

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented description of the data which discussed the characteristics of each variable, the testing of the hypothesis which explains the result of the static computation and also the discussion of the finding.

A. Research Findings

The research finding presented the results of the research that were described by providing number of graphs, charts, and tables. The subject of this research were the students of XI-MIA 4 class and XI-MIA 5 class in the second year of MAN 2 Tulungagung which consist of 38 students for XI-MIA 4 class and 36 students for XI-MIA 5 class. They were given test after the researcher did the treatment, in this case the researcher implementing CIRC and STAD methods. It was done in order to know the differences of students' ability in reading comprehension analytical exposition text.

The description of the data discussed about the data of each variable and reports after being computed using descriptive statistic like histogram, mean, standard deviation, etc. The results of statistic computation were as follows:

1. The student's reading ability in comprehending analytical exposition text after being taught by using Cooperative Integrated Reading and Composition (CIRC)

In the process of teaching reading, the CIRC method was applied in the students of XI-MIA 4 class in MAN 2 Tulungagung. The class consists of 38 students. From the learning process in reading using CIRC method showed that the students were able to follow the process well. Students were enthusiasm and pay attention to the lesson given by the researcher. Before starting to teach, the researcher explained first about CIRC method as clearly as possible. The researcher explained the method in order to avoid the confusion of the students, later the students could understand about the strategy given by the researcher. So those, the students can join the class well.

After giving explanation about using this method, then the researcher divided students into eight group which each group consists of 4-5 students. After that students were asked to gather with their friends in the same group. Then researcher gave discourse in this case is analytical exposition text to all of group. Every group had one text and then researcher asked students to discuss with the member of their group. Researcher asked every group to choose one of the member of the group to be the leader. The group leaders lead the discussion and distributed the task for every member of the groups. One member reads the materials, another member identifies, and the others made some note

or write down the important points. Students worked together to read each other and find the main idea and respond to the discourse and written on the sheet of paper. Researcher became the facilitators who help the group which is facing the difficulties. Every groups discussed the materials and compose the result based on the identification and their notice. Every group presents the result of the discussion in front of the class. Researcher review and summarize the materials and also help students to find the solution if there is a problem which cannot be done. The students followed the instruction of the researcher well. Although, there were few students that did not pay attention to the instruction.

After three meetings teaching reading by using CIRC method, the researcher gave test to get data about the students score after taught by using CIRC method. It was to know the level of the students' reading ability in comprehending analytical exposition text. The results of test by using CIRC method were presented below:

Table 4.1: Frequency of test using CIRC method

CIRC				
	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	70	1	2,6	2,6	2,6
	72	1	2,6	2,6	5,3
	74	1	2,6	2,6	7,9
	75	2	5,3	5,3	13,2
	77	1	2,6	2,6	15,8
	80	1	2,6	2,6	18,4
	82	5	13,2	13,2	31,6
	84	5	13,2	13,2	44,7
	85	6	15,8	15,8	60,5
	87	5	13,2	13,2	73,7
	90	5	13,2	13,2	86,8
	92	2	5,3	5,3	92,1
	95	3	7,9	7,9	100,0
	Total	38	100,0	100,0	

The researcher also gave elaboration histogram to make the data clear. The histogram of the result of test by using CIRC method was presented below:

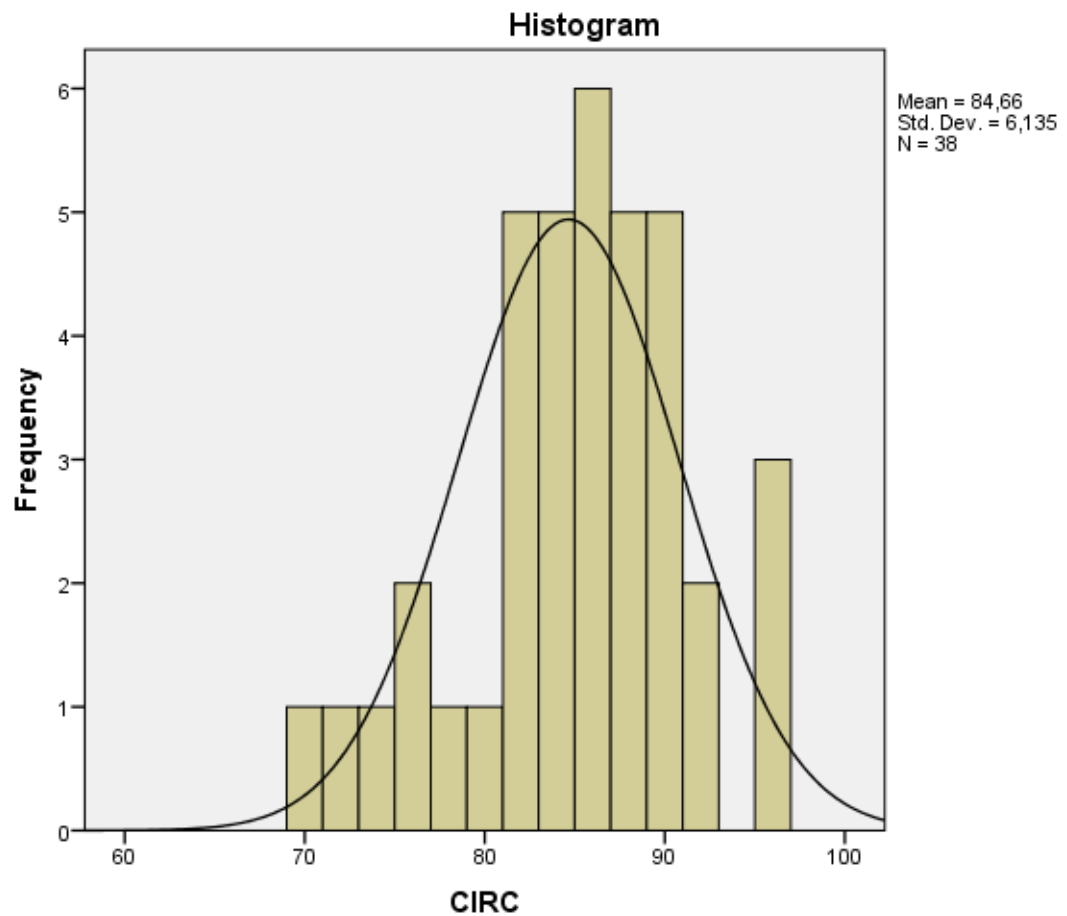


Figure 4.1 Histogram of test score using circ method

The chart showed that score minimum is 70 and score maximum is 95. Score 70 has 1 frequency (2.6%), score 72 has 1 frequency (2.6%), score 74 has 1 frequency (2.6%), score 75 has 2 frequencies (5.3%), score 77 has 1 frequency (2.6%), score 80 has 1 frequency (2.6%), score 82 has 5 frequencies (13.2%), score 84 has 5 frequencies (13.2%), score 85 has 6 frequencies (15.8%), score 87 has 5 frequencies (13.2%), score

90 has 5 frequencies (13.2%), score 92 has 2 frequencies (5.3%), and score 95 has 3 frequencies (7.9%).

Besides showing the frequency and the histogram of the result of test by using CIRC method, the researcher also showed the maximum and minimum score, range, mean and standard deviation by using SPSS software 20.0 version. The data can be seen below:

Table 4.2: Statistic data of test using CIRC method

Statistics CIRC		
N	Valid	38
	Missing	0
Mean		84,66
Std. Error of Mean		,995
Median		85,00
Mode		85
Std. Deviation		6,135
Variance		37,637
Range		25
Minimum		70
Maximum		95
Sum		3217

From the result of the table, the researcher analyzed the data by using SPSS 20.0 version that can be seen the highest score is 95 and the lowest score is 70, while the range is 25. Besides that, the mean of variable is 84.66, the median is 85, the standard deviation is 6.135 and the mode is 85.

The number of students are 38 students, and the researcher made categorization of the test score. It can be seen below:

Table 4.3: Categorization score of test using CIRC method

Intervals	Frequency	Categorization	Percentage
91-100	5	Excellent	13.3%
81-90	26	Very Good	68.4%
71-80	6	Good	15.7%
61-70	1	Fair	2.6%
0-60	0	Poor	0%

The researcher also gave elaborate chart to make the data clear. The chart of the result of test by using CIRC method was presented below:

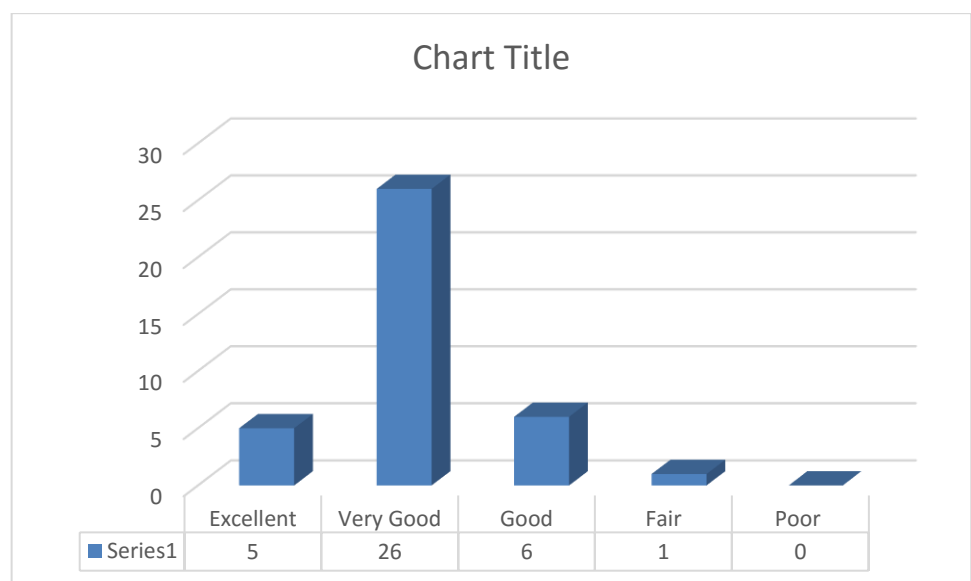


Figure 4.2 chart categorization test using CIRC method

The table and chart showed some information those are zero students or 0% got score between 0-60 in poor categorization, 1 students or 2.6% got score between 61-70 in fair categorization, 6 students or 15.7% got score between 71-80 in good categorization, 26 students or 68.4% got score between 81-90 in very good categorization and 5 students or 13.3% got score between 91-100 in excellent categorization. It means that reading ability of students in comprehending analytical exposition text taught by using CIRC method was in very good category because 68.4% of students got between 81-90 score.

2. The student's reading ability in comprehending analytical exposition text after being taught using Student Teams-Achievement Division (STAD)

In the process of teaching reading, the STAD method was applied in the students of XI-MIA 5 class in MAN 2 Tulungagung. The class consists of 36 students. From the learning process in reading using STAD method showed that some students did not pay more attention in this lesson. They preferred talking each other and playing game than to study. Some male students were crowded, but most of female students pay more attention in this lesson. Most of female students were

enthusiasm in answering the question from the researcher related to the topic.

Before the students were taught by using STAD method, the researcher introduced and explained about STAD method. Then the researcher presented the material in front of the class in the classical style that focuses on the concepts of matter to be discussed only. Furthermore, students were asked to learn in small groups to work on tasks assigned by the researcher. The researcher made students work in a team that the researcher form before, based on the reading achievement in the chapter before. Researcher prepared worksheet as a guide for the team, so that all members mastered and each member gave contribution. When the team was working, teacher observes, give guidance, motivation and helps if the students need. The aim of team is to determine that all of members can study seriously and also the function of this grouping is to encourage cooperation in the group study the material and complete the tasks assigned by the researcher and to prepare the members work the quiz well. After all of students finished the assignment researcher gave the quiz from the text that they have been finish before. The quiz purpose to know the individual ability after they work with their group. The important thing in the quiz section that they can't help each other but they have to work by him/ her self. The last gave reward to the group who can answer as much as they can.

After three meetings teaching reading by using STAD method, the researcher gave test to get data about the students score after taught by using STAD method. The results of test by using STAD method were presented below:

Table 4.4: Table frequency of test using STAD method

STAD				
	Frequency	Percent	Valid Percent	Cumulative Percent
70	2	5,3	5,6	5,6
72	4	10,5	11,1	16,7
74	4	10,5	11,1	27,8
75	6	15,8	16,7	44,4
77	4	10,5	11,1	55,6
80	4	10,5	11,1	66,7
82	1	2,6	2,8	69,4
84	2	5,3	5,6	75,0
85	2	5,3	5,6	80,6
87	2	5,3	5,6	86,1
90	1	2,6	2,8	88,9
92	1	2,6	2,8	91,7
95	3	7,9	8,3	100,0
Total	36	94,7	100,0	
Missing System	2	5,3		
Total	38	100,0		

The researcher also gave elaborate histogram to make the data clear.

The histogram of the result of test was presented below:

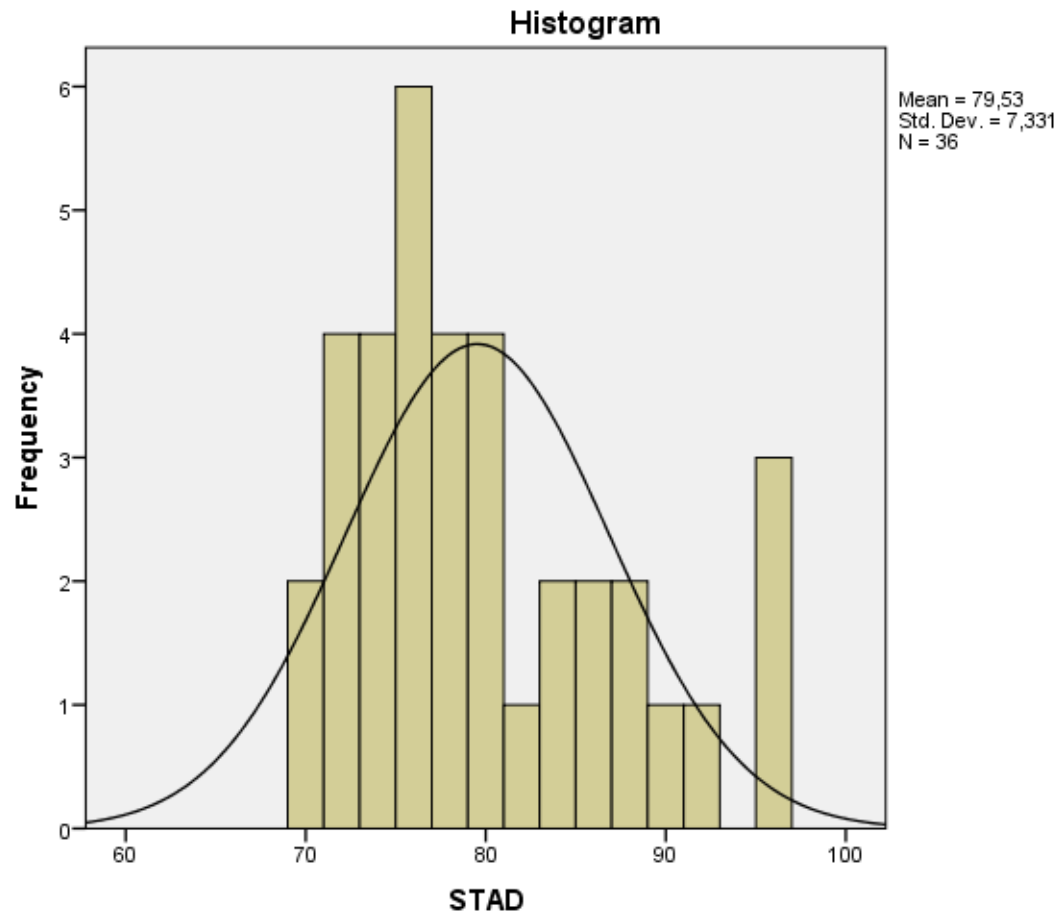


Figure 4.3 Histogram of test score using STAD method

The researcher get the information from the table and the histogram that, the score minimum 70 and score maximum is 95. Score 70 has 2 frequencies (5.3%), score 72 has 4 frequencies (10.5%), score 74 has 4 frequencies (10.5%), score 75 has 6 frequencies (15.8%), score 77 has 4 frequencies (10.5%), score 80 has 4 frequencies (10.5%), score 82 has 1 frequency (2.6%), score 84 has 2 frequencies (5.3%), score 85 has 2 frequencies (5.3%), score 87 has 2 frequencies (5.3%), score 90 has 1

frequency (2.6%), score 92 has 1 frequency (2.6%), and score 95 has 3 frequencies (7.9%).

Besides showing the frequency and the histogram of the test result, the researcher also showed the maximum and minimum score, range, mean and standard deviation by using SPSS software 20.0 version. The data can be seen at the table 4.5 below:

Table 4.5: Statistic data of test using STAD method

Statistics STAD		
N	Valid	36
	Missing	2
Mean		79,53
Std. Error of Mean		1,222
Median		77,00
Mode		75
Std. Deviation		7,331
Variance		53,742
Range		25
Minimum		70
Maximum		95
Sum		2863

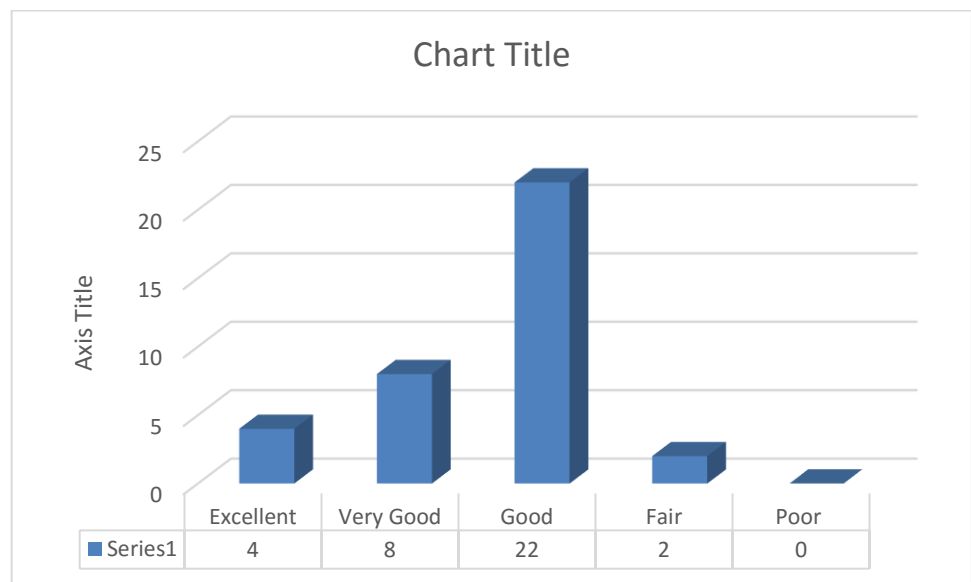
From the result of the SPSS that showed in the table can be seen that the highest score is 95 and the lowest score is 70, while the range is 25. Beside that the mean of variable is 79.53, the median of variable is 77 and the mode is 75.

The numbers of students are 36 students, and the researcher categorization of the test score. It can be seen below:

Table 4.6: Categorization score of test using STAD method

Intervals	Frequency	Categorization	Percentage
91-100	4	Excellent	11.2%
81-90	8	Very Good	22.2%
71-80	22	Good	61.1%
61-70	2	Fair	5.5%
0-60	0	Poor	0%

To make the reader easy to read detailed information, the researcher provided the chart. It can be seen below:

**Figure 4.4: chart categorization test using STAD method**

The score of students that made in the table above, we know that 0 students or 0% got score between 0-60 in poor categorization, 2 students or 5.5% got score between 61-70 in fair categorization, 22 students or 61.1% got score between 71-80 in good categorization, 8 students or 22.2% got score between 81-90 in very good categorization and 4 students or 11.2% got score between 91-100 in excellent categorization.

3. The differences of the student's achievement when they are taught by using CIRC and STAD method

There were many method that can be used by the teacher in teaching reading. The method used should be appropriate in order to improve the student's achievement. Thus, the teacher should have a good method to teach their students. Here, the researcher used two methods to know significant different score in teaching reading. It also aimed to know which method is better between Cooperative Integrated Reading and Composition (CIRC) and Student Teams Achievement Division (STAD).

The alternative hypothesis (H_a) stated that *there is significant different score in student's reading ability by using CIRC and STAD is accepted.*

To know the significant differences score taught by using CIRC and STAD method in comprehending reading text at the second year of students of MAN 2 Tulungagung, the researcher analyzed the result of

test CIRC and STAD methods. In this data analyzed, the researcher used independent sample t-test and the result of them is consulted with t-table.

Table 4.7: Statistic significant different score using CIRC and STAD method

Statistics		CIRC	STAD
N	Valid	38	36
	Missing	0	2
Mean		84.66	79.53
Std. Error of Mean		.995	1.222
Median		85.00	77.00
Mode		85	75
Std. Deviation		6.135	7.331
Variance		37.637	53.742
Skewness		-.482	.831
Std. Error of Skewness		.383	.393
Kurtosis		.121	-.307
Std. Error of Kurtosis		.750	.768
Range		25	25
Minimum		70	70
Maximum		95	95
Sum		3217	2863

The researcher got the data from the table that between test using CIRC and STAD. It showed from the mean score of test using CIRC is 84.66 and the mean score of test using STAD is 79.53. The standard error of mean of CIRC is 0.995 and STAD is 1.222. The median score of CIRC is 85 and STAD is 77. The mode of CIRC is 85 and STAD is 75. The standard deviation of CIRC is 6.135 and STAD is 7.331. The variance score of CIRC is 37.637 and STAD is 53.742. The range score of CIRC is 25 and STAD is 25. The minimum score of CIRC is 70 and

STAD is 70. The maximum score of CIRC is 95 and STAD is 95. The total score of CIRC is 3217 and STAD is 2863.

In this result the researcher compared the student's score after taught by using CIRC and STAD method. The score can be seen in the table below:

Table 4.8: Differences of score taught by using CIRC and STAD method

Using CIRC			Using STAD		
No.	Name	Score	No.	Name	Score
1	AAFR	87	1	AAN	82
2	AWP	82	2	AFF	84
3	AZS	87	3	AARG	72
4	ARN	87	4	DAN	90
5	AM	87	5	DAM	85
6	AUH	87	6	EDW	85
7	AAK	92	7	FIB	84
8	ALA	92	8	FAM	80
9	BAS	82	9	FMS	87
10	DAR	95	10	HFK	92
11	DC	72	11	HH	72
12	DN	74	12	IF	72
13	DYA	75	13	IUS	70
14	ER	82	14	MZF	80
15	FAK	75	15	MH	72
16	FM	77	16	MS	74

17	HSS	80	17	MAZ	74
18	HK	82	18	MAP	87
19	IM	95	19	MFM	77
20	IMD	70	20	MNB	75
21	IM	85	21	MTB	70
22	KCR	90	22	NNZ	75
23	K	82	23	QIS	75
24	LA	90	24	RAH	75
25	MKI	84	25	RYYD	74
26	MSZ	90	26	SAS	75
27	MF	90	27	SA	95
28	MSAF	84	28	SAA	77
29	MANC	85	29	SRF	95
30	MFA	90	30	SA	80
31	MIS	95	31	SI	80
32	MMEP	84	32	TSA	77
33	RA	84	33	UKB	77
34	RDS	85	34	VUK	74
35	RSAP	85	35	YAN	95
36	RD	85	36	ZDL	75
37	SEP	85			
38	VSN	84			

The table consist of the result score of the students of reading test after taught by using CIRC and STAD method. The researcher got data

from the student's score of reading comprehension test. The subject of this study were XI-MIA 4 and XI-MIA 5 class which consist 38 students for XI-MIA 4 class and 36 students for XI-MIA 5 class.

To make easy to identify the researcher provided chart. It can be seen below:

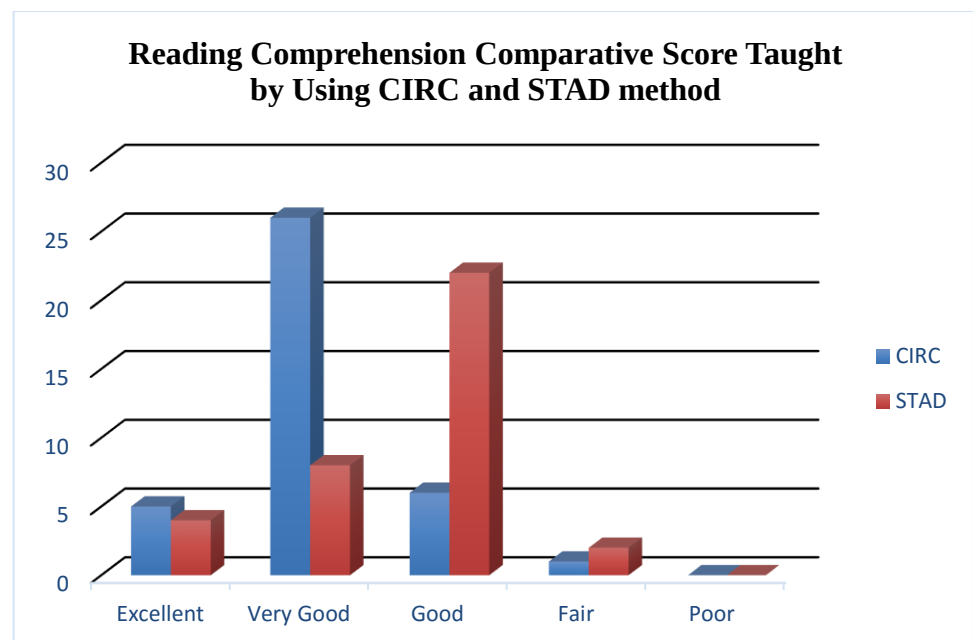


Figure 4.5: Histogram categorization test using CIRC and STAD method

The chart showed that there were zero student who get score between 0-60 in teaching CIRC and STAD method, there were 1 student who get score between 61-70 in teaching CIRC and 2 students in teaching STAD. There were 6 students who get score between 71-80 in teaching reading by using CIRC and 22 students by using STAD, there were 26

students who get score between 81-90 taught by using CIRC and 8 student taught by using STAD, then, there were 5 student get score between 91-100 in teaching reading by using CIRC method and 4 student who get score between 91-100 in teaching reading by using STAD method.

Table 4.9: Table of group statistic

T-Test

Group Statistics

	SCORE	N	Mean	Std. Deviation	Std. Error Mean
NILAI	CIRC	38	84,66	6,135	,995
	STAD	36	79,53	7,331	1,222

The table group statistic T-test above showed that N is the number of students of XI-MIA 4 and XI-MIA 5 class in MAN 2 Tulungagung. The method used were Cooperative Integrated Reading and Composition (CIRC) and Student Teams Achievement Division (STAD) method. The mean CIRC is 84.66 and the mean of STAD is 79.53. Standard deviation of CIRC is 6.135 and STAD is 7.331. The standard error mean of CIRC is 0.995 and STAD is 1.222.

Table 4.10: Table of independent sample test.

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
NILAI Equal variances assumed	2,516	,117	3,271	72	,002	5,130	1,568	2,004	8,256
			3,255	68,377	,002	5,130	1,576	1,986	8,274
Equal variances not assumed									

To know the degree of freedom, it is found the result from the formula below:

$$\begin{aligned}
 df &= (N1 + N2) - 2 \\
 &= (38 + 36) - 2 \\
 &= 74 - 2 \\
 &= 72
 \end{aligned}$$

So, the $df = 72$

From the table of t-test (independent sample test) above can be seen that the number of t_{count} is 3.271. It is higher than t_{table} at 5% significant level. In df 72 the significant level at 5% is 1.993. It showed that $3.271 > 1.993$. It means that H_0 is rejected, so there were significant different score between those taught by using CIRC and STAD method.

B. Hypothesis Testing

Hypothesis testing is purposed to test the hypothesis of the research. It is to test whether the null hypothesis (H_0) is rejected or not. There are two kinds of hypothesis; they are H_a (Alternative Hypothesis) and H_0 (Null Hypothesis). H_a says that there is significant different score in student's reading ability between taught by using Cooperative Integrated Reading and Composition (CIRC) and Student Teams Achievement Division (STAD) method in second year students of MAN 2 Tulungagung, and H_0 says that there is no any significant different score in student's reading ability between taught Cooperative Integrated Reading and Composition (CIRC) and Student Teams Achievement Division (STAD) method in second year students of MAN 2 Tulungagung

The hypothesis was tested by using t-test through SPSS 20.0 version. Amirudin (2000:189) states "If $t_{table} \leq t_{count}$ then H_0 is rejected and H_a is accepted. Whether the null hypothesis (H_0) is rejected or accepted, it will be proved under the interpretation of the output on Independent T-test. The interpretations to test the hypothesis are stated as follow:

1. If the value of t_{count} is higher than t_{table} in the significant level at 5%, the H_0 (Null Hypothesis) is rejected and H_a (Alternative Hypothesis) is accepted.

It means that there is significant different score in student's reading ability taught by using Cooperative Integrated Reading

and Composition (CIRC) and Student Teams Achievement Division (STAD) method.

2. If the value of t_{count} is lower than t_{table} in the significant level at 5%, the H_0 (Null Hypothesis) is accepted and H_a (Alternative Hypothesis) is rejected.

It means that there is no significant different score in student's reading ability taught by Cooperative Integrated Reading and Composition (CIRC) and Student Teams Achievement Division (STAD) method.

Based on the result of independent t-test as stated in column 4.10 above shows that t_{count} is 3,271. It can be concluded that t_{count} (3.271) is higher than t_{table} (1.993 at 5%), so H_0 is rejected and H_a is accepted.

Even though CIRC and STAD methods have the significance difference in students' reading comprehension analytical exposition text but CIRC more effective than STAD proved by the means of students that taught by CIRC method higher than students' that taught by STAD method. So, CIRC more effective in teaching students reading comprehension analytical exposition text.

A. Discussion

The discussion of this study discuss about the ability of the students in reading comprehension analytical exposition text in each variable after giving treatment and the analysis of data on the significance difference

on the students' reading comprehension analytical exposition text taught by using CIRC and STAD methods.

1. Student's Reading Ability Taught by Using Cooperative Integrated Reading and Composition (CIRC) method

Cooperative Integrated Reading and Composition (CIRC) method is one of the learning method based on the cooperation. It is designed to develop reading, writing, and other language skills in the upper grades of primary education. CIRC method presents a structure that increase not only opportunities for direct teaching in reading and writing but also applicability of composition writing method (Slavin, 2008: 201).

In this research, the researcher conducted research in the class that is through teaching and learning process. The researcher gave treatment and test. The test is administered in order to know the student's reading ability after given the treatment. The treatment was given in the classroom by applying CIRC method to teach analytical exposition text. The researcher gave treatment three times. The first treatment was carried out on Tuesday 17th October, the second treatment on Thursday 19th October and the last treatment were carried on Tuesday 24th October.

At first the researcher explained the rule of CIRC method to the students. It is aimed in order to prevent the student's confusion and also in order to the students know their role in learning process by using CIRC method. When the researcher explained the method, most of the

students were enthusiastic listened to the researcher explanation. Just a few of male students didn't pay attention to the researcher. They were busy with themselves when the researcher explained to them. Therefore, they missed activity in learning activity. After the researcher gave explanation about the method, the researcher started to give the reading material. Students divided into some group and every group has one reading material in their group.

Researcher asked students to work together with the group. Researcher asked every group to choose one of the member to be the leader. The leader have task to give every member the responsibility or task. Every member have task, the task are one member reads the materials, another member identifies, and the others make some note or write down the important points. Students work together to read each other and find the main idea and respond to the discourse and written on the sheet of paper. Researcher became the facilitators who help the group which is facing the difficulties. Every groups discussed the materials and compose the result based on the identification and their notice. After the students comprehended the text, the researcher asked the students to make a written summary of what they have read, one group made one summary. In this step the students will recall the information that they have got. Mangal (2005:270) state that the information provided in the material is remembered through recitation and recall both orally and in writing. Then the students were asked to

present the result of the discussion in front of the class. Researcher review and summarize the materials and also help students to find the solution if there is a problem which cannot be done. The students were followed the instruction of the researcher well.

The second treatment was carried out on Thursday 19th October in In this second meeting, the researcher gave different reading material to the students but the text is longer than the first treatment. The students could study as the steps of CIRC method well. Although, as usual some of male students were noisy and busy talked each other, they still could follow the instruction well. Most of the students looked like understand the material. In the end of the lesson, they could make summary of the passage better than the first meeting.

The third treatment was carried out on Tuesday 24th October. The students looked ready to study because it was the third meeting, so the students more comfortable and they looked more enthusiastic to follow the teaching and learning activity. At this meeting the environment was more conducive and the students followed the learning activity well. Although students get text longer than the first and second treatment but most of the students were enthusiastic when the researcher asked to answer the question related to the passage. In the last activity, all of the groups were also more confident when the researcher asked them to read their group summary.

After treatments, the researcher administered test to know the student's score after taught by using CIRC method in reading. The test was administered on Thursday 26th October. The researcher got data from the student's score of test. Then the score was computed by using SPSS 20.0 version to be described.

After the researcher conduct a research in XI-MIA 4 class the researcher found the result of students' ability in comprehending reading text. The result of test is computed by using SPSS 20.0 version that can be seen the lowest score is 70 and the highest score is 95. Besides that, the mean of variable is 84.66, the median is 85, the standard deviation is 6.135 and the mode is 85.

Based on the statistics data and the table categorization can be inferred that reading ability of students in comprehending analytical exposition text taught by using CIRC method was in very good category because 68.4% of students got between 81-90 score. It means that this method can make the students more active and increase their reading ability.

2.Student's Reading Ability Taught by Using Student Teams-Achievement Division (STAD) method

Student Teams-Achievement Division (STAD) method is one of the simplest and most extensively researched forms of all cooperative learning method, and it could be an effective instrument to begin with for teachers who are new to the cooperative learning method (Slavin,

1990). Slavin (1995) state that in STAD students are grouped according to mixed ability, sex, and ethnicity. The teachers presented materials in the same way they always had, and then the students worked within their groups to make sure all of them mastered the content. Finally, all of the students took individual quizzes. Students earned team points based on how well they scored on the quiz compared to past performance. In applied this method, the researcher also gave treatment then administered test. The researcher gave treatment three times. The first treatment was carried out on Tuesday 17th October, the second treatment on Thursday 19th October and the last treatment were carried on Tuesday 24th October.

In the treatment, the researcher applied this method by introduced the method first. Then, the researcher gave analytical exposition text. The researcher presented the material in front of the class in the classical style that focused on the concepts of matter to be discussed only. Furthermore, students were asked to learn in small groups to work on tasks assigned by the researcher. The researcher made students work in a team that the researcher form before, based on the reading achievement in the chapter before. Researcher prepared worksheet as a guide for the team, so that all members mastered and gave contribution. When the team were working, teacher gave guidance, motivation and helped if the students need. The aim of team is to determine that all of members can study seriously and also the function of this grouping is

to encourage cooperation in the group study the material and complete the tasks assigned by the researcher and to prepare the members work the quiz well. After all of students finished the assignment researcher gave the quiz from the text that they had been finish before. The quiz purposed to know the individual ability after they work with their group. The important thing in the quiz section that they can't help each other but they have to work by him/ herself. The last was giving the reward to the group who can answer as much as they can.

The second treatment was on Thursday 19th October. In this meeting, the learning environment was not conducive most of the male students did not pay attention toward learning. Most of female students pay attention toward learning. In this treatment researcher gave students different text and longer than the first treatment. Students feel little bit confused because the text longer than the first treatment but all of students still can answered the quiz.

The third treatment on Tuesday 24th was more conducive than before. In this meeting, the students can answered the text even though the text longer than the first and the second meeting. Almost all of students can answered the quiz increase than the first and the second treatments.

After giving treatment, the researcher administered the test to know the students score after being taught by using STAD method. After the researcher conducted a research in XI-MIA 5 class, the researcher found

the result of students' ability in comprehending reading text. The result of test computed by using SPSS 20.0 version that can be seen that the lowest score is 70 and the highest score is 95. Beside that the mean of variable is 79.53, the median of variable is 77 and the mode is 75. Based on the table categorization, the result of teaching reading by using STAD method is almost in a good categorization. It is proven that there were 22 students who got score between 71-80 and 8 students who got score between 81-90 in very good categorization.

Based on the theory and result above, can be concluded that this method engaged the students in active learning since this method intended the students to engage with their cooperation group to comprehend the text.

3. The Discussion of Analysis Data on Significant Differences between Student's Reading Ability Taught by Using Cooperative Integrated Reading and Composition (CIRC) and Student Teams Achievement Division (STAD) Method

Educators offer various models for effective teaching. One of these is the cooperative learning, which was proposed by Slavin (1995). Cooperative learning is defined as a learning approach in which students form small mixed group in the classroom environment and help each other to learn as academic subject with a common aim, and group success is usually rewarded in differing ways (Johnson &

Johnson, 1999; Kagan, 1994; Slavin, 1995 & 1996). Akinbobola (2006) state that cooperative learning is a mode of learning in which students of different levels of ability work together in small groups to achieve a purpose. In this case, the researcher used two methods which all of them used cooperative learning, those are CIRC and STAD method.

Regarding on the statement stated in the first chapter, the objective of this research is to find out which one is more effective between Cooperative Integrated Reading and Composition (CIRC) and Student Teams Achievement Division (STAD) method in teaching reading to improve the students achievement in reading comprehension. The researcher analyzed the data by using SPSS 20.0 version and then the result is consulted with t_{table} at 5% significant level.

The researcher got data from both of test using CIRC and STAD method. From the result of data analysis, the researcher got the The mean CIRC is 84.66 and the mean of STAD is 79.53. Standard deviation of CIRC is 6.135 and STAD is 7.331. The standard error mean of CIRC is 0.995 and STAD is 1.222. The median of CIRC is 85,00 and STAD is 80,00. The score minimum of CIRC is 70 and STAD is 70. The score maximum of CIRC is 95 and STAD is 95. The total score of CIRC is 3217 and STAD is 2863.

Those data analysis is to know the significant difference between CIRC and STAD method toward reading ability in comprehending text.

The researcher computed the data using descriptive statistic that is t-test (independent t-test). The result of t-test (independent t-test) showed that the number of students is 74, the t value is 3.271, the degree of freedom is 72 and means difference of the variable is 5.130 and 95% confidence interval of the difference the lower value is 2.004 and the upper value is 8.256.

From the result of data analysis above, it can be concluded that there is significant different score in teaching reading by using CIRC and STAD method. It is proven by the result of computation that showed the t count is 3.271. It is higher than t table at 5% significant level. In df 72 the significant level at 5% is 1.993. It showed that $3.271 > 1.993$. It means that H_0 is rejected, so there were significant different score between those taught by using CIRC and STAD method. It was also proven by showing the different score between CIRC and STAD method where the mean of CIRC is 84,66 and STAD is 75.53. It can be seen that the mean score of CIRC is higher than STAD method. So it can be concluded that CIRC method is more effective in teaching reading than STAD method

CIRC strategy is more effective than STAD method since this method can make the students more active and easier to understand and comprehend the content of the text. Moreover, CIRC is more effective than STAD method, since CIRC method provides some steps that make the students have deeper understanding about the reading material.

The result of this research proved that the previous research that conducted by Komang Ayu Widya Hapsari (2013) from Mahasaraswati Denpasar University about teaching reading Comprehension by using Cooperative Integrated Reading and Composition (CIRC) Method can improved scores of students in reading comprehension is correct. Because this research also get the result that CIRC can improve students' reading comprehension. This research and the previous research match in the case of improving students' score in reading comprehension. In this research the researcher found that CIRC can improve students reading comprehension score for students second grade of senior high school. Through CIRC students easier to understand analytical exposition text, because in CIRC students asked to make group study and then they make presentation in front of the class which is presentation can make students more understand the material through asking and answering the opinion from other friends and others member of the group . So, they can compare and consider which one the correct answer according to them based on some opinion. Darmawan (2015) states that "students get bored with just sitting on their chair and do their own task and do not get enough chance to interact with their friends." In conclusion, based on that statement CIRC which is make students make interact with their friends in group and also interact with their friends through presentation make students

have more chance interaction and decrease students' bored. So, students easier to understand the material that is analytical exposition text.