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HORTATORY EXPOSITION TEXT THROUGH COOPERATIVE
INTEGRATED READING AND COMPOSITION**
(A Classroom Action Research on the Eleventh Grade Students of Madrasah
Aliyah Negeri 02 Pontianak Academic Year 2011/2012)

A JOURNAL

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IMPROVING STUDENTS' ABILITY IN READING COMPREHENSION HORTATORY EXPOSITION TEXT THROUGH COOPERATIVE INTEGRATED READING AND COMPOSITION

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Abstrak: penelitian ini adalah penelitian tindakan kelas (PTK) pada siswa kelas sebelas MA Negeri 02 Pontianak tahun ajaran 2011/2012. Penelitian ini bertujuan untuk mengetahui seberapa baik cooperative integrated reading and composition (CIRC) membantu siswa dalam memahami teks. Alat pengumpulan data dalam penelitian ini adalah lembar observasi, catatan lapangan, dan tes tertulis. Hasil data penelitian dianalisis menggunakan rubrik penilaian. Analisa tes siswa meliputi kemampuan siswa dalam menemukan ide pokok, gagasan pendukung, referensi, memahami kesimpulan dan kosa kata serta membuat ringkasan. Kemampuan siswa dalam memahami teks bacaan hortatory exposition meningkat dalam tiga siklus, dari 4,87 (pilihan ganda) dan 6,54 (esei) pada siklus pertama, kemudian meningkat pada siklus kedua, 7,72 (pilihan ganda) dan 4,55 (esei) dan mencapai 8,6 (pilihan ganda) dan 8,7 (esei) pada siklus ketiga.

Kata kunci: cooperative integrated reading and composition (CIRC), teks hortatori eksposisi, memahami bacaan.

Abstract: This study was a classroom action research (CAR) at eleventh grade students of MA Negeri 02 Pontianak in academic year 2011/2012. The aim of this research is to know how well cooperative integrated reading and composition (CIRC) help the students in reading comprehension. The tools of data collecting in this research were observation checklist, field note and writing test. Data was analyzed by using scoring profile. The analysis of students' test result covered students' ability in finding out the main idea, details, reference, understanding the inference and vocabulary and making the summary of text. The students' ability in reading comprehension hortatory exposition text improved in three cycles, from 4.87 (multiple choice) and 6.54 (essay) in cycle 1, then improved in cycle 2, 7.72(multiple choice) and 4.55 (essay), up to 8.6 (multiple choice) and 8.7 (essay) in cycle 3.

Keywords: cooperative Integrated Reading and Composition (CIRC), hortatory exposition text, reading comprehension.

Teaching reading in English has purpose not only to encourage students to read fluently and clearly but also to comprehend the text. The students should know the kind of text they read, the reason in reading that text, what kind of

information they will get from that text and the best method in comprehending that text. Reading activity will be nothing if the readers do not know what they have read. As Brown (2000: 306) state, “whenever you are teaching a reading technique, makes sure students know their purpose in reading something.” Hence, in reading comprehension, the students should get what the writer talk in main idea. The writer usually gives more explanation of main idea in the supporting idea or details. That helps readers in interpreting the text. The good strategy in reading comprehension helps them easier to get the point the text tells about and learn moral value or culture from the text.

Comprehending hortatory exposition text in daily context is standard competence in teaching reading hortatory exposition text in eleventh grade of senior high school. The goal of this learning is helping students easier to access the knowledge. This text begins with thesis which introduces the issue concern. Then, the issue concern will be supported by arguments. That led the text to the recommendation about what should and should not happen related to the issue.

Main idea, details, referent, inference and vocabulary are main aspects of reading comprehension. In hortatory exposition text, main idea is also the thesis of the text. It is the writer’s focus in writing. To get the main idea of paragraph, the reader should be able to identify the topic of the paragraph. According to Collage (2003), main idea is usually stated in the beginning or first sentence. The second is details. It is specific information to help the reader create understanding of the text. In hortatory exposition text, the reader gets information that supports the writer concern in arguments. In drawing inference and understanding reference, the mastery of vocabulary have important role. The reader should know what or who is the writer talking about in the sentence to find out the relationship between texts. In making inference, the reader needs to make conclusion or paraphrase from the fact or information stated in the text.

In order to encourage students to comprehend hortatory exposition text, group work can be a good choice. In group work, students can share their idea and help each other freely. The students discuss difficult words and interpret sentences to comprehend the whole text cooperatively. As Eggen and Kauchak (1996: 279) explain, cooperative work learning is a group learning strategy to encourage students learns collaboratively to solve their problem in learning, share idea and help each other in achieving their goal.

This research used cooperative integrated reading and composition (CIRC) as a method in cooperative learning. In CIRC, students group of four help each other solving the problem in understanding the text. Slavin in Suyatno (2005) states that there are eight components in CIRC; they are: team consist of four or five students, placement test, students creative, team study, team scorer and team recognition, teaching group, facts test, and whole class units. CIRC is a method developed in United States to help upper elementary grades students.

The activities of CIRC begin with reading groups that are established in the classroom. Next, students are paired off within the groups. When the teacher works with a reading group, students in group try to help each other in meaningful reading by partner reading, asking the questions related to reading text, word meaning and story retelling or summarizing the text. Stevens et al cited in Slavin

(1991: 12) explains that in CIRC, students reading one to another in group, they listen to their friends word pronunciation and correct any errors the reader may make. In this step, the teacher also brainstorms the students to know the students background knowledge and decides whether the content of text familiar or not to the students.

The series activity of CIRC stated by Slavin (1991:59) are: partner reading, story grammar and story related writing, words out load, word meaning, story retells, spelling, partners checking, and test. Those activities reduce teacher's domination in teaching learning process. Moreover, it motivates the students to be more independent and active. In this study, the reading comprehension activity using CIRC begin with making group work. Each group consists of four students. Then the teacher distributed hortatory exposition text to each group and asks them to read the text. After that, the teacher brainstorms the students by asking some questions to know whether the topic familiar or not. The teacher also models the students to predict the text. In this research, the teacher asks the students to guess what the purpose of reading text by reading the thesis part. Underlined the difficult words, finding the main idea and made predicting helps the students to get what text is about and also helped to guess what the difficult words' meaning. Next, the teacher asks the students to work in group. First, the students take turn in reading the text in group. Next, the students list the difficult words and discussed the meaning. Then, they predict what the text tells about by using questions guideline. Questions related to the text helped them to understand the whole text. Second, the students discuss about the text in group and present their group understanding of reading text in turn group by group. Last, they re-write the text based on their own comprehending individually. The teacher measures the students reading comprehension from their paraphrase of text in writing form. Then, the teacher gives evaluation test of hortatory exposition reading comprehension text.

In this research, the use of CIRC method helped the students comprehend hortatory exposition text better. The students work in group to share their knowledge, making prediction, understanding the text and making summaries. The weak students were helped by other students in group to do the series of CIRC method. It helped them then to be more independent and active in reading comprehension individually.

METHOD

This research is a classroom action research. This research pays more attention to solve the problem in teaching learning process. First, the writer made some notes of problem in teaching learning process on reading comprehension. That information led the writer to decide the action in research. This is as Ferrance (2000:1) state that action research is a carefully and systematically action in examining educational practice. In this research, the writer and the teacher work collaboratively planning action, implementing the action, analyzing the data and making the reflection for the next meeting.

In accordance with Zuber-Skerritt (cited in Cohen, Marion, and Marrison 2005: 232) action research is divided into a cyclical process, they are planning,

action, observation and reflection. In planning, the researcher developed a plan of taking action. At this stage, the researcher prepared the lesson plan, teaching materials, table of scoring and field notes and observation checklist to gather the information. Before CIRC is applied in the classroom, the teacher and the researcher divided the students heterogeneous,

In action stage, the teacher greeted the students and modelled the students how should they do in reading comprehension using CIRC method. Next, the teacher gave each group example of hortatory exposition text, then, asked questions about generic structure and language feature of that text. While the students worked with their group to comprehend the text, the teacher helped and directed group to group in order to do CIRC method smoothly.

The observations were done by using field note and observation checklist. The process of teaching learning noted by the researcher while the teacher was teaching hortatory exposition text by using CIRC. In reflecting, the results of the observation were discussed to prepare a better teaching in the next meeting. The researcher and the teacher decided the activity should be done in the next cycle.

The subject of this research was class XI IPA 2 of second semester MAN 2 Pontianak. There were thirty six students. The researcher used observation checklist to observe the students in conducting activity. It was purposed to measure outcomes that have already been targeted. Field note was used to record important events in every meeting. It included students' interaction and activity during teaching learning activity when the method was applied in the classroom. Written test in this research was in multiple choice and essay form. It was to measure students' reading comprehension.

FINDING AND DISCUSSION

A. FINDING

This study conducted to know how well Cooperative Integrated reading and Composition (CIRC) method was in improving students' reading comprehension of hortatory exposition text. Based on the analysis of the students' result, the students' ability in reading comprehension improved. It was shown in the students mean score in the first cycle 4.87 (multiple choice) and 6.54 (essay) improved in the second cycle 7.72 (multiple choice) and 4.55 (essay) and in the last cycle 8.6 for multiple choice and 8.7 for essay.

B. DISCUSSION

This research was started on April 25th, 2012 up to May 2nd, 2012 at Madrasah Aliyah Negeri (MAN) 2 Pontianak. This research had been conducted in three cycles which each cycle consisted of planning, acting, observing and reflecting. The acting had been conducted in 2 x 45 minutes. In the research, the researcher took notes and observed what had happened in the classroom.

In the first cycle, the researcher gave explanation how to apply CIRC in learning process. The researcher explained what they should do as predictor, clarifier, questioner and summarizer in their group. She also modelled the method in order to help the students more focus on the discussion because each member knows their role exactly. Besides, the researcher also gave the brief material about hortatory exposition text and how to comprehend the text.

The teacher and the students learned through CIRC activities. The teacher prepared the material and lesson plan. First, the teacher greeted and brainstormed the students. Next, every group consisted of four students (each student do their role as predictor, clarifier, questioner and summarizer) worked in group. Second, teacher gave the example of hortatory exposition text to each group and read it loudly while the students listened to it carefully. Then, the teacher asked them to read it silently before reading it in turn loudly in group. After reading the text, the teacher asked the new or difficult words to each group and lists it in the blackboard. The teacher pronounced the words. It was followed by the students. Third, the teacher gave the questions about the key element of the text and reading comprehension. The students discussed it in their group. During the discussion, The teacher moved from group to group to offer assistance and guided students who had difficulties in comprehending the text through CIRC method. After doing the discussion, the teacher asked each group to make a summary or conclusion of the text they have read based on their understanding. It was presented in turn by all groups. Last, the teacher gave test to the students to know their individual score.

Based on the observation while CIRC was being applied, the main challenge that the students faced during reading comprehension is to find out the main idea of the text. That made the students cannot get what the text is talking about and difficult to compose their understanding of text in writing. In group work activity, the researcher found that the students still got confused to do their role in group discussion. They kept silent and some of them worked individually. There was class domination by some active students both in group work and group presentation.

In the second cycle, the researcher and the teacher made some improvement to do the better teaching and helped the students in comprehending the text. The teacher and researcher helped the students in playing their role in group activity. They did the work group based on the CIRC guideline. The researcher also made simple material explanation in order to make the students easier in learning and gave reward to the active group.

In this cycle, CIRC was applied in better way. They knew exactly what they should do in predicting the meaning of text; they helped each other in clarification activity, in answering questions and also in making summary. The students did their role in discussing in their group. This group work helped the weak and smart students to share their knowledge and problem. The weak students were helped by other students to get meaning of the text. Work in group together helps the students easier to interact to another, sharing their idea and discussing their opinion. In CIRC, the teacher applied reciprocal technique. It gave chance to each student to have their own responsibility. Although in presentation group, the smarter and confident students were more active, but, CIRC has succeeded to make the student to be active in their own group discussion.

But, still there was class domination by some of students both in group discussion and class presentation. In comprehending the hortatory exposition text, the problems faced by students in finding the main idea and determining the

purpose of the text had been solved by understanding the generic structure of the hortatory text and answering the question related to the text.

In the last cycle, the problems in time managing, applying the method and materials delivering had been overcome. The summarizing activity did by finding out the purpose of text, the argument and the recommendation on the hortatory text. This activity helped the students both in comprehending and composing the hortatory exposition text. The students became active in group discussion and also class discussion. The students' ability in understanding the text and making summary the text were also improved. They were easier to get the text meaning and find out the purpose of the text. That method has succeeded to motivate reticent students to be more active to do their role and responsibility in their group. The teacher chose randomly the students who delivered the group presentation as an effort to limit the domination of some students in teaching learning activity. The weak students were also helped by their friends. This method allowed the students to discuss their difficulties in reading comprehension to their friends in group. It helped them share their knowledge and understanding.

The use of CIRC on this research, especially in hortatory exposition reading comprehension text helped the students to understand the text well. The implementation of this method in big class helped the teacher in managing and controlling the students in teaching learning process. But, the teacher should have done more effort to encourage the students to be more active and reduce the dominations of some active students in discussion.

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of observation, the researcher found out that the use of Cooperative Integrated Reading and Composition could improve students' ability in reading comprehension hortatory exposition text. The students improved their skill in finding main idea and inference the text because they learned together and shared their knowledge to comprehend the text in group. In summarizing and presentation session, they learn to deliver their understanding of reading text. The students are more active in teaching learning process and understanding the text by sharing and discussing their problem on their group cooperatively.

In conclusion, Cooperative Integrated Reading and Composition could improve students' ability in reading comprehension. It also encouraged students to be more active in teaching learning process.

B. SUGGESTION

Based on the finding on this research, the researcher may give some suggestions for reading comprehension teaching learning activity.

First, the teacher should combine the smart students and the weak students in order to stimulate transform knowledge and understanding among students in group. Second, the teacher should give clear role to the students in doing their group discussion. Third, teacher should give models how to play the students role in group clearly. Forth, in implementing the Cooperative Integrated Reading and Composition the teacher should motivate the students to be more active and confident to deliver their idea. Fifth, the teacher should give clear explanation

about generic structure and language feature of hortatory exposition text and model how to write down their understanding in short written or summarized form.

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