yang tepat.
9. Permainan ketiga yaitu menebak cerita selanjutnya dari tiap teks. Puzzle teks yang diberikan P membentuk 2 recount teks berbeda sehingga P memberi tahu kelompok yang memegang paragraph pertama dari tiap teks. Selanjutnya, kelompok lainnya tinggal menebak teks mereka apakah berhubungan dengan yang dibacakan kelompok pertama di depan kelas. Kelompok yang memegang teks pertama diminta P untuk membaca keras di depan kelas. Kelompok lain pun mendengarkan dengan seksama sampai ada yang mengacungkan jari bahwa kelompok mereka-lah yang memegang

teks paragraph selanjutnya. Beberapa kelompok sempat merasa kebingungan selama berjalannya permainan ini lalu P pun membantu mereka menemukan teks yang benar dengan menterjemahkan cerita yang sedang dibacakan di depan. Beberapa kelompok mampu menyelesaikan permainan ini dengan baik walau masih ada keraguan dalam diri mereka. P pun menemukan kelompok yang terbaik di permainan ini dan memberikan mereka reward, yaitu Rose, Daisy, dan Jasmine.

10. Permainan ke-3 pun berakhir lalu P meminta siswa untuk saling menukar teks dengan kelompok lain dan meminta mereka untuk membaca dan memahami teks tersebut. Karena bel sudah berbunyi, maka P pun mengakhiri pelajaran hari itu dengan memimpin siswa berdoa selesai belajar.

Field Note 5

Meeting 1 (Cycle 2)

Hari/tanggal : Selasa, 12 November 2013

Waktu : 01.00-01.40 p.m

Ruang : Ruang kelas VIII H SMP IT Abu Bakar Yogyakarta

P : Peneliti

1. P memasuki kelas pukul 12.55. Sebagian besar siswa masih berkeliaran menikmati waktu istirahat mereka. P pun mempersiapkan perlengkapan mengajar pada hari itu. Bel pun berbunyi pukul 13.00 dan beberapa siswa sudah mulai masuk ke dalam kelas. P pun memanggil beberapa siswa yang masih ada di luar kelas dibantu dengan beberapa siswa yang sudah masuk.
2. P baru bisa memulai pelajaran hari itu pukul 13.10. P memulainya dengan menjelaskan sekilas tentang recount text. P menjelaskan bagian-bagian recount text yang sudah dipelajari di pertemuan sebelumnya. Siswa mulai terlihat kurang antusias. P lalu membagikan teks-teks di pertemuan sebelumnya yaitu “Scary Movie” dan “A Surprised Coupon” dan beberapa materi sebelumnya.
3. P mengajak siswa untuk berlomba lagi dalam kelompok. Kali ini adalah perlombaan menyusun kalimat-kalimat acak menjadi satu cerita yang utuh. P membagikan kalimat-kalimat acak itu ke 8 kelompok dan meminta mereka untuk menngurutkannya agar menjadi paragraf atau teks yang bermakna. P membaginya menjadi tiga paragraf terpisah, jadi siswa tinggal mengurutkan di tiap paragraf. Siswa pun mulai tertarik untuk memenangkan perlombaan ini. P sengaja memberikan game ini untuk menambah kerjasama siswa dalam kelompok untuk pelajaran membaca.
4. Siswa pun sibuk membaca kalimat per kalimat di kelompok mereka untuk menemukan urutan yang benar dan tepat sesuai cerita yang disiapkan P. Teksnya berjudul “Unforgettable Experience”.
5. Beberapa menit kemudian, P meminta siswa untuk menuliskan hasil diskusi kelompoknya di papan tulis yaitu susunan kalimat yang benar. P hanya meminta siswa menuliskan urutan nomor kalimatnya saja. Para perwakilan kelompok pun maju ke depan untuk menuliskan urutan kalimat menurut kelompok mereka masing-masing. P lalu mengecek jawaban mereka dan tidak ada kelompok yang menjawab dengan benar dan tepat namun mendekati benar. P pun memberikan reward bintang

kepada dua kelompok terbaik yang jawabannya hampir benar. Lalu P memberikan jawaban urutan kalimat yang benar.

6. Di akhir pelajaran, P mengajak siswa untuk mereview pemahaman mereka terkait teks tersebut. P mengajukan beberapa pertanyaan menurut teks kepada siswa di kelompok mereka masing-masing. Para siswa pun saling bersahut-sahutan menjawab pertanyaan dari P. Tak terasa bel pergantian pelajaran berbunyi pukul 13.40 WIB. P pun mengakhiri pelajaran dengan mengucapkan salam dan “Good Bye”.

Field Note 6

Meeting 2 (Cycle 2)

Hari/tanggal : Rabu, 13 November 2013

Waktu : 01.00-03.00 p.m

Ruang : Ruang kelas VIII H SMP IT Abu Bakar Yogyakarta

P : Peneliti

1. P memasuki ruangan kelas VIII H pukul 12.55 WIB. Siswa masih berkeliaran di luar kelas. Setelah bel berbunyi, P pun mengawali dengan memanggil-manggil siswa yang masih di luar kelas sembari menyiapkan perlengkapan mengajar siang itu. P juga meminta siswa untuk menyimpan makanan dan minumannya dan mulai fokus dengan pelajaran hari itu.
2. P baru bisa memulai pelajaran pukul 13.15 WIB. P mengabsen siswa yang hadir di hari itu. Ada 1 orang yang tidak berangkat karena sakit. P menyapa siswa dengan “Good afternoon students...” How are you today?”. Siswa menjawab bermacam-macam. Ada yang merasa senang, ada juga yang merasa lelah dan bosan.
3. P memulai pelajaran dengan mereview sedikit apa yang dipelajari di pertemuan sebelumnya. P mengecek pemahaman siswa mengenai teks sebelumnya. Sebagian besar siswa sudah paham isi teks tersebut tentang apa. P kembali menjelaskan cerita yang sebenarnya untuk lebih membuat siswa paham dengan benar.
4. Setelah itu P membagikan teks di pertemuan ke-3 di Cycle 1, yaitu teks recount yang berjudul “Scary Movie” dan “A Surprised Coupon”. Dua teks tersebut dibagikan kepada siswa untuk dipahami kembali ceritanya karena di hari itu, permainan kompetisi drama akan dimainkan siswa per kelompok.
5. P meminta setiap kelompok untuk memilih salah satu dari teks itu untuk dimainkan dalam sebuah drama. Beberapa siswa kurang begitu antusias mendengarnya namun ketika P memberitahu bahwa ini sebuah kompetisi seperti sebelumnya, siswa pun mulai bersemangat untuk membuat drama di kelompoknya. P memberikan permainan ini untuk memahami siswa isi kedua teks yang sebelumnya belum sempat dikupas habis. Siswa pun sibuk berdiskusi di kelompoknya masing-masing. P memberikan waktu 30 menit untuk membuat skenario drama. P memantau diskusi siswa di tiap kelompoknya.
6. Setelah 30 menit berlalu, P pun mempersilahkan kepada kelompok yang sudah siap untuk maju ke depan mempersembahkan dramanya. P juga menyarankan kepada siswa untuk menyiapkan yel-yel untuk kelompok masing-masing. Kelompok “Dahlia” yang pertama maju. Mereka mempraktekkan drama dari teks “A Surprised Coupon”.

Kelompok selanjutnya yang maju yaitu “Orchid”. Kelompok ini juga mempraktekkan drama yang sama. Begitu pula dengan kelompok yang lain yakni “Jasmine”, “Lotus”, “Lily”, “Tulip”, “Daisy”, and “Rose”. Kelompok “Rose” yang paling heboh dalam drama karena mereka sangat antusias dengan kompetisi itu.

7. Setelah seluruh kelompok menampilkan dramanya, P memberikan reward bintang kepada 3 kelompok terbaik yaitu Rose di urutan pertama, Dahlia urutan ke-dua, dan Lotus di urutan ke-3. Kelompok yang mendapatkan reward dari P tampak senang dengan “bintang” yang diberikan. Lalu P pun berusaha mengecek pemahaman siswa tentang cerita dalam teks setelah mereka memainkan drama. Mereka akhirnya paham dengan isi cerita dan alur ceritanya. Para siswa juga bisa mengingat kata-kata yang kurang familiar di telinga mereka setelah mempraktekkan cerita itu ke dalam drama.
8. Tak terasa jam menunjukkan pukul 14.55 WIB. P pun mengakhiri pelajaran hari itu dengan menanyakan kepada siswa apa ada pertanyaan atau tidak. Siswa serentak mengatakan tidak. P pun akhirnya mengakhiri pelajaran dengan berdoa bersama siswa.

APPENDIX B

INTERVIEW

TRANSCRIPTS

Interview 1 (with the English teacher)

Day : Wednesday

Date : January, 30th 2013

Time : 12.00 a.m

R: Researcher T: English Teacher

R: Selamat pagi Ustadzah.

T: Selamat pagi.

R: Ust.. mohon maaf saya mau mengganggu untuk wawancara tentang pembelajaran bahasa Inggris di kelas 8H selama ini.

T: Iya.

R: Strategi pembelajaran seperti apa yang ustadzah terapkan dalam pembelajaran reading di dalam kelas?

T: Kalau reading sih ya seperti biasa ya, mengenalkan anak-anak pada teks, kemudian generic structurenya dan membahas grammar yang digunakan di dalam teks misal recount atau narrative ya berarti Past Tense.

R: Seperti apakah aktivitas membaca siswa dalam kelas?

T: Anak-anak itu sangat beragam, jadi aktivitasnya tidak semua sama, ada yang tekun belajar sendiri, ada yang seringnya minta bantuan temannya, ada juga yang malas-malasan ketika diminta untuk membaca teks Bahasa Inggris.

R: Apakah siswa dilibatkan secara aktif dalam aktivitas pembelajaran?

T: Ya, tentu saja saya libatkan, tapi memang mereka kadang-kadang merasa bosan dengan aktivitas membaca dan menganalisa teks.

R: Bagaimanakah respon siswa terhadap aktivitas pembelajaran yang dilaksanakan di dalam kelas?

T: Responnya macem-macam ya, karena ini kelas yang paling ramai jadi ya sebagian besar anak memang sangat berisik ketika pelajaran, mereka sering cepat bosan dan ujung-ujungnya ngobrol sendiri sama temennya.

R: Apakah Ibu menggunakan buku acuan dalam mengajar reading?

T: kalau buku acuan dari sekolah memang ada tapi saya nggak selalu mengacu pada buku itu tapi saya ambilkan dari sumber yang lain juga,

R: Selain bacaan yang ada pada buku acuan, apakah Ibu pernah memakai sumber lain seperti artikel bahasa Inggris dari koran, internet, atau sumber lain?

T: Iya, pernah, dari majalah, koran, atau internet biasanya.

R: Apakah Ibu menggunakan media saat pembelajaran reading? Media seperti apakah yang Ibu gunakan?

T: Kalau media untuk reading ya mungkin teks aja, kalau media khusus sih tidak ada

R: Menurut Ibu, apakah sajakah kesulitan siswa ketika membaca teks bahasa Inggris?

T: Sebenarnya kesulitan mereka yang paling dasar itu motivasinya, motivasi membacanya kurang namun ketika sudah mulai mau membaca mereka cukup bisa tahu isi teks tapi belum mendalam. Mereka terkadang masih terpaku pada kata-kata sulit yang ada di dalam teks jadi itu mungkin yang cukup menghambat.

R: Apakah siswa mengkonsultasikan kesulitan yang mereka hadapi kepada Ibu?

T: Ya, kadang-kadang tapi hanya beberapa siswa saja
 R: Bagaimana sikap Ibu menghadapi kesulitan siswa tersebut?
 T: Ya biasanya langsung saya jelaskan seperti apa yang harus mereka lakukan
 R: Apakah Ibu sering menyuruh siswa untuk belajar secara berkelompok?
 T: kadang-kadang, tidak sering
 R: Apakah siswa dapat bekerjasama dengan baik saat belajar kelompok?
 T: ya, cukup bisa hanya mungkin beberapa anak suka nggak klop sama kelompoknya
 R: Menurut pengamatan Ibu, apakah siswa lebih senang belajar sendiri atau berkelompok?
 T: kalau menurut saya, mereka lebih suka kelompok ya, karena sebagian besar mereka itu sangat suka berkumpul, ngobrol sama temen-temennya walaupun memang ada anak yang sukanya belajar sendiri, tekun sendirian.
 R: Bagaimana pendapat Ibu mengenai penerapan cooperative learning dalam pembelajaran reading?
 T: bagus ya, bisa membantu karena yang namanya memahami teks itu ketika kemampuan anak masih rendah sangat bisa memudahkan anak-anak untuk belajar.

Interview 2 (with the students after observation)

Day : Wednesday

Date : October, 2nd 2013

Time : 03.00 p.m

R: Researcher

S: Student

R: Miss mau tanya nih, kalian suka gak sama pelajaran bahasa Inggris?

S1: Sukaaaa...

S2: Biasa aja Miss...

S3: Gak patek suka Miss.

R: Kenapa kok suka Salsa ?

S1: apa ya... seru aja kalau ngomong bahasa Inggris

R: Amira dan Aqilla kenapa kok gak suka?

S2: Nggak suka soalnya susah.

S3: Iya, bahasa inggris tu susah.

R: Yang paling gak disukai pas bahasa Inggris apa?

S2: ngerjain soal grammar.

S3: Iya, sama mbaca teks.

R: Aqilla , kenapa ngga suka baca teks?

S3: nggak suka aja, nggak tahu arti kata-katanya, susah tahu maksud teksnya tu apa

R: Trus biasanya kalau sama Ustadzah Arina, belajar reading ngapain aja? S1: biasanya paling ya mbaca teks sama ngerjain soal grammar gitu

S2: iya, lebih banyak belajar grammar biasanya Miss

S3: iya, mbaca sama ngerjain soal

R: trus, kalian lebih suka belajar berkelompok atau sendiri?

S1: kelompok Miss, lebih seru

S2: kelompoklah, soalnya biar bisa tanya-tanya

S3: kelompok, biar gampang ngerjain soalnya kalau ada temennya

R: oh, gitu, kalian suka belajar yang kayak apa?

S1: games Miss biar nggak serius-serius banget, kalau materi terus kan nggak asik

S3: aku suka nyanyi, belajar sambil nyanyi

S2: nonton film atau games Miss, biar seru

Interview 3 (with the collaborator after meeting 1 of Cycle 1)

Day : Tuesday

Date : October, 29th 2013

Time : 03.00 p.m

R: Researcher

C: Collaborator

R: Assalamu'alaikum ustadzah.. bisa minta waktunya sebentar?

C: Ya bisa

R: Menurut ustadzah bagaimana pembelajaran dengan metode CIRC tadi?

C: Anak-anak itu kadang belajar kelompok itu lebih fokus, mereka bisa sharing, yang tahu bisa memberi tahu yang tidak tahu, bisa saling membantu, lebih senang daripada mereka belajar sendiri. Tapi kadang dalam tiap kelompok itu juga tidak terlibat semua, kadang hanya yang cukup aktif dan pintar saja dan yang tidak begitu antusias cenderung tidak ikut bekerja dalam kelompok itu. Walaupun begitu, secara umum belajar dengan berkelompok dan saling kerja sama secara kooperatif itu sangat membantu anak-anak dalam belajar .

R: Apa di pelajaran tadi siswa sudah terlibat aktif?

C: Alhamdulillah sudah cukup sih, cuma mungkin karena belum banyak masuk ke materinya jadi hanya beberapa siswa saja yang terlihat aktif, yang pintar-pintar, sementara yang kurang antusias cenderung tidak aktif dalam kelompok.

R: apakah siswa sudah termotivasi untuk membaca teks Bahasa Inggris?

C: kalau saya lihat sudah mulai ini ya, sebagian siswa sudah mulai bisa memahami teks apalagi ketika teks itu dihubungkan dengan sesuatu yang menarik, mereka lebih ingin tahu teksnya itu isinya apa

R: Apakah sudah mulai meningkat kemampuan reading comprehension siswa setelah pelajaran dengan metode tadi?

C: sudah mulai ada, anak-anak sudah mulai bisa menganalisa teks secara keseluruhan dalam berbagai soal yang berkaitan dengan teks itu sendiri

R: menurut ustadzah apa sih kekurangan dari pembelajaran tadi

C: membiasakan anak untuk memahami teks secara keseluruhan, tidak per kata, yang penting intinya mereka sudah tahu isi teks itu tentang apa walaupun masih ada kata-kata yang belum mereka tahu artinya.

R: Ada saran ngga ustadzah untuk pembelajaran ke depan?

C: kalau berkelompoknya sih sudah cukup membantu ya, mungkin bisa ditambahkan dengan aktivitas-aktivitas yang kompetitif supaya anak-anak tidak cepat bosan dengan aktivitas membaca dan menjawab soal. Kalau dibuat kompetitif kan, nanti mereka lebih bersemangat. Mungkin bisa dengan satu teks saja kemudian dikreasikan dengan aktivitas yang menarik supaya mereka tidak bosan dengan banyak teks.

Interview 4 (with the students after meeting 1 of Cycle 1)

Day : Tuesday

Date : October, 29th 2013

Time : 03.15 p.m

R: Researcher

S: Student

Aqilla

Fadhillah

1. R: Assalamu'alaikum dek? Boleh minta waktunya sebentar?

S: Wa'alaikumsalam, oh ya.. boleh...

R: namanya siapa dek?

S: Vira

R: oh dek Vira, senang nggak dek dengan pelajaran tadi?

S: seneng

R: merasa terbantu nggak dengan belajar membaca seperti tadi?

S: ya, lumayan terbantu, jadi bisa paham isi teksnya

R: selama belajar memahami bacaan tadi, udah bisa memahami isi teks belum?

S: ya, sedikit-sedikit sudah bisa walaupun ada kata-kata sulit yang nggak tahu artinya apa

R: tapi tadi bisa paham instruksi saya kan?

S: bisa

R: ada saran nggak dek untuk pelajaran ke depan?

S: kalau bisa nonton film, games, dan nggak banyak ngerjain soal

R: Oke, makasih ya dek

S: Iya, sama-sama miss...

2. R: Halo dek, bisa minta waktunya sebentar?

S: ya, bisa

R: ini dengan dek siapa ya?

S: Atikah

R: Dek Atikah, tadi senang nggak dengan pelajarannya?

S: Lumayan miss... soalnya aku dapet bintang

R: oh, tapi tadi paham nggak isi teksnya apa?

S: iya, paham

R: merasa terbantu nggak dengan belajar seperti tadi?

S: iya, terbantu sekali

R: ada saran nggak untuk pelajaran selanjutnya?

S: nonton film atau games miss...

- R: Oh gitu, makasih ya dek udah mau diwawancara
 S: iya sama-sama....
3. R: Permissi dek, bisa minta waktunya sebentar?
 S: ya,
 R: maaf, ini dengan dek siapa ya?
 S: Aqilla
 R: De Aqilla, gimana menurut adek mengenai pelajaran dengan diskusi dan sharing di kelompok tadi?
 S: Biasa aja, terlalu banyak teks jadi bosen Miss, nonton film aja atau pakai lagu, tapi kalau berkelompoknya sih aku lebih suka daripada sendiri-sendiri.
 R: merasa terbantu nggak dengan belajar seperti tadi?
 S: biasa aja
 R: Oh gitu, makasih ya dek untuk waktunya...
 S: iya sama-sama....
4. R: Maaf dek, bisa wawancara sebentar?
 S: ya, bisa
 R: ini dengan dek siapa ya?
 S: Fadhillah
 R: Oke, De Dilla, tadi senang ngga dengan pelajarannya?
 S: ya lumayan
 R: oh, tapi tadi paham nggak isi teksnya apa?
 S: paham dikit-dikit
 R: merasa terbantu nggak dengan belajar seperti tadi?
 S: lumayan Miss
 R: ada saran nggak untuk pelajaran selanjutnya?
 S: games miss...
 R: Oke, makasih ya de udah mau diwawancara
 S: sama-sama Miss....

Interview 5 (with the collaborator after meeting 2 of Cycle 1)

Day : Wednesday

Date : October, 30th 2013

Time : 03.00 p.m

R: Researcher

C: Collaborator

- R: Bagaimana menurut ustadzah mengenai pembelajaran dengan CIRC tadi?
 C: Tadi karena dalam grup atau kelompok ya, sangat membantu bagi anak-anak untuk memahami teks, mereka jadi bisa saling melengkapi dan sharing dalam memahami teks dan mengerjakan soal terkait teks.
 R: Apakah tadi siswa sudah terlibat aktif selama pelajaran dan bisa memahami teks yang ada?
 C: Kalau menurut saya, tadi sebagian besar sudah bisa menjawab pertanyaan dan

memahami teks secara keseluruhan

- R: Nah, menurut ustadzah gimana tadi dengan teks-teks yang diberikan, apa yang kurang?
- C: Mungkin masih perlu ditingkatkan lagi terkait recount text –nya, misal seperti generic structure-nya, event-nya, dan sebagainya.
- R: Melihat pembelajaran tadi, ada saran nggak untuk pembelajaran ke depan?
- C: Kalau saya melihatnya sih ini ya, anak-anak perlu diajak lebih aktif lagi misal dalam bentuk pertanyaan kuis , aktivitas yang kompetitif, dibuat kayak cerdas cermat . anak-anak bisa lebih antusias. Kalau untuk teksnya , karena ini tentang personal experience, mungkin bisa divariasikan temanya misal horror atau fenomena-fenomena yang berkaitan dengan mereka sendiri sebagai remaja, misalnya bisa dalam bentuk nonton film.

Interview 6 (with the students after meeting 2 of Cycle 1)

Day : Wednesday

Date : October, 30th 2013

Time : 03.15 p.m

R: Researcher

S: Student

1. R: Maaf, ini dengan dek siapa ya?

S: Callista,

R: Mbak mau tanya-tanya boleh ya, menurut adek gimana pelajaran tadi? Senang nggak?

S: Lumayan senang

R: Tadi pas ngerjain tugas kelompok bisa nggak?

S: Bisa

R: Terus tadi paham nggak dengan instruksi yang mbak kasih?

S: Paham

R: Oh ya, metode yang tadi dipakai kan namanya cooperative integrated reading and composition, merasa terbantu nggak dalam memahami teks dengan seperti tadi?

S: Iya, terbantu

R: Terus tadi belajar apa aja? Vocabnya nambah nggak?

S: Belajar recount teks, iya tadi dapet banyak kata-kata baru Miss

R: Ada saran untuk ke depannya ngga?

S: Games aja Miss

R: Oke, makasih ya Dek...

S: iya Miss, sama-sama

2. R: Ini dek Tya ya? Miss mau tanya-tanya boleh ya?

S: Iya, boleh Miss

R: Gimana tadi pelajarannya? Senang nggak?

S: Ya lumayan senang

R: Bisa ngerjain nggak tadi tugas per kelompoknya?

S: Iya, bisa Miss, soal-soalnya gampang kok

R: Tadi paham dengan instruksi Miss kan?

S: Paham...

R: Oo gitu, terus tadi dengan belajar pakai metode kooperatif dengan berkelompok gitu merasa terbantu nggak untuk memahami teks?

S: Bisa jadi

R: Tadi apa aja yang didapet? Vocabnya nambah nggak?

S: Recount teks, heem tadi banyak vocab-vocab yang tadinya gak tahu artinya jadi tahu

R: Oke, Miss minta saran untuk ke depannya ya..

S: Nonton film aja Miss...

R: Makasih ya...

S: iya, sama-sama...

3. R: Permissi, ini dengan De siapa ya? Bisa minta waktunya sebentar?

S: Sabrina Miss, iya boleh banget...

R: Gimana tadi pelajarannya? Senang nggak?

S: lumayan senang tapi banyak soalnya...

R: Bisa ngerjain nggak tadi tugas per kelompoknya?

S: Ya bisa...

R: Tadi paham dengan instruksi mbak kan?

S: Paham...

R: Oo gitu, terus tadi dengan belajar pakai metode kooperatif dengan berkelompok gitu merasa terbantu nggak untuk memahami teks?

S: iya, terbantu

R: Tadi apa aja yang didapet? Vocabnya nambah nggak?

S: Recount teks, iya nambah banyak tadi

R: Ada saran untuk pekan depan ngga?

S: Jangan teks terus Miss,, nanti bosen....

R: Oh ya, nanti dipertimbangkan, makasih ya De...

S: sama-sama Miss

4. R: Ini De Amira ya? Bisa minta waktunya sebentar?

S: Boleh banget Miss,

R: Gimana tadi pelajarannya? Senang nggak?

S: Biasa aja,

R: Bisa ngerjain nggak tadi tugas per kelompoknya?

S: bisa...

R: Tadi paham dengan instruksi mbak kan?

S: heem paham...

R: Oo gitu, terus tadi dengan belajar pakai metode kooperatif dengan berkelompok gitu merasa terbantu nggak untuk memahami teks?

S: Bisa jadi

R: Tadi apa aja yang didapet? Vocabnya nambah nggak?

S: Recount teks, iya nambah...

R: Ada saran untuk pekan depan ngga?

S: Nonton aja Miss...

- R: Makasih ya De, udah mau diwawancara..
 S: sama-sama Miss..
 5. R: De Andiny, bisa minta waktunya sebentar?
 S: Bisa banget Miss,
 R: Gimana tadi pelajarannya? Senang nggak?
 S: lumayan seneng
 R: Bisa ngerjain nggak tadi tugas per kelompoknya?
 S: bisa...
 R: Tadi paham dengan instruksi mbak kan?
 S: iya paham...
 R: Oo gitu, terus tadi dengan belajar pakai metode kooperatif dengan berkelompok gitu merasa terbantu nggak untuk memahami teks?
 S: iya, cukup terbantu
 R: Tadi apa aja yang didapet? Vocabnya nambah nggak?
 S: Recount teks, iya jadi tahu banyak vocab...
 R: Ada saran untuk pekan depan ngga?
 S: Nonton Miss...
 R: Oke, nanti dipertimbangkan lagi, makasih ya De..
 S: Iya, sama-sama Miss

Interview 7 (with the collaborator after meeting 3 of Cycle 1)

Day : Wednesday

Date : November, 6th 2013

Time : 03.00 p.m

R: Researcher

C: Collaborator

- R: Assalamu'alaikum ustadzah, boleh minta waktunya sebentar untuk wawancara?
 C: Wa'alaikumsalam, oh ya silakan...
 R: Bagaimana menurut ustadzah dengan pembelajaran tadi, penerapan cooperative integrated reading and composition dalam bentuk games?
 C: Yang jelas mereka lebih antusias ya, lebih mau bekerjasama. Kalau seperti itu mereka lebih aktif, mau belajar dan lebih kooperatif.
 R: Apa tadi siswa sudah terlibat aktif selama pembelajaran?
 C: Jelas ya, kalau games mereka selalu aktif karena mereka senang. Karena itu lebih menarik, mereka lebih aktif karena sesuai dengan masa-masa mereka
 R: Apakah sudah mulai ada peningkatan pemahaman siswa dengan aktivitas membaca bergantian dan saling menebak tadi?
 C: Kalau menurut saya, lebih memahamkan mereka pada teks secara keseluruhan, generic structure dari teks. Menurut saya itu lebih memudahkan anak-anak untuk memahami teks karena mereka sudah tahu bagian-bagian dari teks terlebih dahulu. Seperti aktivitas tadi ya, mengurutkan bagian-bagian teks yang terpisah kan bisa memudahkan mereka untuk memahami seperti apa teks recount itu.
 R: Tadi kan para siswa membaca teks tanpa mencari arti kata-kata di dalam teks, nah

menurut ustadzah bagaimana? Apakah mereka bisa paham isi teks tanpa tahu arti dari kata-kata dalam teks itu?

- C: Kalau menurut saya, dari awal mereka membaca teks tanpa tahu arti-arti kata di dalam teks itu, mereka sudah bisa memahami teks secara keseluruhan. Mereka paham isinya walaupun nggak tahu arti dari kata-katanya. paling tidak mereka mencoba memahami tanpa tahu arti kata-kata di dalam teks itu. Apalagi ini teksnya recount yang berkaitan dengan experience jadi mereka bisa menebak isi teks itu walaupun ujungnya kurang tepat atau paling tidak mendekati
- R: Menurut ustadzah apa kekurangannya dari pembelajaran tadi?
- C: Mungkin dari anak-anaknya ya, kurang motivasi, tapi kalau dari teachernya ya sudah berusaha optimal menurut saya. Karena anak-anak itu memang masih suka main-main ya harus bersabar kalau sama mereka
- R: Ada saran nggak ustadzah untuk pelajaran ke depan?
- C: Mungkin yang sudah direncanakan tinggal diimprove aja, kalau anak-anak suka games ya coba dibuat games untuk membuat mereka tertarik. Karena memang anak-anak itu butuh sesuatu yang membuat mereka tertarik dulu setelah itu diantarkan ke belajarnya. Ya coba divariasikan lagi gamesnya.

Interview 8 (with the students after the third meeting of Cycle 1)

Day : Wednesday

Date : November, 6th 2013

Time : 03.15 p.m

R: Researcher

S: Students

1. R: Maaf dek mengganggu sebentar, ini dengan dek siapa ya?
 S: iya, Malwa
 R: Oh.. Dek Malwa, gimana menurut adek pelajaran reading tadi sambil main-main?
 S: Seneng..
 R: Terus, kalau belajar kayak tadi sambil main-main bisa memahami teks nggak? Bisa dijelaskan?
 S: Alhamdulillah bisa, karena kan lebih asik pake mainan-mainan
 R: Berarti seneng ya belajar berkelompok daripada sendirian?
 S: Iya, mending kelompok
 R: selama pelajaran tadi, paham nggak dengan penjelasan Miss Nisa?
 S: Paham
 R: Ada saran nggak untuk ke depannya?
 S: Nyanyi-nyanyi Miss, biar nggak bosan
 R: Oke, makasih ya...
 S: Sama-sama Miss..

2. R: Dek, Miss mau tanya-tanya bentar boleh ya? Ini dek siapa?
 S: Iya boleh, aku Sabrina
 R: Oh ya, dek Sabrina, menurut adek pelajaran tadi sambil main puzzle sama game yang lain itu gimana?

- S: Menyenangkan
 R: Terus tadi pas pelajaran bisa memahami teks nggak? Bisa dijelaskan?
 S: Iya, bisa soalnya asik, nggak kayak pelajaran biasanya
 R: Berarti seneng ya belajar berkelompok?
 S: Iya, berkelompok terus aja
 R: Paham nggak dengan instruksi yang saya berikan?
 S: Paham
 R: Ada saran nggak untuk ke depannya?
 S: Banyakin games aja Miss
 R: Makasih ya...
 S: Iya Miss..
3. R: Miss bisa minta waktunya sebentar de? Ini Dek Callista ya?
 S: Iya bisa Miss...
 R: Oh ya, menurut adek pelajaran tadi sambil main puzzle sama game yang lain itu gimana?
 S: Seneng banget, asik
 R: Terus tadi pas pelajaran bisa memahami teks nggak? Bisa dijelaskan?
 S: Asik, lebih cepet nyantol soalnya ada main-mainnya
 R: Berarti seneng ya belajar berkelompok?
 S: Ya seneng Miss..
 R: Paham nggak dengan instruksi yang saya berikan?
 S: Iya, paham kok
 R: Ada saran nggak untuk ke depannya?
 S: Kurang dikit lagi Miss, biar lebih enjoy lagi
 R: Makasih ya...
 S: Iya Miss..
4. R: Maaf Dek, mengganggu sebentar boleh? Ini dek siapa?
 S: Iya Miss, aku Amira
 R: dek Amira, menurut adek pelajaran tadi sambil main puzzle sama game yang lain itu gimana?
 S: Ya lumayan
 R: Terus tadi pas pelajaran bisa memahami teks nggak? Bisa dijelaskan?
 S: ya alhamdulillah bisa
 R: Berarti seneng ya belajar berkelompok?
 S: Heem Miss, lebih suka berkelompok
 R: Paham nggak dengan instruksi yang saya berikan?
 S: Alhamdulillah paham
 R: Ada saran nggak untuk ke depannya?
 S: Nonton film Miss
 R: Makasih ya...
 S: Iya Miss..
5. R: Dek, Miss mau tanya-tanya bentar boleh ya? Ini dek siapa?
 S: Iya boleh, aku Tya

R: Oke Dek Tya, menurut adek pelajaran tadi sambil main puzzle sama game yang lain itu gimana?

S: Very very senang

R: Terus tadi pas pelajaran bisa memahami teks nggak? Bisa dijelaskan?

S: Bisa soalnya nggak serius-serius banget jadi enak

R: Berarti senang ya belajar berkelompok?

S: Iya, soalnya kalau individu ngga enak, kalau kelompok kan bisa tanya-tanya temen

R: Paham nggak dengan instruksi yang saya berikan?

S: Paham

R: Ada saran nggak untuk ke depannya?

S: Nonton film sama nyanyi-nyanyi

R: Makasih ya...

S: Iya Miss..

6. R: Dek Firda, gimana menurut adek pelajaran dengan main-main tadi?

S: Ya, biasa aja, aku nggak dapet bintang jadi nggak seru...

R: lebih suka belajar berkelompok atau sendiri-sendiri?

S: Sendiri...

R: Terus tadi pas pelajaran bisa memahami teks nggak? Bisa dijelaskan?

S: Lumayan sulit soalnya teksnya panjang

R: Paham nggak dengan instruksi yang saya berikan?

S: Paham sih

R: Makasih ya dek atas waktunya..

S: Sama-sama Miss...

Interview 9 (with the collaborator after meeting 1 of Cycle 2)

Day : Tuesday

Date : November, 12th 2013

Time : 03.00 p.m

R: Researcher C: Collaborator

R: Bagaimana untuk pelajaran tadi Ustadzah?

C: Kalau menurut saya karena ada audio visual juga jadi semua tu bergerak, mereka jadi harus mengingat kosakata yang harus mereka pelajari dalam teks.

R: Apa selama pelajaran tadi kemampuan “reading comprehension” mereka sudah ada peningkatan?

C: Ya, kalau saya fikir dan saya lihat itu sudah cukup meningkat ya, apalagi tadi dibuat drama, anak-anaknya jadi lebih bisa mempraktekkan apa yang ada dalam teks

R: Tadi kan ada penerapan “competitive games” dalam kelompok, menurut ustadzah bagaimana?

C: Kalau kerja kelompok mereka kan mau nggak mau harus saling support satu sama lain ya, misal ada satu atau dua siswa dalam satu kelompok itu yang belum paham, kerja kelompok itu jadi membantu mereka untuk bisa paham dan mengikuti

pelajaran

- R: Tadi kan ada aktivitas menyusun kalimat-kalimat acak menjadi satu kesatuan teks yang utuh dalam kelompok, menurut ustadzah bagaimana?
- C: Kalau menurut saya cukup menarik ya bagi mereka, dari awal mereka penasaran dengan ceritanya, kemudian mereka tidak langsung dikasih tahu teksnya jadi bikin mereka antusias menyusun kalimat-kalimat itu menjadi teks. Ada semacam usaha dulu untuk mendapatkan jawaban, isi teksnya itu sebenarnya apa.
- R: Kalau begitu, terimakasih ya Ust atas waktunya
- C: Ya sama-sama

Interview 10 (with the students after meeting 1 of Cycle 2)

Day : Tuesday

Date : November, 12th 2013

Time : 03.20 p.m

1. R: Halo, ini dengan dek siapa ya? Maaf mengganggu sebentar ya...
 S: Amira, iya nggak papa
 R: Dek Amira, gimana menurut adek pelajaran menyusun kalimat tadi?
 S: Seru sih, walaupun agak bingung
 R: Setelah selesai menyusun kalimatnya tadi, udah paham belum isi ceritanya kayak apa? Apa yang dipahami dari teks tadi?
 S: Lumayan, iya ceritanya paham
 R: Berarti paham ya alur ceritanya seperti apa?
 S: Iya,
 R: Tadi kan metode cooperative di kelompok kan berbentuk competitive game, kayak lomba gitu, gimana menurut adek?
 S: Seneng

2. R: Dek Callista, gimana menurut adek pelajaran menyusun kalimat tadi?
 S: Asik banget
 R: Setelah selesai menyusun kalimatnya tadi, udah paham belum isi ceritanya kayak apa? Apa yang dipahami dari teks tadi?
 S: Paham, alurnya sama ceritanya
 R: Berarti paham ya alur ceritanya seperti apa?
 S: Iya,
 R: Tadi kan metode cooperative di kelompok kan berbentuk competitive game, kayak lomba gitu, gimana menurut adek?
 S: Seneng, kan bisa berlomba-lomba gitu, rebut-rebutan yang jadi juara

3. R: Dek Tya, gimana menurut adek pelajaran menyusun kalimat tadi?
 S: Enak Miss..
 R: Setelah selesai menyusun kalimatnya tadi, udah paham belum isi ceritanya kayak apa? Apa yang dipahami dari teks tadi?
 S: Ya lumayan, udah bisa ngerti alurnya

- R: Berarti paham ya alur ceritanya seperti apa?
 S: Iya dong
 R: Tadi kan metode cooperative di kelompok kan berbentuk competitive game, kayak lomba gitu, gimana menurut adek?
 S: Happy happy lah...
4. R: Dek Sabrina, gimana menurut adek pelajaran menyusun kalimat tadi?
 S: seru walaupun agak bingung
 R: Setelah selesai menyusun kalimatnya tadi, udah paham belum isi ceritanya kayak apa? Apa yang dipahami dari teks tadi?
 S: Pahamlah, jadi tahu itu teksnya tentang apa
 R: Berarti paham ya alur ceritanya seperti apa?
 S: Heem...
 R: Tadi kan metode cooperative di kelompok kan berbentuk competitive game, kayak lomba gitu, gimana menurut adek?
 S: Senenglah bisa ngrebutin jadi juara..
5. R: Dek Malwa, gimana menurut adek pelajaran menyusun kalimat tadi?
 S: Agak bingung sih tapi seru kok
 R: Setelah selesai menyusun kalimatnya tadi, udah paham belum isi ceritanya kayak apa? Apa yang dipahami dari teks tadi?
 S: Paham, iya jadi tau ceritanya...
 R: Berarti paham ya alur ceritanya seperti apa?
 S: Iya Miss
 R: Tadi kan metode cooperative di kelompok kan berbentuk competitive game, kayak lomba gitu, gimana menurut adek?
 S: Seneng seneng Miss..

Interview 11 (with the collaborator after meeting 2 of Cycle 2)

Day : Wednesday

Date : November, 13th 2013

Time : 03.00 p.m

R: Researcher

C: Collaborator

- R: Bagaimana menurut ustadzah pelajaran dengan CIRC tadi melalui memainkan drama?
- C: Menurut saya, mereka sudah bisa memahami teks ya, karena selain paham teksnya mereka juga mempraktekkannya. Mereka juga bisa mengingat kosakata-kosakata baru yang ada dalam teks dengan role-play drama itu.
- R: Kalau dengan memainkan drama tadi, siswa sudah mulai paham belum dengan jalan cerita dalam isi teks yang mereka mainkan?
- C: Ya, menurut saya sangat membantu karena drama itu kan sebagai bentuk pemahaman teks. Jadi menurut saya, mereka sudah cukup paham dengan teks yang dimainkan sendiri oleh mereka.

- R: Apa tadi siswa sudah terlibat aktif dalam diskusi kelompok dan praktek dramanya?
- C: Ya menurut saya sudah, karena mereka dalam kelompok ya, mereka dituntut keahamannya secara utuh, dan itu pun juga bisa membantu siswa yang kurang keahamannya, mereka jadi terbantu dengan kerjasama dalam kelompok
- R: Ada saran untuk ke depannya ngga ust?
- C: Karena ini reading, mungkin tidak sekedar membaca ya tapi dibuat lebih atraktif lagi agar siswa lebih aktif lagi dalam belajar. Mereka harus lebih aktif lagi dalam setiap pelajaran.

Interview 12 (with the students after meeting 2 of Cycle 2)

Day : Wednesday

Date : November, 13th 2013

Time : 03.20 p.m

R: Researcher

S: Students

1. R: Permisi, namanya siapa dek? Boleh mbak tanya-tanya?
 S: Salsa, Ok Miss...
 R: Oh, Salsa, gimana tadi seneng ngga belajar sambil main drama?
 S: Seneng banget....
 R: Tadi kan teksnya dipraktekkin dalam drama, jadi paham nggak isi teksnya?
 S: Iya paham Miss
 R: Pahamnya seperti apa?
 S: Kalau teksnya dipraktekkan kan jadi yang sebelumnya nggak tahu arti kata ini jadi tahu artinya to...
 R: Sampai pertemuan ini, kemampuan memahami teks adek gimana? Udah merasa bisa memahami teks bahasa Inggris belum?
 S: Ya bisa...
 R: Lebih suka belajar berkelompok atau sendiri-sendiri?
 S: kelompoklah...
 R: Ada saran untuk pelajaran ke depannya nggak?
 S: Belajar sambil games, kalau materi nanti ngebosenin

2. R: Maaf, namanya siapa dek? Mbak mau tanya-tanya pelajaran tadi boleh?
 S: Ganis, oh ya boleh banget Miss..
 R: Gimana tadi seneng ngga belajar sambil main drama?
 S: Seneng banget....
 R: Tadi kan teksnya dipraktekkin dalam drama, jadi paham nggak isi teksnya?
 S: Iya paham Miss...
 R: Pahamnya seperti apa?
 S: Pahamnya, jadi nambah pengetahuannya tentang teks dan vocab-vocabnya juga
 R: Sampai pertemuan ini, kemampuan memahami teks adek gimana? Udah merasa bisa memahami teks bahasa Inggris belum?
 S: Ya lumayan...

- R: Lebih suka belajar berkelompok atau sendiri-sendiri?
 S: kelompoklah...
- R: Ada saran nggak untuk ke depannya?
 S: Game aja terus Miss, biar seru...
3. R: Maaf, namanya siapa dek? Mbak mau tanya-tanya pelajaran tadi boleh?
 S: Della, oh ya boleh banget Miss..
 R: Gimana tadi seneng ngga belajar sambil main drama?
 S: Seneng banget....
 R: Tadi kan teksnya dipraktekkin dalam drama, jadi paham nggak isi teksnya?
 S: Iya paham Miss...
 R: Pahamnya seperti apa?
 S: Pahamnya, ya, jadi lebih banyak tahu arti kata-kata di teks itu tadi
 R: Sampai pertemuan ini, kemampuan memahami teks adek gimana? Udah merasa bisa memahami teks bahasa Inggris belum?
 S: Ya, sedikit lebih bisa dari sebelumnya
 R: Lebih suka belajar berkelompok atau sendiri-sendiri?
 S: kelompoklah...
 R: Ada saran untuk pelajaran ke depan Dek?
 S: pengennya belajar sambil games aja Miss...
4. R: Maaf, namanya siapa dek? Mbak mau tanya-tanya pelajaran tadi boleh?
 S: Meta, oh ya boleh banget Miss..
 R: Gimana tadi seneng ngga belajar sambil main drama?
 S: Seneng banget....
 R: Tadi kan teksnya dipraktekkin dalam drama, jadi paham nggak isi teksnya?
 S: Iya paham Miss...
 R: Pahamnya seperti apa?
 S: Kalau aku, tadinya nggak tahu arti kata-kata sulit jadi tahu
 R: Sampai pertemuan ini, kemampuan memahami teks adek gimana? Udah merasa bisa memahami teks bahasa Inggris belum?
 S: Ya lumayan bisa
 R: Lebih suka belajar berkelompok atau sendiri-sendiri?
 S: kelompoklah...
 R: Ada saran untuk ke depannya Dek?
 S: Dilanjutin aja gamesnya biar gak bosan
5. R: Maaf, namanya siapa dek? Mbak mau tanya-tanya pelajaran tadi boleh?
 S: Andiny, oh ya boleh banget Miss..
 R: Gimana tadi seneng ngga belajar sambil main drama?
 S: Seneng banget....
 R: Tadi kan teksnya dipraktekkin dalam drama, jadi paham nggak isi teksnya?
 S: Iya paham Miss...
 R: Pahamnya seperti apa?
 S: Jadi tahu kata-kata baru yang sebelumnya nggak tahu artinya

R: Sampai pertemuan ini, kemampuan memahami teks adek gimana? Udah merasa bisa memahami teks bahasa Inggris belum?

S: Alhamdulillah sedikit-sedikit bisa memahami

R: Lebih suka belajar berkelompok atau sendiri-sendiri?

S: Kelompoklah...

R: Menurut Diny, ke depannya enaknya gimana?

S: Materi sama games, biar asik dan bisa belajar juga

APPENDIX C

COURSE GRID

**IMPROVING READING COMPREHENSION ABILITY OF GRADE VIII STUDENTS OF SMP IT ABU BAKAR
YOGYAKARTA THROUGH THE USE OF COOPERATIVE INTEGRATED READING AND COMPOSITION IN THE
ACADEMIC YEAR OF 2013/2014**

COURSE GRID OF TEACHING READING COMPREHENSION

Cycle 1:

Standard Competency: Students understand the meaning of functional written text and short essays in the form of descriptive and recount text related to the social environment.

Basic Competency	Indicators	Learning Materials			Learning Activities (CIRC)	Tasks
		Texts	Vocabulary	Key structure		
Students are able to respond to the meaning and rhetoric steps found in short functional written texts in the form of recount.	▪ Recognizing the topic of the text ▪ Recognizing the meaning of unfamiliar words ▪ Finding some detail information in the text ▪ Recognizing the content of the story	Visiting Bali There were so many places to see in Bali that my friend decided to join the tours to see as much as possible.....	massage, lifeguard, relatives, seashore, directly, sailing, surfing, scenery, craft, carving away, stone, tired, sculpture	WH Questions: What+did+ Subject+Verb+...? Simple Past Tense S+V2+Object/Adverb Examples: - <i>What did the writer do on Kuta Beach?</i> - <i>I went to Mount Bromo.</i>	Procedure: • The teacher gives a text “My Holiday in Mount Bromo” to each groups • The teacher invites students to find unfamiliar words then guess the meaning • The teacher explains the content of the text (topic, characters, setting, and other detail information) • The teacher also explains how to find some information in the text. • The teacher asks students to read the text “Visiting Bali” in rotation for each paragraph, • The teacher gives “question card” to each groups. • Students are asked to discuss with their group in answering the questions on the	Group Tasks : - Topic - Characters - Settings - Meaning of unfamiliar words - Detail information - Inferences

					card • After finished, the teacher asks some groups to present their discussion result in front of the class • The teacher lets students to guess or predict the meaning of some unfamiliar words from the context • The teacher and students discuss together about the story and the answer of the questions about the topic, characters, the events, and the writer's feelings • The teacher gives a new text "My Holiday in Bali" then asks students to read it with their group • Students are asked to do some tasks related to the text (question card and another task) • Students share ideas related to the tasks with their group • Students guess the meaning of difficult word with their group then ask to the teacher if necessary.	
Students are able to respond to the meaning and rhetoric steps found in short functional	▪ Recognizing the topic of the text ▪ Recognizing the meaning of unfamiliar words correctly ▪ Finding out some detail	Scary Movie After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I	Frightful, scene, attacked, screaming, graveyard, familiar, behavior, laugh,	Simple Past Tense S+V2+Object/Adverb	Procedure: • The teacher play a short drama about recount text then asks them some questions related to the text • The teacher discuss the answer with students • Teacher invites students to play a game "Recount Puzzle"	Group Tasks : Topic Meaning of unfamiliar words Detail information

written texts in the form of recount.	information in the text ▪ Recognizing the text type and its function	got on to my bicycle. I pedalled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen.	frightened		• Teacher gives each groups one puzzle and asks them to arrange it well. The puzzles consist of two recount texts. • Teacher gives each groups question and answer on the different paper then asks them to match the question and the correct answer. Each groups has 2 questions and 2 answers • Then, teacher asks students to look for the related stories in the other groups. Because the puzzle will form two stories or recount texts, Scary Movie and A Surprised Coupon. • Teacher asks students to unite the eight puzzles become two puzzles (two texts) • Students read the text take turn each others. • Teacher asks some students to retell the stories in front of the class. • The teacher gives a new text “A Surprised Coupon” then asks students to read it with their group • Students are asked to do some tasks related to the text (question card and another task) • Students share ideas related to the tasks with their group • Students guess the meaning of difficult word with their group then ask to the teacher if necessary.	
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Cycle 2

Standard Competency: Students understand the meaning of functional written text and short essays in the form of descriptive and recount text related to the social environment.

Basic Competency	Indicators	Learning Materials			Learning Activities	Tasks
		Texts	Vocabulary	Key Structure		
Students are able to respond to the meaning and rhetoric steps found in short functional written texts in the form of recount.	- Recognizing the topic of the text - Recognizing the meaning of unfamiliar words correctly - Finding out some detail information in the text - Recognizing the text type and its function	I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party.....	Celebrate, party, arrived, embarrassed, mirror, pimple, forehead, head band	Simple Past Tense S+V2+Object/Adverb	Procedure: - Teacher explains the nature of recount text to the students. - Teacher gives examples of texts in the previous meeting. - Teacher invites students to play a game “Arrange the jumbled sentences” in their group - Students discuss together in arranging the sentences given - Teacher asks students to write their discussion result on the whiteboard - Teacher corrects the wrong arrangement. - Teacher gives reward to the fastest and the best order of sentences. - Teacher checks the comprehension of students by asking them “what does the text tell us?”	Group task in the form of arranging jumbled sentences to be a correct story
Students are able to respond to the meaning and rhetoric	- Recognizing the topic of the text - Recognizing the meaning of unfamiliar	Last Saturday I woke up early, but I didn’t get up	Shocked, hurry, receipt, tour, agency, expired,	Simple Past Tense S+V2+Object/Adverb	Procedure: - The teacher checks the students’ understanding for the text in the previous lesson. - The teacher invites students to play a	Group task through making drama of the text and practicing it in front of the class.

steps found in short functional written texts in the form of recount.	words correctly ▪ Finding out some detail information in the text ▪ Recognizing the text type and its function.	because there was no school. Suddenly, my telephone was rung. My friend, Fanny, called me.....	coupon, warmth		competitive game. The students should play a drama for a text in the third meeting. The teacher gives two texts that should be chosen. They are “Scary Movie” and “A Surprised Coupon”. • The teacher also explains the rules of the game. • The teacher gives time for students to discuss the drama concept. • The teacher observed the discussion in every group. • After the discussion finished, the teacher invited the students to practice the drama in front of the class. • The teacher pays attention to the drama and observes the active students. • Almost all groups present their drama performance after discussing cooperatively with their friends. • The teacher checks the students’ understanding about the text after they practice the drama of the story. • The students answer the teacher’s question by turns in each group.	
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APPENDIX D

LESSON PLANS

LESSON PLAN 1

School : SMP IT Abu Bakar Yogyakarta
Subject : English
Grade/Semester : VIII/1
Skill : Reading
Time Allocation : 4 x 40 minutes

A. Standard of Competence : 5. Students understand the meaning of functional written text and short essays in the form of descriptive and recount texts related to the social environment.

B. Basic Competency : 5.3 Students are able to respond to the meaning and rhetoric steps found in short functional written texts in the form of recount.

C. Learning Objectives : Students are expected to be able to respond the meaning found in some recount texts correctly

D. Indicators :

- Recognizing the topic of the text
- Recognizing the meaning of unfamiliar words
- Finding some detail information in the text
- Recognizing the content of the story

B. Learning Materials :

Recount texts (attached)

C. Method : *Cooperative Integrated Reading and Composition*

D. Teaching Procedure :

1. Pre-Teaching (5 minutes)

- The teacher greets the students, checks attendance and leads the prayer
- The teacher explains the rule of reading class on that day.
- The teacher divides students into groups, each group consists of 2 students

2. Main Teaching-Learning Activity

- The teacher gives apperception about “holiday” by asking students about their experience of holiday
- Students answer the questions related to their experience of “holiday”
- The teacher gives a text “My Holiday in Mount Bromo” to each groups
- The teacher invites students to find unfamiliar words first then guess the meaning of them through the context
- The teacher explains the content of the text (topic, characters, setting, and other detail information)
- The teacher also explains how to find some information in the text.
- The teacher gives the second text, “Visiting Bali”

- The teacher asks students to read aloud the text in rotation for each paragraph in their own group
- The teacher gives “question card” to each groups which consists of some questions related to topic, vocabulary, the detail information of the text, and inferences
- Students are asked to discuss with their group in answering the questions on the card
- After finished, the teacher asks some groups to present their discussion result in front of the class
- The teacher lets students to guess or predict the meaning of some unfamiliar words from the context
- The teacher and students discuss together about the story and the answer of the questions about the topic, characters, the events, and the writer’s feelings
- The teacher gives a new text “My Holiday in Bali” then asks students to read it with their group
- Students are asked to do some tasks related to the text (question card and another task)
- Students share ideas related to the tasks with their group
- Students guess the meaning of difficult word with their group then ask to the teacher if necessary

3. Post-Teaching (5 minutes)

- The teacher checks for the students’ understanding.
- The teacher conducts a reflection.
- The teacher says goodbye.

E. Media

- Pictures
- Question Card
- Recount texts

F. Learning Sources

- English in Focus for Grade VIII by Artono Wardiman
- Scaffolding, English for Junior High School by Joko Priyana

G. Assessments

The teacher assesses based on the answer of the question card by the groups with the criteria as followed :

No.	Scoring Scheme	Score
1.	complete information, appropriate information and understandable	4
2.	some information, less appropriate information, understandable	3
3.	limited information, less appropriate information, difficult to be understood	2

4.	limited information, no appropriate information, difficult to be understood	1
5.	no answer	0

LEARNING MATERIALS

TOPIC : HOLIDAY

Text 1

My Holiday in Mount Bromo

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

QUESTION CARD

Topic	
Unfamiliar Words	
Characters	
Settings	Place : Time :
Activities	1. 2. 3. 4.

Feelings of the writer	1. 2. 3.
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Text 2

Visiting Bali

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agencies and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The streets are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There, my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to Mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surfboarding every day. He was quite satisfied.

Text 3

My Holiday in Bali

Last holiday my family went to Bali to have a picnic. We went there by plane. We were in Bali for six days, so we had to stay in a hotel because we didn't have any relatives there. We stayed in Bali Beach Hotel near Sanur Beach.

When we came to the hotel, we didn't come to our room directly, but we had to check in first. We were received by the receptionists who were friendly and kind, and then we were helped by a room boy who took us to our rooms.

On the second day, we visited Sanur Beach. We just took a walk, because the beach is in the front of the hotel. We walked along the seashore and played water and sand. Actually we wanted to swim in the beach but the lifeguard didn't allow us.

Besides doing many activities we also watched some foreign tourists'

activities. Some tourists were lying on the beach, while others were having massage or surfing.

When we felt tired, we took a rest to have some meals and drinks. And at 2 p.m we went to the hotel. It was tiring but we were happy.

Adapted from : *English in Focus for Grade VIII*

Tasks

A. Put a tick (✓) for the statements which are correct and stated in the story.

Statements	Put a tick or not
The writer and his family were in Bali during a week	
They went to Bali by plane	
They visited Sanur Beach on the second day	
Some tourists swam and played water	
The writer felt happy although it was exhausting	
They like stayed in Bali Beach Hotel because it was beautiful	

B. Complete the following sentences with the words in the box

1. We had to stay in a hotel because we didn't have any
2. When we arrived at the hotel, we didn't come to our room
3. We walked along the and played water together.
4. The didn't allow us to swim.
5. There were foreign tourists lying on the beach and having

Massage	Lifeguard	seashore
Directly	Relatives	

1. What did the writer's friend do on Kuta Beach?	.....
2. Why did they return to Kuta very late?	.....
3. Where did they see the art of the island?	.....
4. Where did they spend their time beside the two tours?	.....
5. How was their feeling during the holiday?	.....

Yogyakarta, 23 Oktober 2013

Teacher,


Arina Rosyida, S.Pd

Student,


Choirunisa

LESSON PLAN 2

School	: SMP IT Abu Bakar Yogyakarta
Subject	: English
Grade/Semester	: VIII/1
Skill	: Reading
Time Allocation	: 3 x 40 minutes

A. Standard of Competence : 5. Students understand the meaning of functional written text and short essays in the form of descriptive and recount texts related to the social environment.

B. Basic Competency : 5.3 Students are able to respond to the meaning and rhetoric steps found in short functional written texts formed recount.

C. Learning Objectives : Students are expected to be able to respond the meaning in some recount texts given appropriately.

D. Indicators :

- a. Finding the topic of the text
- b. Finding the meaning of unfamiliar words correctly
- c. Finding out some detail information in the text
- d. Recognizing the text type and its function

E. Learning Materials : Recount texts (attached)

F. Method : *Cooperative Integrated Reading and Composition*

G. Teaching Procedure :

1. Pre-Teaching (5 minutes)

- The teacher greets the students, checks attendance and leads the prayer

2. Main Teaching-Learning Activity

- The teacher play a short drama about recount text then asks them some questions related to the text
- The teacher discuss the answer with students
- Teacher invites students to play a game “Recount Puzzle”
- Teacher gives each groups one puzzle and asks them to arrange it well. The puzzles consist of two recount texts.
- Teacher gives each groups question and answer on the different paper then asks them to match the question and the correct answer. Each groups has 2 questions and 2 answers
- Then, teacher asks students to look for the related stories in the other groups. Because the puzzle will form two stories or recount texts, Scary Movie and A Surprised Coupon.
- Teacher asks students to unite the eight puzzles become two puzzles (two texts)
- Students read the text take turn each others.

- Teacher asks some students to retell the stories in front of the class.
- The teacher gives a new text “A Surprised Coupon” then asks students to read it with their group
- Students are asked to do some tasks related to the text (question card and another task)
- Students share ideas related to the tasks with their group
- Students guess the meaning of difficult word with their group then ask to the teacher if necessary

3. Post-Teaching (5 minutes)

- The teacher checks for the students’ understanding.
- The teacher conducts a reflection.
- The teacher says goodbye.

H. Media

- Recount Texts
- Puzzle
- Question Card

I. Learning Sources

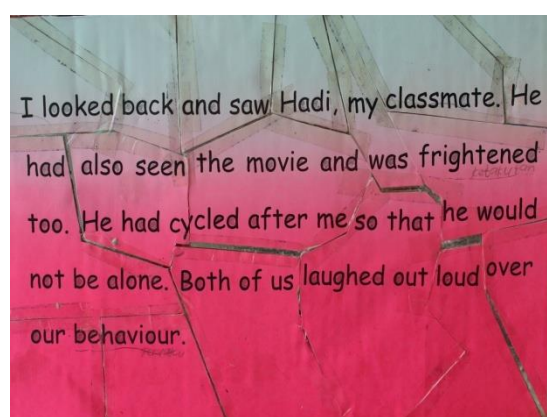
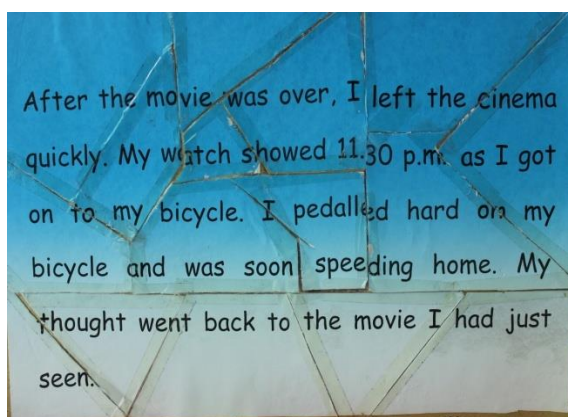
- English in Focus for Grade VIII by ArtonoWardiman
- Scaffolding, English for Junior High School by JokoPriyana

J. Assessments

The teacher assesses based on the answer of the question card by the groups with the criteria as followed :

No.	Scoring Scheme	Score
1.	complete information, appropriate information and understandable	4
2.	some information, less appropriate information, understandable	3
3.	limited information, less appropriate information, difficult to be understood	2
4.	limited information, no appropriate information, difficult to be understood	1
5.	no answer	0

LEARNING MATERIALS



Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked to see, it was a receipt of a four-night tour to Lombok!! The expired date was that day.

It was a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it. The road was dark and quiet. I had to pass a graveyard on the way home.

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. My friend, Fanny, called me, she asked me to go out at 10.00 o'clock. She wanted to buy something in a traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four-night tour to Lombok!! The expired date was that day. Surprisingly, the name was Fanny Fenita and the birth date was exactly the same as Fanny, my friend had. It was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in a hurry to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

Adapted from: English in Focus for Grade VIII

Text 2

Scary Movie

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my bicycle. I pedalled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow that

frightful scene stayed in my mind and I could not forget it.

The road was dark and quiet. I had to pass a graveyard on the way home. As I approached the graveyard, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he would not be alone. Both of us laughed out loud over our behaviour.

Adapted from : English in Focus for Grade VIII

TASK

Text 1 (A Surprised Coupon)

Paragraph 1

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

Question: The writer didn't get up because

Optional answers:

- a. the telephone was rung
- b. the day was a holiday
- c. Fanny came to her house

Paragraph 2

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked to see, it was a receipt of a four-night tour to Lombok!! The expired date was that day.

Question: The writer and Fanny were shocked to see the coupon because ...

Optional answers:

- a. It was a receipt of tour to Lombok and the expired date was that day.
- b. It was a pink coupon
- c. It was in the street.

Paragraph 3

To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us. We were in a hurry to the address of the tour agency that issued the coupon.

Question: The name of the coupon was ...

Optional answers:

- a. the name of my friend
- b. valid for two persons
- c. Fanny Fenita

Paragraph 4

The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the “gift” happily. We also bought some presents for our family and friends.

Question: What did they do on the Senggigi Beach?

Optional answers:

- a. They enjoyed the holiday.
- b. They lied in the warmth sun.
- c. They bought food and drink.

Text 2 (Scary Movie)

Paragraph 1

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my bicycle. I pedalled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen.

Question: After the movie was over, the writer

Optional answers:

- a. watched the movie again
- b. left the cinema quickly and was soon speeding home
- c. went back to the cinema

Paragraph 2

It was a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it.

Question: A woman was screaming when

Optional answers:

- a. She was remembering about the scary movie.
- b. The frightful scene stayed in her mind
- c. She was being attacked by a monster

Paragraph 3

The road was dark and quiet. I had to pass a graveyard on the way home. As I approached the graveyard, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then I heard a familiar voice calling me.

Question: The writer began to cycle faster because...

Optional answers:

- a. The writer was afraid of some sounds behind.
- b. The road was dark and quiet.
- c. The sound came nearer and nearer.

Paragraph 4

I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he would not be alone. Both of us laughed out loud over our behaviour.

Question: Why did Hadi feel afraid?

Optional answers:

- a. He is a classmate.
- b. He had seen the movie.
- c. He was alone.

Teacher,



Arina Rosyida, S.Pd

Yogyakarta, 6 November 2013

Student,



Choirunisa

LESSON PLAN 3

School	: SMP IT Abu Bakar Yogyakarta
Subject	: English
Grade/Semester	: VIII/1
Skill	: Reading
Time Allocation	: 1x40 minutes

A. Standard of Competence : 5. Students understand the meaning of functional written text and short essays in the form of descriptive and recount texts related to the social environment.

B. Basic Competency : 5.3 Students are able to respond to the meaning and rhetoric steps found in short functional written texts formed recount.

C. Learning Objectives : Students are expected to be able to respond the meaning in some recount texts given appropriately.

D. Indicators :

- Recognizing the topic of the text
- Recognizing the meaning of unfamiliar words correctly
- Finding out some detail information in the text
- Recognizing the text type and its function

B. Learning Materials :

Recount texts (attached)

C. Method : *Cooperative Integrated Reading and Composition*

D. Teaching Procedure :

4. Pre-Teaching (5 minutes)

- The teacher greets the students, checks attendance and leads the prayer

5. Main Teaching-Learning Activity

- › Teacher explains the nature of recount text to the students
- › Teacher gives examples of texts in the previous meeting
- › Teacher invites students to play a game “Arrange the jumbled sentences” in their group
- › Students discuss together in arranging the sentences given
- › Teacher asks students to write their discussion result on the whiteboard
- › Teacher corrects the wrong arrangement
- › Teacher gives reward to the fastest and the best order of sentences
- › Teacher checks the comprehension of students by asking them “what does the text tell us?”

6. Post-Teaching (5 minutes)

- The teacher checks for the students’ understanding.
- The teacher conducts a reflection.

- The teacher says goodbye.

E. Media

- Recount Texts

F. Learning Sources

- English in Focus for Grade VIII by ArtonoWardiman
- Scaffolding, English for Junior High School by JokoPriyana

G. Assessments

The teacher assesses based on the answer of the question card by the groups with the criteria as followed :

No.	Scoring Scheme	Score
1.	complete information, appropriate information and understandable	4
2.	some information, less appropriate information, understandable	3
3.	limited information, less appropriate information, difficult to be understood	2
4.	limited information, no appropriate information, difficult to be understood	1
5.	no answer	0

	Paragraph 1
1.	I had just celebrated my 15 th birthday yesterday.
2.	When I woke up this morning, I felt very happy about the party.
3.	I had a bad experience this morning.
4.	The party was very good.
	Paragraph 2
5.	When I arrived at school and entered my classroom, everybody was looking at me.
6.	I got on with my usual morning activities and went to school.
7.	I wondered, "Why are they looking at me?"
	Paragraph 3
8.	My classmates were laughing at me because I looked like an Indian actress.
9.	I didn't think about it much, so I sat in my usual chair.
10.	I had never had pimple before, so the whole day I had to cover my forehead with a head band.
11.	I looked to the mirror to find out why.
12.	They were pointing at my face.
13.	I was surprised to see a big red pimple on my forehead.
14.	There was a mirror there.
15.	I felt very embarrassed so I ran to the rest room.

- | | |
|-----|--|
| 16. | Suddenly, all of my friends were laughing. |
|-----|--|

LEARNING MATERIALS

I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party.

I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, “Why are they looking at me?”

I didn’t think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band.

Characteristics of Recount Text

- A recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.
- Orientation tells who was involved, what happened, where the events took place, and when it happened.
Example : *Last night, I read an article about adolescence in a magazine.*
- Events (event 1 and 2) tell what happened and in what sequence.
Example : *After I finished reading the article, I remembered my own adolescence; To divert my emotions, I took many extracurricular activities.*
- Reorientation consists of optional-closure of events/ending.
Example : *I was able to control my emotions and to have a place where I could express my creativity in positive ways.*
- The features are including Who? Where? When? Why?, noun or pronoun, and past tense.
Examples: I, at home, last night, a magazine, I took....

A Surprised Coupon

Orientation

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. My friend, Fanny, called me, she asked me to go out at 10.00 o'clock. She wanted to buy something in a traditional market.

Events

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked to see, it was a receipt of a four-night tour to

Lombok!! The expired date was that day. Surprisingly, the name was Fanny Fenita and the birth date was exactly the same as Fanny, my friend, had. It was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

Reorientation

We were in a hurry to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

Scary Movie

Orientation

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my bicycle. I pedalled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it.

Events

The road was dark and quiet. I had to pass a graveyard on the way home. As I approached the graveyard, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then I heard a familiar voice calling me.

Reorientation

I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he would not be alone. Both of us laughed out loud over our behaviour.

Sentence	Synonym	Meaning
He was frightened too.	afraid, scared, fearful	takut
The frightful scene stayed in my mind.	scary, dreadful, fearsome, horrible	menakutkan/menyeramkan
It was very exhausting .	tiring	melelahkan
We were in a hurry to the tour agency.	in rush	terburu-buru
I felt very embarrassed .	shy, uncomfortable	malu
She is looking forward to an exciting future	happy, pleasant, glad	menyenangkan

Yogyakarta, 11 November 2013

Teacher,



Arina Rosyida, S.Pd

Student,



Choirunisa

LESSON PLAN 4

School	: SMP IT Abu Bakar Yogyakarta
Subject	: English
Grade/Semester	: VIII/1
Skill	: Reading
Time Allocation	: 3 x 40 minutes

E. Standard of Competence : 5. Students understand the meaning of functional written text and short essays in the form of descriptive and recount texts related to the social environment.

F. Basic Competency : 5.3 Students are able to respond to the meaning and rhetoric steps found in short functional written texts formed recount.

G. Learning Objectives : Students are expected to be able to respond the meaning in some recount texts given appropriately.

H. Indicators :

- Recognizing the topic of the text
- Recognizing the meaning of unfamiliar words correctly
- Finding out some detail information in the text
- Recognizing the text type and its function

H. Learning Materials :

Recount texts (attached)

I. Method : *Cooperative Integrated Reading and Composition*

J. Teaching Procedures :

7. Pre-Teaching (5 minutes)

- The teacher greets the students, checks attendance and leads the prayer

8. Main Teaching-Learning Activity

- The teacher checks the students' understanding for the text in the previous lesson.
- The teacher invites students to play a competitive game. The students should play a drama for a text in the third meeting. The teacher gives two texts that should be chosen. They are "Scary Movie" and "A Surprised Coupon".
- The teacher also explains the rules of the game.
- The teacher gives time for students to discuss the drama concept.
- The teacher observed the discussion in every group.
- After the discussion finished, the teacher invited the students to practice the drama in front of the class.
- The teacher pays attention to the drama and observes the active students.
- Almost all groups present their drama performance after discussing cooperatively with their friends.
- The teacher checks the students' understanding about the text after they practice the drama of the story.
- The students answer the teacher's question by turns in each group.

9. Post-Teaching (5 minutes)

- The teacher checks for the students' understanding.
- The teacher conducts a reflection.
- The teacher says goodbye.

K. Media

- Recount Texts

L. Learning Sources

- English in Focus for Grade VIII by Artono Wardiman
- Scaffolding, English for Junior High School by Joko Priyana

M. Assessments

The teacher assesses based on the answer of the question card by the groups with the criteria as followed :

No.	Scoring Scheme	Score
1.	complete information, appropriate information and understandable	4
2.	some information, less appropriate information, understandable	3
3.	limited information, less appropriate information, difficult to be understood	2
4.	limited information, no appropriate information, difficult to be understood	1
5.	no answer	0

LEARNING MATERIALS**Text 1**

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. My friend, Fanny, called me, she asked me to go out at 10.00 o'clock. She wanted to buy something in a traditional market. Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four-night tour to Lombok!! The expired date was that day. Surprisingly, the name was Fanny Fenita and the birth date was exactly the same as Fanny, my friend had. It was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in a hurry to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

Adapted from: English in Focus for Grade VIII

Text 2**Scary Movie**

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my bicycle. I pedalled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it.

The road was dark and quiet. I had to pass a graveyard on the way home. As I approached the graveyard, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he would not be alone. Both of us laughed out loud over our behaviour.

Adapted from : English in Focus for Grade VIII

Yogyakarta, 12 November 2013

Teacher,



Arina Rosyida, S.Pd

Student,



Choirunisa

APPENDIX E

READING TASKS

4

10

50

1. What did the writer's friend do on Kuta Beach?
He spent the first three days swimming and surfing on Kuta beach.
2. Why did they return to Kuta very late?
Then they returned very late in the evening to Kuta. 0
3. Where did they see the art of the island?
They see the art of the island in Batubulan, a centre of stone sculpture. 2
4. Where did they spend their time beside the two tours?
They spend their time beside the two tours is visited some tour agencies. 0
5. How was their feeling during the holiday?
Their feeling during the holiday was quite satisfied. 4

by: Lily (Syifa, Marwah, Rafa, Fidela)

LOTUS

13

5
5

(65)

1. What did the writer's friend do on Kuta Beach?
The writer's friend do swimming and surfing. 4
2. Why did they return to Kuta very late?
because The streets are lined with trees and there are many old dutch houses. 1
3. Where did they see the art of the island?
they see the art of the island in Ubud. 4
4. Where did they spend their time beside the two tours?
The first one was to Singaraja, the second was to Ubud. 4 0
5. How was their feeling during the holiday?
They are feeling was quite satisfied, very quickly and tired, glad. 4

ORCID

13 65

1. What did the writer's friend do on Kuta Beach?

Swimming & Surfing.

2. Why did they return to Kuta very late?

Because the streets are lined with trees and there are many ^{old} Dutch houses

3. Where did they see the art of the island?

Ubud.

4. Where did they spend their time beside the two tours?

The first tour to Singaraja, the second tour to Ubud.

5. How was their feeling during the holiday?

Satisfied.

1. What did the writer's friend do on Kuta Beach?

They swam and surfed.

2. Why did they return to Kuta very late?

Because Singaraja is a busy town

3. Where did they see the art of the island?

Ubud

4. Where did they spend their time beside the two tours?

They spent it on the beach

5. How was their feeling during the holiday?

They were satisfied

1. What did the writer's friend do on Kuta Beach?

He spent the first three days swimming and surfing on Kuta Beach. He visited some tour agencies and selected two

2. Why did they return to Kuta very late?

because they come to Kuta in the evening evening 2

3. Where did they see the art of the island?

At Babutan, At Celuk. 1

4. Where did they spend their time beside the two tours?

be on Kuta beach 4

5. How was their feeling during the holiday?

happy 1

1. What did the writer's friend do on Kuta Beach?

Swimming and surfing. 4

2. Why did they return to Kuta very late?

The streets are lined with the trees and there are many old Dutch houses 1

3. Where did they see the art of the island?

Ubud 4

4. Where did they spend their time beside the two tours?

Singaraja, Ubud 0

5. How was their feeling during the holiday?

Satisfied 4

1. What did the writer's friend do on Kuta Beach?
..... he spent the first three days swimming and surfing. 😊
2. Why did they return to Kuta very late?
..... because they too long in Singaraja 😊
3. Where did they see the art of the island?
..... UBUD 😊
4. Where did they spend their time beside the two tours?
..... on the beach. 😊
5. How was their feeling during the holiday?
..... ~~they~~ ~~be~~ satisfied. 😊

*miss part emot bare dumbah nilar. :)

TOUR

1. What did the writer's friend do on Kuta Beach?
..... swimming, surfing, lunch, all
2. Why did they return to Kuta very late?
..... The streets are lined with trees and there are many old dutch house.
3. Where did they see the art of the island?
..... ubud
4. Where did they spend their time beside the two tours?
..... on the beach.
5. How was their feeling during the holiday?
..... glad, all

Name : Ishmah A
Ishmah A.

157

Reading Tasks

A. Put a tick (✓) for the statements which are correct and stated in the story.

Statements	Put a tick or not
The writer and his family were in Bali during a week	X
They went to Bali by plane	✓
They visited Sanur Beach on the second day	✓
Some tourists swam and played water	X
The writer felt happy although it was exhausting	✓
They like stayed in Bali Beach Hotel because it was beautiful	X

B. Complete the following sentences with the words in the box

1. We had to stay in a hotel because we didn't have any relatives
2. When we arrived at the hotel, we didn't come to our room directly
3. We walked along the seashore and played water together.
4. The lifeguard didn't allow us to swim.
5. There were foreign tourists lying on the beach and having massage

massage	lifeguard	seashore
directly	relatives	

Name : F.I.K.R.I.Y.A.H.U.S.N.A.I.N.A.Y.A.H.

VIII H / 16.

158

Reading Tasks

A. Put a tick (✓) for the statements which are correct and stated in the story.

Statements	Put a tick or not
The writer and his family were in Bali during a week	X
They went to Bali by plane	✓
They visited Sanur Beach on the second day	✓
Some tourists swam and played water	X
The writer felt happy although it was exhausting	✓
They like stayed in Bali Beach Hotel because it was beautiful	X

B. Complete the following sentences with the words in the box

1. We had to stay in a hotel because we didn't have any *relatives*
2. When we arrived at the hotel, we didn't come to our room *directly*
3. We walked along the and played water together. *seashore*
4. The didn't allow us to swim. *lifeguard*
5. There were foreign tourists lying on the beach and having *massage*

massage	lifeguard	seashore
directly	relatives	

APPENDIX F

OBSERVATION SHEETS

OBSERVATION SHEET

Cycle 1

Meeting :1&2

Date :October, 29th & 30th, 2013

Topic :Holiday

Put a tick on the column “YES” if the activities exist and “NO” if the activities do not exist during the lesson.

NO.	ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
1.	Teacher asks students about their holiday experience	√		
2.	Teacher shows a video of recount text about birthday party	√		
3.	Teacher invite students to read and understand the story in the video	√		
4.	Teacher relate the story and the students' holiday experience with the goals of the lesson that day	√		
5.	The teacher gives a text “My Holiday in Mount Bromo” to students and asks them to read it in pairs	√		
6.	The teacher invites students to find unfamiliar words first then guess the meaning of them through the context	√		
7.	The teacher explains the content of the text (topic, characters, setting, and other detail information)	√		
8.	The teacher also explains how to find some information in the text.	√		
9.	Teacher gives “star” as a reward for students who are active during the lesson	√		
10.	Teacher divides students into eight groups, each groups consist of four students	√		
11.	The teacher gives the second text, “Visiting Bali”	√		
12.	The teacher asks students to read aloud the text in rotation for each paragraph in their own group	√		
13.	The teacher gives “question card” to each	√		

	groups which consists of some questions related to topic, vocabularies, the detail information of the text, and inferences.			
14.	Teacher asks students to discuss with their group in answering the questions on the card	√		
15.	Teacher asks some groups to present their discussion result in front of the class	√		
16.	Teacher gives a reward to the group who present in front of the class	√		
17.	The teacher lets students to guess or predict the meaning of some unfamiliar words from the context	√		
18.	The teacher and students discuss together about the story and the answer of the questions about the topic, characters, the events, and the writer's feelings	√		
19.	The teacher gives a new text "My Holiday in Bali" then asks students to read it with their group	√		
20.	Teacher asks students to do some tasks related to the text (question card and another task)	√		
21.	Students share ideas related to the tasks with their group	√		
22.	Students guess the meaning of unfamiliar words with their group then ask to the teacher if necessary	√		
23.	Teacher and students discuss together about the meaning of unfamiliar words	√		
24.	Students participate actively during the lesson	√		

OBSERVATION SHEET

Cycle 1

Meeting : 3

Date : November, 6th2013

Topic : Unforgettable Experience

Put a tick on the column “YES” if the activities exist and “NO” if the activities do not exist during the lesson.

NO.	ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
1.	Teacher invites students to play a game “Recount Puzzle”	√		
2.	Teacher explains the rule of the game	√		
3.	Teacher gives each groups one puzzle and asks them to arrange it well. The puzzles consist of two recount texts.	√		
4.	Teacher gives each groups question and answer on the different paper then asks them to match the question and the correct answer.	√		
5.	Then, teacher asks students to look for the related stories in the other groups. Because the puzzle will form two stories or recount texts, Scary Movie and A Surprised Coupon.	√		
6.	Teacher asks students to unite the eight puzzles become two puzzles (two texts)	√		
7.	Students read the text take turn each others.	√		
8.	Teacher asks each group to retell their own paragraph in front of the class.	√		

OBSERVATION SHEET

Cycle 2

Meeting : 4

Date : November, 12th2013

Topic : Unforgettable Experience

Put a tick on the column “YES” if the activities exist and “NO” if the activities do not exist during the lesson.

NO.	ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
1.	Teacher explains the nature of recount text to students	√		
2.	Teacher gives examples of texts	√		
3.	Teacher invites students to play a game “Arrange the jumbled sentences” in their group	√		
4.	Students discuss together in arranging the sentences given	√		
5.	Teacher asks students to write their discussion result on the whiteboard	√		
6.	Teacher corrects the wrong arrangement	√		
7.	Teacher gives reward to the fastest and the best order of sentences	√		
8.	Teacher checks the comprehension of students by asking them “what does the text tell us?”	√		
9.	Students answers some questions given by the teacher	√		

OBSERVATION SHEET

Cycle 2

Meeting : 5

Date : November, 13th 2013

Topic : Unforgettable Experience

Put a tick on the column “YES” if the activities exist and “NO” if the activities do not exist during the lesson.

NO.	ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
1.	Teacher asks students about the lesson yesterday.	√		
2.	Teacher invites students to play a drama from the three texts given before. A surprised coupon, Scary Movie, Birthday Party	√		
3.	Students discuss the drama they will play in their own group	√		
4.	Teacher observes the discussion	√		
5.	Students play the drama in a group take turns each other	√		
6.	Teacher gives reward to the best group in the drama (three groups)	√		
7.	Students are enthusiastic during the lesson	√		
8.	Teacher reminds students about recount text	√		
9.	Teacher gives reading comprehension task to all students	√		
10.	Students discuss the task together in their each group	√		
11.	Teacher and students discuss the task at the end of the lesson	√		

APPENDIX G

READING

COMPREHENSION TEST

**BLUEPRINT OF READING COMPREHENSION PRE-TEST AND
POST TEST**

No.	Topic Areas	Item Number	Total
1.	Topic	1, 6, 17, 31	4
2.	Vocabulary	5, 9, 21, 25, 30	5
3.	Interpreting reference	15, 20, 33, 39	4
4.	Detail information	2, 3, 4, 7, 8, 11, 12, 13, 14, 18, 19, 22, 23, 24, 26, 28, 29, 32, 37, 40	20
5.	Making inferences	10, 16, 27, 34	4
6.	Recount Text Features	26, 35, 38	3

ANSWER KEY

1. D	11. C	21. C	31. B
2. A	12. C	22. B	32. B
3. B	13. B	23. B	33. B
4. C	14. B	24. C	34. C
5. A	15. D	25. D	35. D
6. C	16. D	26. A	36. C
7. B	17. C	27. A	37. A
8. B	18. C	28. B	38. A
9. A	19. B	29. A	39. C
10. B	20. D	30. D	40. D

Total Answers

A= 8

B= 13

C= 11

D= 8

PRE-TEST AND POST TEST OF READING COMPREHENSION

School : SMP IT Abu Bakar Yogyakarta

Grade : VIII

Duration : 80 minutes

Read the text carefully then choose the correct answer for each question.

My Holiday

Last holiday my family went to Bali to have a picnic. We went there by plane. We were in Bali for six days, so we had to stay in a hotel because we didn't have any relatives there. We stayed in Bali Beach Hotel near Sanur Beach.

When we came to the hotel, we didn't come to our room directly, but we had to check in first. We were received by the receptionists who were friendly and kind, and then we were helped by a room boy who took us to our rooms.

On the second day, we visited Sanur Beach. We just took a walk, because the beach is in the front of the hotel. We walked along the seashore and played water and sand. Actually we wanted to swim in the beach but the lifeguard didn't allow us.

Besides doing many activities we also watched some foreign tourists' activities. Some tourists were lying on the beach, while others were having massage or surfing.

When we felt tired, we took a rest to have some meals and drinks. And at 2 p.m we went to the hotel. It was tiring but we were happy.

Adapted from : *English in Focus for Grade VIII*

1. What is the text about?
 - A. Visiting Sanur Beach
 - B. Holiday in Bali Beach Hotel
 - C. Nice trip to the beach
 - D. Having a picnic to Bali
2. How long were they in Bali?
 - A. 6 days
 - B. 7 days
 - C. 6 weeks
 - D. 4 days

3. Why did they stay in Bali Beach Hotel?
- A. Because they like staying at the hotel
 - B. Because they had no families in Bali
 - C. Because the hotel's cost is not expensive
 - D. Because their relatives stayed at the hotel
4. What did they do at the beach?
- A. They swam and surfed.
 - B. They lied on the beach and had massage.
 - C. They walked along and played sands.
 - D. They enjoyed sunset.
5. What does it mean by “tiring” in the last paragraph?
- A. Exhausting
 - B. Exciting
 - C. Pleasant
 - D. Boring

Scary Movie

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my bicycle. I pedalled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it.

The road was dark and quiet. I had to pass a graveyard on the way home. As I approached the graveyard, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he would not be alone. Both of us laughed out loud over our behaviour.

Adapted from : English in Focus for Grade VIII

6. What does the text tell us about?
- A. The frightened road on the way home
 - B. The scary monster in the movie

- C. The hard trip after watching a horror movie
 - D. The terrible adventure by bike
7. What made the writer go by bike quickly?
- A. He should arrive at home soon.
 - B. He remembered the scary thing in the movie.
 - C. He was afraid of the dark road.
 - D. He wanted to meet his friend, Hadi.
8. How was the situation when the writer passed a graveyard?
- A. There was a ghost came to him.
 - B. Some sounds frightened him.
 - C. There was a woman screamed a lot.
 - D. He cycled his bike slower and slower.
9. What is the synonym of “*frightful*” in the first paragraph?
- A. dreadful
 - B. awesome
 - C. thankful
 - D. surprised
10. What can we infer from the story above?
- A. The movie was the real story of someone.
 - B. The horrible experience after watching movie was quite fun.
 - C. The writer didn’t like horror movie.
 - D. The movie gave many values to the writer.

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extracurricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

Adapted from: English in Focus for Grade VIII

11. How old was the writer when he experienced adolescence?
- A. 15 years old
 - B. 13 years old
 - C. 14 years old
 - D. 12 years old
12. What happened to the writer when he was a teenager?
- A. He was not able to be creative in positive ways.
 - B. He was very wise at that time.
 - C. He felt very emotional about everything.
 - D. He didn't do anything useful.
13. These are the writer's activities to divert his emotions, **except**
- A. joining many extracurricular activities
 - B. reading magazines
 - C. taking an English course and piano lesson
 - D. playing basketball and learning math
14. When did the writer spend the days with his family?
- A. On Friday
 - B. On the weekend
 - C. On Sunday
 - D. Last night
15. What does the word "it" in the first paragraph in line 1 refer to?
- A. Article
 - B. Magazine
 - C. Childhood
 - D. Adolescence
16. Which statement is **TRUE** according to the story?
- A. The writer is an adolescent now.
 - B. A childhood is a time between adolescence and adulthood.
 - C. The writer tried to find what he wanted to do when he was a child.
 - D. Finally, the writer could manage his emotions and be creative.

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. My friend, Fanny, called me, she asked me to go out at 10.00 o'clock. She wanted to buy something in a traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four-night tour to Lombok!! The expired date was that day. Surprisingly, the name was Fanny Fenita and the birth date was exactly the same as Fanny, my friend, had. It was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in a hurry to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

Adapted from: English in Focus for Grade VIII

17. The text mainly tells us about
 - A. the finding of a pink coupon
 - B. the holiday of two close friends
 - C. the free coupon of tour found by the writer and her friend
 - D. the four nights holiday in Lombok
18. What did the pink coupon tell so they were shocked?
 - A. A free tour for Fanny Fenita
 - B. A tour gift to Senggigi Beach
 - C. A four-night tour to Lombok for two persons
 - D. A present from Fanny
19. What did they do at Senggigi Beach?
 - A. They bought something in traditional market.
 - B. They enjoyed the warmth sun.
 - C. They played water and sands.
 - D. They walked along the seashore.
20. What does "its" in the second paragraph in line 1 refer to?
 - A. The street
 - B. The telephone
 - C. The expired date

D. The coupon

21. What does it mean by the italic words in “ we were *in a hurry*....” (paragraph 3)

- A. directly
- B. carefully
- C. in rushed
- D. in frank

Bandung, May 3, 2008

Dear Diary,

I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party.

I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, “Why are they looking at me?”

I didn’t think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band.

Adapted from: English in Focus for Grade VIII

22. Why did the writer feel happy when she woke up in the morning?

- A. Because she wanted to go to school soon.
- B. Because of her birthday party yesterday.
- C. Because her friends laughed a lot at her.
- D. Because she was praised by her classmates.

23. What happened to the writer when she entered the classroom?

- A. She looked for a mirror.
- B. Everyone looked and laughed at her.
- C. There was a surprise party for her.

- D. Her classmates made her happy.
24. How did she cover the red pimple on her forehead?
- A. She covered it with a bandage.
 - B. She washed her forehead.
 - C. She closed it with a headband the whole day.
 - D. She closed it with a handkerchief.
25. The word “embarrassed” in the last paragraph in line 2 is closest in meaning to....
- A. sad
 - B. bored
 - C. bad
 - D. shy
26. What is the type of the text above?
- A. Recount
 - B. Report
 - C. Narrative
 - D. Descriptive

Maya Gazali

Maya Gazali was born in Palu. She grew up in a small village. She began school when she was six years old. She went to elementary school, but she didn't go to high school. Her family was very poor, and she had to go to work when she was thirteen years old. She worked on an assembly line in a shoe factory.

When Maya was 17 years old, her family moved to West Java. First, they lived in Bogor, and then they moved to Bandung. When Maya arrived in Java, she wasn't very happy. She missed her friends back in Palu and she didn't speak like other children. She began to learn to speak like other children, and she practiced with her new friends at the factory in Bandung.

Maya also studied hard. She learned English, and after a few months she got a job as a secretary. Now Maya still studies at night, but now she studies advertising at a business school.

She wants to work for an advertising company some day and write commercials.

Maya still misses her friends back home, but she communicates with them very often over the internet. She is very happy now, and she is looking forward to an exciting future.

Adapted from : *Bahasa Inggris SMP (Contextual Teaching and Learning)* by Utami Widiati

27. Who is Maya Gazali?
- A. A student of a business school
 - B. A student of high school
 - C. A staff at an advertising company
 - D. An employee of a shoe factory
28. How was her childhood?
- A. It was very pleasant.
 - B. It was full of struggle.
 - C. It was very easy.
 - D. It was not inspiring.
29. How old was she when her family moved to Java?
- A. Seventeen years old
 - B. Fourteen years old
 - C. Thirteen years old
 - D. Twenty years old
30. What does she do to avoid missing her friends back home?
- A. She often looks at their photos.
 - B. She comes to their homes.
 - C. She often writes letters for them.
 - D. She communicates with them via internet.
31. What is the antonym of “*exciting*” in the last paragraph?
- A. pleasant
 - B. boring
 - C. amusing
 - D. satisfying

Dear Grandpa and Grandma,

Yesterday, at my school we had an International day. We had performances, food stalls, displays, raffle ticket draw, and some of us were dressed in costumes.

We started our day off with performances but the one I liked best was the one from fourth grade. We played games. The performance I was in was

Labamba.

Straight after our performances we had our lunch. There were food stalls. They came from Australia, Asia, Arab, and Greece

Everyone had a job. These people were from sixth grade. I did my job after I had lunch. My job was to sell International Day Books.

We had displays in the hall. These displays were good but I didn't get to see them. The displays came from a lot of countries.

There was also a Trash and Treasure stall where they sold toys. The school got these things by asking the children to bring them in.

Although I didn't win anything, International Day was still fun

Love from Sue

Adapted from : *Bahasa Inggris SMP (Contextual Teaching and Learning)*

by Utami Widiati

32. What does the letter tell us about?

- A. Sue's performance
- B. International Day at Sue's school
- C. Food and toys stall
- D. International Competition at Sue's school

33. These were Sue's activities in the International Day, **except**....

- A. starting the day with performance and playing games
- B. selling many toys and providing food stalls
- C. selling the international day books
- D. performing in Labamba

34. What does the word "they" in paragraph 3 in line 1 refer to?

- A. Performances
- B. Sue's friends
- C. Food stalls
- D. Grandma and Grandpa

35. How was Sue's feeling?

- A. disappointed
- B. tired
- C. upset

D. enjoyable

36. What is the purpose of the text above?

- A. to inform some events
- B. to explain an experience
- C. to tell past experience
- D. to describe an event

Watching “Diary of a Wimpy Kid” Movie

Last night, my brother and I watched a movie together. The movie title is “Diary of a Wimpy Kid”. He told me that it is a good film then I became so curious and wanted to watch the film soon. We watched it in his room.

First he switched on his laptop. After that, I prepared a lot of snacks such as popcorns and French fries. I also prepared soft drinks for both of us. I imagined that I watched the movie like in a theater. Then, both of us were ready to watch the movie. After one and a half hour, the movie was over. The movie told about a boy who wants to be popular in his junior high school but he does not have a bravery to do anything. Even he lost his best friend. At the end, he made a brave action. He got his friendship again and became the most favorite student in his class.

It was very amusing because it taught us about friendships and dreams. Everyone should have a dream but we should achieve it by the right way, not by dishonesty and wrong way.

Adapted from : English for Teens by Astri Sugiarti

37. What thing does the movie teach us?

- A. Dreams and Friendships
- B. Dishonesty
- C. Sacrifice
- D. Ambition

38. What is the writer’s motive to write the story?

- A. Telling his past experience of watching a movie
- B. Explaining his experience of a movie
- C. Describing the movie
- D. Entertaining through the movie

39. What does the word “he” in paragraph 2 in line 5 refer to?
- A. The writer
 - B. The writer’s brother
 - C. A boy in the movie
 - D. A boy
40. What happened to the “wimpy kid” at the end?
- A. He was very ambitious.
 - B. He was uncourageous.
 - C. He became a funny kid.
 - D. He was very brave to reach the dreams.

APPENDIX H

SCORE PRE-TEST AND POST-TEST

No.	NIS	Nama	Pre-test	Post-test
1	1306	Adinda Salsabilla Pramana Putri	82.5	95
2	1362	Afifa Novianti Putri	40	75
3	1289	Aghnia Rosna Nur Rafifah	47.5	62.5
4	1318	Aldila Meta Rachmawati	55	65
5	1269	Amira Nur Syazana	42.5	42.5
6	1386	Andiny Santika W.	67.5	62.5
7	1366	Aqilanuha Wannarwastu	47.5	67.5
8	1504	Asyifa Fatimah Hayati	57.5	72.5
9	1288	Atikah Muhlis	62.5	77.5
10	1276	Callista Nabila E.I	65	77.5
11	1353	Della Annisa Hakim	52.5	62.5
12	1364	Fadhilah Setyaningrum	50	62.5
13	1308	Fadhilah Zahratil Halimah	62.5	67.5
14	1441	Fatkhia Rizka Shoviana	57.5	77.5
15	1272	Fidela Nuzul Azmi	52.5	80
16	1433	Fikriya Husna Inayah	52.5	75
17	1419	Fira Hanifatun Nisa	52.5	77.5
18	1418	Firda Nurul Khasanah	57.5	65
19	1243	Ganis Surya Pratiwi	57.5	60
20	1420	Hanin Harisa Ulya	47.5	47.5
21	1267	Ishmah Abidah	45	72.5
22	1317	Maghvira Arzaq K	70	77.5
23	1322	Malwa Hazwani Nur Aliffira	77.5	80
24	1263	Marwah Nur Hakim	40	45
25	1261	Nabilla Devi Pratiwi	47.5	55
26	1440	Putri Salwa Nabila	72.5	70
27	1359	Rafa Nafisah	45	62.5
28	1373	Rahmatiyah Azizah	57.5	70
29	1345	Rr. Safira Salma S.	30	50
30	1491	Sabrina Putri Az-Zahra	60	75
31	1385	Sita Dwi Hapsari Fatimah	77.5	92.5

APPENDIX I

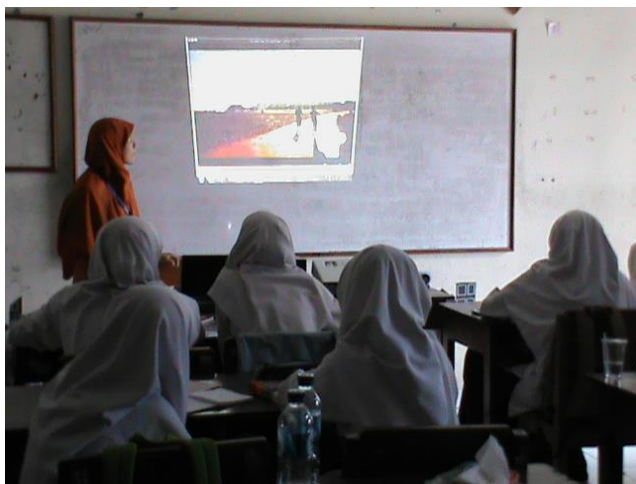
PHOTOGRAPHS



1. The students do the pre-test of reading in the classroom.



2. The student reads aloud the text in front of her friends.



3. The teacher shows a video of recount text.



4. The teacher explains the example of recount text.



5. The teacher asks the students to read the recount text In their group.



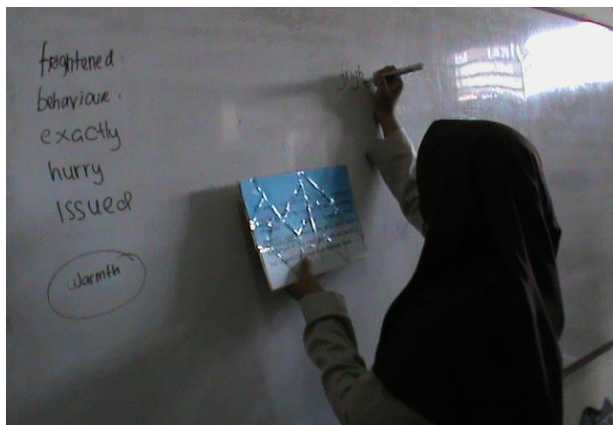
6. The students arrange the puzzle of text in their own group.



7. The students try to arrange the puzzle text correctly.



8. The student reads a paragraph of the text to be guessed by other students the next paragraph.



9. The student writes the unfamiliar words of the text on the whiteboard.



10. The students discuss the correct arrangement of the jumbled sentences.



11. The teacher gives the correct arrangement of the jumbled sentences.



12. The teacher comprehends the recount text with the students.



13. The students discuss the drama of the text that they would play in front of the class.



14. The students of a group practice the drama actively.



15. The students do the post-test in the classroom.



16. The teacher gives the reward for the best group and the best student during the reading lesson.

APPENDIX J

LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id//>

FRM/FBS/33-01
 10 Jan 2011

Nomor : 0981/UN.34.12/DT/X/2013
 Lampiran : 1 Berkas Proposal
 Hal : **Permohonan Izin Penelitian**

11 Oktober 2013

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
 c.q. Kepala Biro Administrasi Pembangunan
 Sekretariat Daerah Provinsi DIY
 Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING THE READING COMPREHENSION OF GRADE VIII STUDENTS OF SMP IT ABU BAKAR YOGYAKARTA THROUGH THE USE OF CIRC

Mahasiswa dimaksud adalah :

Nama : CHOIRUNISA
 NIM : 08202241047
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : Oktober – November 2013
 Lokasi Penelitian : SMP IT Abu Bakar

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

Dekan
 u.p. Kabag Tata Usaha FBS,

 M. S. I.P.
 NIP 19740629 199403 1 001

Tembusan:

1. Kepala SMP IT Abu Bakar



PEMERINTAH KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta Kode Pos : 55165 Telp. (0274) 555241, 515865, 515866, 562682

Fax (0274) 555241

EMAIL : perizinan@jogjakota.go.id

HOT LINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id

WEBSITE : www.perizinan.jogjakota.go.id

SURAT IZIN

NOMOR : 070/2835
6654/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
 Nomor : 070/7424/V/10/2013 Tanggal : 17/10/2013
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
 2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
 3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
 4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
 5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijijinkan Kepada : Nama : CHOIRUNISA NO MHS / NIM : 08202241047
 Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
 Alamat : Kampus Karangmalang, Yogyakarta
 Penanggungjawab : Drs. Suhaini M. Saleh, M.A.
 Keperluan : Melakukan Penelitian dengan judul Proposal : IMPROVING THE READING COMPREHENSION OF GRADE VIII STUDENTS OF SMP ISLAM TERPADU ABU BAKAR YOGYAKARTA THROUGH THE USE OF COOPERATIVE INTEGRATED READING AND COMPOSITION

Lokasi/Responden : Kota Yogyakarta
 Waktu : 17/10/2013 Sampai 17/01/2014
 Lampiran : Proposal dan Daftar Pertanyaan
 Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
 2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
 3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
 4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas
 Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
 Pemegang Izin

CHOIRUNISA

Dikeluarkan di : Yogyakarta
 pada Tanggal, : 17-10-2013

An. Kepala Dinas Perizinan
 Sekretaris

ENY RETNOWATI, SH
 NIP. 196103031988032004

Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)
 2. Ka. Biro Administrasi Pembangunan Setda DIY
 3. Ka. Dinas Pendidikan Kota Yogyakarta
 4. Kepala SMP IT Abu Bakar Yogyakarta
 5. Ybs.



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070 /Reg / VI / **7424** / 10 /2013

Membaca Surat : **DEKAN FAK. BAHASA DAN SENI
UNY**

Nomor : **0981/UN.34.12/DT/X/2013**

Tanggal : **11 OKTOBER 2013**

Perihal : **PERMOHONAN IJIN
PENELITIAN**

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/opengembangan/pengkajian/studi lapangan kepada:

Nama : **CHOIRUNISA**

NIP/NIM : **08202241047**

Alamat : **KARANGMALANG, YOGYAKARTA**

Judul : **IMPROVING THE READING COMPREHENSION OF GRADE VIII STUDENTS OF SMP IT ABU BAKAR
YOGYAKARTA THROUGH THE USE OF CIRC**

Lokasi : **KOTA YOGYAKARTA**

Waktu : **17 OKTOBER 2013 s/d 17 JANUARI 2013**

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website: adbang.jogjapro.go.id dan menunjukkan
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website: adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal **17 OKTOBER 2013**

An. Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan



Tembusan:

- 1 Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- 2 Walikota Yogyakarta CQ Ka. Dinas Perizinan
- 3 Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
- 4 DEKAN FAK. BAHASA DAN SENI UNY
- 5 Yang Bersangkutan.