**CHAPTER I**

**INTRODUCTION**

* 1. **Background of the Problem**

English is an international language. It is also as the second language that is used many countries. Language is one of communication tools used to understand and to express information, thought and feeling. It is also a media for developing science and technology. English in Indonesia has very important function in some aspects of life. It is not only as a means of international communication, but it is also as an information vehicle in transferring and developing science and technology. In all levels of educational institutions, the use of English is unavoidable.

English is taught in schools as one of the subjects that must be followed. Learning English in school is important to develop students’ skill in oral or written. With learning English students can develop their ability in both academia and equip to competence a global scale. Students can introduce to the language and culture of other nations which it can increase students’ knowledge of the things they do not know before by learning English. To learn English students must master the four basic skill that can encourage students to success in learning English.

The four basic skills in English, namely; listening, speaking, reading and writing. Among these four skills, Reading is one language skills that should be mastered by students because there are many supplemented any books written in English. And reading is crucial skill for all of students who want to learn a language, because reading can affect other skills and build learners’ vocabulary. Aspects of reading are usually included in an English test. They included vocabulary, main idea and reference.

Teaching English is a dominant factor that the English teacher should pay attention to, especially in teaching reading. Through reading one can enchance his experience, develop new concept, solve his problem, and broaden his horizon of thinking, which are needed to ensure continuing personal growth and adopt the change in the world yet importance of reading has not been realized by most of our society a large number of our population is classified us poor readers and the majority of the people are content to material as poor quality.

Reading as one of those skills is always included in every English teaching because it plays a particular important rule in education. But related to the condition and situation right now, there are some students still unable to use the target language, English for their reading comprehension purpose. To face this common problem there must be some ways and solution to improve the students reading ability through one of the available teaching strategies.

Reading is one of the most important skills in learning in language besides listening, speaking, and writing. Reading is essential skill for all students at all levels started from elementary school to university. Reading is one skill which has many contribution enhancing enriching students' knowledge. According to Grobe and Stoller ( 2002:9 ) reading is the ability to draw meaning from the printed page and to interpret this information appropriately. It means that represent language and the reader language skill, cognitive skills, knowledge of world and so on.

The main purpose of reading text is comprehension of getting meaning of the text. So, students will obtain much more information. It is one of the most important factors in modem societies that each individual has to available in textbooks, newspaper, magazines, etc that can enrich the reader's knowledge.

Reading can be a fun activity, if the reader get pleasure from it. Yet, sometimes it is become difficult if the reader do not enjoy it. To be a fun activity and the purpose of reading ( get information and knowledge ) are fulfilled, its need a certain strategy from the teacher to doing so. According to Brown ( 2000 ), strategy is any of wide variety exercises, activities or tasks used in language classroom for realizing lesson objectives.

If a teacher delivers a subject by giving certain tasks to students trough certain way to accomplish their interest, this can be said that teacher applied certain strategy. Since there are many strategy that can be applied in reading comprehension, a teacher should consider the students’ need and situation in selecting appropriate strategies to be applied in the class.

Reading is a highly effective means of extending our command of language,so it has an important place in classrooms, where language learning is the central purpose ( Nutall,1983 ). However, according to Mc Laughlin in Celce-Murcia (2001) reading is the most complex and difficult skill that students should master at school.

The order of language skills to be taught as been changed from reading, listening, writing, and speaking ( Huda,1999 ). Wells ( in Depdiknas, 2003 ) puts forward four lieracy levels namely performative, functional, informational, and epistemic levels. At performative level, students need to be able to read and write, and speak with use symbols. At functional level, students are expected to be able to use language for daily needs such as reading news paper. At informational level, students need to access knowledge with their language. At epistemic level, students need to be able to trans form knowledge to certain language.

Many student tof Senior High School MAS AL Washliyah Gedung Johor MEDAN find some difficulties when they are reading. Similarly, the students also find the difficulties. Students feel that it is not easy to have the ability to draw the meaning and to interpret the information from the text. They only do read by reading the text from the beginning to the end. Yet when they found some difficult words, they stopped to read and began to look for word meaning on dictionary. They do the word per word translation: it is difficult for them to comprehend the text or to find out the information of the text. This fact shows that many students failed do comprehend reading text.

These conditions occur because the method utilized by the teacher stresses more on product than process. Teachers usually do not pay attention to the leaming process but the result of the, learning. Teachers are more concerned with the score students obtain rather than the process of making students understand. Besides, teachers usually utilize conventional method, like Grammar Translation Method, to teach reading Sometimes, students read silently or loudly a reading text, and afterward , one or two students read the text again prior to answering provided.

For this reason, the writer is interested in trying to implement Cooperative Integrated Strategic Reading is one of the strategy which will help students in increasing their achievement in reading comprehension. Cooperative Integrated Strategic Reading is derived from. Reading comprehension practice that combines two instructional elements:

1. Modified reciprocal teaching, and

2. Cooperative teaming or students-pairing Kingner & Vaughn, (1996:62).

Cooperative Integrated Strategic Reading has been refined and currently consisted of four comprehension strategies that students apply before, during, and after reading in-- small cooperative groups. The reading strategies are:

(a) preview (before reading),

(b) click and clunk (during reading),

(c) get the gist (during reading), and

(d) wrap up (after reading).

Cooperative Integrated Strategic Reading is a procedure for teaching comprehension skills to students with various ability levels in one classroom. Proven reading comprehension strategies are combined with cooperative learning groups or paired teaming to help students improve their comprehension of reading text.

Based on the background, the writer wants to conduct a research to prove whether there is any effect of using Cooperative Integrated Strategic Reading on Students' Achievement.

* 1. **Identification of the Problem**

Every activity does not always produce a good result, sometimes it goes against our hopes. It is obviously that every activity has obtacles in getting its goal. That is we need a good way of thinking in solving that problems. As to the case, to streng then students improving in reading ability.

Based on the background of the study, The problems are identified as follows:

1. The strategy used by teacher in teaching reading may not be effective.
2. The difficulties faced by the students in reading comprehension
3. Students’ problem in understanding the English text.
   1. **Limitation of the Problem**

The research focuses on the application of Cooperative Integrated Reading on students’ reading achievement and it is limited only in reading narrative text and students’ participation on reading achievement.

* 1. **Formulation of the Problem**

Based on the problem stated above, the problems of the research are formulated as follow:

Does Cooperative Integrated Reading in developing students’ reading significantly affect on student reading achievement ?

* 1. **Objective of the Research**

The objectives of the research are as follow:

1. To investigate the effect of CSR toward students’ reading comprehension achievement.
2. To investigate the difficulties faced by the students’ in reading comprehension by using Cooperative Integrated Strategic Reading.
   1. **Significance of the Research**

The result of the study is expected to be useful for the following:

By conducting the study, the writer can study and get more information to identify the problems in mastering both Cooperative Integrated Strategic Reading and comprehending text.

Hopefully, this study can contributes worthwhile information especially in teaching and learning process of academic demands and to deepen the writer’s

ability in teaching and learning process. The study expects to be able to provide information about the effectiveness of cooperative integrated reading and students’ participation on reading achievement in teaching and learning process to develop the knowledge in learning. The result of this study can be helpful for students of English and Indonesian who drive at going up skill in English as for student who are willing to go up their knowledge over this international language well, moreover, this study is also beneficial to supply a new perspective to know and understand about the correlation of cooperative integrated reading and students’ participation on reading achievement. Then it is expected to be beneficial for student and all student as readers of proposal to add up the knowledge about teaching and learning.

The results of this study are theoretically expected to contribute in the learning of English, mainly on improving the English learning based on context situation practically:

1. Increase and improve the system of learning in the classroom by teachers. for the teachers, This study is expected to provide the teachers with the information about the effectiveness of cooperative integrated reading so that the teachers can help their students when they face some problems in learning English. The writer also hopes that English teachers can use the result of the study as a feedback on teaching English so that the objectives of the English teaching program especially the objectives study can be achieved.
2. By conducting the study, the writer hopes that the students can in crease their ability. The writer also hopes that they can get some knowledge of problem in mastering English Vocabulary
3. Improving the ability to learn English for the students and The result of the study can be used to help teaching reading. Hopefully, this method can offer the teachers an alternative way to improve students’ reading comprehension.
4. To provide input in the present for the other researchers in the application of learning especially in English language.
5. Adding a variety of learning methods and increasing professionalism for the research.
   1. **Hypothesis**

The word of hypothesis comes from two word are “hypo” and “these”. Suharsimi Arikunto (2006:63) said that “Hypotesis is determined as a tentative answer to research problem until the data gained can to be proved”. Based on the quotation above, the hypothesis are draw as:

There is no significant effect of Cooperative integrated reading and student’s participation on reading achievement.

**CHAPTER II**

**REVIEW OF LITERATURE**

* 1. **Theoretical Background**

In doing research, it is very important to clarify all terms that related to the study in order to have a clear perspective of the implementation in the field. The term may function to give a limited concept which is specifically meant in a particular context. In this case, the writer is go to elaborate the terms those are important for the purpose of this study.

* + 1. **Reading**

Reading is one of the important skills in learning language besides listening, speaking, and writing. The fundamental goal to any reading activity is knowing enough science concepts and knowing the language.

Reading takes a big part in language learning process. Reading can be seen as an interactive and complex process. It involve a reader, a text, and the process of the reader to comprehend the text. Here, the more detailed explanation of the definition of reading, reading comprehension, the students’ ability in reading comprehension, reading strategies, process of reading comprehension, reading activity technique of reading, and genre

**1.Definition of Reading**

There are many definitions of reading. Firstly,According to Anderson et. all (1985: 17) reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning. Good reader skillfully integrate information in the text what they already know.

Reading is what happens when people look at the text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary forthe reading process to begin. Thus, there is an interaction between the text and the reader that constitute actual reading (Aebersold and Field, 1998:15).

Reading involves a reader, a text and a writer. Reading skills are developed in an active process. This process involves the surface representation encoded by a writer and ends with interpretation of the written text and interchanges between the writer and the reader. If the writer is careless, the reader may not get the message. If the writer makes demand that the reader cannot fulfill, the message will not be received,

eventhough to another reader it might be clear. If the reader careless, reading will result in incomplete interpretation. The reader tries to interpret the text through his/her own experiences, but they may differ from the writers experiences. This explanation proves that reading is not just an active process, but also an interactive one.

Based on the definition above, the researcher concludes that reading is a means of communication between the reader and the writer so that the reader understand what the writer says in a certain text, and then the reader reads these graphic symbols as the message representation. Beside it, reading has some basic aspects that reading for active, interactive process that go on between the reader and the text, resulting in comprehension.

**2.The Nature of Reading**

The meaning constructed from same text can vary greatly among people because of differences in the knowledge they possess. According to Anderson et. all (1985: 18-25) the successful of reading achievement depend on five generalizations, they are:

a.The first reading is a constructive process. No text is completely self-explanatory. In interpreting a text, readers draw on their store of knowledge about the topic of the text. Readers use this prior knowledge to fill in gaps in the message and to integrate the different pieces of information in the message. That is to say, readers “construct” the meaning.

b.The second reading must be fluent. The foundation of fluency is the ability to identify individual words. Since English is an alphabetic language, there is a fairly regular connection between the spelling of a word and its pronunciation. Every would be reader must “break the code” that relates spelling to sound and meaning.

Reader must be able to decode words quickly and accurately so that this process can coordinate fluidly with the process of constructing the meaning of the text.

c.The third reading must be strategic. Skilled readers are flexible. How they read depends upon the complexity of the text, their familiarity with the topic, and their purpose for reading.

d.The fourth reading requires motivation. As every teacher knows, motivation is one of the keys to learning to read. It will take most to learn to read well. Somehow, attention must be sustained during this period and must not lose the hope that eventually will become successful reader. Teachers whose classes are motivated are described as business-like but supportive and friendly.

e.The fifth reading is a continuously developing skill. Reading, like playing a musical instrument, is not something that is mastered once and for all at a certain age. Rather, it is like that continues to improve through practice. The process begins with a person’s earliest exposure to text and a literate culture and continues throughout life.

**3.Aims of Reading**

Wallace (1996: 6-7) classifies the purpose of reading based on the personal reasons as follow:

a.Reading for survival

Reading for survival is reading a text that is very crucial for life. For example a warning sign, an admonition sign, an instruction sign, etcetera. Survival reading serves immediate needs

b.Reading for learning

It is expected to be exclusively school-related. Reading is intended to support learning. The reader needs to ‘translate’ the text, literally or metaphorcally, to learn vocabulary, to identify ‘useful’ structures or collacations, to use a text as a model for writing and to practice pronounciation. For example one reads a text loudly, then analyzesit and makes the same kind of text.

c.Reading for pleasure

Reading for pleasure is reading to ger happiness. The reader wants to enjoy the sound, and rhythm or rhyme of the text. The text being read is written originally to offer enjoyment. For example read recount text.

**4.Models of Reading**

According to Aebersold, et. all (1998: 17-18), there are three main models of how reading occurs, they are: bottom-up theory,top-down theory, the interactive school of theorists.

a.Bottom up theory argues that the reader construct the text from the smallest units (letters to word to phrases to sentences, etc.) and that the process of constructing the text from those small units becomes so automatic that readers are not aware how it operates.

b.Top down theory argues that readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and, given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations. The top down school of reading theory arguesthat readers fit the text into knowledge (cultural, syntactic, linguistic, historical) they already process, then check back when new or unexpected information appear.

c.The interactive school of theorists describe a process that moves both bottom up and top down, depending on the type of text as well as on the reader’s background knowledge, language, proficiency level, motivation, strategy use and cultural shaped beliefs about reading.

Reader use both top-down strategies to comprehend a text, and the mixingof those types of strategies constitutes the interactive process. The bottom-up strategies provide a linear or sentence-by-sentence building of comprehension. Top-down approaches, such as discourse-level strategies, aid readers’ comprehension of larger pieces of text, such as paragraph or section. They help reader see how an individual sentence or a group sentence contribute to that larger meaning (a top-down approach). Efficient readers employ both types, moving from one to the other as they read (the interactive model )

There are some definitions of reading. Reading is a thinking process. It is the act recognizing interpretation of graphics symbols. Grobe and Stoller (2002:4) state that reading can be taught as a way to draw information from the text and to from an interpretation of that information. The process of drawing information and interpreting information requires the work of the brain receives visual sensation of ward and phrase from the printed page. Harmer, Jeremy (2004:68) Reading is useful for other purpose too: any exposure to English Reading (provided students understand it more or less) is a good thing language students.

Reading is a meaning of language acquisition, of communication, and sharing and ideas. Reader use a variety of reading strategies to assist with decoding ( to translate symbols into sounds or visual representations of language ), and comprehension. It means that it is an interacting activity with the printed text and getting comprehension to establish the meaning. In the case, the reader should employ his background of knowledge to understand the text.

* + 1. **Reading Comprehension**

Reading comprehension is such a process of constructing meaning from the text ( Goeke, 2009 ) that will help students develop the knowledge, skills and strategies. They become proficient and independen treaders. Students have difficulties on their reading comprehension because they do not know the process to find the information in the text.

Additionally, Duffy, ( 2003: 9 ) argues that the lack of information about what to do and how to do will make students struggle with reading.

Raphael( 1982 ) argues that teachers often assume that the students who have difficulties in answering question is because they do not read the passages carefully. They need to be taught how to analyze a question to find the correct answer. Therefore, they need to know how reading works.

In the same thought, Swan, ( 2003 ) proposes that they must betaught strategy or the way how to sense of what they read to gain conceptual knowledge. Students are reluctant during the reading comprehension class, they perceive reading as annoying, boring, or even painful learning activities. The others problems are that the students have some difficulties to figure out how to answer questions that need explicitly or implicitly stated information in the text as the answer and they do not spontan eously get detailed information to prop up their answers because they do not make sense or connection between what they know and the new information in the text. It is theoretically stated that background knowledge helps students confirm or reject the prediction about the topic of the reading.( G.Duffy, 2003; Birch, 2007 ).

Reading may be one of the single most important skills that a person can possibly acquire. Reading comprehension is one of the pillars of the act of reading. It requires there a derto actually know and understand what they are reading. If persons have excellent decoding skills, but are not fully able to understand what they are reading, then they are simply word calling and not truly reading ( Harvey, 2011 ). Knowing and understanding what is being read is the key to comprehension. It will be very challenging to teach students to improve their comprehension.

Woolley ( 2011 ) stated that as comprehension in volves the interaction of a wide range of cognitive skills and processes there are many occasions where difficulties arise that may lead to comprehension failure. Comprehension is the “interaction among word identification, prior knowledge, comprehension strategies, and engagement”( Prado & Plourde in Harvey,2011 ).

The RAND Reading Study Group in Pardo ( 2004 ) stated that comprehension is “ the process of simultaneously extracting and constructing meaning through interaction and in volvement with written language.”It means that to gain understanding, students not only translating or giving meaning of a text, but they have to be able to construct their prior knowledge with the information they find in a text.

May & Rizzardi ( 2002 ) stated that reading comprehension is a process about understanding the opinion so messages that the author wants to deliver intentionally. Another well respected definition comes from Durkin in Ness (2006), who defined reading comprehension as an active, problem-solving process; “Reading comprehension is intentional thinking during which meaning is constructed through interactions between ext and reader.” In short, reading comprehension occurs as are sult of interaction between there a der and the text.

Reading comprehension is a process of constructing meaning and coordinated with complex processes, included word reading, word and world knowledge, and fluency. It means that reading is an essential skill that should be completed with comprehension**.** According to Hasibuan ( 2007:11 ) stated that the purpose ( s ) for reading and the type of the text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Actually reading and comprehension cannot be separated because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless.

Moreover, According to Snow (2002), reading comprehension is as the process of simultane ously extracting and constructing meaning trough interaction and involvement with written language. She also mentioned that comprehension entails three elements, such as there ader who is doing the comprehension, the text is to be comprehended, and the activity in which comprehension is a part.

Besides that, Catherine Snow ( 2002 ) states that to comprehend, area der must have a wide range of capacities and abilities. These include:

1. Cognitive capacity ( e.g. attention, memory, critical, analytic ability, interference, and visuali zationability).
2. Motivation ( a purpose for reading and interest in content being read, and self-efficacy as there a der).
3. Vario us types of knowledge, “( vocabulary, domain and topic knowledge, linguistic an discourse knowledge of specific comprehension strategy).”

Further more, brown (2004) states that there are two kinds of skill that must be mastered on reading comprehension:

* 1. **Micro Skill**

1. Discriminate among the dist inctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficien trate of speed to suit the purpose.
4. Recognize acore of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes ( nouns, verbs, etc.) system (e.g.tense ,agreement ,and pluralization ), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms
   1. **Macroskills**
7. Recognize cohesive devices in written discourse and their role in sign a ling the relationship between and among clauses.
8. Recognize the rhetorical forms of written discourse and their significance for interpretation.
9. Recognize the communicative functions of written texts, according to form and purpose.
10. Infer context that is not explicit by using background knowledge.
11. Infer links and connections between events, ideas, etc.; deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
12. Distinguish between literal and implied meanings.
13. Detect culturally specific references and interpret them in a context of the appropriate cultural schema.
14. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the inter pretation of texts.”

From the idea sabove, it can be conclude that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge and interpret it with the readers need and purpose.

The skills that necessary for a reader to read well are learned gradually as the reader progresses through the reading stages. Among the multitude of reading skill that are necessary, the most important one is comprehension skill. Comprehension has the following meanings, they are:

1. In general usage, and more special in reference to education and psychology, it has roughly the same meaning are understanding.
2. Reading comprehension measures the understanding of a passage of the ext, and
3. In logic, the comprehension of an object is the totality of intension, that is, properties or qualities, that is possesses.

When we read a story or newspaper, listen to the news, or take part conversation we employ our previous knowledge as we approach the process of comprehension, and we deploy a range of receptive skill; which ones we use will be determined by our reading or listening purpose (Harmer, 2003:199)

Reading with comprehension means understanding what has been read. It is an active, thinking process that depends not only on comprehension skill but also on the students' experiences and prior knowledge.

To understand reading comprehension one, should begin by analyzing what comprehension involves and how it relates to the entire reading process. There are some factor that influence comprehension, those are: the reading material, the total program of reading instruction, the child's own personality, attitudes, interest, motivations, and habits and out of school environment. Reader is active participant with a text and that a reader' make sense' of how ideas based on the text relate to one another by interpretive interaction between what the reader gleans from the text and what the reader already knows.

From the statement, it is clearly stated that comprehension of text is the ultimate goal in reading, understanding comprehension process is crucial to the study of reading.

* + 1. **Levels of Comprehension**

A good reader must have a good comprehension skill. It also expected that a good reader must be able to read at all levels of comprehension. In this case, level means different depths of understanding, different analysis of what is meant. In other word, the good reader will be expected to read at different level of comprehension. According to Bums (1984:177), there are four levels of reading comprehension. The following levels of comprehension can tell us about how far the students understand about reading material and which level has been achieved.

1. **Literal comprehension**

Understanding the ideas and information explicitly stated in the passage or abilities:

1. Knowledge of the world meaning
2. Recall of details directly stated or paraphrased in own words
3. Understanding of grammatical clues-subject, verbs, pronouns, conjunctions, and so forth.
4. knowledge of sequence of information presented in passage
5. **Interpretation comprehension**

Understanding of ideas and information implicitly stated in the passage. At this level, readers go beyond what is said and read deeper meanings.

1. Reason with information presented to understand the autor's tone, purpose, and attitude.
2. Infer factual information, main ideas, comparison, cause-effect relationships not explicitly stated in the passage.
3. Summarization of story content.
4. **Critical comprehension**

Critical reading is evaluating written material-comparing the ideas discovered in the -material with known standards and drawing conclusion about their accuracy, appropriateness. The abilities are:

1. Personally reacting to information in passage indicating its meaning to the reader
2. Analyzing and evaluating the quality of written information in terms of standards
3. **Creative Comprehension**

Creative comprehension involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does and it also requires them to use their imaginations. Trough creative reading problem, a new way of looking at something from the ideas gleaned from the text.

* + 1. **Cooperative integrated Srategic Reading**

Slavin (1995:104) defines Cooperative Integrated Reading and Composition as a comprehensive program for teaching reading, writing, and language arts in upper tenth grades. It includes story related activities, direct instruction in reading comprehension, and integrated reading and language arts activities.

Pairs of students (grouped either by or across ability level) read to each other, predict how stories will end, summarize stories, write responses, and practice spelling, decoding, and vocabulary. Within cooperative teams of four, students work to understand the main idea of a story and the work through writing process. The Cooperative Integrated Reading and Composition (CIRC) process includes teacher instruction, team practice, peer assessment, and team/ partner recognition.

CIRC technique is developed to support traditionally used “skill-based reading groups” approach. Firstly, reading groups are established in the classroom. Next, students are paired off within the groups.

When the teacher works with a reading group, couples try to teach each other meaningful reading and writing skills by using reciprocal learning technique. They help each other in performing basic skill-building activities (such as oral reading, contextual guessing, asking questions, summarizing, writing a composition based on the story, revising-correcting composition) (Durukan in Academic Journal,2010,p. 2).

According to Slavin (1995, pp. 105-106) one major focus of the CIRC activities prescribed for basal stories is on making more effectiveness use of follow-up time: Students work within cooperative teams on these activities, which are coordinated with reading-group instruction, in order to meet objectives in such areas as reading comprehension, vocabulary, decoding, and spelling. Students are motivated to work with one another on these activities by the use of a cooperative reward structure in which they may earn certificates or other recognition based on the learning of all team members.

1) Oral Reading, reading out loud is a standard part of most reading programs. One objective of the CIRC program is to greatly increase students’ opportunities to read aloud and receive feedback on their reading by having students read to teammates and by training them in how to respond to one another’s reading.

2) Reading Comprehension Skills, studies of good and poor readers have consistently found that poor readers lack comprehension strategies and metacognitive control of their reading, and that these strategic deficits play a large part in their comprehension problems. A major objective of CIRC is to use cooperative teams to help students learn broadly applicable reading comprehension skills. The students in CIRC also make and explain predictions about how problems will be resolved and summarize main elements of stories to one another, both of which are activities found to increase reading comprehension.

3) Writing and Language Arts, a major objective of the developers of the CIRC writing and language arts program was to design, implement, and evaluate a writing-process approach to writing and language arts that

would make extensive use of peers.

1. **The Component of Cooperative Integrated Reading and Composition**

According to Slavin (1995:106), there are components of cooperative Integrated reading and composition (CIRC) which used in writing. There are:

1. **Reading Groups**

The teachers divides the students into two or four group based on the ability in reading. Then the teachers gives instruction to the whole class.

In this procedure, teacher needs to ensure students that is not problem whereever they are.

1. **Teams**

Team is often incorporated into background – building activities. The teams are divided into several teams from the different level ability in reading. For example a team consist of two students from the high reading group and two students from the low reading group.

1. **Story- Related Writing**

For the first story related activity, the teacher will introduce and discuss the text or story to the reading groups which meets approximately twenty minutes every meeting. Stories are introduced and discussed in teacher led reading group that meet for approximately twenty minutes each day. In this groups, the teacher set a purpose for reading, introduce new vocabulary, review old vocabulary, discuss the story after the students have read it. Then, the students working with a partner, and students discussed. Story discussion are structured to emphasize such skills as making and supporting predictions and identifying the problem in recount.

After the stories are introduced, the students given a story a packet which contain a series of activities for them to do in their teams. The sequence activities is as follows are

1. **Partner Reading**

The teacher guides the students in teams to read the story aloud with theirpartner, alternating each paragraph. The listener corrects any errors the readers may make. The teacher assesses students performance by circulating and listening

1. **Story Grammar and Story related Writing**

The students are given question related the story, that emphasize the story grammars. Then students identify the characters, the setting, the problem in the story and the solution the story. At the end, the students responds the story and write a few paragraphs related the topic.

1. **Words Out Loud**

The students given a list of new words used in the story. The students learn the word, and write the words in their words correctly.

1. **Word Meaning**

After students practice their pronouncation of the word in the list of vocabulary, they are asked to look for the meaning in the dictionary, then the students write the meaning sentences of the words.

1. **Story Retell**

After reading the story and discussing in reading groups the students summarizes the main point about the story to their partner.

1. **Spelling**

Students pretest one another on a list of spelling words each weeks, and then over the course of the week help one another master list. Students use a “ disappearing list” strategy, in which they make new lists of missed words after each assessment until the list disappears. Then they go back to the full list, repeating the process until no words are missed.

1. **Partner Checking**

After students complete the activities above, their partners initial the student assignment from indicating that they have completed the story. Then they ask to their partner in team check

1. **Test**

Students are given a comprehension test on the story, asked to write meaningful sentences for each vocabulary word. Students are not permitted to help one another on this test

1. **Integrated Language and Arts**

The students wrote assignment draft composition about ideas and organizational plan, then they work with teammates to revise the contents of their composition, and emphasizing the form of grammatical and mechanical correctnes.

Cooperative Integrated Strategic Reading Klingner & Vaughn (1996:42) originally designed Cooperative Strategic Reading is a reading comprehension practice that combines two instructional elements:

(a) modified reciprocal teaching (Painscar & Broun,1984) and

(b) cooperative learning (Klingner & Vaughn 1996) or student pairing reciprocal teaching and pairs and small and groups of learners in the classroom (Richard and Rogers 2001:192 ).

Reciprocal teaching is strategy to make such a typical discussion into a more productive and self-directed learning experience Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving. It accomplishes this through four activities-predicting, questioning, summarizing, and clarifying.

Cooperative learning has bigger contribution in cooperativestrategic reading than reciprocal teaching because in cooperative strategic reading, the students are thought to work together with their friend. Cooperative strategic reading is great for the student with learning disabilities because they contribute to their groups and fell successful, and they help they need with their reading. Cooperative strategic reading consist of four comprehension strategies that student apply before, during, and after reading. These reading strategies are:

1. preview (before reading),

2. click and clunk (during reading),

3. get the gist (during reading), and

4. wrap up (after reading).

The goals of cooperative strategic reading are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. Developed to enhance reaping comprehension skills for students with learning disabilities and students at risk for reading difficulties, Cooperative strategic reading has also yield positive outcomes for average and high achieving students.

Cooperative strategic reading can be implemented into phases:

(a) teaching the strategies, and

(b) cooperative learning group activity or student pairing‑

**ADVANTAGES AND DISADVANTAGES CIRC**

|  |  |
| --- | --- |
| ADVANTAGES | DISADVANTAGES |
| 1. Students can freely give his response. 2. Trained to be able to cooperate and respect the opinions of others. 3. Reduced the dominance of the teacher in the learning 4. The students are able to understand the questions and check their work 5. Help weak students 6. Improve learning outcomes | 1. At the time of presentation only active students who perform 2. Not easy for teachers to determine which group heterogen 3. In a presentation often less effective because it takes a long time so that not all groups can be present. |

**2.2 Students’ Participation on Reading Comprehension Tought by CIRC**

Participation has been defined differently in many kinds of literature. Petress (2008) defines class participation includes three appraising standards: quantity, persistence, and quality. He in points usual diverting classroom behaviours and choices: pleonastic presents (answers, questions, and promoting uttering for classmates require to be succinct, particular and pertinent), peiterant perceptions (students should be considerate), and reaction that disappoint others from contributing (indicated by verbally and nonverbally signs of impatience, boredom or superiority).

Some experts define students’ participation comprises ask questions, raise one’s hand, and giving comments (Burchfield and Sappington 1999, Rocca 2010). Dancer and Kamvounias (2005) define participation as an active commitment action which can be sorted into five categories: arrangement, presenting to the discussion, group skills, communication skills, and attendance. ( Wade1994 ) Proposes that the ideal class discussion as the class where most of the students participate and are fascinated, learning, and listening to others’ comments and suggestions. Green (2008)defines class participation as the action involved in the class. This involvement is outlined by the students in two ways: an active interference by giving opinions, answering questions, making comments, talking about a topic, participating in group discussion, reading and asking questions, showing interest, following classes with attention, and listening to others.

I suggest to redefining and rethinking what participation is meant. In this research, participation can be referred to the student's activeness and willingness to perform and to exist in the teaching-learning process. Students' activeness means that they provide either spontaneous or unsolicited contribution, such as giving the opinion, answering questions, and making comments — students' willingness to perform means that the student wills to read a text or retell the story without being asked or motivated again and again by the teacher. And exist in a teaching-learning process here means that student follows classes with attention and listening to others. In this research the students' participation is divided into two categories, they are active and passive students.

According to Slavin ( 1995:106), there component of CIRC, namely Reading group, Teams, Story related writing and Partner Checking.

Based on finding of the research the student Participation on Reading Comprehension in experimental group Tought by CIRC :

(a) the students are able to determine the title or topic of the text

(b) the students are able to determine main idea

(c) the students are able to determine the lexical verbs i.e synonym or antonym

(d) the students are able to guess the meaning from context

(e) the students are able to determine the correct reference within the text

(f) the students are able to find lexical verbs (synonym or antnonym) and

(g) the students are able to find the detailed and undetailed information.

From the improvement of test result in each group, it can be conluded that implementation of CIRC can improve the students’ reading comprehension. The researcher also found some strengths (positive effects) of the implementation during teaching and learning process in the classroom, both in experimental group and control group, they were:

1) Students looked motivated and interested in learning.

2) CIRC taught social skills such as coperation, teamwork, and communication skill.

3) Behavior changing from the passive students to be active students.

4) Students could motivated the others in the group

5) Students became more brave and confident in presenting their work.

6) The teaching and learning process changed from teacher centered into student-centered.

7) The students learned how to solve problem together in a group.

8) The class condition become enjoyable, attractive and interesting.

10) The students’ spirit and motivation also increased.

11) By grouping, the students can be easier in comprehending the text.

While, the weaknesses of CIRC implementation during teaching and learning process in the classroom, both in experimental group and control group, they were:

1) Wasting time in several minutes because sometimes in group division, half of the students disagree with their member even refusing to work cooperative with the others.

2) Students’ participation in discussing the text still less, not all of the group could work together well. Sometimes the active students dominated and took over the group, while the passive students intend to be bored with the situation. So, not everyone had an equal voice in a group, then they do not trust the abilities of others in the group which results in tension or refusing to cooperate.

3) Sometimes some students busy with their activities, they did not pay attention in discussing or talked about everything else.

4) By grouping, the classroom situation become noisy because each group were discussing about the lesson or material.

5) Some member of groups still afraid or feel ashamed in presenting their work in front of the class.

In that reading actifity, student were asked to learn to read in groups with their own understanding, CIRC increased student Participation on Reading Comprehension.

**2.3 Conceptual Framework**

Reading is one of the most important skill and learning a language beside listening, speaking, and writing. Reading is thinking process that involves interpretation of implicit and explicit meaning of writing texts. Connecting interaction of idea between reader and writer, analyzing and applying new information to the new situation.

Most of the students have some difficulties in searching the meaning of the text. The students do not know what topic of the text is. They feel difficult to understand the paragraph they have read. They couldn't grasp the ideas and answer the question based on the texts. To make students comprehend the reading text, the teacher should know what strategy is appropriate to each reading comprehension, because teaching strategy has a very important role to improve students' achievement in reading comprehension.

There are many strategies in teaching reading comprehension, one of them is cooperative strategy reading. Cooperative strategy reading (modified reciprocal teaching and cooperative learning) is suitable in teaching reading.In cooperative strategy reading, the teacher presents the strategies (preview, click and clunk, get the gist, and wrap up) to the whole class using modeling and role playing. Cooperative strategy reading can improve students' achievement in reading comprehension, the acceptance of diversity and the social skill of the students because the students will work in groups so that the students can cooperate, help each other and share their ideas about the text given- Each member of team is responsible not only for learning what is taught but also helping teammates learn, create an atmosphere of achievement. To conclude teaching reading comprehension through cooperative learning (cooperative teaching strategy reading) will significantly effect in reading comprehension.

**CHAPTER III**

**METHOD OF THE RESEARCH**

* 1. **Research Design**

Experimental research was conducted in this study. Experimental design was quantitative research. To collect the data, two groups were used. They were experimental group and control group. The variables which examined in this study were Cooperative strategy reading as dependent Variable. The experimental group was the group that receive the treatment by teaching cooperative strategic reading, and the control group was taught by conventional teaching strategy in which the students just listen to the teacher's explanation and do the exercises given.

TABLE 1  
RESEARCH DESIGN

|  |  |  |  |
| --- | --- | --- | --- |
| ***Experimental***  **Group** | ***Pre-test*** | ***Had treatment***  **(Cooperative**  **Strategic Reading)** | ***Post-test*** |
| **Control Group** | **Pre-test** | **Without treatment** | **Post-test** |

***Source :* Drs.M.Subana,M.Pd.-Sudrajat, S.Pd. (Dasar-Dasar Pennelitian Il*mi*ah)**

* 1. **Population and sample**

**3.2.1 Population**

The population of this research was on the second year of senior high school MAS AL Washliyah Gedung Johor Medan Academic year 2018-2019 they were in three parallel classes namely XI-1, XI-2 and XI-3. Which consisted 40 students.. The total population were 120 students.

**3.2.2 Sample**

Sample was partly of reached population arikunto said that if the subject c).: population consist of a large number the sample can take from 10 – 15% or 20 - 25% , it depends on the ability of the study or on the time, energy and fund. But if the subject less than 100, so all is taken. And for sample the researcher used random sampling. The research used one class as sample and one class as a control group. XI-1 class as the experimental group and the XI-2 class as control group consisted 40 Students for each group.

**3.3 Instrumental for Collecting the Data**

The research used a test as the instrument to obtain the data . Data was collected by giving a multiple choice test which consist of 10 items to both of experimental group and control group in pre-test and post-test. The technique for collecting the data had an important rule and conducting any kind of research. That result of the study was valid. The time given for 40 minutes. Students used the time effectively to finish the test. There were 10 question and the total number scores were 100. The test was given to both group, experinmental and control groups.

1. **Treatment**

After the pre-test, the students were given the treatment. The experimental group received the treatment through teaching Cooperative Strategic Reading, while the control without the treatment.

TABLE II  
TEACHING PROCEDURE

|  |  |
| --- | --- |
| **Experimental group** | **Control group** |
| **Pre-test**  Teacher gave oral test by using reading Teacher gave oral test by text in piece of paper from the teacher  **Treatment Step 1Before Reading**  Preview  Brainstorming: What do we know about the topic?  Predict: What do we think we will  learn about the topic when we read the passage | **Pre-test**  Teacher gave oral test by using reading text in piece of paper from the teacher  **Treatment Step I**  Teacher asked the students to  open their book and asked for  five the students to read the reading text on it |
| **Step 2**  **During Reading**  **Click and Clunk**  There are any parts that are hard to  How can we fix the clunks?  Read the sentence and look to key ideas to help you understand the word.  Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.  Look for a prefix or suffix in the word.  Break the word apart and look fo smaller word.  **Get the Gist**  What is the most important person, place, or things?  What is the most important idea about the person, place, or thing? | **Step 2**  Teacher asked the students to  and the difficult word and  gets the meaning of the text. understand(clunk)? |
| **Step 3**  **After Reading**  Wrap up  Ask question: What questions will  show us understand the most important information? What are the answer for  those questions? | **Step 3**  The teacher asked the students  to answer the question  according to the text |
| **Post-Test**  Teacher gave the post test to the students by giving a reading text and answered the following question. | **Post-Test**  Teacher gave the post test to the students by giving a reading text and answered the following question. |

Source: klingne rand Vaughn Available in http://www.dldcecorg/pdf/teaching howtos/using\_cooperate.pdf

1. **Post test**

Post-test was conducted to know the differences score between both groups. The post-test was given after the treatment had been completed to find out the difference in mean of both experimental and control groups.

**3.4 Validity and Reliability of the Test**

The validity reliability determines how well a test is. Try out of the test is down to know that the test is valid and could be used to test sample of the research. These two factors will be fulfilled by a test before it is used to derive valid data of the research. The establishment and procedure of each aspect is discussed in the following.

* + 1. Validity of the Test

Best (2002) said that validity is the ability of a test to measure what is the supposed to measure. In general, a test is valid to the Extent then it is measured what it is obtained to measure. This study applied content validity of the test must show that the test could represent the curriculum which covered all the materials and the objectives which will be obtained by the students.

* + 1. The Reliability of the Test

Reliability is necessary of any good test. It refers to the consistency of the measurement. Best and Khan (2002:154) state that reliability is the quality of consistency that the instrument of procedure demonstrate over of measurement outcomes across different student and different time.

In coring the reading test, it involves the objectivity .The data will be calculated by using Kuder-Richardson formula (KR21)S

R =

Where:

K = Number of test item

M = The mean of the score

KS2 = Of standard deviation of the test score

According to Arikunto (2002:5) the categories of coefficient correlations are as the following:

0.0-0.20 = the reliability is very low

0.21-0.40 = the reliability is low

0.41-0.60 = the reliability is fair

0.61-0.80 = the reliability is high

0.81-above = the reliability is very hig

* 1. **Technique for Analyzing the Data**

In this study, data was obtained from the experimental group and group control. To know the difference between those two groups, the data was analyzed by using the-test formula as following:

**t** =

t =Total score

Mx = Mean of experimental group

My = Mean of control group

Nx = Numbers of students in experimental group

Ny = Number of students in control group

Dx = Standard deviation of experimental group

Dy = Standard deviation of control group

**CHAPTER IV**

**DATA AND DATA ANALYSIS**

**4.1 Data**

After implementing cooperative integrated reading with discussion in student' on reading narrative text, this research found the result of students' participation on reading narrative text based on the components of reading, namely : reading groups, Teams, Story related writing.

The data of the research were obtained after the pre-test and post-test were applied I Experimental Group and Control Group. The data of this research can be seen in the table 3

**1). The score of the student in reading narative text in pre test and post test of Experimental Group**

**TABLE III**

THE RESULT OF PRE-TEST AND POST-TEST OF THE EXPERIMENTAL GROUP

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | | Students' name | | Pre – Test | | Post - Test |
| X1 | | X2 |
| 1 | | AF | | 60 | | 75 |
| 2 | | A K M | | 55 | | *79* |
| 3 | | AP | | 65 | | 70 |
| 4 | | ADL | | 70 | | 80 |
| 5 | | AK | | 50 | | 70 |
| 6 | | A | | 60 | | 80 |
| 7 | | AZF | | 60 | | 75 |
| 8 | | DAP | | 70 | | 80 |
| 9 | | DA | | 60 | | 75 |
| 10 | | DMS | | 60 | | 80 |
| 12 | FS | | 75 | | 85 |
| 13 | FR | | 55 | | 75 |
| 14 | FP | | 55 | | 75 |
| 15 | FM | | 65 | | 70 |
| 16 | HPP | | 65 | | 75 |
| 17 | M-1 | | 55 | | 65 |
| 18 | HHI | | 60 | | 75 |
| 19 | WAS | | 65 | | 75 |
| 20 | IS | | 60 | | 75 |
| 21 | I | | 75 | | 80 |
| 22 | JS | | 60 | | 70 |
| 23 | !RA | | 30 | | 65 |
| 24 | MAI | | 60 | | 75 |
| 25 | MP | | 60 | | 70 |
| 26 | MAS | | 70 | | 80 |
| 27 | ME | | 70 | | 70 |
| 28 | MN | | 65 | | 75 |
| 29 | NS | | 75 | | 85 |
| 30 | NUS | | 60 | | 75 |
| 31 | PAN | | 75 | | 90 |
| 32 | RP | | *65* | | 70 |
| 33 | RA | | 60 | | 75 |
| 34 | | | RL | | 60 | 80 |
| 35 | | | RIL | | 55 | 75 |
| 36 | | | SA | | 55 | 70 |
| 37 | | | SK | | 65 | 70 |
| 38 | | | SN | | 75 | 85 |
| 39 | | | ZS | | 75 | 80 |
| 40 | | | Z | | 65 | 70 |

Source: The Result of Pre-test and Post-test of the Experimental Group class X-I in MAS AL wasliyah Gedung Johor.

**2). The score of the student in reading narative text in pre test and post test of Control Group**

TABLE IV

THE RESULT OF PRE-TEST AND POST-TEST OF THE CONTROL GROUP

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NO** | ***Initial names*** | | ***Pre – Test*** | **Post - Test** | | |
| **Y1** | **y2** | | |
| 1 | ADP | | 50 | 60 | | |
| 2 | AS | | 45 | 50 | | |
| 3 | AFA | | So | 60 | | |
| 4 | AL | | 70 | 75 | | |
| 5 | DK | | 50 | 65 | | |
| 6 | DF | | 65 | 70 | | |
| 7 | DDE | | 50 | 55 | | |
| 8 | DA | | 50 | 55 | | |
| 9 | | EWS | 50 | | 55 | |
| 10 | | FK | 65 | | 70 | |
| 11 | | GG | 45 | | 50 | |
| 12 | | HS | 50 | | 60 | |
| 13 | | HLS | 50 | | 55 | |
| 14 | | IA | 60 | | 65 | |
| 15 | | ITT | 55 | | 60 | |
| 16 | | IKS | 60 | | 70 | |
| 17 | | IS | 70 | | 75 | |
| 18 | | JMP | 70 | | 75 | |
| 19 | | M | 55 | | 65 | |
| 2,0 | | MS | 65 | | 75 | |
| 21 | | MP | 45 | | 50 | |
| 22 | | ME | 55 | | 60 | |
| 23 | | MI | 45 | | 60 | |
| 24 | | MSA | 60 | | 65 | |
| 25 | | MASN | 60 | | 65 | |
| 26 | | MAM | 60 | | 70 | |
| 27 | | NJ | 55 | | 60 | |
| 28 | | NK | 60 | | 65 | |
| 29 | | NCL | 55 | | *65* | |
| 30 | | NH | 56 | | 65 | |
| 31 | N | | 70 | | 80 |
| 32 | RIN | | 65 | | 75 |
| 33 | RA | | 55 | | 65 |
| 34 | SLN | | 60 | | 65 |
| 35 | SIM | | 45 | | 65 |
| 36 | SYM | | 50 | | 60 |
| 37 | SWD | | 55 | | 60 |
| 38 | SL | | 55 | | 60 |
| 39 | SPA | | 50 | | 60 |
| 40 | YAS | | 65 | | 70 |

Source: The Result of Pre-test and Post-test of the control Group class X-2

From the table above, it was obtained that result of the both the tests in the experimental group, the lowest score for pre-test was 50 and the highest score was 75 while the lowest score for post-test was 65 and the highest score was 90. In the control group the lowest score for pre-test was 45 and the highest score way while the lowest score post-test was 55 and the highest score was 80.

**4.2 Data Analysis**

The analysis of the data was taken from a calculation of result of the test. These exiting data can further be analyzed to measure or to prove whether Cooperative Strategic Reading significant effect for students to increasing their reading comprehension.

The data were obtained from pre-test and pro-test scores of the experimental and control group. The mean score of the control group in pre-test was 56.12 while the mean score of the experimental group was 63.12. the mean score experimental 75.5 was higher control group 63.75 in post- test ( appendix A) .It was obtained that the value of t observed was 4.65 (appendix B ). The increasing of the mean score from pre-test to post- test experimental group was 11.87%.

**4.3 Testing the Reliability of the Test**

To obtain the reliability of the test, the writer used the Kuder-Richardson Formula 21. This is obtained after trying out Instrument and calculated by using KR-21 as the following:

r11 =

r11 = coefficient reliability

K = 20

M = 12.85

S = 6.38

The calculation shows that coefficient of reliability of the test is r = 0,6. It means that the test result is significant level.

**4.4 Research Finding**

The result of the data above. The hypothesis was proved the value of t observed was higher t table (4.65 > 1.992 ) at the level significance 0.05 for two tailed and degree of freedom (df) = Nx + N y-2= 40 + 40 = 78. It means that the alternative hypothesis was accepted.

Final test score of experimental group with CSR method and control group is represented in Appendix. Researcher finds that in experimental group there are 0 students (0%) get score below 6.0, 28 students (70%) get score in range 6.0 – 7.5 and 12 students (30%) get score 80 – 100 . while in control group there are 7 students (12.5%) get score 60, 32 students (80.1%) get score range 6.0 – 7.5 and 1 student (25%) get score hi range 80 – 100. It showed that there a significant effect on students’ reading achievement taught by CIRC Method, occurred because CIRC one major focus of the CIRC activities prescribed for basal stories is on making more effectiveness use of follow-up time : Students work within cooperative teams on these activities, which are coordinated with reading-group instruction, in order to meet objectives in such areas as reading comprehension, vocabulary, decoding, and spelling. Student are motivated to work with one another on these activities by the use of a cooperative reward structure in hich they may earn certifities or other recognition based on the learning of all team members ( Slavin, 1995,pp.105-106 )

based on student participation research it can be seen in partner reading that high-achieving students have more than twice this amount of involvement. based on active student participation research it can be seen in partner reading that high-achieving students have more than twice the amount of reading involvement.

in a team of students who actively participate in the category of students from the high reading group and in the reading group it can be concluded that active students have good reading skills.

**4.5 Discussion**

Cooperative strategic reading helps students to develop and master ability. Cooperative strategic reading also gives students' possibility to know their progress and improves students' self confidence. Based on the result of the data analysis, it shows that the students' achievement in reading is higher by using Cooperative strategic reading than without using Cooperative strategic reading. Itis proved by the research result, book theories and observation. It means that alternative Hypothesis was accepted and Null Hypothesis was rejected. The application of Cooperative strategic reading significantly affects on students' reading comprehension.

After analyze the data and test hypotheses, it was concluded that the hypothesis "CIRC method is effective to improve reading comprehension ability of visual impaired students 3rd grade SLB A YKAB Surakarta" can be accepted. Based on the data analysis above, application of CIRC methods can improve the ability of reading comprehension of visually impaired students 3rd grade SLB A YKAB Surakarta. The results are consistent with research on the application of methods CIRC that has been done before. Reading activities for visual impaired students need some special tools. For blind students, they require Braille to read, whereas for low vision they need a large size print letters at least 18 points. Blind students in general do not have intellectual disabilities. As revealed by Gargiulo that "*there was no significant difference between students* *with visual impairments and sighted students about their learning ability*" (2012: 456). While in language development according to Taylor, Smiley and Richard (2009: 294) they state that compared with sighted children, blind people do not have a crucial problem in the

development of language. However, it does not mean that blind people have no difficulty in development of early reading skills. The difficulty is about conceptual mastery, since they do not get the input of visual stimulation. Visual stimulation can be understood as every information obtained through the sense of sight. This information will form as a concept that will also enrich the vocabulary.

The success of CIRC method to improve reading comprehension in students with

visual impairment can be realized because the activities in CIRC method can help

students. As previous theory, there are some obstacles associated with the development

of blind children reading skills. In terms of language skills, according to Ferrel (in

Taylor, Smiley & Richard, 2009: 294), their language difficulty is on understanding concepts. According to Emerson, Holbrook & D'Andrea (in Kamei-Hannan, Holbrook & Ricci, 2012: 4) the main problems in reading of visually impaired children are related to fluency, vocabulary and concept development. So these obstacles can be overcome through learning activities in the CIRC method.

CIRC method contains various elements that can support students' skills in the language aspect. One of them is the meaning of the word elements, namely identifying the difficult words in reading and understanding them together in one group. This element overcomes the problem of blind children in the late understanding of concept. According to Huda (2012: 126), cooperative method is designed to accommodate a diverse student ability level, either through heterogeneous grouping or a homogeneous grouping.

**CHAPTER V**

**CONCLUSION AND SUGGESTIONS**

* 1. **Conclusion**

After analyzing the data, it was found that the mean score of students who were taught by applying Cooperative Strategic Reading (75.5) is higher than mean score of students who were without applying Cooperative Reading Strategic (63.12). And from the computation result of test in data analysis, the hypothesis was proved the value, ( 4.65 > 1992 ) at the level of significant 0.05 for two tailed. It means that students reading comprehension by applying Cooperative Reading Strategic is higher than without applying Cooperative Reading Strategic. Thus, it can be concluded that there is a significant effect applying Cooperative Reading Strategic on the students' reading comprehension.

* 1. **Suggestions**

Based on the conclusion drawn above it is suggestion that:

1. The English teacher should apply Cooperative Reading Strategic in teaching reading narrative texts.
2. Student can be guided by applying Cooperation Reading Strategic. So, they can reach the achievement in reading narrative text.

Other research should improve the research about Cooperative reading Strategic dealing with reading skill, especially narrative text.

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