

**IMPROVING CHARACTER BASED READING BY APPLYING
COOPERATIVE INTEGRATED READING AND COMPOSITION
METHOD OF THE TENTH YEAR STUDENTS OF SMA
MUHAMMADIYAH 1 KLATEN IN ACADEMIC YEAR OF 2019/2020**

S-1 THESIS

**Submitted as a Partial Fulfillment of the Requirements for Undergraduate
Degree of Education Study Program**



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2020**

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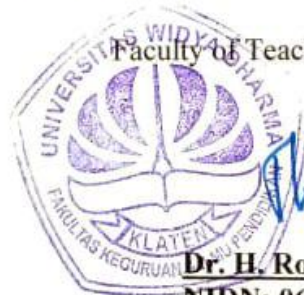


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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“IMPROVING CHARACTER BASED READING BY APPLYING COOPERATIVE INTEGRATED READING AND COMPOSITION METHOD OF THE TENTH YEAR STUDENTS OF SMA MUHAMMADIYAH 1 KLATEN IN ACADEMIC YEAR OF 2019/2020”**.

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, 01 July 2020



Meta Lisdayanti

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MOTTO

This year,
I fell in love with myself.

I told my self

thank you.

I'm sorry.

It's okay.

Thank you for fighting to survive even when I don't want to.

I'm sorry I blame you for things you can't control.

It's okay that you're not perfect I will love you anymore.

Caroline Kaufman

“Allah tidak akan membebani seseorang melainkan sesuai dengan kadar kesanggupannya”

Surah Al Baqarah: 286

PRESENTATION

I dedicate this thesis to:

1. My beloved parents, especially my mother Sholichati.

"In every moment of your life, you never give up to always teach me good things whether they were small or big things. All your blood, sweat, and tears were given for the happiness of your children. Thank you for all the love you gave me. Finally, I have finished what I have started. Thank you so much. May God reward you with many blessings in every second of your life. I love you."

2. My beloved brother. Mas Sulis.

"Thank you for your support and I know you love me so much haha."

3. All of my best friends, Buxins (Narinda, Okta, Septi, and Shinta). 4G (Mbak Dian, Kalisna, Tita). Also LT-Pro and Kremit.

"Thank you for your supports, love, help, togetherness, and friendship. Love you guys!"

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The writer admits that this thesis project is unable to be finished without the help of many people. In this occasion, the writer would like to express the deep appreciation to:

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Klaten, 01 July 2020

The Writer,

Meta Lisdayanti

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ABSTRACT

META LISDAYANTI, Student's Number. 1611200024, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2020. Thesis. *Improving Character Based Reading by Applying Cooperative Integrated Reading and Composition Method of the Tenth year of Students of SMA Muhammadiyah 1 Klaten in Academic Year of 2019/2020.*

This research is aimed at verifying whether Cooperative Integrated Reading and Composition method can improve character based reading of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

The strategy research which is used in this research is Classroom Action Research. The data of this research covered students' reading skill, students' character, and teaching and learning process. The source of the data in this research includes event, informant, and document. The data are collected through observation, test, interview, questionnaire and documentation of teaching and learning process of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020. The technique of analyzing the data is descriptive qualitative.

In the pre-cycle, the score of the students' reading skill was 64.28 with *KKM* (the minimal criteria Achievement) 70. Besides, the students' character score was 2.4. In cycle 1, the score of students reading skill was better than pre-cycle from 73.39 to 64.28 and students' character improved from 2.4 to 2.70. Next, when the writer wanted to continue the research in cycle 2, the writer faced problem. The problem was the Covid-19 pandemic situation so that school were closed for a long time. Thus, the writer did not collect data in cycle 2. So, the writer and the teacher came to decision the study could not be continued to cycle 2. Therefore, the writer comes to the conclusion that Cooperative Integrated Reading and Composition method can improve character based reading of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

Key Words: *improving, character, reading, CIRC.*

CHAPTER I

INTRODUCTION

In chapter I consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

A. The Background of the Study

Reading is the only skill in which the reader processes written symbols by combining background knowledge from him/her to create the meaning. When the reader is reading a text, at the same time the written symbols reach the brain, the reader processes by combining written symbols with background knowledge he/she has. According to Anderson (2003: 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that to get the comprehension in reading text the reader should combine between the information from a text and their own background knowledge so that the correct message from the text can be received by the reader.

To get better comprehension in the reading text, the reader should know a lot of vocabulary. Vocabulary is important in reading comprehension because vocabulary knowledge is part of background knowledge. The reader will more easily understand what they read because they have a lot of

vocabulary that they know. The statement was reinforced by Chou (2011: 108) that many studies have shown that vocabulary knowledge and background knowledge can help students read and comprehend better. The more vocabulary students know, the better they can decode and understand what they read. In contrast, background knowledge helps students make successful inferences. It can be concluded that has a lot of vocabulary can be easier for the reader to comprehend the text and vocabulary and background knowledge was important thing in reading skills.

Teaching reading was not easy because teachers not only have to get the students to read the text, but also have to think about how the students can comprehend all aspects of English. The teachers need to use appropriate strategies based on the materials. The teacher should use many strategies in teaching reading such as applying various methods, media, and games in order to keep the students interested. So, the class becomes interactive and students are easy to follow the lesson. This statement is supported by the Indonesian government policy that sets the teaching and learning process on *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 19 Tahun 2013 tentang Standar Nasional Pendidikan*, which prescribes from the learning process in educational units must be held in an interactive, inspirational, fun, challenging, motivating student to actively participate, and provide sufficient space for initiatives, creativity, and independence in accordance with talent, interests and physical development and psychological learners.

Based on observation and interview on 5th February 2020 in the tenth year students of SMA Muhammadiyah 1 Klaten, the writer found that the students had lack of motivation in studying reading. They were lazy to read long texts. Not seldom the teacher should more explain the text because the students could not catch and understand the meaning of the text and difficult to interpret specific words too because they had lack of vocabulary. It makes teaching and learning boring because the process of learning in class still be teacher centered. Therefore, the writer and the teacher as a collaborator discussed several strategies to find the appropriate for the students. The students need learning strategies that can foster their enthusiasm for learning. The method of learning by discussing in small groups is one of the good techniques in learning English. Finally, the writer and the teacher focused on Cooperative Integrated Reading and Composition method (CIRC method).

CIRC is one of the learning methods that exists in cooperative learning. Cooperative learning refers to a variety of teaching methods in which students work in small groups to help each other in learning subject matter (Slavin, 2010: 4). CIRC is a technique working to improve the reading and composition of students. In CIRC method, students work within cooperative teams that coordinate with a group reading instruction to achieve goals in areas such as comprehension of reading, vocabulary, spelling, and students are motivated to work on those activities with each other.

Furthermore, Zainuddin (2015: 18) conducted a research to see the significant effect on students reading descriptive text. The findings of this

research showed there was a better significant effect. The students who were taught by applying (CIRC) technique got the higher achievement compared with those who were taught by using classical method (CM). Durukan (2011: 108) states that these findings generally suggested that CIRC technique and traditional method were effective in reading comprehension and writing expression skills; however, CIRC technique used in the experimental group was more effective for achievement and retention level than the traditional method.

Meanwhile, Agustini, Marhaeni, and Suarnajaya (2013: 1) tested CIRC and TPS method on their research. The results of the analysis showed that there was a significant difference in reading comprehension between the students' who were treated by using different cooperative learning techniques, there was a significant interactional effect of cooperative learning techniques and students' attitude towards the students' reading comprehension. The result of the research showed that the CIRC technique was more effective for teaching reading comprehension better than TPS.

Astuti (2014: 87) also tested this method and the result of the research proved that using CIRC method was an effective teaching reading skill. This research findings showed that the students who were taught by using CIRC method had better reading skill than those who were taught using the Direct Instruction method. CIRC method could help the students develop their reading skill. The students who discussed in groups would interact each other. Besides, using CIRC Method in teaching reading skill could improve

students' interest. When the students' interest was high, their reading skill would certainly improve significantly. It means that the students who had high interest were better reading skill than the students who were low interest. Based on the result of research, it was implied that English teachers were recommended to apply CIRC method in teaching reading skill for some reasons. Firstly, CIRC method was cooperative learning rather than competitive. Secondly, CIRC method was student-centered. Thirdly, CIRC method made the students could work together and shared ideas with their friends in small groups. At last, it also enhanced the students' interest in studying reading text.

The four previous studies above proved the satisfying result from the used of Cooperative Integrated Reading and Composition method during teaching reading. Each research above was conducted in different areas of Indonesia and abroad, too. Based on the previous studies, the writer conducts the research in improving reading skill by applying CIRC method during learning reading process but in different contexts. The research is held in the school named SMA Muhammadiyah 1 Klaten. Therefore, the writer conducted the research entitled Improving Character based Reading by Applying Cooperative Integrated Reading and Composition Method of the Tenth Year Students of SMA Muhammadiyah 1 Klaten in Academic Year of 2019/2020.

B. The Reason for Choosing Topic

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

1. The students had a lack of motivation in learning reading comprehension and could not catch the meaning in the text well. It would have an impact on decreasing students' grades.
2. Cooperative Integrated Reading and Composition (CIRC) method attended to solve the problems using cooperative approach which could build students' enthusiasm in learning reading comprehension.

C. The Limitation of the Study

This study is focused on improving student's character based reading by applying Cooperative Integrated Reading and Composition Method of the Tenth Year Students of SMA Muhammadiyah 1 Klaten in Academic Year of 2019/2020.

D. The Problem of the Study

The problem of this study is formulated as follows: "Can Cooperative Integrated Reading and Composition method be used to improve character based reading of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020?"

E. The Aim of the Study

The writer's aim of the study is to verify whether CIRC method can be used to improve character based reading of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

F. The Use of the Study

The result of the study is expected to be useful both theoretically and practically as follows:

1. The Theoretical Use

It can be used to enrich the repertoire of character based teaching and learning reading theory.

2. The Practical Use

It can be used as a teaching model for other schools.

G. The Clarification of the Key Terms

To make the title clear, the writer would like to clarify the terms in order not to make misunderstanding between the writer and the reader. The clarification of the key terms is as follows.

1. Improving

According to Hornby (2005: 781), improving is to become better than before. In this study, improving means making the students' reading skill better than before. On improving the students' reading skill, the writer applied CIRC method. The students here are the tenth year

students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

2. Character Based Reading

According to Agboola & Tsai (2012: 163), character education is a growing discipline with a deliberate attempt to optimize students' ethical behavior. In this study, character-based reading means building the capacity to understand the text which shapes the character such as honesty, trust, curiosity, teamwork, responsibility, independence, creativity, politeness of tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

3. Reading

Reading is the result from two activities named decoding and comprehending (Flynn & Stainthorp, 2006: 42). In this study, reading means the activity of understanding text by decoding and comprehending the code on the text to create meaning by the students of tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

4. Cooperative Integrated Reading and Composition (CIRC)

Slavin (2010: 200-201) states that CIRC is a teaching method that focuses on reading, writing, and language arts. The main focus of the CIRC method is to make the use of follow-up time to be more effective. So, the students can achieve reading comprehension, vocabulary, implicit message, and spelling. Slavin (2010: 4) states that CIRC is one of the

learning methods that exist in cooperative learning. Cooperative learning refers to a variety of teaching methods in which students work in small groups to help each other in learning subject matter.

H. The Organization of the Study

This organization is presented in order to give the direction of the thesis arrangement. It is also meant to give a description to the readers.

Chapter I discusses Introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II discusses review of related literature. It consists of the previous studies, the position of the study, the theory of reading, the theory of Cooperative Integrated Reading and Composition (CIRC) method, the theory of character education, the theoretical framework, and the action hypothesis.

Chapter III discusses research method. It deals with the meaning of research method, the strategy of the research, the data and source of data, the technique of collecting the data, the validity of the data, the technique of analyzing data, the procedure of the research, and the testing performance indicator.

Chapter IV it consists the present of the data, the analysis of the data, and the discussion of the findings.

Chapter V it consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

In this phase, the writer would like to answer the problem of the study namely “Can Cooperative Integrated Reading and Composition method be used to improve character based reading of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020?”. There was improvement in teaching reading by using Cooperative Integrated Reading and Composition method which can be seen from precycle until cycle 1 in table 19 of students’ improvement below.

Table 19. Students’ Improvement

No	Instruments	Mean	
		Pre cycle	Cycle 1
1.	Students’ Reading Skill	64.28	73.39
2.	Students’ Character Assessment	2.4	2.70

In precycle, the mean score of students’ reading skill was 64.28. It means that the score was still under Minimum Criteria Achievement (KKM) because the score of Minimum Criteria Achievement (KKM) in SMA

Muhammadiyah 1 Klaten was 70. Next, the mean score of students' character was 2.4 and labeled as sufficient score.

In cycle 1, there was an improvement in both student reading skill and character assessment because the cycle one score is higher than precycle score. The student reading skill was getting an improvement from 64.28 in pre cycle to 73.39 in cycle 1. Based on the results of cycle 1, it had been analyzed that the mean results in students' reading skill reached the Minimum Criteria Achievement (KKM). Next, the mean score of students' character was 2.70 and labeled as good score.

Next, when the writer wanted to continue the research in cycle 2, the writer faced a certain problem. The problem was the Covid-19 pandemic situation so that schools were closed for a long time. Thus, the writer did not collect data in cycle 2. So, the writer and the teacher came to decision the study could not be continued to cycle 2. Therefore, the writer come to the conclusion that Cooperative Integrated Reading and Composition method was able to improve character based reading since the score always got an improvement from precycle to cycle 1. Based on the reading score and character score the students earned during the research, the writer can answer the question stated in the problem of the research as Cooperative Integrated Reading and Composition can be used to improve teaching and learning character based reading skill of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2019/2020.

B. Suggestion

After the writer carried out the research by using Cooperative Integrated Reading and Composition method to improve the students' character based reading skill, the writer presents some suggestions to the students, the English teacher, and the school below.

1. To the Students

The use of the Cooperative Integrated Reading and Composition method is expected to be a solution for the students to improve their character and reading ability in the English teaching and learning process.

2. To the Teacher

Teachers are recommended to be able to use CIRC method 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 method is one of the interesting techniques that can be used in teaching reading because it contains cooperative. So, the students do not get bored learning English. The teacher can also actively involve students in developing their knowledge, attitudes, and skills in an open and democratic learning environment.

3. To the Other Researcher

The research will give the other researcher some spirit and enthusiasm in conducting similar research to finish their study. It also gives some ideas on how to conduct action research. Therefore, it is

suggested that university students who have not conducted yet any research, are involved in research so they can be motivated to conduct their research and can have some ideas in conducting it.

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