

**IMPROVING CHARACTER BASED READING BY APPLYING CIRC  
METHOD OF THE TENTH YEAR STUDENTS OF SMK N 2 KLATEN IN  
ACADEMIC YEAR OF 2021/2022.**

**S-1 THESIS**

Submitted as a Partial Fulfillment of the Requirements for Writing S-1 Thesis in  
English Education Study Program, Teacher Training and Education Faculty, University  
of Widya Dharma Klaten



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**2022**

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**IMPROVING CHARACTER BASED READING BY APPLYING CIRC  
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ACADEMIC YEAR OF 2021/2022**

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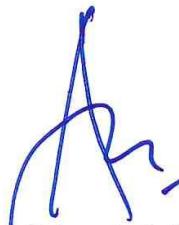
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ACADEMIC YEAR OF 2021/2022**

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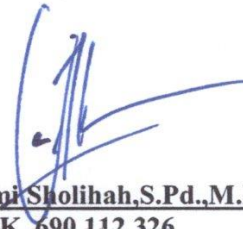
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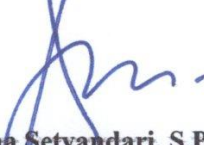
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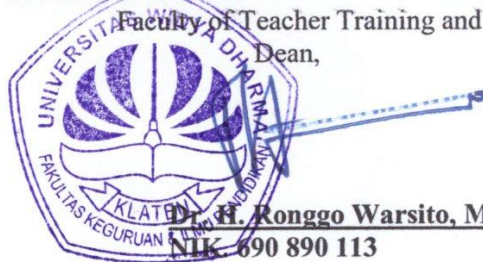


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### PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“IMPROVING CHARACTER BASED READING BY APPLYING CIRC METHOD OF THE TENTH YEAR STUDENTS OF SMK N 2 KLATEN IN ACADEMIC YEAR OF 2021/2022”**

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, June 2022



**NISA ALVIONITA PRASETYA RINI**  
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## **MOTTO**

“Tidak ada kesuksesan tanpa kerja keras. Tidak ada keberhasilan tanpa kebersamaan.

Tidak ada kemudahan tanpa doa.” – Ridwan Kamil

“Angin tidak berhembus untuk menggoyangkan pepohonan, melainkan menguji kekuatan akarnya.” – Ali bin Abi Thalib

“Tidak mustahil bagi orang biasa untuk memutuskan menjadi luar biasa.” – Elon Musk

"Life has no remote, get up and change it yourself." - Mark A Cooper

## PRESENTATION

This thesis dedicated to

1. My parents

“Thank you for all you gave to me, always understand me, *and guide me through my life.*”

2. My younger brother

“Thank you for your always supporting me”

3. My friends

“Thank you for all the support and kindness. I can't express how lucky I am for having you all in my life.”

## ACKNOWLEDGEMENTS

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First and foremost, the writer wishes to express gratitude to Allah SWT for providing her with the ability and opportunity to accomplish this thesis. The writer recognizes that completing this thesis without the assistance of others is impossible.

On this occasion, the writer wishes to convey her special thanks to:

1. Prof. Dr. H. Triyono, M.Pd., as the Rector of Widya Dharma University;
2. Dr. H. Ronggo Warsito, M.Pd., as the Dean of Teacher Training and Education Faculty of Widya Dharma University;
3. Ana Setyandari, S.Pd., M.Pd., as the Head of English Education Study Program of Teacher Training and Education Faculty of Widya Dharma University and as the writer's second consultant, who has patiently guided the writer from the preparation of this study until now.
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5. Muhamad Woro Nugroho, S.Pd, M.Eng. as the headmaster of SMK N 2 Klaten;
6. Ayu Puspita Sari, S.Pd. as the English teacher of X TITL B;
7. The students of X TITL B of SMK N 2 Klaten who had participated in this study;

Because of the writer's limited knowledge and experience, the writer realizes that this study is far from being ideal. As a result, the writer will gratefully accept criticism and suggestions for the goal of perfecting this study. The writer hopes that this study will be beneficial to both herself and the readers.

Klaten, June 2022

The Writer



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## ABSTRACT

**NISA ALVIONITA PRASETYA RINI, 1811200010** English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2022. Thesis. *Improving Character-Based Reading by Applying CIRC Method of the Tenth Year Students of SMK N 2 KLATEN in Academic Year of 2021/2022.*

This study has a purpose to prove whether CIRC method can improve character based reading of the Tenth Year Students of SMK N 2 KLATEN in Academic Year of 2021/2022.

This study was categorized into Classroom Action Research (CAR). The qualitative data were gotten through observation, interview, questionnaire, and documentation, whereas the quantitative data were gotten from the test. The descriptive statistics was used to analyze the mean of the result.

The data indicates there is improvement of students' achievement in reading skill and students' character assessment from pre-cycle, to cycle 1 and to cycle 2. In pre-cycle the score of students' reading skill is 82.23, the score of teacher's professionalism is 3.41 the students' group interest is 3.26, and the students' character is 3.27. In cycle 1 the result of the students' reading skill is 82.87, the score of teacher's professionalism is 3.46, the students' group interest is 3.27, and the students' character is 3.31. In cycle 2 the score of students' reading skill is 83.29, the score of teacher's professionalism is 3.57, the students' group interest is 3.36, and the students' character is 3.34. So it can be concluded that the CIRC method can improve the students' mastery of character based reading of the Tenth Year Students of SMK N 2 KLATEN in Academic Year of 2021/2022.

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

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Reading is a movement that joins the data of the text and the reader's experience information to fabricate the significance. Anderson (2003: 68) proposed that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It implies that to get the perception on reading message, the reader needs to join between the data from a message and their own experience information so the right message from the text has the option to get by the reader.

Related to the previous statement, reading is an interaction of joining data of the text and the information which are got by the readers. It suggest that readers who have a proper information base will combine their basic knowledge with text of the data. The objective of reading is to understand the meaning of the text. Reading can be characterized from the blend between the text, the reader, familiarity and methodologies, which means that meaning of the text can be obtained from the reader's experience and information which is coordinated with the text. So if the readers have trouble, they know what they ought to do.

Goodman (1967: 1) explained that Reading is a precise process, it involves exact, detailed, sequential perception and identification of letters, words, spelling patterns and large language units. Means while process of reading, readers will find a set of words, spelling patterns and language units that are arranged in a coherent way.

In addition, according to Kaya (2015: 37), reading skills are important for individuals since they foster comprehension in reading. The students learn a large number of vocabulary words and how to utilize them effectively. Reading provides students with additional information and has the potential to expand their understanding. The purpose of teaching and learning reading is to help students understand the contents of the text by helping them find complex meanings in texts.

English has four skills of language learning that should be understood by the students. The perspective of language skills are listening, speaking, reading, and writing (Nunan 2003: 1). The students also have to comprehend aspects in English skills. Those aspects are grammar, vocabulary, and spelling. The students have to master all those skills and aspects well in order to interact more easily in the society because English becomes the subject which is taught for students in school.

Explaining reading isn't simple, since the teacher does more than just makes the students read the text. In addition, reading needs to contemplate how the students have the option to comprehend the data in the text they have read. This statement is supported by *Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Pasal 19* which states that *proses pembelajaran pada satuan pendidikan diselenggarakan secara interaktif, inspiratif, menyenangkan, menantang, memotivasi peserta didik untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik.*

It means that the process of teaching and learning should be attractive for students, and be able to make students more active during learning activity.

In reference to the goals of the 2013 curriculum, reading as one of the language competency functions as the tool of communication to deliver the idea and knowledge. It means that the curriculum 2013 focuses on students centered learning and focus to the students' character like honesty, responsibility, discipline, and caring with other. Kartajaya (2010:3) revealed that character is a characteristic possessed by an object or individual. The characteristic is original and rooted in the personality of the object or individual. Furthermore, character is a "machine" that drives how a person acts, behaves, says, and responds to something. In this study, the character is the students' way to express and to respond the texts that make the students be able to catch the information from the reading texts.

The teacher should utilize a few procedures in explaining reading, for example, applying different strategies, media, and games to keep the students cooperative. Thus, the class becomes intuitive and the students are easy to follow the lesson. One of the suggested methods which has the choice to make the studies more dynamic and innovative in getting the hang of reading is Cooperative Integrated Reading and Composition (CIRC). Cooperative Integrated Reading and Composition (CIRC) is a teaching and learning method to increase student's understanding about reading comprehension and vocabulary.

The motivation behind executing CIRC strategy is to create openings for the students to turn out to be more dynamic in learning. In this situation of study, the students will be occupied with sets of conversations and entire class conversation exercises, subsequently the students will have a lot further comprehension of the text they have read.

In view of the previous clarification, the writer conducts the research with the title “Improving Character Based Reading By Applying CIRC Method of the Tenth Year Students of SMK N 2 Klaten in Academic Year of 2021/2022”

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

The explanation and thought of why the writer has picked the study are as follows:

1. Cooperative Integrated Reading and Composition (CIRC) method is reasonable and approvable to assist students to improve character based reading by mastering reading that can be applied comprehensively.
2. Reading ability authority is significant for the students to understand all of types of texts, to get the data, principle thought, or conclusion.

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

In this case, the writer focuses on improving students’ character based reading mastery by applying Cooperative Integrated Reading and Composition (CIRC) method to the tenth year students of SMK N 2 Klaten in academic year of 2021/2022.

**D. The Problem of the Study**

The problem of this study is formulated as follows: “Can Cooperative Integrated Reading and Composition (CIRC) method improve character based reading of the tenth year students of SMK N 2 Klaten in academic year of 2021/2022?”.

**E. The Aim of the Study**

The aim of the study is to verify whether Cooperative Integrated Reading and Composition (CIRC) method can improve character based reading of the tenth year students of SMK N 2 Klaten in academic year of 2021/2022.

**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 improve the repertoire of character based teaching and learning reading theory.

**2. The Practical Use**

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

## **G. The Clarification of the Key Terms**

To clarify the meaning of the title, the writer would like to clarify the key terms as follows.

### **1. Improving**

Hornby (2005: 781) explained that improving is to become better than before. While Aranson (2002: 4), expressed that improving is the existence of change to be better. So it can be concluded that improving means making changes to be better than before. Students are expected to get better knowledge of reading and improve their understanding after learning reading using CIRC method.

In this study, improving means the process to increase the quality of the process of teaching and learning reading skill by applying CIRC method to the tenth year students of SMK N 2 Klaten in academic year of 2021/2022.

### **2. Character Based Reading**

#### **a. Character**

Effendy (2013: 9) proposed that character is a behavioral values cultivation system (character) to the school community which includes knowledge, awareness or willingness, and actions to implement values, towards God, self, neighbor, environment and nationality so they become good humans. On the other hand, Lickona (1991: 51) said that character is a reliable inner disposition to respond to situations in a morally good way. Moreover According to Aqib and Sujak (2011: 2) character refers to a set of attitudes, behaviors, motivation and skill.

Related to the definition above it can be conclude that character is behavioral values and reliable inner disposition to respond situation in a good way.

### **b. Reading**

As maintained by Farrel and Thomas (2002: 1) that reading is the process of constructing meaning through the dynamic interaction among the reader's exiting knowledge, the information suggested by written language and the context of reading situation.

Moreover Heilman, et al (2005: 4), argued that Reading is interacting with language that has been coded into print. The product of interacting with the printed language should be comprehension.

Based on previous statement, it is possible to analyzed that reading is an process of interaction between reader's knowledge and meaning that should be comprehension.

In this study, character-based reading means the process of building meaning from the text by involving the students' personality during the teaching and learning process particularly in reading session to the tenth year students of SMK N 2 Klaten in academic year of 2021/2022.

### **c. Cooperative Integrated Reading and Composition (CIRC)**

As confirmed by Nadia (2016: 64) Cooperative Integrated Reading and Composition program is a comprehensive reading and writing program for students. It includes story-related activities, direct instruction in reading comprehension and integrated reading and language art activities. Students are more enthusiastic and more



motivated to take part in learning process to understand the material by using Cooperative Integrated Reading and Composition (CIRC) method.

Mubarok et al. (2016: 27) stated that CIRC is a kind of integrated method which can be used by students in learning reading and writing. In this method, students are viewed as independent learner in their learning and should be responsible in teaching and learning process.

In this study, CIRC method is one of cooperative learning methods as a comprehensive program to improve students' ability in reading skill of the tenth year students of SMK N 2 Klaten in academic year of 2021/2022.

#### **H. The Organization of the Study**

In order to facilitate the thesis arrangement, the writer organizes the report into five chapters. This study consists of five chapters as follows.

**Chapter I is Introduction.** It presents background of the study, the reason for choosing the study, 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 contains previous studies, position of the study, theory of reading, theory of CIRC, theory of character education, and theoretical framework.

**Chapter III is the Method of Study.** It consists of 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, and the analysis of data.

**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 deals with conclusion and suggestion.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter is divided into two sections. The first section is the conclusion, which contains the important ideas presented in the previous chapter. The second section presents several suggestions that are valuable to an English teacher and students from applying of Cooperative Integrated and Reading Comprehension method to the tenth year students of SMK N 2 Klaten in academic year of 2021/2022.

#### **A. Conclusion**

The writer would like to state the result of the study in answering the problem statement of the study “Can Cooperative Integrated Reading and Composition (CIRC) method improve character based reading of the tenth year students of SMK N 2 Klaten in academic year of 2021/2022?”. Based on the result, it can be concluded that Cooperative Integrated Reading and Composition (CIRC) method can improve character based reading of the tenth year students of SMK N 2 Klaten in academic year of 2021/2022.

The conclusion above can be proven that the students’ reading skill improves from 82.23 in pre-cycle to 82.87 in cycle 1, and 83.29 in cycle 2. CIRC method also increases the students’ character which the mean of each cycle is 3.27 in pre cycle, 3.31 in cycle 1, and 3.34 in cycle 2.

## **B. Suggestion**

After completing the study by implementing CIRC method, to improve the students' character based reading, the writer would like to give some suggestion to the English teachers and the students.

### **1. To the English teachers**

Realizing that the CIRC method is greatly beneficial for students' character-based reading comprehension, it is suggested that English teachers adopt the CIRC method as a teaching method. It is brought on by a number of factors, such as, using the CIRC method can assist students in resolving their reading comprehension issues, the students' academic performance is expected to increase.

### **2. To the students**

If students do not want to drop their English skills, specifically their reading skills, they need practice constantly. Students are expected to be more active in the teaching and learning process both when the teacher explains the material and in group discussions and they remember the concept of understanding the text effectively, because by reading, students can increase their knowledge.

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