#### **CHAPTER IV**

#### RESEARCH FINDINGS AND DISCUSSION

This chapter presented the data that was collected during the research. It was from observation sheet, questionnaire and students" reading work. The researcher tried to answer the research questions in chapter 1. They were; how is the implementation of CIRC technique in teaching reading narrative text? And what are the student"s responses towards the implementation of CIRC technique in teaching reading narrative text? To answer the first question the researcher used observation sheet. To answer the second question, and for the second question, the researcher used questionnaire. All the data that the researcher got were from observation that described and presented in the form of paragraph.

# A. The result of observation sheet in the implementation of CIRC technique

There are six activities in CIRC. Those are partner reading, story grammar, word meaning, story retell, exercise and team recognition.<sup>32</sup> The teacher divided the activities into three sections. They are pre activity, whilst activity and post activity. In this case, the researcher used observation sheet (see appendix 3). It meant that the teacher and the students" activities based on the theory.

<sup>&</sup>lt;sup>32</sup>Robert E. Slavin. *Cooperative Learning: theory, research and practice* (London: Allymand Bacon, 2005. p. 207

The Procedure of CIRC technique			
Pre Activity	Whilst Activity	Post Activity	
Partner Reading	Giving Exercise	Team Recognition	
Teacher asked to	Teacher gave the	Teacher gave a rewerd	
students to read the	exercise based on the	to each group based on	
text and asked to	text	their work	
students to read the	Story Grammar		
text in group	Teacher asked to		
	students to identified		
Word Meaning	the generic structure of		
Teacher asked to	the text		
students to look for the	• Story Retell		
difficult word and	Teacher asked to each		
make a sentence based	group to make a simple		
on the difficult word	composition based on		
	their own word		

Based on the teacher's information and classroom observation in MA UnggulanTulangan, there were various kinds of technique in teaching foreign language including reading. The techniques were CIRC, Know, Want, Learn, and How (KWLH) Technique and Oral Reading Technique. The teacher found some problems such as there were some problems faced by students in reading activity. Many students got bored to read a book. It was because most of students did not do reading activity as their habit. To minimize the problems the teacher used CIRC technique to teach reading. It gave positive effects such as they more active

in learning and teaching process. They also could interact and cooperate with their friend in group activity.

As George Jacobs stated that

CIRC is one of the cooperative learning techniques for comprehensive program in teaching reading and writing<sup>33</sup>.

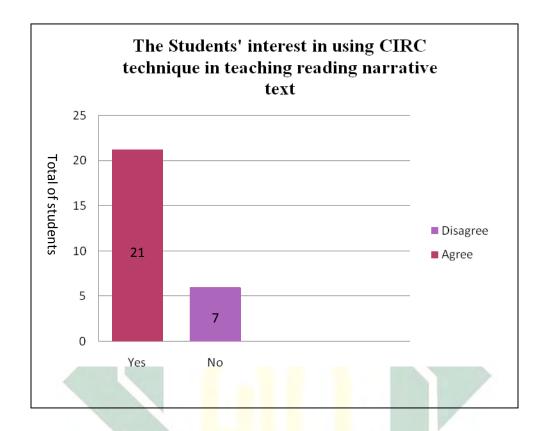
It meant that CIRC technique was appropriate in teaching reading. The English teacher used CIRC technique in teaching reading narrative text because this technique could give the positive effects such as they did series activities in a group and they could interact and cooperate with their friends.

The English teacher at MA UnggulanTulangan implemented CIRC technique in teaching and learning reading. The activities that are used partner reading, story grammar, word meaning, story retell, exercise and team recognition. The activities were designed to create the situation and condition comfortable, enjoy, and active in reading during the implementation of CIRC technique. It could give the students" motivation and interested in reading activity. They more interested and like to study using CIRC technique in teaching reading narrative text

The chart below showed that students" answered in questionnaire about students" interest and like using CIRC technique in teaching reading narrative text.

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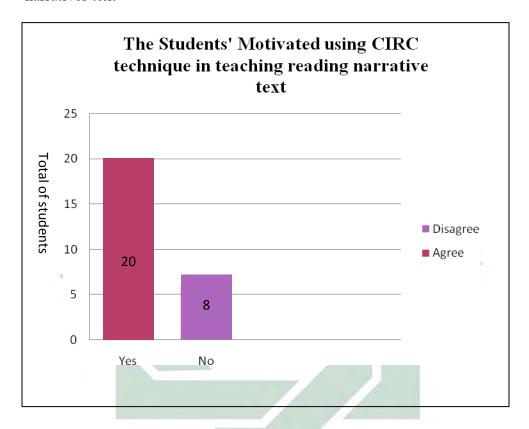
<sup>&</sup>lt;sup>33</sup> George. Jacobs. *Cooperative Learning or Just Grouping Students*. (Singapore : SEAMEO Regional Language Center) p. 13



The chart showed that 21 of students answer agree that they feel interest in using CIRC technique in teaching reading narrative text. Only 7 of students answered disagree that they were not feel interest in using CIRC technique in teaching reading narrative text.

Based on the English teacher's information the students were very lack in motivation in reading activity. But in the fact, when the teacher was applied CIRC technique in teaching reading narrative text the students was motivated in learning and teaching process. It was showed from the all activities in team recognition; they always did the best in group working in every meeting. It was their score was increased in every meeting.

As the chart below 28 of students" answer in questionaire 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

teaching process. First, it was showed that they often asked the teacher when they did not understand about the material. Second, they did all activities in a group. They had to discuss and share idea to answer question and do the group work. As related to the theory stated by Steven G.

The advantages of CIRC are giving social skills to students especially in acquiring English from group activity. The effect of social skill is can be known that the students can make interaction each other in a group. They can share idea and discuss about the lesson

It meant that the CIRC technique can give the students" chance to interact and cooperate with their other friend. It trained the students to building the social skill.

The students shared idea to discuss in the group work. It aimed to give chance to students in understanding the text well. Their other friend could give explanation clearly to them when they did not understand about the material. As stated by Steven G

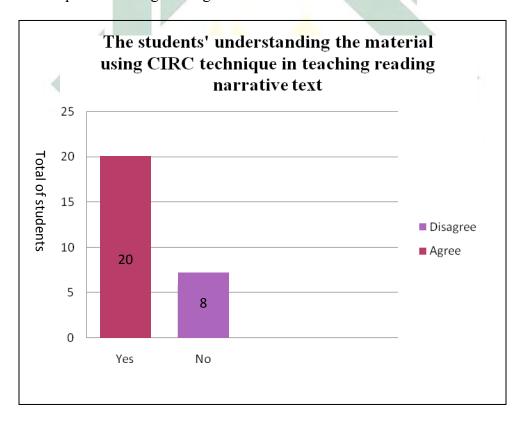
There are the advantages of CIRC technique.

- 1. Students can understand the word meaning
- 2. They are able to master the content the text. They also develop through discussion in group and they can develop their self-esteem

and self-confidence. Beside that, CIRC integrates oral language development in reading and writing.<sup>34</sup>

So, the researcher concluded that CIRC technique was appropriate in teaching reading narrative text because it has many advantages such as they can understanding the material easily.

The chart below shows that students" answer in questionnire about the students" understanding the material during the implementation of CIRC technique in teaching reading narrative text



<sup>34</sup> Steven G. McCafferty. Cooperative Learning and Second Language Teaching. (USA: Cambridge University Press, 2006) p. 183

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The chart showed that 20 of students answer agree in understanding the material using CIRC technique. Only 8 of students answer disagree in understanding the material using CIRC technique. So, they felt more understanding the lesson using CIRC technique.

The students did the story retell in speaking. The teacher asked one of students to retell story in speaking. In this case, the teacher did not ask the students in writing. It was used to know the students" reading comprehension. The students looked more active when they do this activity. Although, there were some problems such as pronunciations and grammar.

The students did team recognition; they looked more enthusiastic in this activity. It caused to get a reward based on their work. They tried to be the best group as the Artz and Newman stated that:

Cooperative Learning is an approach that involves a small group of learners working together as a team to solve a problem, complete a task, or accomplish a common goal.

When the teacher applied the CIRC technique in teaching reading narrative e text, the researcher found many problems such as: when the students did the partner reading the students read the text and the teacher corrected the incorrect pronunciations such as:

Swallow the correct pronunciation was (swallaw)

*Huge paw* the correct pronunciation was (*hyu;jpo;*)

*Tickled*, the correct pronunciation was ('tikeld)

*Lifted*the correct pronunciation was (*liftd*)

*Tied*the correct pronunciation was (taid)

*Plight*the correct pronunciation was (*plait*)

Gnawed the correct pronunciation was (no;d)

Beasts the correct pronunciation was (bi;st)

Efforts the correct pronunciation was ('efert)

Priest the correct pronunciation was (praist)

Recovered the correct pronunciation was (ri'kaverd)

Nightcap the correct pronunciation was (naitkaep)

Automatic out the correct pronunciation was ('o:temeticaut)

Waited the correct pronunciation was (weited)

Along the correct pronunciation was (e'long)

Left the correct pronunciation was (left)

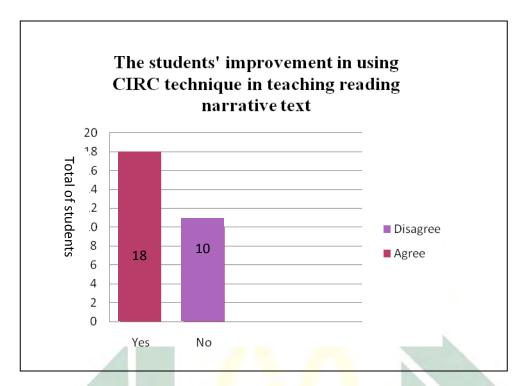
The students" vocabulary was lack. It showed that the students often open the dictionary when they found difficult word in the text. But, it helped the students to comprehend the example of difficult words such as left, woods, told, came along, gnawed, tickled, swallow, plight, huge and recovered.

There were few of students that did not understand about the teacher's explanation. It caused they can not understand well in the material. The effect was the students answer the question in students work. They felt difficult to find

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 tecchnique in teaching reading narrative text



The chart showed that 18 of students answer agree that CIRC technique can improve their achievements. Only 10 of students answered disagree that CIRC technique can not improve their achievements. So, the researcher concluded that CIRC technique was appropriate in teaching and learning process especially in teaching reading.

# B. The result from questionnaire in the implementation of CIRC technique in teaching reading narrative text

To answered the second research question of what are student"s responses towards the implementation of CIRC technique in teaching reading narrative text. To answer the research question, the researcher used questionnaire (see appendix 2). The teachers gave some questions with some possible answers. The students

asked to choice the answer based on their self. The indicators measured in the questionnaire. Were as follows:

- 1. The students" interest in learning English especially in Reading narrative text
  (1,)
- 2. The teacher's role in teaching and learning process (2,3)
- 3. The student sopinion in the use CIRC technique in teaching reading narrative text (4,6)
- 4. The students" opinion about CIRC technique has been applied before. (5)
- 5. The students" opinion about the advantages of CIRC technique in teaching reading narrative (7,8)
- 6. The students" opinion about the improvement of their reading skill after the implementation of CIRC technique in teaching reading narrative (9,10)

To know the student"s responses in percent form. The researcher use pattern as follows:

The number of students who choose the alternative x100%

The number of the students in whole class

So, it can be getting the result as follows:

The Students" response				
No.	Variable	Yes	No	
1.	Students" interest in	100 %	0%	
	learning English			
	especially in reading			
	narrative text			

1. The students" interest in learning English especially in Reading narrative text

From the table above, all of students answered that they interested in
learning English especially in reading narrative text. There was not students"
answer that they were not interested in reading narrative text. It concluded
that all of students interested in reading activity especially in narrative text.

	The Students" response				
No.	Variable	Yes	No		
2.	Students opinion about	88,8 %	11,8%		
	the way of teacher "s				
	explanation				
3.	Students opinion about	85,1%	14,9%		
	the teacher's				
	explanation				

# 2. The teacher's role in teaching and learning process

From the table above, 88,8% of student answered that the way of teacher's explanation easy to understand. They were only 11,2% of students who answered that the way of teacher's explanation was not easy to understand. It concluded that the teacher's explanation easy to understand

From the table above, 85,1 % of students answered that they were understand what the teacher teach. They were only 14,9 % who answered that they were not understand what the teacher teach. It concluded that the teacher explained the material clearly.

The Students" response				
No. Variable Yes No				
4.	Students" interest of	74%	26%	

	the use CIRC		
	technique in teaching		
	reading narrative text		
6.	Students opinion	77,7%	22,3%
	about CIRC in		
	teaching reading		
	narrative text		

3. The student sopinion in the use CIRC technique in teaching reading narrative text

The data from questionnaires showed that 74 % of students who answered interest in CIRC technique. They were only 26 % of students who answered that they were not interest in CIRC technique.

The data from questionnaire showed that 77,7% of students who answered that students like to study use CIRC technique. They were only 22,3% of students who answered that they were not like to study use CIRC technique. It concluded that CIRC technique gave the positive effect in reading narrative text.

The Students" response			
No.	Variable	Yes	No
5.	Students" opinion about	74%	26%
	CIRC technique has		
	been implemented		
	before		

4. The students" opinion about CIRC technique has been applied before

The data from questionnaire showed that 74% of students answered that CIRC technique has been implemented before. They were only 26% who

answered that CIRC technique has been not implemented before. It concluded that the teacher was use CIRC technique in teaching reading narrative text before.

_	The Students" response				
No.	Variable	Yes	No		
7.	Students" opinion	70,3%	22,3%		
	about CIRC				
	technique in giving				
	motivation in reading	7			
	narrative text				
8	Students" opinion	74 %	26%		
	about CIRC				
	technique in				
	understanding the				
	material				

5. The students" opinion about the advantages of CIRC technique in teaching reading narrative

The data from questionnaire showed that 70,3% of students answered that CIRC technique can giving motivation in reading narrative text. Only 22,3% of students answered that CIRC technique can not give motivation in reading narrative text

The data from questionnaire showed that 26% of students answered that they got difficulties to understand the material while the teacher was implementing the technique. 74% of students answered that they did not had difficulties to understand the material when implementing the technique. It

showed that the majority of students thought that the implementation of CIRC technique give advantages to them in learning reading narrative text. The students had come to understand the material when the technique was implemented

	The Students" response				
No.	Variable	Yes	No		
9.	Students" opinion	62,9%	37,1%		
	about their score after				
	CIRC technique has				
	been implemented	-			
10.	Students opinion	74 %	26%		
	about their reading				
	skill after CIRC				
	technique has been				
	implemented				

6. The students" opinion about the improvement of their reading skill after the implementation of CIRC technique in teaching reading narrative

The data from questionnaire showed that 70,3% of students answered that they got good reading score while the technique was implemented. They were only 37,1% of students answered that their reading score was not good reading score was improved after CIRC was applied.

The data from questionnaire showed that 74 % of students that their reading skill got better after CIRC technique had been implemented. Only 26% of students answered that their reading skill were not better after the implementation of CIRC technique. It concluded that the implementation of CIRC technique can improve the reading skill. It could be seen from the

students" score after the implementation on CIRC technique in teaching reading narrative text was increased. The first meeting of students" reading score was 72. The second meeting of students" reading score was 90. The last score was 92. So, the implementation of CIRC technique was successful.

## C. The result of students' reading work

The researcher collected the students reading work for three meetings. So, the researcher got the result of students" reading work in every meeting.

The researcher assessed the students reading work by using scoring method by Heaton (see appendix 8). In this case, the researcher presented the students" reading work in each total score criteria such as excellent, very good, good and very bad.

# a. First Meeting

The fifth group got Very Good Score

1. .What is the text about?

Answer: About fable (The Lion and The Mouse)

2. Where does the story likely occur?

Answer: In the forest

3. What was a lion doing when a little mouse ran up and down upon him?

Answer: When the little mouse ran up and down upon the lion, the lion was asleep

4. Did the lion finally swallow the little mouse?

Answer: Yes, the lion swallow the little mouse because the lion feel that the little mouse has been distributed his sleep

5. What did the little mouse do in order that it would not be eaten by the lion?

Answer: The little mouse cried and ask forgive of the lion to not eaten himself and the mouse promise if the mouse never repeat his mistake

From the students work, the fifth group got 72 score. There were little mistakes. First, for the fourth question was wrong. The correct answer was No, It did not because the little mouse apologizes to the lion and promise will not repeat the mistakes. Second, there were incomplete sentence for the first and second question. The first question was what is the text about? They answered that about fable (The Lion and The Mouse). It was correct answer but incomplete answer. The correct answer was the text is about fable the title is the lion and the mouse.

## a. Second Meeting

The fifth group got Excellent Score

- 1. What is the purpose of the text? Answer: Entertain the readers
- 2. What do we learn from the text? Answer: We must keep our health
- 3. Why was JakaTarub became ugly?
  Answer: Because whole skin itched and got abscess and this made his ugly
- 4. What is the JakaTarub's problem? Answer: He got very serious ill
- 5. Make a simple story based on your understanding!
  Answer: JakaTarub was one of ordinary people. He was like help his parents. One day, he got very serious ill. Then, the priest told him to bath in the lake during the full moon for several times. Finally, he met a beautiful goddess
  DewiNawangwulan, they fell in love each other and they got

From the students" work, the fifth group got 90 score. The all question were correct, but there were incomplete answer for the first and third question. For the first question, they answered entertain the readers. It was correct answer but the purpose of the text is to entertain the readers. For the third question, they answered because whole skin itched and got abscess and this made his ugly. The answer was correct but incomplete answer. The correct answer was JakaTarub became ugly because his whole skin itched and got abscess.

From the table above, the score was perfect in each meeting. It concluded that the students" score was increased. So, the students" reading

score was increased after the implementation of CIRC technique in teaching reading narrative text

## b. Third meeting

The third group got Excellent Score

- 1. What did a big wolf do one afternoon?

  Answer: The big wolf waited little girl in a dark forest
- 2. Whom did the little girl carry the food for?
  Answer: The little girl carrying basket food for her grandmother
- 3. Why did the wolf ask the little girl where her grandmother lived?

Answer: Because, the wolf want kill the little girl

- 4. What lesson can you learn from the story?

  Answer: We must always careful with unknown people and we do not be crime people
- 5. Try to retell story based on your understanding! Answer:

The big wolf waited the little girl in the dark forest and indistinct as grandmother just for ask to the little girl where the little girl lived

Eventually, the little girl answers the big wolf question and the

From the students" work, the third group got 92 score. The all questions were correct, but there were incomplete answer for the first and third question.

From the table of result students" reading work, it could be seen that students" answers were various. There were two criteria; those were very

good and excellent. It concluded that CIRC technique could improvement in their reading score.

## **D.** Discussions

In this part, the researcher discussed about the teacher and students" activities during the implementation of CIRC in teaching reading narrative text.

# 1. The implementation of CIRC to teach reading narrative text

## a. First Observation

Based on the first observation, the researcher got some facts about the implementation of CIRC technique in teaching reading. First, the students were enthusiastic and more active when the learning process was continuing. It was showed that they ask to the teacher when they did not understand about the lesson. Second, the situation of the class was quiet when the teacher divided the student in-group. Third, the students could discuss well in-group to answer the question and find the generic structure of the text including orientation, complication, resolution and reorientation. As related to the theory stated by Artz and Newman:

Cooperative Learning is an approach that involves a small group of learners working together as a team to solve a problem, complete a task, or accomplish a common **goal**.

As we know that, CIRC technique was one of cooperative learning. The students did in a group as a team to solve the problem. They answered the question and find the correct answer.

Although there were some problems such as: the situation of the class was very noisy when they do the work in-group. Some of member in the group talked each other. They did not follow to discuss in their group. Even though the learning process was passed well.

Based on the observation, the teacher did not do some steps of CIRC technique. The teacher did not do word meaning and story retell completely. 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 write a story based their understanding in group but she asked the students to retell a story in speaking. The teacher asked one of students to do it. The researcher concluded that the steps of CIRC was not passed well because the limited time. So, the teacher did not do all activities in CIRC technique. It showed when the teacher implemented CIRC technique in teaching reading narrative text was too small time. It was one hour was 40 minutes for the subject of English as well as the number of students were too many (28 students) in one class. So, the condition of class was noisy and crowded. But the teacher could handle it.

#### b. Second Observation

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" 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

The teacher did all of procedure in CIRC. So, the researcher concluded that the second observation was more perfect than the first observation.

## c. Third Observation.

The researcher got some facts in third observation. First, some members of the group did not take part in-group activity. They did not take part in answering the question. They hoped their friend to answer the question. Second, the students" pronunciation was wrong. For example in words: *nightcap*, *automatic out*, *waited*, *along and left*. But the teacher corrected the students" pronunciation.

Based on the third observation, the teacher did not do all procedure in CIRC. She did not do story grammar and word meaning. The teacher did not do word meaning activity completely.

The CIRC techniques were some advantages and disadvantages. As the theory stated by WillamGrabe :

The advantages of CIRC are giving social skills to students especially in acquiring English from group activity. The effect of social skill is can be known that the students can make interaction each other in a group. They can share idea and discuss about the **lesson** 

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

someone and don't lie to another people. All of the student"s answer was correct, but they could not arrange the sentence and they felt confuse to choose the suitable word.

Fourth, there was problem that the students did not answer the question accurately. They did not check the answer after they finish answer the question. The students did not read the question accurately, but they answered the question directly. So, their answer was wrong. There was a question in the second meeting it was what the purpose of the text? They answered we must always efforts because all about there is result. The right answer was the purpose of the text is to entertain the reader

Fifth, there was problem that students answered the question with wrong tenses (grammar). The example of question was whom did the little girl carry the food for? They answered the little girl carry the food for her grandmother. The right answer was the little girl carried the food for her grandmother

From this analysis, the researcher concluded that CIRC technique would be appropriate for an English teacher to implement it in teaching English including reading skill. It could be said that the students" reading skill improved by using CIRC technique. It showed from the reading score. Finally, the implementation of CIRC technique was good for teaching and learning especially in teaching reading skill.

## 3. The result of Questionnaire

From the data questionnaire, the researcher founds out the student's responses in the implementation of CIRC technique in reading narrative text. The result of students" response on the implementation of CIRC technique was effective.

CIRC technique was a good technique to be implementing in reading class. It showed that the students got many advantages in teaching reading such as the students got motivation in learning reading using CIRC technique and the students could to understand the material easily by using CIRC Technique. It concluded that CIRC technique appropriate in teaching reading narrative text. As Slavin stated that:

The advantage of CIRC is students can understand the word meaning individually

It meant that the students could understand the material individually or in a group.

The result of the students" response showed that CIRC technique could improve the students" reading skill after the implementation of CIRC technique. It showed from the students" reading score after the implementation of CIRC technique