

**IMPROVING CHARACTER-BASED READING BY APPLYING  
COOPERATIVE INTEGRATED AND READING COMPREHENSION  
METHOD OF THE ELEVENTH YEAR STUDENTS OF SMK PGRI  
PEDAN KLATEN IN ACADEMIC YEAR 2020/2021**

**S-1 THESIS**

Submitted as a Partial Fulfillment of the Requirement for Undergraduate Degree  
in English Education Study Program



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APPLYING CIRC METHOD OF THE TENTH YEAR STUDENTS OF  
SMK PGRI PEDAN KLATEN IN ACADEMIC YEAR 2020/2021**

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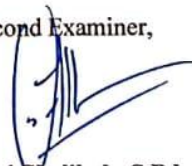
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“IMPROVING CHARACTER BASED READING COMPREHENSION BY APPLYING CIRC METHOD OF THE TENTH YEAR STUDENTS OF SMK PGRI PEDAN KLATEN IN ACADEMIC YEAR 2020/2021”**

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 2021



**MUHLIS DWI WICAKSONO**  
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## **MOTTO**

Be grateful, be kind, be Humble, be brave, be yourself.

(The writer)

## **PRESENTATION**

This thesis is dedicated to:

1. My Family

“Thank you for all your prayers and support all the time. Thank you for being patient with me all the time. Thank you for keeping trying to make me become a good person.”

2. My beloved brother

“Thank you for all your support.”

3. My beloved best friends

4. ABC Petshop and Mr Yunianto

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5. All of my beloved friends in English Education Study Program (GRX family)

“Thank you for the support, the memories we knit every day, for the laughter we have every day, and for the extraordinary solidarity.”

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Nothing is perfect. The writer reveals that this thesis is still far from being perfect. Therefore, he would like to accept suggestion, criticisms from readers in order to make this thesis perfect.

Finally, the writer hopes that this thesis will be useful for especially the English students and readers in general.

Klaten, June 2021

The Writer



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## ABSTRACT

**MUCHLIS DWI WICAKSONO, 1711200014**, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2021. Thesis. *Improving Character-Based Reading by Applying CIRC (Cooperative Integrated Reading and Comprehension) Method of the Tenth Year Students of SMK PGRI Pedan Klaten in Academic year 2020/2021.*

This research aims at verifying whether CIRC method can improve character based reading of the tenth year students of SMK PGRI Pedan Klaten in academic year 2020/2021. This study is included into classroom action research. The data of this study are the result of observation in the classroom, document, students' score, and the result of interview about the process of teaching and learning. The sources of the data in this study include event, informant, and document. The data are collected through observation, interview, test, and documentation of teaching and learning process of the tenth year students of SMK PGRI Pedan Klaten in academic year 2020/2021. The technique of analyzing the data is descriptive qualitative method.

The finding shows that there is improvement of students' achievement in reading skill and students' character assessment from precycle, to cycle 1 and to cycle 2. The mean score of the students' reading skill in precycle is 51,59, cycle 1 is 68,41, and cycle 2 is 71.73. While the mean score of the students' character assessment in precycle is 2.19, cycle 1 is 2.55, and cycle 2 is 2.76. So, it can be concluded that CIRC method can improve the teaching and learning of character based reading for the tenth year students of SMK PGRI Pedan Klaten in academic year 2020/2021.

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

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Reading is the window of knowledge, so the students should like to read something to gain a lot of information. 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 by reading, students can get a lot of information from various sources and it can improve their knowledge. Fauziati (2002: 139) states that reading as one of four language skills that has to be taught as well as possible. Reading is a very complex act, and we have attempted to understand it by dividing it into parts (Caldwell, 2008: 18).

According to Johnson, reading is the practice of using text to create meaning (2008: 3). It means that by reading activity, the students can think how to create the meaning of the text that the students read. Thus, reading activity has to be an interesting activity to attract the students' attention to read. According to Hermida, in the past decades, the researcher discovered a mutual relationship between a students' academic reading skills and academic success. Students as well as teachers, however, take the learning of this skill for granted. As a result, most students use a surface approach to read in reading academic reading materials (2009: 20). It means that reading is an interactive activity, because the students can read anytime when they have a

free time. Furthermore, by reading they can get information. So for the first, the students have to like reading activity to make that activity is running delightfully.

Nunan states that the perspective of language skills are listening, speaking, reading, and writing (2003: 1). Those skills should be understood by the students, so the students have to learn, understand, and master all of those skills especially in reading activity because reading is one of the difficult skills. Besides, the students not only master about English skills but also understand about aspects in English skills, such as grammar, vocabulary, and spelling. Apsari & Yana (2015: 217) state that in teaching reading there are four problems encountered by the respondents in teaching reading: lack of students' vocabulary mastery, lack of motivation in reading, students are not used to reading a lot on a regular basis and teaching time allocation. If students do not understand the meaningful text, students can not answer the question and can not identify the text well. Whereas, by learning reading the students can improve their pieces of knowledge such as vocabulary, grammar, and spelling. This statement is supported by Susanti (2002: 87) who mentions that pupils who have high a level on mastering the English vocabulary, they have a high level on mastering the English reading ability too. The same result happens also to the opposite one, that pupils who have a low level in mastering the English vocabulary, their mastering in English reading ability is low too.



However, a lot of students do not want to read the text because several teachers still used old method to teach their students which made the students uninterested because the teaching and learning process became a boring activity. The statement is supported by Sulfasyah et al (2015: 68) that the teachers lack of knowledge and understanding about pedagogical practices promoted by the new curriculum and the nature of competencies, together with their narrow interpretation of these, seems to have influenced, if not overly encourage, the retention of traditional approach to pedagogy. The following problems may effect the students uninterested in the teaching and learning process. It means that the teachers have to explore the new method in order to make the students more interested in reading activity.

Based on the observation done on the preliminary research, the tenth year students of SMK PGRI Pedan Klaten had more than one problems when the students did the reading activity, such as they could not understand what they read because of their lack in vocabulary. So when they do not have lots of vocabularies, they get diffuclties in reading. Futhermore, reading is a boring activity for several students so it makes students avoid that activity. It is also supported by Shehu (2015: 91) who states that reading comprehension is a crucial component of the second language acquisition. As a core part of language learning, it is not an effortless process obviously. Students often complain when they do not understand a text; therefore,. The researcher uses a Cooperative Integrated Reading and Composition, points out that CIRC is principally used to teach reading and composition. The researcher adds that

the typical procedure of its method is setting a lesson in some specific area of reading. Cruickshank et al, (2009 :23) states that is giving more exercises and more time allotment to the teaching and learning process.

Besides that, English Curriculum 2013 is oriented to the competence of text formation such as descriptive, recount, procedure, etc. Each text formation has generic structure, which is different. The researcher tries to identify the problem by doing the following activities: giving reading material to the students, giving test to the students about that material, observing the activities of the English teaching and learning process in the class.

To solve the problems above, the teacher needs an appropriate method. It helps students solving their problems about learning reading, they need another technique which is more appropriate and more interesting in teaching reading. One of innovative and creative teaching and learning methods that makes the students active to read and give a feedback is Cooperative Integrated and Reading Comprehension (CIRC). CIRC is one of teaching and learning methods that uses problem to teach English. From the problem, the students try to solve it by their own ability. It can optimize the students potential actively. 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.

According to Mubarak and Rudianto (2017: 41), “CIRC is a type of cooperative learning techniques that is expected to provide a smart solution for English language learning in university especially among the students-workers type””. According to Mubarak and Sofiana (2017: 125) CIRC strategy provides practical and applicable activities which could be done by teachers in improving students' reading ability.

Meanwhile, Agustini et al (2013: 1) tested CIRC and TPS (Think-Pair and Share) 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.

Based on the definitions above what is meant by Cooperative Integrated Reading and Composition in this research is a method used in classroom activity as the interesting learning. 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.

Based on the explanation above, improving reading skill by applying Cooperative Integrated and Reading Comprehension (CIRC) can raise the

students' characters, such as creative, critical, independent, collaborative, and communicative. Creativity can be obtained by the students' thinking in understanding and solving problems in the text. Thus, through criticalness students can create and think critically about the right way to solve problems. Independence can be gotten by giving assignment to the students so the students are expected to do and solve their problem assignment which is provided by the teacher that must be done by themselves. While, collaborative is one of the characters that must be applied in a teaching and learning process because this character can create mutual respect for each other's opinions so that a problem presented can be resolved properly. Communicative can be seen in the teaching and learning process while the students are asking about the problems and giving their ideas in solving the problems. Through communication, the students can be active in reading activity to solve the problem by using Cooperative Integrated and Reading Comprehension.

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 had better reading skill than the students who had 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 be able to work together and share ideas with their friends in small groups. At last, it also enhanced the students' interest in studying reading text.

Facts and evidence inspire the researcher to apply the Cooperative Integrated and Reading Comprehension method to the tenth year students of SMK PGRI Pedan Klaten in academic year 2020/2021 to develop the students' character-based reading. CIRC method can increase the students' and teacher's interest in the process of teaching and learning. By applying CIRC method in English subject, students can be creative, critical, independent, collaborative, and communicative in reading activity.

## **B. The Reason for Choosing the Topic**

The reasons for choosing Cooperative Integrated and Reading Comprehension method in teaching and learning reading are as follows:

1. Help the students to improve their reading skill which facilitates them to master English subject easily.
2. Can improve the students' character based reading skill.

Based on the reasons above, the researcher applies Cooperative Integrated and Reading Comprehension method to improve reading skill of the tenth year students of SMK PGRI Pedan Klaten in academic year 2020/2021.

### **C. The Limitation of the Study**

The study is focused on improving students' character-based reading by applying Cooperative Integrated and Reading Comprehension method of the tenth year students of SMK PGRI Pedan Klaten in academic year 2020/2021.

### **D. The Problem of the Study**

The problem of this study is formulated as follows "Can Cooperative Integrated and Reading Comprehension method be used to improve character-based reading of the tenth year students of SMK PGRI Pedan Klaten in academic year 2020/2021?"

### **E. The Aim of the Study**

The aim of the study is to verify whether CIRC method can be used to improve character based reading of the tenth year students of SMK PGRI Pedan Klaten in academic year of 2020/2021.

## **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 on the Key Terms**

To clarify the meaning of the title, the researcher would like to describe the key terms as follows:

### 1. Improving

According to Hornby (2005: 598), improve is to become or make something better. It means that improve is an activity to make something or someone be better than before by using the better way. While, Mulyasa (2009: 8) states that improving in action research means improve in learning quality, so that it is continuous improvement of learning process and continuous quality improvement. It means that improving is an activity to change the quality of something or someone to be better than before. In this thesis, improving is meant an effort to make of a continuous quality improvement develop students' reading comprehension of the Tenth Year Students of SMK PGRI Pedan Klaten in Academic Year 2020 / 2021.

## 2. Character Based Reading .

### a. Character

According to Aqib and Sujak (2011: 2), character refers to a set of attitudes, behaviors, motivation and skill. While, Asmani states that character is a characteristic possessed by an object or individual. These characteristics are original and rooted in the personality of the object or individual, and is a machine that drives how someone acts, behaves, says, and responds to things (2011: 23).

### b. Reading

According to Celce-Murcia (2001: 119), reading skill is a process of trying to understand a written text. While, Grabe (2009: 15) states that reading is an interactive process in that a number of the skill and process used in reading call for effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdown, and match comprehension output to reader goals. Uruquhart and Weir in Grabe (2009: 14) also state that reading is the process of receiving and interpreting information encoded in language form via the medium of print.

Based on the explanations above, it can be concluded that character based reading means a set of attitudes, behaviours, motivation and skills which is inserted during the process of receiving the materials that are given by the teacher to build the students' character such as creative, critical, independent, collaborative, and communicative to be better than



before in reading activity. Since by reading text or something, the students can understand the meaning and gain the information based on the text that they read.

### 3. Cooperative Integrated and Reading Comprehension

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.

In this study, Cooperative Integrated and Reading Comprehension means an appropriate method that guides the students in learning character based reading in small.

## H. The Organization of the Study

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

**Chapter I is Introduction.** It consists of 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 is Review of Related Literature.** It consists of previous studies, position of the study, theory of reading, teaching reading, theory of CIRC, and theoretical framework.

**Chapter III is the Method of the Study.** 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 data, the procedure of the action, the technique of analyzing of data and testing performance indicator.

**Chapter IV is the Result of the Study.** It includes the analysis of the data and the discussion of the findings.

**Chapter V is Conclusion and Suggestion.** It consists of conclusion and suggestion.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and the suggestion of the research from implementing Cooperative Integrated and Reading Comprehension method to the tenth year students of SMK PGRI Pedan Klaten in academic year of 2020/2021.

#### A. Conclusion

After presenting and analysing the data which were obtained in the research discussed in the fourth chapter, the researcher can conclude the result of the research as the answer of problem “Can CIRC (Cooperative Integrated and Reading Comprehension) method be used to improve the character based reading of the tenth year students of SMK PGRI Pedan Klaten in academic year of 2020/2021?”. Based on the result of the research, it can be concluded that CIRC method can improve the teaching and learning of character based reading skill to the tenth year students of SMK PGRI Pedan Klaten in academic year of 2020/2021. It makes the students easier to express their ideas in solving the problem given by the teacher. There is improvement on the students’ ability of reading skill. It is proven with the students’ mean score which improves from 51.59 in precycle, 68.41 in cycle one, and 71.73 in cycle two. Furthermore, Cooperative Integrated and Reading Comprehension method can also improve the character of the students. It can be seen that the mean of students’ character in precycle is 2.19, in cycle one is 2.55, and cycle two is 2,76. It is proven with an

improvement in the characters that exist in every aspect, namely responsible, honest, independent, creative, and discipline.

## **B. Suggestion**

After the researcher carried out the research by applying Cooperative Integrated and Reading Comprehension method to improve the students' character based reading, the researcher would like to present some suggestions to the students and the English teachers.

### **1. To the Students**

The students must be active in teaching and learning process when they are taught by using any method especially in teaching reading by using Cooperative Integrated and Reading Comprehension method. Because of this method, they can share their ideas or opinions to solve the problems that are faced by the students in learning reading or in the real life. So, the students can improve their reading skill and their character.

### **2. To English Teachers**

The English teachers are suggested being able to use Cooperative Integrated and Reading Comprehension method as an alternative method in teaching reading skill. They should monitor students' activity during teaching and learning reading and support the students by giving some motivations to make the students more active and focus on material. Besides that, the teachers should give various texts for different meetings and try the integrated process, in order to make the learning process fun,

interesting, and interactive. In addition, the students can get more information and new vocabularies of the text.

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