

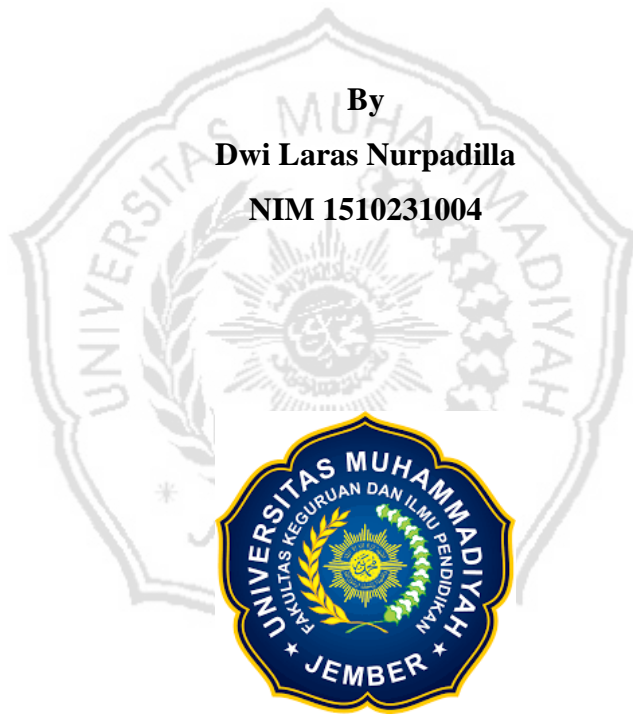
**THE EFFECT OF USING CIRC (COOPERATIVE INTEGRATED  
READING AND COMPOSITION) THROUGH VIDEO ON STUDENTS'  
READING COMPREHENSION AT ELEVENTH GRADE OF MA  
ARKANUL ISLAM SITUBONDO IN ACADEMIC YEAR 2018/2019**

**THESIS**

**By**

**Dwi Laras Nurpadilla**

**NIM 1510231004**

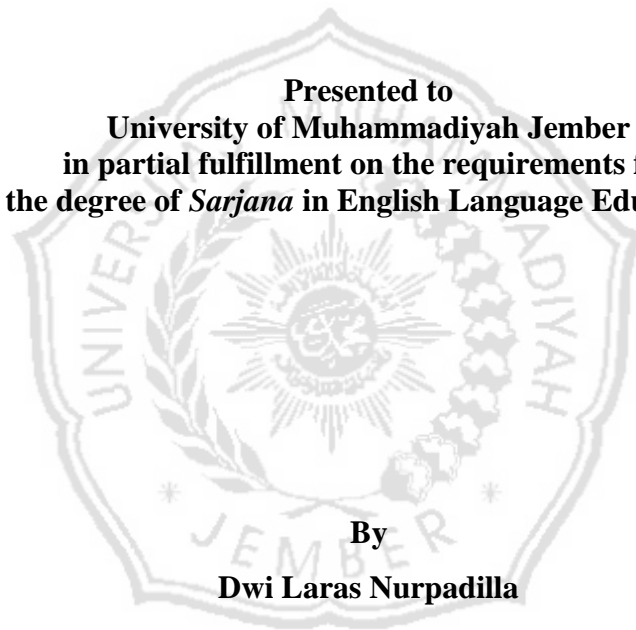


**UNIVERSITAS MUHAMMADIYAH JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
2019**

**THE EFFECT OF USING CIRC (COOPERATIVE INTEGRATED  
READING AND COMPOSITION) THROUGH VIDEO ON STUDENTS'  
READING COMPREHENSION AT ELEVENTH GRADE OF MA  
ARKANUL ISLAM SITUBONDO IN ACADEMIC YEAR 2018/2019**

**THESIS**

**Presented to  
University of Muhammadiyah Jember  
in partial fulfillment on the requirements for  
the degree of *Sarjana* in English Language Education**



**By  
Dwi Laras Nurpadilla**

**151023004**

**UNIVERSITAS MUHAMMADIYAH JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
2019**



## MOTTO

“There are essentially two things that will make us wiser, the books we read and  
the people we meet ”

– Charles Jones –



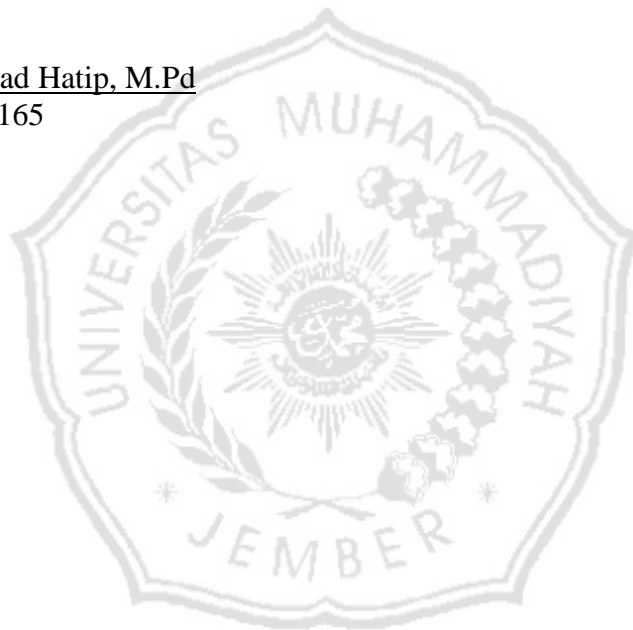
## AGREEMENT

This is to certify that the *Sarjana* thesis of Dwi Laras Nurpadilla has been approved by the thesis advisors for further approval by the Board of Examiner.

Jember, July 8<sup>th</sup> 2019

Advisor

Dr. Mochamad Hatip, M.Pd  
NPK. 87 02 165



## APPROVAL SHEET

This is to certify that the *Sarjana* thesis of Dwi Laras Nurpadilla has been approved by the Board of Examiners as the requirement for the degree of *Sarjana* in English Language Education on July 18<sup>th</sup> 2018

Board of Examiners,

Yeni Mardiyana Devanti, M.Pd Chair  
NPK. 04 08 455

Dr. Mochamad Hatip, M.Pd Member  
NPK. 87 02 165

Kristi Nuraini M.Pd Member

Acknowledged by  
Dean of Faculty of Teacher Training and Education

**Dr. Mochamad Hatip, M.Pd**  
**NPK. 87 02 165**

## PREFACE

Thanks to Allah all His blessings and loves. He gave the writer power to finish this thesis.

This thesis focuses on reading comprehension. This thesis is written to make the readers understand about the use of CIRC through video on reading comprehension. In fact, many students feel reading is still being one of the difficult skills in English. In order to face this common problem, the writer wants to know the effect of using available teaching method on students' reading comprehension, in this case the writer used CIRC through video.

Besides, one of the reasons conduct this research is to know "the effect of using CIRC on students' reading comprehension of eleventh grade at MA Arkanul Islam Situbondo in academic year 2018/2019?"

She hopes she can give any necessary information on using CIRC through video on students' reading comprehension. This thesis will also become consideration for the English teacher to use CIRC through video in the teaching and learning process at the school. The writer realizes that this thesis has weakness and therefore any corection is advised.

Jember, 2019

The Writer

## ACKNOWLEDGMENT

Her sincere gratitude to Allah, family, friends, and the following people:

1. Dr. Mochamad Hatip, M.Pd, the Dean Faculty of Teacher Training and Education Muhammadiyah University of Jember and also my first advisor, who has patiently guided me in writing my thesis.
2. Anita Fatimatul Laeli, M.Pd, the Head of English Language Education Program of Faculty of Teacher Training and Education Universitas Muhammadiyah Jember.
3. Kristi Nuraini, M.Pd, my second advisor, who has patiently guided me in writing my thesis.
4. Irwan Hairul Anwar, S.Pd, the headmaster of MA Arkanul Islam Situbondo.
5. Mrs Arista Watiningsih, S.Pd, the English teacher of Arkanul Islam Situbondo.
6. The eleventh grade students of Arkanul Islam Situbondo in the 2017/2018 academic year.

And also those who were cannot be mentioned one by one from the report.

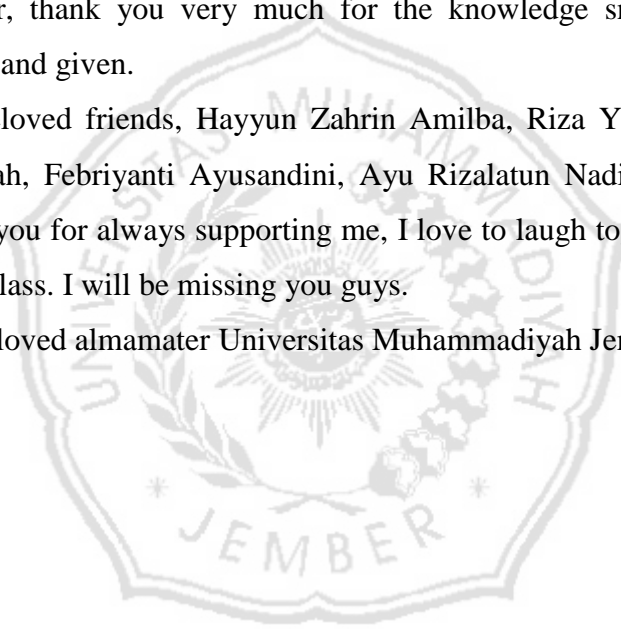
Jember, July 8<sup>th</sup> 2019



## DEDICATION

My thesis is honorably dedicated to:

1. My beloved parents, Mr. Suhadak and Mrs. Ni Luh Putu Munianti, who give me all their love and support. You are my inspiration to do the best in my life and love.
2. My best sister and brother Eka Dewi Purwanti and Moh. Haddi Surya Lesmana, thank you for all support and your love, your cheerful, your anger, to keep my spirit to do the best.
3. All lecturers of the English program of Muhammadiyah University of Jember, thank you very much for the knowledge and lesson you have taught and given.
4. My beloved friends, Hayyun Zahrin Amilba, Riza Yunda Umami, Atika Rohmah, Febriyanti Ayusandini, Ayu Rizalatun Nadiah, Ika Harisa Putri thank you for always supporting me, I love to laugh together with you. For all A class. I will be missing you guys.
5. My beloved almahasiswa Universitas Muhammadiyah Jember.



## TABLE OF CONTENTS

COVER .....	i
TITLE SHEET .....	ii
LOGO .....	iii
MOTTO .....	iv
AGREEMENT .....	v
APPROVAL SHEET .....	vi
PREFACE .....	vii
ACKNOWLEDGMENT .....	viii
DEDICATION .....	ix
TABLE OF CONTENTS .....	x
TABLE OF TABLES .....	xii
TABLE OF DIAGRAM .....	xiii
LIST OF APPENDICES .....	xiv
ABSTRACT .....	xv

### CHAPTER I INTRODUCTION

1.1	Background of the Research .....	1
1.2	Problem of the Research .....	4
1.3	Purpose of the Research .....	4
1.4	Operational Definition of the Research .....	5
1.1	Significances of the Research .....	6
1.6	Scope of the Research .....	6

### CHAPTER II REVIEW OF RELATED LITERATUR AND ACTION HYPOTHESIS

2.1	Review of Related Literature .....	7
2.1.1	The Concept of Reading Comprehension .....	7
2.1.1.1	Word Comprehension .....	9
2.1.1.2	Sentence Comprehension .....	9
2.1.1.3	Paragraph Comprehension .....	10
2.1.1.4	Text Comprehension .....	11
2.1.2	How to Asses Reading Comprehension .....	11
2.1.3	CIRC (Cooperative Integrated Reading and Composition) .....	12
2.1.4	CIRC method in Teaching Reading Comprehension .....	13
2.1.4.1	The Step in Teaching Reading by Using CIRC .....	14
2.1.5	The Advantage of Using CIRC .....	17
2.2	Hypothesis .....	18

### CHAPTER III RESEARCH METHOD

3.1	Kinds of The Research .....	19
3.2	Design of the Research .....	20
3.3	Research Procedure .....	22
3.4	Population and Sample .....	22
3.4.1	Research Population .....	22
3.4.2	Research Sample .....	23

3.5	Research Area .....	23
3.6	Data Collection Method .....	23
3.7	Research Instrument.....	24
3.8	The Procedure of Developing Instrument .....	25
3.8.1	Validity.....	26
3.8.2	Reliability.....	28
3.8.3	Difficulty Level.....	30
3.8.4	Discrimination Power of the test.....	31
3.9	Data Analysis .....	31

#### **CHAPTER IV THE RESEARCH FINDING**

4.1	Description of the Data .....	33
4.1.1	The Result of Pre-Test .....	34
4.1.2	The Result of Post-Test.....	36
4.2	Hypothesis Testing.....	36
4.2.1	Test Normality .....	37
4.2.2	Homogeneity of Variance Test .....	39
4.2.3	Parametric Test.....	40
4.2.3.1	Independent Sample T-test for Hypothesis Testing.....	40

#### **CHAPTER V DISCUSSION**

5.1	Discussion .....	43
-----	------------------	----

#### **CHAPTER VI CONCLUSION**

6.1	Conclusion .....	46
6.2	Suggestion.....	47
6.2.1	The English Teacher .....	47
6.2.2	The Future Researcher .....	47

<b>REFERENCES</b> .....	49
-------------------------	----

<b>APPENDICES</b> .....	51
-------------------------	----

## LIST OF TABLE

Appendix	Page
3.2 Reading Test.....	25
4.1 The Schedule of Experiment and Control Group.....	33
4.2 The Result of Pre-test Scores in Experimental and Control Group .....	34
4.3 Independent Sample T-test Pre-test .....	35
4.4 The Result of Post-test Scores in Experimental and Control Group.....	36
4.5 The Result of Normality Pre-test Experiment Group .....	38
4.6 The Result of Normality Pre-test Control Group.....	38
4.7 The Result of Normality Post-test Experiment Group.....	38
4.8 The Result of Normality Post-test Control Group .....	38
4.9 The Homogeneity of Pre-test Experiment and Control .....	39
4.10 The Homogeneity of Post-test Experiment and Control.....	40
4.11 Independent Sample T-test Post-test.....	41



## LIST OF DIAGRAM

Appendix	Page
3.1 Research Design: Non-randomized Control group Pre-test Post-test Design.....	21



## LIST OF APPENDICES

1. Research Matrik .....	51
2. Syllabus .....	52
3. The Blue Print .....	54
4. Try Out Instrument .....	55
5. Answer Keys of Try Out .....	62
6. Try Out Scores .....	63
7. External Validity .....	64
8. Internal Validity .....	66
9. Reliability of the test .....	67
10. Upper and Lower Score .....	69
11. Difficulty Level and Discrimination Power .....	70
12. Lesson Plan Experimental Group .....	72
13. Lesson Plan Control Group.....	85
14. Absent XI 1 (Experimental Group).....	96
15. Absent XI 2 (Control Group) .....	97
16. Instrument Pre-Test .....	98
17. Instrument Post-Test .....	105
18. Answer Key .....	112
19. Pre-test and Post-test Score .....	113
20. Statement of Originality of Sarjana Thesis .....	114
21. Curriculum Vitae .....	115
22. Research Letter.....	116

## REFERENCE

- Arikunto. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jogjakarta: Rineka Cipta
- Ary, D., Cheser, L., Sorensen, C., & Rezavieh, A. (2010). *Introduction to Research in Education*. Wadworth, Cengage Learning
- Bell & Bull. (2010). Digital Video and Teaching. *Contemporary Issues in Technology and Teacher Education*
- Brown, H. Douglas. (2010). *Language Assessment*. Pearson Education
- Celce (2001). *Teaching English as a Second or Foreign Language*. Heinle
- Durukan, E. (2011). Effect of Cooperative Integrated Reading and Composition (CIRC) technique on reading-writing skills. *Turkey: Educational Research and Reviews*
- Grellet. (1981). *Developing Reading Skills*. Cambridge University Press
- Harmer, J. (1998). *How to Teach English*. Addison Welsey Longman Limited
- Karafkan, M. (2015). Investigating the Effect of Group Investigation (GI) and Cooperative Integrated Reading and Composition (CIRC) as the cooperative Learning Technique on Learner's Reading Comprehension. *International Journal of Applied Linguistics & English Literature*.
- McNamara, D. (2007). *Reading Comprehension Strategies*. Lawrence Erlbaum Associates
- Nation, P. (1995). *Best Practice in Vocabulary teaching and learning*. New Zealand: University of wellington.
- Oakhill. J., Cain, K. & Elbro, C (2015). *Understanding and Teaching Reading Comprehension*. Routledge
- Purwanto (1986). *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*. Bandung: Remadja Karya
- Slavin, R. (1991). *Students Learning*. National Education Association of the United States
- Tiro. (2018). National Movement for Statistical Literacy in Indonesia: An Idea. *Indonesia: 2<sup>nd</sup> International Conference on Statistics, Mathematics, Teaching, and Research*.

Zare, P. (2013). The relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learner. *International Journal of Humanities and Social Science*

