

IMPROVING STUDENTS' READING SKILLS AND IDENTIFYING CHARACTER-BASED LEARNING IN THE CLASSROOM THROUGH THE COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD: A STUDY ON THE ELEVENTH-YEAR-STUDENTS OF SMA MUHAMMADIYAH 1 KLATEN IN ACADEMIC YEAR OF 2018/2019

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirements to obtain the Undergraduate Degree in English Education Study Program



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2019**

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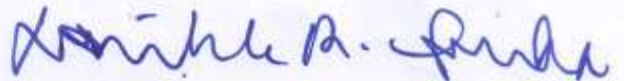
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PRONOUNCEMENT

This is to certify that I, myself, write this thesis entitled “**IMPROVING STUDENTS’ READING SKILLS AND IDENTIFYING CHARACTER-BASED LEARNING IN THE CLASSROOM THROUGH THE COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD: A STUDY ON THE ELEVENTH-YEAR-STUDENTS OF SMA MUHAMMADIYAH 1 KLATEN IN ACADEMIC YEAR OF 2018/2019**”

It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on bibliography. If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, July 2019

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MOTTO

Life is like riding a bicycle. To keep your balance, you must keep moving.

- Albert Einstein

“Allah does not burden any human being with more than they can bear. They will get reward (from their kindness) that they do and they will get torture (from their badness) that they do....”

- (Al-Baqarah 286)

Mulailah dari tempatmu berada. Gunakan yang kau punya. Lakukan yang kau bisa.

- Arthur Ashe

PRESENTATION

This thesis is dedicated to:

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“Thank you for your support prayers all this time and always give me a spirit. May God always take care of both of you and our families be in happiness. Thank you for everything.”

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“Thanks for your supports. I will always remember our togetherness and memories. I hope all of us will reach our dreams.”

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I hope that this thesis report will be useful for especially the English students and readers in some academic purposes.

Klaten, July 2019

Azura Nuraliza

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ABSTRACT

Azura Nuraliza. 1511202936. English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University of Klaten. 2019. Undergraduate Thesis: *Improving Students' Reading Skills and Identifying Character-Based Learning in the Classroom through the Cooperative Integrated Reading and Composition (CIRC) Method: A Study on the Eleventh-Year-Students of SMA Muhammadiyah 1 Klaten in Academic Year of 2018/2019*

This study attempts to reveal students' reading skill and to investigate their character-based learning in the reading classroom. This study involved 21 students of X IPA 2 class applying for the CIRC method to be the respondents. This study was conducted by following the Kemmis and McTaggart's model consisted planning, acting, observing, and reflecting with two cycles. Each cycle consisted of two meetings. This study used observation, test, and document as the data collection.

The finding showed that students' reading skills and their character-based learning improved gradually. The mean score in the first cycle 68.10, whilst the second cycle, the mean score gained 76.43 with the minimal passing grade criteria (*Kriteria Ketuntasan Minimal*) was 70. On the other hand, the students' achievement in their character-based learning portrayed the gained score on the curiosity ($M = 2.33$), creativity ($M = 2.36$), and hard working ($M = 2.40$) in the first cycle and the second cycle was $M = 3.35$ for the curiosity, $M = 2.95$ for creativity, $M = 3.33$ for hard working. Based on the results achieved in both cycles, the classroom action research (CAR) was granted to be successful in improving the students' reading skills and character-based learning through the cooperative integrated reading and composition (CIRC) Method.

Key word: *CIRC, reading, character-based learning.*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is the practice of using text to create meaning. This skill is also not less important with other skills. Through reading, the students can improve their knowledge and get more information. “By reading, they can increase their language, get new vocabulary, and learn grammatical rules” (Johnson, 2008: 3). Therefore, to make reading as a habit, the students have to love it first. Reading means an interactive process the readers to construct a meaningful representation of a text using effective reading strategies. This means that reading can build meaningful (Gilakjani & Sabouri, 2016: 229). One of the ways to make students love reading is by creating a condition where reading is fun and challenging.

Snow (2002: 15) states “that reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity.” This means that the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity. According to Kheizadeh and Tavakoli (2012: 150) “the factor that makes a reading text difficult for students were lack of knowledge and unknown vocabulary.” This means that students assume reading as something that should require a lot of knowledge and at least their vocabulary makes it difficult for students to start reading. Thus complicating the process of learning to read in the classroom.

Nowadays, most teachers still apply for teaching method which commonly makes teaching and learning become a boring and uninteresting activity. The statement is supported by Sulfasyah, Haig, and Pugh (2015: 68) in which the teachers are lack of knowledge and understanding about the pedagogical practices. Some teachers have difficulty in determining the right teaching and learning activities to achieve basic competencies, formulate material learning that must be adapted to the characteristics of the area/school, regional potential, and the development of students. “Low level of ability reading, lack of understanding gained lack of interest in reading, lack of knowledge about how to read quickly and effectively, and the presence of physical disorders that unconsciously hamper speed reading” (Nurhadi, 2010: 17). The following problem may affect the students uninterested with the teaching and learning process. Finally, it is affecting the students' achievement.

The researcher interviewed on February 25, 2019, with the English teacher of SMA Muhammadiyah 1 Klaten, Mrs. Nasirotn Artanti, S.Pd., The English teacher confirmed that she found many problems when conducting the reading activity, such as lack of student knowledge so they are not easy to read. When the students were requested to answer the questions, to retell, and describe what the message the text conveyed, the students were looked confused. Some students said that they forgot what the story was about, some student would only recall one or two pieces of information, and some others could only tell the beginning and the ending of the passage but they could not catch the main point of the text. The students always looked for the meaning for every word of

the passage to get the whole understanding. Therefore, the teacher had to translate it to help the students comprehend the text. Those problems happened since students' vocabulary use were still low. To help the students improve reading skill, the researcher thinks that the technique used in teaching-learning is affecting students reading achievement. The basic idea is that the teacher must change the classroom atmosphere, to be more interesting like learning with the group or reading with their group, so the students can enjoy joining the reading class.

In further, "Hermida (2009: 20) points out that, the need of teachers to teach the proper reading strategies to help students use a deep approach in reading academic texts." There are many variations of technique that can be applied in teaching and learning in reading class. This research suggests some kind of cooperative learning and group discussion techniques. According to Varişoğlu (2016: 1165) "cooperative learning developed students' reading performances in English, and contributed especially to their reading fluently and to their vocabulary acquisition, called Cooperative Integrated Reading and Composition (CIRC)." Meanwhile, Mubarak and Rudianto (2017: 41) "state that CIRC is a type of cooperative learning techniques that are expected to provide a smart solution for English language learning in university especially among the students-workers type." It means that cooperative integrated reading and composition is a method that can provide the best solution for all circles.

"Cooperative learning as an active teaching strategy in a small group to enhance the learning of a team" (Paulsen & Chambers, 2004). CIRC strategy

provides practical and applicable activities which could be done by teachers in improving students' reading ability. "In a group, students could cooperate to discuss the material given better than the use of classical teaching method (Mubarok & Sofiana, 2017: 125)." Based on the statement, cooperative integrated reading and composition (CIRC) can improve character-based students to be more active and students can work in a group in reading learning in the classroom. According to Hadiwinarto and Novianti (2015: 123) "the students English reading and writing skill can improve effectively by the implementation of cooperative integrated reading and composition (CIRC). This means that the CIRC method can improve students activity learning in reading.

According to Albatani and Madkur (2016), the character learning in reading skill also includes the character of appreciative, polite, and logical thinking in pre-activity. In whilst-activity, a character that is appeared includes in the seven characters and two of them have also been presented in a pre-activity. Five other characters are active, hard-working, creative, innovative and confident. Improving reading skill is expected to develop the character education to the students in this method, such as the students have curiosity, creativity, and the students can hard working in groups by applying cooperative integrated reading and composition (CIRC) students will have a broader knowledge in reading learning. According to Agboola and Tsai (2012: 164), "the discipline that develops with deliberate efforts to optimize students' ethical behavior can be called character education." The outcome of character

education has always been encouraging, solidly, and continually preparing the leaders of tomorrow.

Based on the statement above, cooperative integrated reading and composition (CIRC) method which applied in teaching and learning reading is expected to develop the students' character education, such as the students have curiosity, creativity, and the students can work hard in groups by applying cooperative integrated reading and composition (CIRC) students will have a broader knowledge in reading learning. So, this research attempts to improve the reading skill in school at SMA Muhammadiyah 1 Klaten which apply the cooperative integrated reading and composition (CIRC) method to improve the students' reading skill and character-based learning in the classroom of eleventh-year students of SMA Muhammadiyah 1 Klaten in 2018/2019.

B. The Reason for Choosing Topic

The reason and consideration of why the researcher has chosen the topic are, as follows:

1. Reading can open up learners' mind to understand a text. By reading well, the students will get the new vocabulary and they can remember what they read.
2. Students are still passive and only read the text without understanding the meaning. Sometimes, they are reluctant to read during the lesson. When the students were requested to answer the questions or to retell and describe what the message the text conveyed, the students were looked confused. By

practicing reading, the students can acquire the meaning of the difficult word, and the students can answer the question from the text.

3. By used CIRC method, the teacher can change the classroom atmosphere, to be more interesting like learning with the group or reading with their group, so the students can enjoy joining the reading class.

C. The Limitation of Study

To make the problem in this study concise, the researcher wants to clarify them by limiting the study. Related to the background above, the limitation of the study is formulated into the following:

1. This study limited the implementation of cooperative integrated reading and composition (CIRC) method teaching and learning reading to the eleventh year students of SMA Muhammadiyah 1 Klaten in the academic year of 2018/2019.
2. This study investigated students' activity and character-based learning achievement of reading to the eleventh year students of SMA Muhammadiyah 1 Klaten in the academic year of 2018/2019.

D. The Problem of Study

The problem that is discussed in this study is “How will the cooperative integrated reading and composition (CIRC) method improve the eleventh-year-students' reading skills and character-based learning in the classroom through their academic year enrollment in 2018/2019?”

E. The Aim of Study

This study attempts to investigate how cooperative integrated reading and composition (CIRC) method can be used to improve reading skill and character-based learning of the eleventh year students of SMA Muhammadiyah 1 Klaten in the academic year of 2018/2019.

F. The Benefit of Study

The researcher hopes that this study can give benefits to.

1. The students
 - a. Help them to improve their reading skill which facilities them to master English subject easily.
 - b. Give them the new learning experience of using CIRC model to increase reading skill.
2. The teacher
 - a. Give an understanding that CIRC model includes an appropriate teaching and learning model that can be used in the future to increase the reading skill of their student.
 - b. Get the benefit of applying the CIRC model in the teaching-learning process to help them to face the problem related to reading skill that might be found in the future.

G. The Clarification of the Key Terms

1. Improving

In action research, improving means improve in learning quality so that there is continuous improvement of the learning process and continuous

quality improvement (Mulyasa, 2009: 8). In this study, improve students' mark in learning students' reading skills and character-based learning in the classroom through the cooperative integrated reading and composition (CIRC) method: a study on the eleventh-year-students of SMA muhammadiyah 1 klaten in the academic year of 2018/2019.

2. Character Education

According to Agboola and Tsai (2012: 164), "the discipline that develops with deliberate efforts to optimize students' ethical behavior can be called character education.." Therefore, the students have broad insight and have basic academic skills, and promoting their character development. In this study, the character education is by teaching the eleventh year students of SMA Muhammadiyah 1 Klaten in the academic year of 2018/2019.

3. Reading

According to Johnson (2008: 3), "reading is the practice of using text to create meaning." This skill is also not less important with other skills. Through reading, the students can improve their knowledge and get more information. Meanwhile Anderson (2003: 68) "states that reading is a process of combining information from a text and background knowledge to build meaning."

4. Cooperative Integrated Reading and Composition (CIRC)

According to Mubarak and Rudianto (2017: 41), "CIRC is a type of cooperative learning techniques that are expected to provide a smart solution for English language learning in university especially among the

students-workers type.” According to Mubarok and Sofiana (2017: 125) “Cooperative learning in the form, CIRC strategy provides practical and applicable activities which could be done by teachers in improving students' reading ability.”

H. The Organization of the Study

To facilitate the thesis arrangement, the researcher organizes the report into five chapters:

Chapter I is the introduction. It consists of the background of study, the reason for choosing topic, the limitation of study, the problem of study, the aim of study, the benefit of study, the clarification of the key terms, and the organization of the study.

Chapter II is a review of related literature. It consists of the theory of reading, the theory of cooperative integrated reading and composition (CIRC) method, the character education, relevant studies, conceptual framework, and action hypothesis.

Chapter III is the method of the study. It consists the method of the research, the meaning of research method, the strategy of the research, the subject of the study, the data and source of data, the technique of analyzing the data, and performance indicator.

Chapter IV is research findings and discussion. It consists of the description of findings, the circ method improved students' reading skill, the circ method improved students' character and the discussion of the findings.

Chapter V is the conclusion and suggestion. It consists of a conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

After conducting the whole steps of this classroom action research, the researcher would like to give conclusion as the result of this research. Furthermore, related to the conclusion the researcher also given suggestion. They are described one by one below.

A. Conclusion

In this phase, the researcher would like to answer the problem of the study namely “How will the cooperative integrated reading and composition (CIRC) method improve the eleventh-year-students’ reading skills and character-based learning in the classroom through their academic year enrollment in 2018/2019?”. Based on the research conducted in XI IPA 2 class in SMA Muhammadiyah 1 Klaten, the researcher concludes that CIRC could improve students’ reading skill showed by the score that they got. Meanwhile, the students’ character-based learning in the classroom observed during teaching and learning process. The class condition during teaching learning process creates the positive atmosphere in the classroom, and also make students become creative in comprehending and answering the question and completing with a good argument based on the observation. There was improvement in teaching reading by using CIRC method can be seen from classical teaching method until the implementation of CIRC method cycle two in Table 5 of students’ improvement.

Table 5. Students Improvement Reading Skill and Character-Based-Learning

No	Activity	Mean Score Reading	Mean score Curiosity	Mean score Creativity	Mean score Hard Work
1	Precycle	63.33	1.71	1.52	2.10
2	Cycle 1	68.10	2.33	2.36	2.40
3	Cycle 2	76.43	3.35	2.95	3.33

The researcher concludes after used the CIRC method, both in cycle one and cycle two could improve students' reading skills and could make students' characters be better. the researcher decides to cease the research in cycle 2.

B. Suggestion

Based on the conclusion, some suggestion is directed towards the teacher. For the English teacher, teachers are recommended to be able to use CIRC as one of the foundations to design the learning activity, conduct the process of meaningful and fun learning English as well as to emerge learning independence. CIRC is one of interesting technique that can be used in teaching reading because it contains cooperative. The teacher can actively involve students in developing their knowledge, attitudes, and skills in an open and democratic learning environment. besides, using this method students are trained for collaboration because not only material is learned but also demands to develop their potential optimally for group success and allows students to learn to acquire and understand the knowledge needed directly. But, the teacher not only master of CIRC well but also has creativity, especially deals with the teaching material development and in choosing appropriate media in order the students can do CIRC optimally. It was conducted to make the learning process to be dynamic, fun, and made it alive.

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