

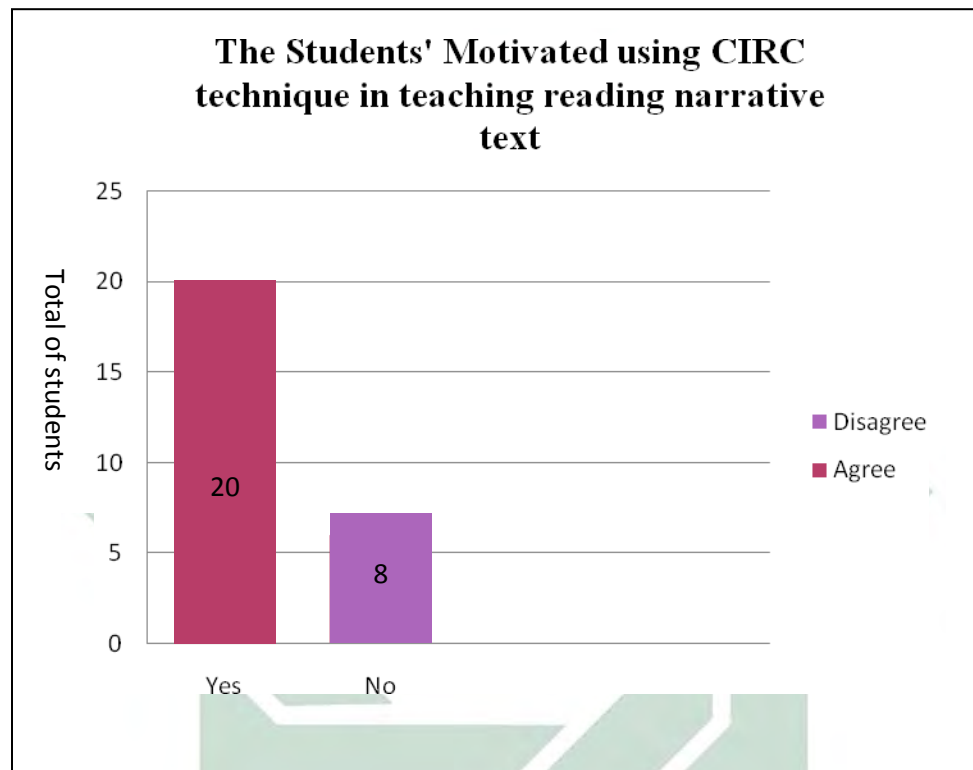








As the chart below 28 of students' answer in questionnaire about they motivated in the implementation of CIRC technique in teaching reading narratives text



The chart showed that the 20 of students agree that CIRC technique give motivation in learning reading narrative text. Only 8 students stated that they answer disagree that CIRC technique di not give motivation in learning reading narrative text. It concluded that CIRC technique gave advantages to students.

The students did many activities in CIRC technique such as partner reading, word meaning, did exercise, story grammar, story retell and team recognition. It was made students more active and enthusiastic in learning and











the generic structure in the reading work including the problem and the resolution. But the teacher often drilled the students' understanding by asking question to students. It aimed to give more easily to students in understanding the material.

The students did the exercise in whilst activity. The exercise was they answered the question based on the text. They did the exercise in group. After they did the exercise, the result of students work analyzed (see appendix 8). The result of students work in group was different in every meeting. The first meeting score was 72, the second meeting score was 90 and the last meeting score was 92. The result of students' reading work in group was increased in every meeting. It showed that the implementation of CIRC technique improve the students' achievements in reading skill.

The chart below showed that students' answer in questionnaire about students' improvement in using CIRC technique in teaching reading narrative text



























Based the second observation, the researcher got some facts about the implementation of CIRC technique in teaching reading. First, the situation of the class was very quiet when the students do the work in-group. The students did the work with their close friends because the group managed based on their sat. So, the students did all activities in group well. But, when the teacher asked the students to explain about the text, the situation of the class was noisy. One of groups talked each other. They did not pay attention to their students' explanation. The writer found that the poor concentration of the students could lead to less attention to the teacher explanation. In this class, the students did not feel confidence with their capability and some other disturbs the other students who want to paid attention to the teacher's explanation.

Second, the students could answer the teacher's question. They could answer the question completely. The answer was right. But, some of students could not answer the question completely.

There was problem that the students lack in vocabulary. Here, the students often opened the dictionary. They found many difficult words. The students often translated the difficult word in the text of reading material because the students had some difficulties in comprehending the text those difficulties make the implementation of CIRC technique in teaching reading narrative text not maximally enough





First, the students could discuss about the material in-group. It showed that they could share the opinion to answer the reading work. So, this technique could help the students to solve the problem in group.

The teacher did not ask the students to make a sentence based on the difficult word in the word meaning activity. The teacher also did not ask the students to find the generic structure of the text. Before the teacher started the lesson, she reviewed all about the narrative text. So, story grammar was done by the teacher incompletely. The researcher conclude that the implementation of CIRC in third meeting was not passed well because the limited time.

The researcher concluded that the implementation of CIRC technique in teaching reading narrative text was successful.

## **2. The students' reading work**

In this case, the researcher would like to discuss the students' reading work after applying CIRC technique. The researcher showed some facts about the students' reading work.

Firstly, there was problem that the students could not understand the meaning of the question. For example in the first meeting, there were examples of question: first, *what is the text about?* Many of groups answered *the text about narrative text*. They could understand the meaning of the question but they still confused. The correct answer was the text is about The

Lion and The Mouse. Second, *what was a lion doing when a little mouse ran up and down upon him?* Six of groups answered *the soon awoke the lion who placed his huge paw upon the mouse, and opened his big jaws to swallow him*. The correct answer was when the little mouse ran up and down upon the lion was sleep.

Secondly, there was problem that the students could not answer completely. They answered the question directly. For example in second meeting, the first question was *what is the purpose of the text?* Three of groups answered *entertain the readers*. Second question was *what were the JakaTarub's problems?* All of groups answered *he got very serious ill*. Their answer was correct but incomplete sentence. The correct answer was the problems of JakaTarub got very serious ill. Third question was *why was JakaTarub become ugly?* They answered *because he got abscess and his skin itched*. The correct answer was JakaTarub became ugly because he got abscess and his whole skin itched.

Thirdly, there were problems that the students could not arrange the sentence and their vocabulary was less. For example in second and third meeting, the first question was *what do we learn from the text?* They answered *we must efforts into confront all of problem in the we self*. The second question was *what lesson can you learn from the story?* They answered *we much careful to another people, we do not may to do bad to*



