

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter, the researcher presents about the result of this research in improving students' reading comprehension through CIRC method. The research findings are based on the obtained data during the teaching reading comprehension through CIRC method, and the discussions are based on the research findings.

#### **A. Research Findings**

The researcher conducted the research to improve the students' reading comprehension through CIRC method of the seventh graders at SMPI Assalam Jambewangi. This research was carried out in two cycles, Cycle 1 and Cycle 2. In every cycle, the researcher administered test at the end of each cycle. Test in every cycle was administered as reflection of students' ability in reading comprehension.

As the result, there were 2 sets of raw scores that have been got from the present classroom action research, those are reflection test scores in Cycle 1 and reflection test scores in Cycle 2. The detailed description about the result of each score as follows:

## **1. The Result of Cycle 1**

The result of Cycle 1 consisted of analysis of teaching and learning process and analysis of the students' result on test Cycle 1.

### **a. Analysis of Teaching and Learning Process**

In teaching and learning process, the positive responses were given by the students. Although most of students didn't like English lesson and they faced some difficulties in English lesson especially in reading activities, actually they had good willingness to join in reading class. They were very enthusiastic in pre-activities stage. But, when the researcher gave the students some questions related with the materials, only a few of students who gave their response to the researchers' questions.

Entering whilst-activities stage, when the researcher gave the students explanation related with the materials, about a half of the students who paid attention to the researchers' explanation. Then, the researcher introduced the CIRC method for the students to be implemented in analyzing the text given by the researcher. Most of the students gave good response and did the researchers' instruction. They were willing to follow the reading activities by the implementation of CIRC method.

Generally, CIRC method in Cycle 1 can be said as method that has not achieved the criteria of success yet. It was caused by some problems during the implementation of the method. So, the result could not be achieved the criteria of success naturally. First, a half of students misunderstood on what the

researcher instructed. They were confused what was they will do in group. Second, some students were still faced the difficulty in finding the meaning of each paragraph and comprehending the text. Third, the students lacked of the time to finish their work because there were many reading text series that were given to analyze by the students. Therefore, they were still confused to discuss and analyze the text correctly. The results above were observed by the researcher through the observation. But, in this observation the researcher acted as a teacher and teacher of English class acted as an observer. For more detail see Appendix 11.

#### **b. Analysis of Students' Test in Cycle 1**

Based on the students' learning result, it showed that 4 students got 65-69 (12%), 4 students got 70-74 (12%), 13 students got 75-79 (40%), 10 students got 80-84 (30%) and 2 students got 85-89 (6%). For more detail see Table 4.1 and Appendix 15.

**Table 4.1 Students' Result of Test in Cycle 1**

	No	Students' Score	F	%
Test in Cycle 1	1	60- 64	0	0
	2	65- 69	4	12
	3	70-74	4	12
	4	75-79	13	40
	5	80-84	10	30
	6	85-89	2	6
Total			33	100

Based on the result of the test conducted in Cycle 1, it was found that the mean score of students' reading comprehension test was 76.93. The mean

score of this test indicated that there was improvement of the students' reading comprehension if compared with the mean score of preliminary test. The mean score of preliminary test before was 56.81. Although there was improvement of the students' reading comprehension, but the result of the test has not been achieved the criteria of success. One of the criteria of success that should be achieved was 80% students from 33 students (26 students) were able to get score of reading comprehension test at least 75. In this cycle, the number of students who got the score more than 75 were 25 students. Therefore, the next cycle was still needed to conduct and there were also some revisions of Cycle 1 that should be designed to improve the students' ability in reading comprehension.

Based on the researcher checking, the result of Cycle 1 was not satisfactory yet. There were still found several problems. First, students were confused about what were they will do. Second, some students had low ability in finding the meaning of the word from each sentence and they faced the difficulty in comprehending the content of the text. The students also lacked of the time to finish their work because there were many reading text series that were given to analyze by the students. Last, some students' result also was not achieved the criteria of success yet. So, in this cycle the implementation of CIRC method was not successful yet and the researcher was necessary to make some revisions for this cycle.

## **2. Revision of Cycle 1**

Based on the result of the implementation of CIRC method in Cycle 1, it showed that the implementation of CIRC method was not successful yet. The result was not achieved the criteria of success. For that reason, the researcher made some revisions in the lesson plan. First, the researcher monitored more to the students' activities. The researcher gave the clearer explanation and instructional in every steps. If there were the students had the difficulties, the researcher was ready to help and guide the students. Second, the researcher changed the reading material that has been used by choosing the appropriate text for students and provided some meanings of unfamiliar words from the given text. Last, the researcher decreased the number of the reading materials series that have been given to the students. It was necessary to do in order the students could comprehend the content of the text well. More the number of the given text, the students were more difficult to analyze the text well, because there were the limitations of the time to analyze the content of the text correctly. It also made the students were more bored in analyzing the text.

## **3. The Result of Cycle 2.**

The result of Cycle 2 consisted of analysis of teaching and learning process, analysis of the questionnaires and analysis of the students' result on test Cycle 2.

### **a. Analysis of Teaching and Learning Process**

In teaching and learning process, it was known that the Cycle 2 was better than Cycle 1. The researcher made some revisions to solve the occurred problems in learning activities. The researcher had the effort to solve the existence problems well. First, the researcher monitored more to the students' analysis the text and gave help if there were the students faced the difficulties. Second, the researcher provided some meanings of unfamiliar words from the given text. It could facilitate the students to analyze the text easily. Last, the researcher also decreased the number of the reading materials series that were given to the students. It was effective way to decrease the number of students who lazy in reading activities. The result of these revisions could make the students more enthusiastic in doing the test. They became having good willingness in joining the reading class, especially in English lesson.

The students gave the positive responses in this cycle. They found few difficulties rather than in the first cycle. They were more active and enthusiastic in joining in reading activities. They more understood about the useful CIRC method to be applied in reading activities.

The results above were observed by the researcher through the observation. But, in this observation the researcher acted as a teacher and teacher of English class acted as an observer. For more detail see Appendix 13.

### **b. Analysis of the Questionnaires**

Based on the result of the questionnaires that have been given by the researcher after the implementation of CIRC method, it showed that 70% students (23 students) were more active in participating of reading learning, 84% students (28 students) were sure that the implementation of CIRC method could facilitate the students to answer the questions from the text easily, 90% students (30 students) was sure that the implementation of CIRC method could facilitate the students to comprehend the whole content of the text, 90% students (30 students) was sure that the implementation of CIRC method could improve students' ability in learning reading and 84% students (28 students) were sure that the implementation of CIRC method was useful to be applied in teaching reading. For more detail explanation see Appendix 9.

### **c. Analysis of Students' Test in Cycle 2**

From the students' learning result, it showed that the students faced improvement of their reading comprehension achievement. The improvement could indicate the criteria of success were achieved. The result of score in test Cycle 2 was higher than test Cycle 1. The students' score in test Cycle 2, those were 2 students got 75-79 (6%), 8 students got 80-84 (24%), 17 students got 85-89 (52%), 4 students got 90-94 (12%) and 2 students got 95-99 (6%). For more detail see Table 4.2 and Appendix 16.

**Table 4.2 Students' Result of Test in Cycle 2**

	No	Students' Score	F	%
Test in Cycle 2	1	70-74	0	0
	2	75-79	2	6
	3	80-84	8	24
	4	85-89	17	52
	5	90-94	4	12
	6	95-99	2	6
Total			33	100

From the result above, it could be deduced that the criteria of success were achieved. All of students score were more than 75. The mean score of test in Cycle 2 was higher than the mean score of test in Cycle 1. From the mean score of 56.81 at the preliminary test, the students' score improved to the mean score of 76.93 at the test in Cycle 1, and it improved again to the mean score of 86.06 at the test in Cycle 2. For more detail see Appendix 17.

Based on the researcher checking, the result of Cycle 2 fulfilled the criteria of success that has been prepared. The students were more enthusiastic in reading activities and the result of students' score was improved. It showed that this cycle was successful. Then, the researcher decided to stop in this cycle.

## **B. Discussions**

CIRC (Cooperative Integrated Reading Composition) method is an appropriate method to improve the students' ability in reading comprehension.

CIRC method is one of kinds of cooperative learning method. According to Warsono & Harianto (2012:201) "CIRC is the activity that encourages students



to cooperate in group with members which they have different reading ability level". Students cooperate in a heterogeneous learning team. All of activities involve teacher presentation, team practice, independent practice, peer pre-assessment and additional practice.

Warsono & Harianto (2012:201) explain that "CIRC method was developed by Stevens, Madden, Slavin and Farnish (1987)". The purpose of this method is to help the students to learn reading comprehension broadly in cooperative teams. In this method, every student responsible concerned team work. Every member of team gives the ideas each other to understand a certain concept and finish the work. So, it enables to form comprehension and long-term learning experience.

After implemented CIRC method, students' reading comprehension achievement in learning English could better than before. It was supported by significant result students' mean score of preliminary test that was lower (56.81) than the test in Cycle 1 (76.93). There was improvement in Cycle 1. It was about 76% who passed the criteria of success. But the minimum target which should be fulfilled is 80%. So, the research was not achieved the criteria of success yet. Besides, in Cycle 2 the students' mean score of test was improved again to the 86.06. It indicated that the result test in Cycle 2 was better than the mean score of test before. There were all of students who passed the criteria of success. So, in Cycle 2 the criteria of success have been achieved.

During teaching and learning process of Cycle 2, the researcher made some revisions to their teaching activity. First, the researcher monitored more to the students' activities. The researcher gave the clearer explanation and

instructional in every steps. If there were the students had the difficulties, the researcher was ready to help and guide the students. Second, the researcher changed the reading material used by choosing the appropriate text for students and provided some meanings of unfamiliar words from the given text. Last, the researcher decreased the number of the reading materials series that were given to the students. It was necessary to do in order the students could comprehend the content of the text well. More the number of the given text, the students were more difficult to analyze the text well, because there were the limitations of the time to analyze the content of the text correctly. It also made the students were more bored in analyzing the text. The result of these revisions influenced students was more active and enthusiastic in joining English class, especially in reading activities. It was showed from the teacher and students' observation checklist during the process teaching and learning.

Moreover, based on the result of students' questionnaires, 90% students (30 students) were sure that the implementation of CIRC method could improve students' ability in learning reading and 84% students (28 students) were sure that the implementation of CIRC method was useful to apply in teaching reading. It could be concluded that CIRC method could be used to solve the students' problems in reading comprehension.

Huda (2013:222) explains the strengths of CIRC as follows: 1) Students experience and learning activity will be always relevant with the level of child development. 2) The chosen activity appropriate with and depart from students' interest and requirement. 3) All of learning activities are more meaningful for the

students, so the result of more meaningful learning for the students will be able to hold out longer. 4) Integrated learning is able to expand the students' thinking creativity. 5) Integrated learning provides pragmatic activities (useful) that appropriate with the problem that is often found in students' environment. 6) Integrated learning is able to grow students' learning motivation to the dynamic, optimal and expedotopis learning. 7) Integrated learning is able to grow students' social interaction, like cooperation, tolerance and respect toward the others' idea. 8) Arousing learning motivation and expand teachers' perception and aspiration in teaching.

In conclusion, based on the findings above and the existence of the theory above CIRC method is able to solve the students' problems in reading comprehension and improve the students' reading comprehension at the seventh grade students of SMPI Assalam Jambewangi.