



**THE USE OF CIRC (COOPERATIVE INTEGRATED
READING AND COMPOSITION) TO IMPROVE THE
STUDENTS' READING COMPREHENSION AND WRITING**
(an Experimental Research in XI Grade Students of SMA Negeri 1 Banjarnegara
in the Academic Year 2010/2011)

a final project

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in English

by
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THE USE OF CIRC (COOPERATIVE INTEGRATED READING AND COMPOSITION) TO IMPROVE THE STUDENTS' READING COMPREHENSION AND WRITING (an Experimental Research in XI Grade Students of SMA Negeri 1 Banjarnegara in the Academic Year 2010/2011)

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Verily along with the difficulties there's relief (Al Insyirah: 5)
Positive thing happens to positive person



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ABSTRACT

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This final project concerned with teaching reading comprehension and writing by doing CIRC as one type of cooperative learning. The purpose of this experimental research was to know the significant difference of students' reading comprehension and writing between students who were taught by using CIRC and those who were taught by using conventional method.

This experimental research used pre test-post test control group design which was conducted on the XI grade students of SMA Negeri 1 Banjarnegara in the academic year of 2010/2011. There were two classes used as the sample of this research (XI IPA 1 and XI IPA 2). The experimental group (XI IPA 1) consisted of 32 students and the control group (XI IPA 2) was 31 students. Besides, there was another class that had similar level of competence used for try-out (XI IPA 4). In doing this research, there were five meetings overall for experimental group (XI IPA 1). In the first meeting, the pre-test was given to the students. CIRC as the treatment of this research was done in the second, third, and fourth meeting. In the last meeting, the post-test was administered to the students to know their improvement. The pre-test and post-test were administered in both classes (experimental and control group). The result of the pre-test showed that the mean score of reading in the pre-test was 72.87 while in the post-test was 78.75 for experimental group. Meanwhile, for control group, the mean score of reading in the pre-test was 71.09 while in the post-test was 73.16. The mean score of writing in the pre-test was 17.61 while in the post-test was 20.25 for experimental group. For control group, the mean score of writing in the pre-test was 17.01 while in the post-test was 17.69.

To find out the significance of the increase between pre-test and post-test, t-test was applied. The result showed that the t-value (2.02) was higher than t-table (1.99) for reading while for writing, t-value (3.66) was also higher than t-table (1.99). Therefore, it could be concluded that there was significant difference of student's reading comprehension and writing between students who were taught by using CIRC and those who were taught by using conventional method.

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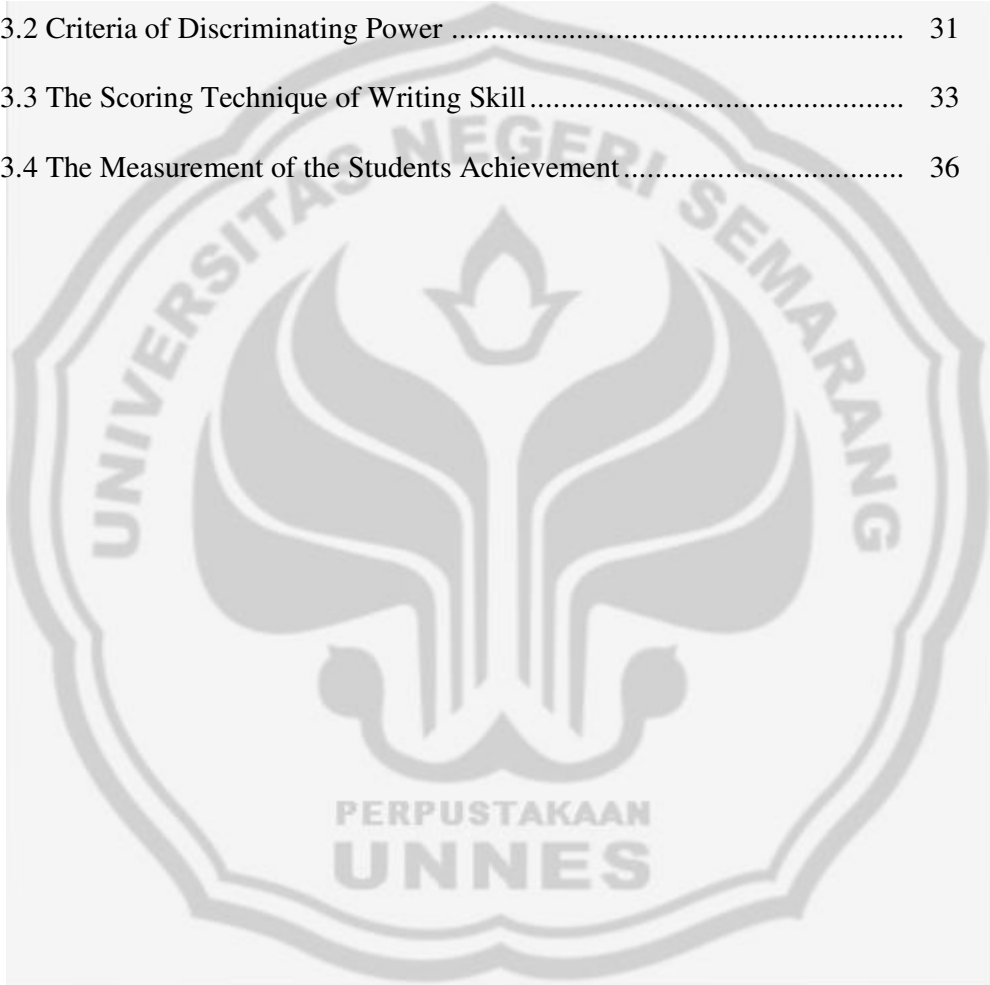
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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reason for choosing the topic, statement of the problem, objective of the study, statement of hypothesis, significance of the study, and the organization of the study.

1.1 Background of the Study

Playing an essential role in the global communication, English is not only used by a single country but also almost of the country in the world have used the language. Therefore, there are many information and knowledge written in books, journals, magazine, newspapers, and internet written in English. That's the reason why understanding English source through reading is a must nowadays. Standing on this real fact, Indonesian government place English as the first foreign language in order to face the globalization era. English has become a compulsory subject in every education level in Indonesia.

Regarding with the language, there are two types of language viz. They are spoken and written language which developed rapidly in the world of communication. Nowadays, along with the development of science and technology, we can see that written language seems to be dominant. It is due to the fact that most of information and knowledge are provided in the written form. People should read the written sources in order to get what they want to know as

the basis for them to maintain their lives by communicating with other people. Furthermore, in the world of education, most of book and handouts are in the written form. It means that students should read them so that they can absorb the knowledge from the source. By reading, we can also recast the knowledge into different way in order to give a favour in our life. For example, when we are talking to each other about any topics in our daily life, we use our prior knowledge that we get from the written source by reading. Moreover, reading can improve our knowledge excessively so that we can easily express something in writing.

On the other hand, writing is another basic skill in language learning. It is a productive skill while reading is a receptive skill. Both of them are two skills which are interrelated each other. In other words, reading and writing are integrated skills which can not be separated one another. They simultaneously work. When someone can read written source effectively and efficiently, they can get the gist of the written source. Thus, they can recast the knowledge from what they have read into writing activity easier.

Meanwhile, there are still poor reading and writing comprehension skills existing in English teaching learning in Indonesian senior high school. Seemingly, reading is a simple activity that every English learner can do it. Nevertheless, reading is not a skill which is easy to master. It demands certain skills from the reader. Nunan (1989:33) states that “reading needs identification and also interpretation process which requires the reader’s knowledge about the language structure used in the text and his knowledge about a given topic.”

This complexity makes English learners reluctant and less interested in this kind of activity. Thus, they find it difficult what the passage talks about since they don't know the method should be used to help them reading effectively and efficiently. Having not accomplished this problem yet about reading, students must face the other complex problem of writing. They have to write some topics based on what they have read. This could be a big pressure for students if they do not find a suitable way to cope with it using an integrated way.

Standing on that account, I try to decrease the problem in reading and writing by conducting an experiment on the implementation of CIRC (Cooperative Integrated Reading and Composition) in teaching reading and writing. CIRC is one of cooperative learning that is conducted by setting the students in group discussion in which they discuss together the reading material such as, reading to each other, finding the main idea, predicting how stories will end, summarizing stories, writing responses, and practicing spelling, decoding, and vocabulary. This hopefully could reduce the students' problem in reading and writing process which finally could improve their comprehension in reading and writing.

1.2 Reason for Choosing the Topic

There are four major skills in learning English that students have to master which are, listening, speaking reading and writing. One of those four skills is reading. Reading is the activity in which the students can get much information. On the other hand, writing is a following activity after reading. After facing the problems

of reading, students usually have to use the writing skill to emphasize their ability in reading. By writing, their understanding of what they have read would be seen. Nevertheless, there will be another problem in writing process. Realizing the phenomena, I assume that teaching reading and writing is an interesting topic in which a study can be conducted. I want to cope with the problems by implementing an integrated method which would cover those problems in language teaching, especially reading and writing. The method which I am going to implement is CIRC (Cooperative Integrated Reading and Composition). This method hopefully could improve the student's reading comprehension and writing. Moreover, the method seems to be fun and increase the students' participation in teaching and learning process.

1.3 Statement of the Problem

Based on the topic, the problem that needs to be answered after the research has been conducted is:

Is there any significant difference on students' reading comprehension and writing improvement between students who are taught by using CIRC and those who are taught by using conventional method?

1.4 Statement of Hypothesis

It is hypothesized that there is a significant difference between the mean score of the students who are taught by using CIRC and those who are taught by using conventional method.

1.5 Objective of the Study

The objectives of the study based on the statements of the problem above are:

To find the significant difference of students' reading comprehension and writing improvement between students who are taught by using CIRC and those who are taught by using conventional method.

1.6 Significance of the Study

The study about CIRC in reading and writing classroom, hopefully will give significant contribution to English language teaching and learning:

- (1) For teachers, they can teach reading in classroom effectively without wasting much time due to the students do not understand the material well.
- (2) For students, they can be more skilful in reading English text because they have been trained how to read effectively by using the method of CIRC. Furthermore, they can easily express their ideas after reading into writing activity. The students will be more interested in reading and writing class because they understand what to do. Using this method, they can learn more effectively.
- (3) The students will be more active in class because they can communicate freely either with their friends or the teacher in discussing the material. The students who tend to be shameful or reluctant will be more confident to express their opinion because they work in group in which the encouragement from each other is there.

1.7 Organization of the Report

Chapter I contains the background of the study, reason for choosing the topic, statement of the problem, objective of the study, statement of hypothesis, significance of the study, and the organization of the study.

Chapter II I provides the theories underlying the study. It encompasses, review of related literature which covers the previous study, the theoretical review of cooperative learning, CIRC method, general concept of reading and writing, teaching reading and writing in the classroom and genre.

Chapter III wraps up the method of investigation which comprises the explanation about the research design, the population and sample, research variables, type of data, instrument for collecting data, method of collecting data and method of analyzing data.

Chapter IV discussed the details of statistical analysis in order to provide the appropriate comparison of the means of experimental and control groups' scores.

Chapter V provides conclusion of the study and some suggestion rooted from the result of the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents some theories underlying the topic of this study. It encompasses the review of related literature which covers the previous study, theoretical review of cooperative learning, CIRC method, general concept of reading and writing, teaching reading and writing in the classroom and genre.

2.1 Previous Study

In this sub-chapter, I am going to discuss the previous study from other studies which have similarities with my study.

Before conducting an experimental research with the topic 'Cooperative Integrated Reading and Composition', I have found some studies using this method. In Inayah's study entitled *Keefektifan Penerapan Model Pembelajaran Kooperatif Tipe CIRC (Cooperated Integrated Reading and Composition) terhadap Kemampuan Pemecahan Masalah pada Pokok Bahasan Segi Empat Siswa Kelas VII SMP N 113 Semarang Tahun Ajaran 2006/2007*, she (2007) states that the students' achievement of the experimental group in solving the problem is better than that of the students who were used expository method.

Another study about CIRC is *Keefektifan Pembelajaran Kooperatif Tipe CIRC Bermediakan Kartu Soal terhadap Hasil Belajar Siswa dalam Menyelesaikan Soal Cerita Matematika Materi Bangun Segiempat di Kelas VII*

SMP Negeri 7 Semarang tahun pelajaran 2006/2007 by Subawa. He states that the students' achievement of the experimental group is higher than that of the control group. The participant of the experimental students is 75% higher than that of the control group.

Based on the result of the previous studies above, I decided to use CIRC method in teaching reading and writing for the eleventh grades students of Senior High School students to improve their reading and writing comprehension.

2.2 General Concept of Cooperative Learning

Cooperative learning is a method of instruction that has students working together in groups, usually with the goal of completing a specific task. This method can help students developing leadership skills and the ability to work with others as a team. However, higher competence students are often placed in groups with lower students, sometimes with the goal of having the higher competence students help the others, either directly or by example.

Based on Lie (2002: 12) "cooperative learning as a teaching and learning system that gives an opportunity for the students to work together to do several structured tasks."

In cooperative learning, students are not only working in a group of persons but also they do the process of changing information, comparing ideas, and solving the problem together. Moreover, they also built their leadership, communication skill and responsibility.

According to Kagan (1994:10), “there are four basic principles of cooperative learning which are positive interdependence, individual accountability, equal participation, and simultaneous interaction.” The first one is Positive Interdependence. This principle means that every students influence the gain of the group. It places each student in the same position. Although they have different ability, each of them has the same influence to bring their group gaining the best result. Then, Individual Accountability means that every students, though they work together in groups, they have personal accountability of their own duty.

In CIRC method, the second principle can be shown when they are required to retell the text in their own words to their partner in reading comprehension. Meanwhile, in writing comprehension section, every student is supposed to develop their own composition after getting advice and comparing ideas with their partner. This remains their individual accountability in accomplishing their task.

The third principle is Equal Participation. This principle means that students participate in the classroom in the same level. In cooperative learning, there is Simultaneous Interaction. Students solve the problem of doing task by comparing idea and changing information. Comparing with the traditional teaching technique, it seems that the cleverer students will be more active and dominate the class. On the other hand, the students having lower ability will only keep silent and just pay attention to the teaching learning process without participating actively.

Meanwhile, cooperative learning enables each student to have same opportunity to participate in the classroom. It can happen because they work in group which there is positive support from their group's partner. There are task division in solving the problem.

By doing cooperative learning, they do interactions each other. Students who have less information will ask students have more information. Whenever they are confused about something, they can ask what should do. Every student can give a piece of mind to contribute in their group. These activities constitute a medium for them to do interaction each other.

Understanding those four basic principles is an essential thing to understand the nature of cooperative learning. Therefore, a teacher could use certain model of cooperative learning optimally in teaching process in accomplishing the goal of cooperative learning.

2.3 Basic Theory of CIRC

In teaching materials, every teacher can use the method they consider best based on the material. Cooperative Integrated Reading and Composition (CIRC) is one of the methods used by English teacher in reading and writing class. This method is developed by Steven & Slavin. In CIRC, the students learn the material cooperatively. Slavin (1990: 200) gives the definition of CIRC method as follows:

CIRC is a comprehensive program to teach the subject of reading, writing, and the arts of linguistics in elementary school. The development of CIRC which is simultaneously focused on curriculum and the teaching methods constitute several efforts to use learning methods. It aims to the cooperative learning as a media to introduce

new techniques based on the basic research about teaching reading and writing.

In short, reading and writing are interrelated each other. Critical reading needs the skill of reading so that students can recast what they have read into a good writing. In this research, I want to conduct a research about the improvement of reading comprehension and writing of the eleventh grades students' of Senior High School through CIRC.

2.3.1 Strategy of CIRC

CIRC requires the students to work in a group of four heterogeneously. Then, the teacher gives the students a passage related to the material. After reading the passage, every student discusses it together. These activities are “finding the main idea, predicting how stories will end, summarizing stories to each other, writing responses to stories, and practicing spelling, decoding, and vocabulary” (Sharan 1999:36).

Students work in teams to understand the main idea and master other comprehension skills. During the process, students also write drafts, revise and edit one another's work, and prepare to "publish" their writing. Therefore, the students can learn language through the integrated way of reading and writing process at once.

2.3.2 The Steps of CIRC

Based on Slavin (1999: 205), “there are three main elements doing in CIRC which are basic activities, direct instruction in reading comprehension and is integrated reading and language arts activities.”

Basic activities consist of four activities which are reading group (team), text-related activity, peer assessment and test. The second step is direct instruction in reading comprehension. During this second step, the students get the direct instruction from the teacher in reading comprehension skill such as identifying the main idea, comparing and considering the idea, and making conclusion. The third step in CIRC method is integrated reading and language arts activities. At this third step, students learn about the process, style, and language features in writing the related genre.

In the first step, there are several activities. The first activity is reading group. The students are divided into a group of four heterogeneously to read the text. Second activity is text-related activity. During this activity, the teacher decides the reading purpose, introducing the new vocabulary, and discussing the text after students have read. After the text is given, the students are given a series of activities in group. Firstly, the students do the silent reading. Afterwards, they read the text loudly and take turns with their partner for each paragraph (in a group of four, they can work in pairs in order to make it easier doing this activity). While their partner is reading, they are listening to him/her and correct the pronunciation. Teacher can assess the students' performance by walking around and listening to them while they are reading each other.

Then, students write the structure of the text and text related writing. Students are given the questions related to the text. After reading the half of the text, they are asked to stop reading. Then, they identify the text based on the given questions. In the end of this step of activity, the students write response as a whole and some paragraphs related to the topic of the text (ex: make an argument on hortatory text).

Afterwards, students read a set of new and difficult vocabulary of the text given by the teacher. They have to read them in good and correct pronunciation together with their partner. Students also did the words definition. After reading the vocabulary, they have to find out the definition of those words. They can look up the dictionary or paraphrase the words. After that, students should retell the text for their partner. The last activity of the first step is spelling. Every student tries to test the list of vocabulary each other every week and performs it in the next meeting. They help each one to memorize those words.

Based on Slavin (1999: 205), “one of steps of CIRC is direct instruction in reading comprehension.” During this second step, the students get the direct instruction from the teacher in reading comprehension skill such as identifying the main idea, comparing and considering the idea, and making conclusion.

The third step in CIRC method is integrated reading and language arts activities. At this third step, students learn about the process, style, and language features in writing the related genre. This activity includes sharing with their groups and teacher in making the concepts and organizing the ideas, cooperating with their groups to revise their own writing, and then publishing their writing

product in the form of class or team books. During this step, students can express what ideas come in their mind through group discussion.

In the method of CIRC, besides getting teacher's review, students also make a peer review in their group. It is a valuable element in writing process. When students get a response from their teacher, they consider it as anything other than commands that have to be obeyed.

Based on Harmer (2004: 116), "peer review is less authoritarian than teacher review, and helps students to view both colleagues and teachers as collaboration rather than evaluator."

However, students will need guidance from their teacher to succeed so that they know what to look at when they read their classmates' work. When they do a peer review, the students indirectly learn something which is important for their writing skill.

2.3.3 Benefits of CIRC

Every teaching method has its own benefits, including CIRC (Cooperative Integrated Reading and Composition. According to Sharan (1999: 43), "CIRC gives the same opportunity for the students who have high, medium, and low ability in reading to get the best result".

It could be drawn that teachers could benefit the method of CIRC to be implemented in teaching reading and writing English text. Moreover, the students will be more confident to do the task together with their friends due to the cooperation of every members of the group. Every student is supposed to

encourage one another. The faster students will lead the slower students, helping their friends who do not really understand the materials. Therefore, they will motivate each other as kinds of reinforcement.

2.4 Conventional Method

As cited in www.sfu.ca/~herhan/teaching.htm, “the bottlenecks of traditional teaching approaches based on this definition mainly take place as the person moderating learning is called ‘teacher’, who is accepted as knowledge provider and the students are knowledge receivers.”

It is also called by teacher-centered approach in which the students are passively involved during the whole lesson. Meanwhile, teacher is the most active person in the classroom.

2.5 General Concept of Reading

According to Anderson quoted by Nunan (2003: 68) “reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.”

However, the most important point can be taken from those definitions is that reading is a complex process which requires special skill from the readers in order to get an effective result in an efficient time. In this process, the reader tries to recreate the meaning intended by the writer.

Reading is one of four basic language skills in language learning. Those four language skills related to each other by two parameters as cited in

www.sil.org/lingualinks/languagelearning/otherresources/gudlnsfralnggandcltrlnngprgrm/ReadingSkill.htm. These parameters are the mode of communication which is oral or written. Second, the direction of communication which is receiving or producing the message

The relationship among the skills as cited in www.sil.org/lingualinks/languagelearning/otherresources/gudlnsfralnggandcltrlnngprgrm/ReadingSkill.htm is represented as follows:

Parameters	Oral	Written
<i>Receptive</i>	listening	reading
<i>Productive</i>	speaking	writing

Tabel 2.1 The Relationship among Four Skills

Therefore, reading is a receptive skill in written mode which requires certain skills to help the readers to read effectively. Everyday we almost read something either in the form of the printed media or internet as technology increased. We can get a number of information through reading.

2.5.1 Comprehension

Like many other words, comprehension has a number of definitions that we can infer. Comprehension means the capacity of the mind to perceive and understand.

Alexander (1988: 127) gives the definition of reading comprehension as follows:

Comprehension is an activity process that involves the child's integration of prior knowledge with information in the text. Among the major goals of reading instruction today is the development of learners who understand, students need the comprehend abilities to

understand concept presented in print, to think about the material reading, and to use that which is read for relevant purpose.

2.5.2 Reading Comprehension

According to Harris and Sipay (1980: 179) “reading comprehension is a set of generalized knowledge acquisition skills, which permits people to acquire and exhibit information gained as a consequence of reading printed language.”

From the above definition can be drawn that reading comprehension is the highest level in reading activity which requires some ability in reading so that the readers can gain the information from the printed language they read. To gaining the goal of reading, students need to increase their reading skill.

2.5.3 How to Improve Reading Skill

Reading is an easy activity but difficult to master. Many students become reluctant because they do not know how to read effectively and efficiently. Thus, there are some skills to improve reading skills. The four skills as cited in http://www.learningtolearn.group.shef.ac.uk/read/read_difkind_task.html. The first one is skimming. It means that reading rapidly for the main points. Then, scanning is reading rapidly to find a specific piece of information. The other one is extensive reading. It means that reading a longer text, often for pleasure with emphasis on overall meaning. The last one is intensive reading which is reading a short text for detailed information.

2.6 General Concept of Writing

Unlike a spoken language which is acquired by children naturally as a result of being exposed to it, whereas writing ability has to be consciously learned. Based on Sokolik cited by Nunan (2003: 88) “writing is both *physical* and a *mental* act.

At the most basic level, writing is the physical act of committing words or ideas to some medium.”

Besides, writing is the activity of inventing ideas, thinking about how to express those ideas, and organizing them into sentences and paragraph that will be clear to reader. According to Cynthia (2002: 11) “good writers think, write a draft, think, rewrite, think, and rewrite until they are satisfied. Writing is a continuous process of thinking and organizing, rethinking and reorganizing.”

Therefore, I conclude that writing is one of the four language skills (listening, speaking, reading, and writing) which have to be learned consciously. Everyone must be taught how to write.

2.6.1 The Importance of Writing

According to Harmer (2004: 3) “it is only the last two hundred years ago or so that *literacy* that is being able to read and write has been seen as a desirable skill for whole population.”

Thus, it is obvious that education was an essential thing for the population, not only for the running of society, but also for the fulfilment and advancement of individuals. Standing on that account, we should not ask ourselves whether writing is an important thing or not since it has fundamental roles in our life.

Harmer (2004: 31) states that “writing for learning means that it has always formed part of the syllabus in the teaching of English.” This is the reason why it is important to help students to accomplish the problems of handwriting such as spelling and punctuation. However, teaching writing is more than just dealing with those features. It is about helping students to communicate the real messages in an appropriate manner.

2.7 Teaching Writing in the Classroom

Harmer (2004: 11) states that “for many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students’ attention was directed to the *what* rather than *how* of text construction.”

For instance, when the students write a composition, at the end of the lesson they submitted their work on their teacher’s desk. Then, the next day after the teacher has corrected the student’s work, the teacher returns their works which have been corrected to them. Some students might look at the corrected their own work but most of them are rarely. Although the written product is a final result of writing, the reason above can lead us to consider the importance of writing process. We also need to concentrate on the process of writing.

There are a number of strategies we need to consider in teaching writing. Based on Harmer (2004:11), “the strategies in teaching writing are the way we get students to plan, the way we guide them to organize their ideas, the way we encourage them to draft, reflect, and revise is through collaborative writing and the last is the way we respond to our students’ writing.

The first step can be done by using some ways such as brainstorming and freewriting. By doing this step, the students can generate their ideas freely. In the second step, students have to decide what the main idea is. It means that students can organize their ideas through topic outline or tree diagram. It is only written in a sentence or just a few words.

Afterwards, in the second strategy, students can put the supporting details from their brainstorming or freewriting to support the main idea and list them on separate lines below the main point (topic outline) or make branches to points that support the main idea. The third strategy is encouraging students to revise their work. It could be done by responding the ideas each other and giving suggestion for changes. Thus, it can contribute a big effort for the successful of their final product. The last strategy, teachers should consider the process of writing not only for the writing product. This effort hopefully could improve the students' writing.

2.8 Genre

Teaching “writing for writing” is entirely different, however, since our objectives here is to help students to become better a writer and to learn how to write in various genre using different registers. (Harmer 2004: 34)

When we are writing, we are expressing our thoughts and emotion. Every kinds of writing products have their own genres. Therefore, genre really influences the content and the structure of the text. Since we know that genre takes an important role in writing, genre should be present in teaching language.

2.8.1 Hortatory Exposition Text

There are six kinds of genres which had been identified until now. Those genres can be easily memorised by using *mnemonic* “ENI and ARIns which stand for E (xplanation), N (arrative), I (nformation reports), A (rguments), R (ecounts), Ins (truction)” Djwandono (2002: 55). Hortatory Exposition Text is one of genres which includes in the genre of argumentation.

The social function of Hortatory Exposition Text is “to persuade the reader or listener that something should be or should not be the case” and the generic structures of hortatory exposition text are “thesis, arguments, and recommendation” (Gerot and Wignell (1994: 209).

The thesis is can be defined as the announcement of issue of concern while the arguments is reasons for concern which lead to recommendation. The last is recommendation. It is the statement of what ought or ought not to happen. In writing Hortatory Exposition text, there should be recommendation in order to the reader know what should or should not be done.

Gerot and Wignell (1994: 209) also defines that “the lexicogrammatical features of Hortatory Exposition text are focusing on generic human and non-human participants, except for speaker or writer referring to self, the use of mental process, material process, relational process, the use of simple present tense.”

By understanding the elements of Hortatory Exposition text, students will be easier in developing the paragraphs of Hortatory Exposition text.

CHAPTER III

METHODS OF INVESTIGATION

This chapter presents the method of investigation which comprises the explanation about research design, population and sample, research variables, type of data, instrument for collecting data, method of collecting data and method of analyzing data.

3.1 Research Design

The method of research design was held through a quantitative research. Best (1981: 154) states that “quantification has been defined as a numerical method of describing observation of material or characteristic.”

The research is true experimental. According to Christensen (2001: 32), “an experimental research is a research that attempts to identify cause and effects relationships. The design used in this study is the *pre test-post test control group design*. It involves two groups, an experimental group and a control group. Both groups are pre-tested, and post-tested. The prominent difference between those groups is administered the treatment. The experimental group has treatments using CIRC method while the control group has treatments using conventional method. The *pre test-post test control group design* is clearly depicted in Figure 1.

E	O ₁	X	O ₂
C	O ₃	Y	O ₄

(Figure 3.1 Best, 1981: 73)

- E : experimental group
- C : control group
- O₁ : pre test for experimental group
- O₂ : post test for experimental group
- O₃ : pre test for control group
- O₄ : post test for control group
- X : treatment using CIRC
- Y : treatment without using CIRC

3.2 Object of the study

Only by providing the object, a research can be administered. In this research, I decided the population and the sample to be the object of the research.

3.2.1 Population

In this study, the population is the eleventh grade students of SMA N 1 Banjarnegara in the academic year 2010/2011.

3.2.2 Sample

After obtaining the population, then I choose the sample. Sample is a small proportion of population selected for observation and analysis. Saleh (2001:33) states that “sample is a group of people, goods, or things in which the data is taken. Sample is actually the part considered to represent the population.”

In taking the sample, I also took the number of the population as the consideration. Saleh (2001: 34) suggests that when the number of population is between 100 and 500, the number of population should be about 30%-50%. For example, if the number of population is about 200 students, thus, the minimum number of sample of the study is 60 students. In this research, the number of the population is 224 students which fulfill the requirement that the sample must be 30%-50% of the population. Thus, the sample of this research is 63 students. I used *cluster random sampling* to choose the sample because the population has heterogeneity and consists of clusters. In this research, the sample is two classes, one for the control group and the other is for the experimental group. The experimental group is XI IPA 1 of SMA N 1 Banjarnegara while XI IPA 2 as the control group. I also used one class to hold the try out test which is called by the try out class that is XI IPA 4. This class has the similar ability with the experimental and control group.

3.3 Research Variable

Variable is simply described as something that can vary about its condition. Nunan (1993: 25) states that a variable is anything which doesn't remain constant.

Meanwhile, according to Christensen (2001: 144), by variable I mean any characteristics of an organism, environment, or experimental situation that can vary from one organism to another, from one environment to another or from one experimental situation to another. In this research there are two variables named independent variable and dependent variable. These are the variables of this research:

1. Independent variable of this research is the use of CIRC method in reading class.
2. Dependent variable is represented by the students' reading comprehension and writing achievement.

3.4 Instrument for Collecting Data

Instrument is a very essential means of data collecting in a research. Before I conducted the research, I tried to collect the data. In collecting the data, I used the instrument. The instruments used of the study were the reading and writing test items. By using reading and writing test items, I could observe the reading and writing comprehension of the students. The test consisted of two parts which are pre-test and post-test. These would be conducted at the beginning and the end of the experiment.

In conducting the research, there were some steps to be done. First, I conducted the pre-test for the two classes, control and experiment group. It would be conducted through reading test and writing test. In this test, I asked the students to answer the questions in the form of multiple choice items and essay. This test

aimed to know the initial ability of students' reading and writing comprehension in both groups, either control or experimental group. After conducting the pre test, I gave treatments using the method of CIRC in reading and writing material for the experimental group. On the other hand, the control group was given the treatment using the conventional method for the same material. After conducting several treatments, I gave the post-test for both groups in order to know their ability after getting the treatment. The test contained the same criteria as in the pre test which were reading test and writing test in the form of multiple choice items and essay.

3.5 Procedure of the Experiment

The procedures of experimental design are:

1. Choosing the population of the research which are the eleventh students of SMA N 1 Banjarnegara in the academic year 2010/2011.
2. Taking two group as the experimental and control group as the sample.
3. Conducting the experiment. The experimental group was given the treatment using the method of CIRC in reading and writing material. Meanwhile, the control group was given the treatment using conventional method for the same material. Those treatments were preceded by pre-test. After conducting the series of treatment, I conducted the post-test.
4. Comparing the difference between pre-test and post-test result of both groups by applying t-test formula.
5. Making conclusion of the result.

3.6 Method of Collecting Data

In doing a research, the researcher should collect data as the object to be organized and analyzed. There are some methods in collecting the data. In this research, I tried to collect the data by using several methods which were try-out, pre-test, treatments, and post-test.

3.6.1 Try Out

Instrument is the fundamental thing in a research. A good instrument must have validity and reliability. Therefore, I have to try out the instrument before conducting the test. After I administered the try out, I could analyze the data by finding the validity and reliability. Only valid and reliable instrument could be used in this research.

3.6.1.1 Validity

Validity is the most complex criterion of an effective test. Grondlund as quoted by Brown (2004: 22) validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. The formula of the validity is as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where,

r_{xy} = the validity of the item test

N = the number of the students

X = the number of students who answer correctly

Y = the students' score

3.6.1.2 Reliability

Similar to validity, reliability is also the characteristics of a good test. Reliability means the stability of test scores. A reliable test is consistent and dependable. If the test is given to the same students on two different occasions, the test will show similar results. To determine the reliability of the test, the following formula is used:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{kVt} \right)$$

Where,

r_{11} = reliability of the test

k = the number of the items

M = the means of the scores

Vt = the total of variants

3.6.1.3 Level of Difficulty

Arikunto (1999: 207) states that difficulty level is a number that shows the ease and difficulty of an item. A good test is a test which is not too easy or difficult.

The formula used is as follow (Arikunto, 2002:208):

$$P = \frac{B}{JS}$$

Where,

P = item difficulty

B = the number of students who answered correctly

JS = the total number of the students

The criteria of computation are as follow:

Table 3.1 Criteria of Level of Difficulty

Interval	Criteria
$0.00 < P \leq 0.30$	Difficult
$0.30 < P \leq 0.70$	Medium
$0.70 < P \leq 1.00$	Easy

3.6.1.4 Discriminating Power

Heaton (1975: 173) argues that the index discrimination tells us those students who perform well on the whole test to do well or badly on each item in the test.

The formula used is as follow (Arikunto, 2002:210):

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where,

D = Discriminating power

B_A = Number of students in the upper group who answered correctly

B_B = Number of students in the lower group who answered correctly

J_A = Number of all students in the upper group

J_B = Number of all students in the lower group

The criteria of the computation are as follow:

Table 3.2 Criteria of Discriminating Power

Interval	Criteria
$D \leq 0.20$	Poor
$0.20 < D \leq 0.40$	Satisfactory
$0.40 < D \leq 0.70$	Good
$0.70 < D \leq 1.00$	Excellent

3.6.2 Pre-Test

Pre test was conducted before I gave the treatment. This test has purpose to know the initial ability of the students especially in reading and writing hortatory exposition text. This test consisted of two forms which were multiple choices and essay. The students would be asked to do the test in a given time (90 minutes). The students who were asked to do the test were the students of both groups, experimental and control groups.

3.6.3 Treatment

After conducting the pre-test, the next steps in conducting the experimental was giving the treatments. Both groups were given the treatments, but there was a prominent difference in the treatment itself. The experimental group got the treatment using CIRC method in reading and writing material. On the other hand, the control group got the treatment using conventional technique.

3.6.4 Post-Test

This is the last steps in conducting the experiment. After administering the pre test and treatments, I must conduct the post test. This test aimed to know the students' ability in reading and writing hortatory exposition text after getting the treatment.

3.7 Method of Analyzing Data

After getting the data, I had to analyze the data by using several ways. In this research, the method of data analyzing used were scoring technique and classifying the score.

3.7.1 Scoring Technique

In this research, I would take the score of students in the form of multiple choice and essay. For the multiple choice items, the scoring was only counting the correct answer (discrete point test). In the other hand, in the writing test, I would take the score based on students' writing production to measure the progress. The aspects of the scoring writing are grammar, vocabulary, spelling, content, and fluency. There is the scoring technique of writing skills based on Heaton quoted by Sutirah (2009: 30-2).

Items	Scoring	
Grammar	5	Mastery on grammar taught on course, only 1 or2 minor mistakes.
	4	A few minor mistakes only (preposition, article, etc).
	3	Only one major mistake but few minor mistakes.
	2	Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.
	1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.

Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired, fairly acquired synonyms, circumlocution.
	3	Attempts to use words acquired fairly appropriate vocabulary on the whole but sometimes restricted, have resort to use synonyms, circumlocution, etc. on few occasions.
	2	Restricted vocabulary, use synonyms (but not always appropriate).
	1	Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
Spelling	5	No error.
	4	1 or 2 minor errors.
	3	Several errors some interference with communication, not too hard to understand.
	2	Several errors several inference with communication, some words very hard to organize.
	1	Numerous errors, hard to recognize several words, communication made very difficult.
Content	5	All sentences support the topic highly organized clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links occasionally be clearer but communication not impaired.
	3	Some lack of organization re-reading required for classification of ideas.
	2	Little or no attempts of connectivity thought-reader can deduce some organization individual ideas may be clear but difficult to deduce connection between the.
	1	Lack of organization so serve that communication is seriously impaired.
Fluency	5	Flowing style very to understand both complex and simple sentences very effective.
	4	Quite flowing style mostly easy to understand a few complex sentences very effective.
	3	Reasonably smooth style not too hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Jerky style an effect needed to understand and enjoy complex sentences confusing mostly (but not all) sentences-fairly effective.
	1	Very jerky hard to understand cannot enjoy reading almost all simple sentences confusing excessive use of 'and'.

3.7.2 Classifying the Score

I also classified the students' score by arranging their score from the higher to the lowest. Therefore, it would be easier to know their position in grade of classification. The measurement of the students' achievement as stated by Harris (1969:134) interpreted with the following table.

Table 3.5 The Measurement of the Students' Achievement

Criteria of Assessment	Grade
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

CHAPTER IV

RESULT OF STUDY

This chapter discusses the results of the study based on data analysis and the discussion of research findings.

4.1 Activities of Experiment

These activities consisted of four activities which were held in different time. Those were the try-out, pre-test, treatments, and post test.

4.1.1 Try-Out

Try out test was done twice which the first test is for testing the pre-test instrument while the second is for the post-test instrument. This test aimed to know the validity and reliability of the research instrument. The first try out was done on April 4, 2011 in XI IPA 4 of SMA N 1 Banjarnegara in the academic year 2010/2011. The second try out was done on April 5, 2011 in the same class.

4.1.2 Pre-Test

Pre-test was given before doing the experiment. The pre-test was given in class XI IPA 1 as the experimental group on April 8, 2011 and also for the control group, XI IPA 2 on April 9, 2011. In the pre-test, the students were given twenty five items of reading comprehension in the form of multiple choices and an essay for

writing comprehension. In writing comprehension, they were supposed to write a paragraph of hortatory exposition text based on the topic they have chosen.

4.1.3 Treatment

For the experimental group, the students were given treatments after pre-test for three times. The treatments were conducted three times; the first was on April 9, 2011, the second was on April 12, 2011, and the last was on April 15, 2011. The purpose of these treatments was to do cooperative learning by using CIRC method in training the students to comprehend text in order to have a better ability in reading and writing hortatory exposition text cooperatively.

In the first meeting, I divided the students into a group of four heterogeneously based on the result of their pre-test. In this meeting, I gave them a text which involved ten multiple choices items of reading comprehension related to the text and 3 topics for writing comprehension. In this treatment, I applied the method of CIRC in which every group did reading aloud first and they could do it in pairs in their own group. Then, every student corrected their friend's pronunciation while I kept correcting in every groups. After that, I read the text loudly in a good and correct pronunciation so they knew how to pronounce it correctly. The next activity I gave 15 minutes for them to read the text in groups by finding the main idea, supporting details, topics, and then the difficult words together with their friends. I reminded them not to forget writing the key points of the text. Afterwards, I asked them to tell what the text talked about to their own groups using their own words by turns. This activity can help them to understand

the text more. Then, they began to answer the questions of reading items. After they had already finished, the next task is writing an essay of Hortatory Exposition text. Every group chose one of the fourth topics. After having chosen the topic, they were asked to discuss the outlines of the paragraph together. They could share with their partners about the main idea, supporting details, and vocabulary used in context. They finally developed their own composition by themselves after discussing the outlines with their group. They seemed enjoy the activities because they could work together with their friends who can help their difficulty in reading and writing activity.

In the second meeting, I did the same treatment as the first but I gave different topic of the text. I also helped them to solve the problems of generating idea and using the correct word while monitoring each group during this activity. In this second treatment, they still had difficulty in using correct words. Yet, they seemed to be able solving this problem in the end because they could work cooperatively and freely with their group.

In the last meeting, I also did the same treatment. The students seemed enjoy the activities because they could work together with their friends who can overcome their difficulty in reading and writing process. Eventually, they could be easier in doing reading and writing process than before. They feel that learning in cooperative way (CIRC) really helps them to comprehend a text and writing process.

For the control group, students also got the treatments three times by using conventional method. In the first meeting, I explained the students the definition

of Hortatory Exposition text. Then, I introduced the generic structures, language features used in the text. After explaining the material, I gave the students a text of Hortatory Exposition. They began to read the text silently by themselves. Afterwards, I asked them whether there was any difficulty or not. Most of them answered that there were some difficulties such as the main idea of the text, and some words. I answered the questions. Then, I gave questions related to the passage. I asked them to answer the questions based on the text. Some of them answered it by themselves, but most of them only waiting for the answer from their friends.

In the second meeting, I did the same treatment using the same steps. There was less interaction between students in completing the task. They only did interactions to find the answer from other friends who had already completed the task.

In the last meeting, students also did the same treatment. There was no significant difference in their activity. Yet, the students answered the questions easier because they had ever completed the similar type of the question.

4.1.4 Post-Test

Post-test was given after all treatments had been already done. The post-test was conducted on April 16, 2011 in both class, XI IPA 1 and XI IPA 2. The test items were different from the pre-test. There were also 25 items of reading comprehension in this test and an essay test for writing comprehension with different topic with the pre-test. However, the level of the post-test was similar

with the pre-test because the try out for the post-test had been done before it was tested to the students. Therefore, it contained the same points of reading and writing aspects as the pre-test. It was also done in about 90 minutes.

4.2 Result of Try-Out

The try-out that was done, had an analysis result based on item validity, level of difficulty, discriminating power, and reliability. Those aspects influenced the number of items that were used in a test. Therefore, those aspects were very important to calculate whether the instrument fulfils the requirement of good or not.

Try out was done twice. The first try out was to test the aspects mentioned above in the pre-test items. Whereas, the second try out was to test the post-test with the same aspects to figure out. The following are the data interpretation of the try-out test. Because of the test consisted of two skills; reading and writing, I would divide them in two parts.

4.2.1 The Result Analysis of Reading

In the reading test, there were several aspects of reading comprehension which were consisted in the reading instrument. After conducting the try-out for reading in the pre-test and post-test, there would be an analysis for it.

4.2.1.1 Item Validity

Validity refers to the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. In the computation of item validity in pre-test, the validity index of number 22 is 0.66. Then I consulted the table of r with $N = 36$ and significance level (α) = 5% is 0.338788. Since the result of the computation is higher than r in the table, the index validity of item number 22 is considered to be valid. While in the computation of item validity in post-test, the validity index of number 3 is 0.81. Since the result of the computation is higher than r in the table, the index validity of item number 1 is considered to be valid. (See in Appendix)

Based on the computation of all items, there was no item which is invalid on the try-out test for pre-test in the other word, all items are valid. On the other hand, there was 1 item which is invalid in the try out test for post-test. It is the item number 11. Therefore, the other items would be used in the test. Since there were 29 valid items, I used 25 items for the pre-test and post-test based on the consideration of level of difficulty and the aspects of reading comprehension.

4.2.1.2 Reliability

Similar to validity, reliability is also the characteristics of a good test. Reliability is meant the stability of test scores. A reliable test is consistent and dependable. If the test is given to the same students on two different occasions, the test will show similar results. The reliability of the test was calculated from the number of items, the means of scores, and the total of variants. A test is considered to be

reliable if r_{11} (result of calculation) is higher than r in the table (0.338788). From the calculation for α (significance level) 5% and the number of students is 36, the result was 0.96. Since the r_{11} is higher than r_{table} , the test was considered to be reliable. Meanwhile, in the try out of post-test, the result was 0.95. Therefore, it is also considered to be reliable.

4.2.1.3 Level of Difficulty

Level of difficulty is calculated from the number of students who answered correctly and the total number of the students. After calculating the item number 23 for example, the index of difficulty level is 0.66. According to the criteria, the difficulty level of item number 23 is medium.

There are three categories for level of difficulty. They are difficult, medium, and easy. For example, after calculating 30 items of try-out for pre-test, there were 19 items that were easy, 9 items were medium, and 2 items was difficult. While in the result of try out for post-test, there were 15 items that were easy, 12 items were medium, and 3 items were difficult.

4.2.1.4 Discriminating Power

Discriminating power is calculated from the number of students in the upper and lower group who answered correctly and the number of all students in the upper and lower group. After calculating the item number 23 of the try-out of pre-test, the discriminating power of it is 0.33. Therefore the criterion of the item number 23 is satisfactory.

In discriminating power, there are four categories. They are poor, satisfactory, good, and excellent. From 30 items of try-out of pre-test, there were 16 items that were poor, 12 items were satisfactory, and 2 items were good. Whereas, in the result of try out for post-test, there were 19 items that were poor, 8 items were satisfactory, 2 items were good, and 1 item was excellent.

4.2.2 The Result Analysis of Writing

In the writing test, there were several aspects of writing comprehension which were consisted in the writing instrument. After conducting the try-out for writing in the pre-test and post-test, there would be an analysis for it.

4.2.2.1 Item Validity

It was taken from the students' try-out test result of writing hortatory exposition text by including a scoring analysis on five items. They are grammar, vocabulary, spelling, content and fluency. The computing of validity instrument was 0.85 for grammar aspect, 0.95 for vocabulary, 0.86 for spelling, 0.71 for content and 0.67 for fluency. For $\alpha=5\%$ with $n=36$, the result of $r_{table} = 0.44$. Since the result value was higher than the critical value (r_{table}), it was assumed that the instrument was valid.

4.2.2.2 Reliability

The computing of reliability of the try-out instrument was 1.17 for $\alpha=5\%$ with $n=36$, the result of $r_{table}= 0.44$. Since the result of computation value was higher

than the critical value, it was concluded that the instrument used in this research was reliable.

4.2.2.3 Level of Difficulty

The computation of the difficulty level of five items was medium. It means that the items were neither too easy nor difficult for the students to do. It could be seen that the grammar, vocabulary, spelling, and content aspect shows 0.67 while fluency aspect shows 0.68. It meant that those were considered to medium item.

From those computations, I concluded that the final totals of the items analysis for both experimental and control group instrument were considered good to be obtained.

4.2.2.4 Discriminating Power

From the computation of discriminating power of the five items of writing Hortatory Exposition Text, it was obvious that all items were significance. It was shown by the t was higher than t -table, as the following was the aspect of grammar was significant because $t(3.95) > t\text{-table}(1.99)$; the vocabulary aspect $t(5.43) > t\text{-table}(1.99)$; the spelling aspect $t(2.74) > t\text{-table}(1.99)$; the content aspect $t(3.95) > t\text{-table}(1.99)$; the fluency aspect $t(2.36) > t\text{-table}(1.99)$.

4.3 The Difference between Pre-Test and Post-Test Result of Students' Reading and Writing Comprehension

The result of pre-test and post-test in this research was analyzed based on each aspect of reading and writing comprehension.

4.3.1 Reading

There were several aspects of reading comprehension which will be analyzed based on the result of pre-test and post-test between the experimental group and the control group.

4.3.1.1 Result of Pre-Test and Post-Test

In the result of the pre-test, I would like to describe the average score of pre-test and post-test in every aspect of reading comprehension in the form of diagram. The aspects are main idea, topics, expressions / idioms / phrases in context, making inferences, grammatical features, scanning, skimming, and vocabulary in context. The pre-test and the post-test consist of 25 numbers of multiple choice items. These items had been taken based on the result of the try out test. The result can be seen in the following diagram:

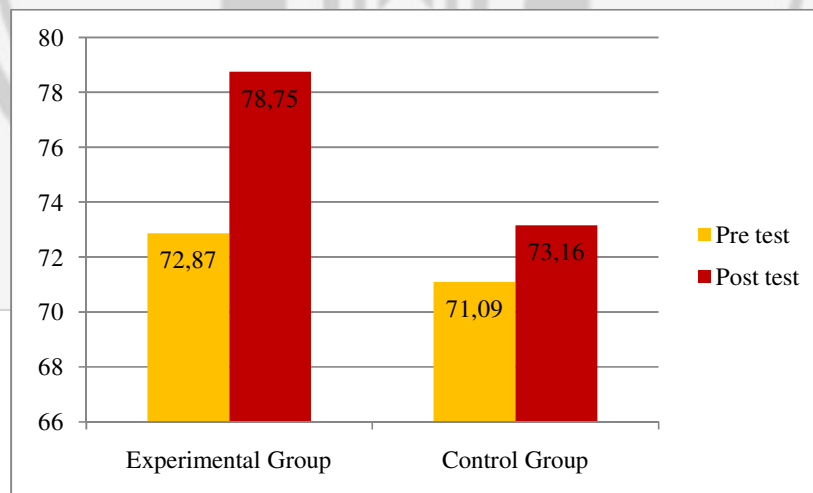


Figure 4.1 The Result of the Mean Score in Pre test, Post test of Experiment and Control Group of Reading

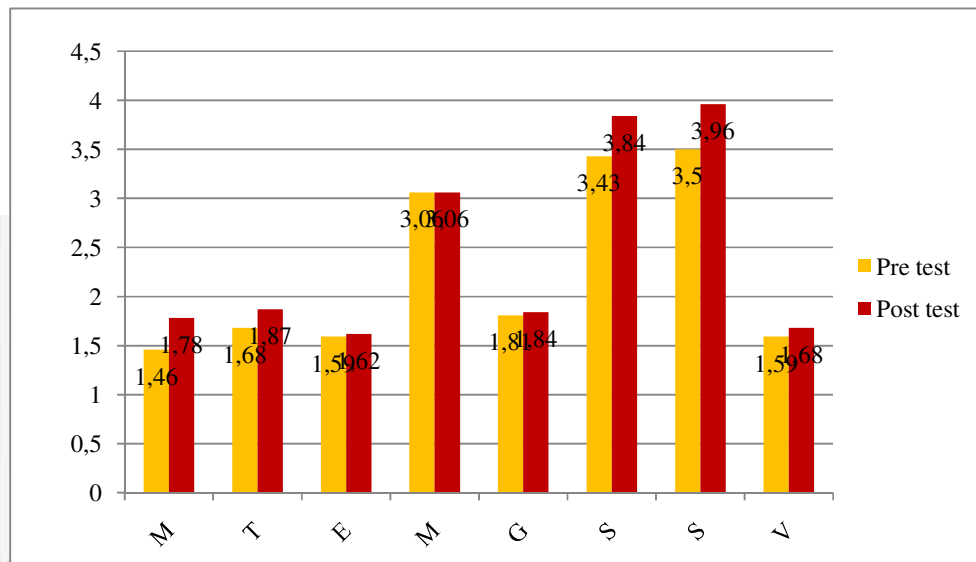


Figure 4.2 The Result of the Experimental Group's Mean Scores in Each Reading Aspect

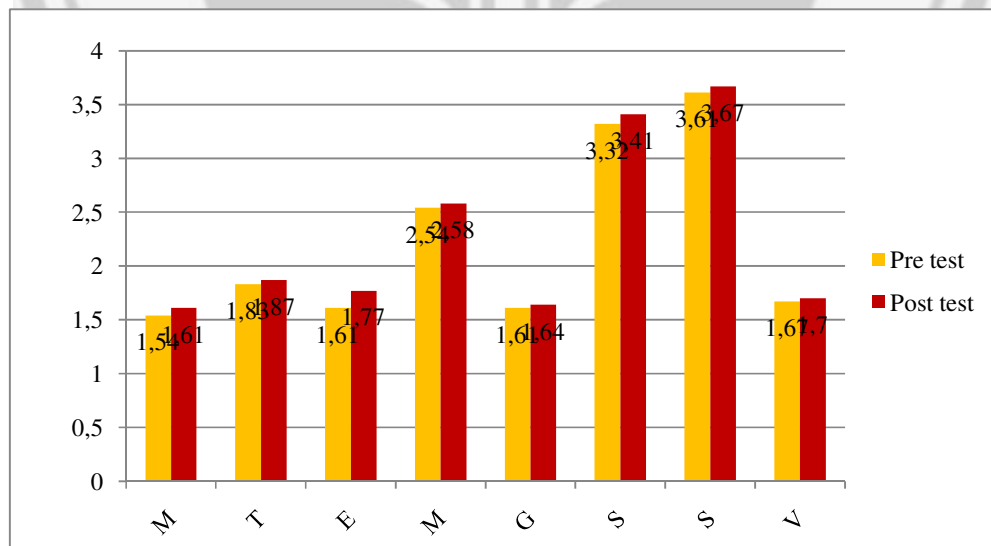


Figure 4.3 The Result of the Control Group's Mean Scores in Each Reading Aspect

From the tables above, there was an improvement of in the students' achievement in each reading comprehension which is shown by their improvement in each aspect of reading. Each group had different achievement. The achievement on experimental group was higher than the control group's.

From the data on Diagram 4.3.1, the mean scores of experimental group between pre-test and post-test increased from 72.87 to 78.75. Therefore, the increasing score from pre-test to post-test was 5.88. This data showed that there was a significant difference between pre-test and post-test scores of experimental group while the mean's score of control group increases from 71.09 to 73.16. It shows that the increasing score of control group was not as significant as the experimental group.

4.3.2 Writing

There are several aspects of writing comprehension which will be analyzed based on the result of pre-test and post-test between the experimental group and the control group.

4.3.2.1 Result of Pre-Test and Post-Test

The data were obtained from the students' achievement score of the writing Hortatory Exposition Text. They were given pre-test and post-test for both experiment and control group. The mean score for experimental group is 17.61 for pre-test and 20.25 as the post test. Therefore, the increasing score from pre-test to post-test is 2.64. This data showed that there is a significant difference between

pre-test and post-test scores of experimental group while the mean score for control group is 17.1 for pre-test and 17.75 for post-test. The following is the simple diagram for the pre-test and post test of students' mean score.

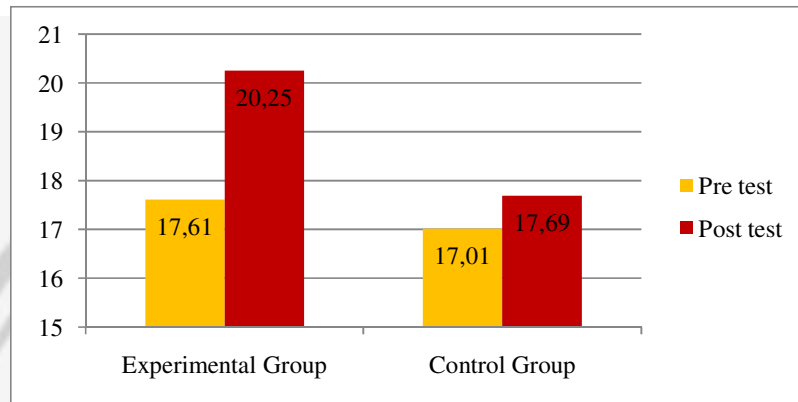


Figure 4.4 The Result of the Mean Score in Pre test, Post test of Experiment and Control Group of Writing

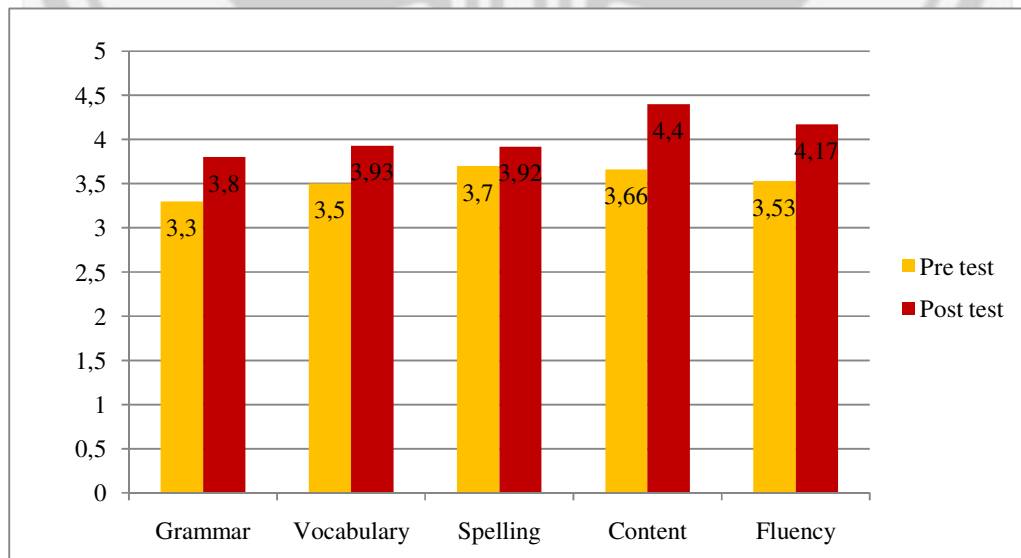


Figure 4.5 The Result of the Experiment Group's Mean Scores in Each Writing Aspect

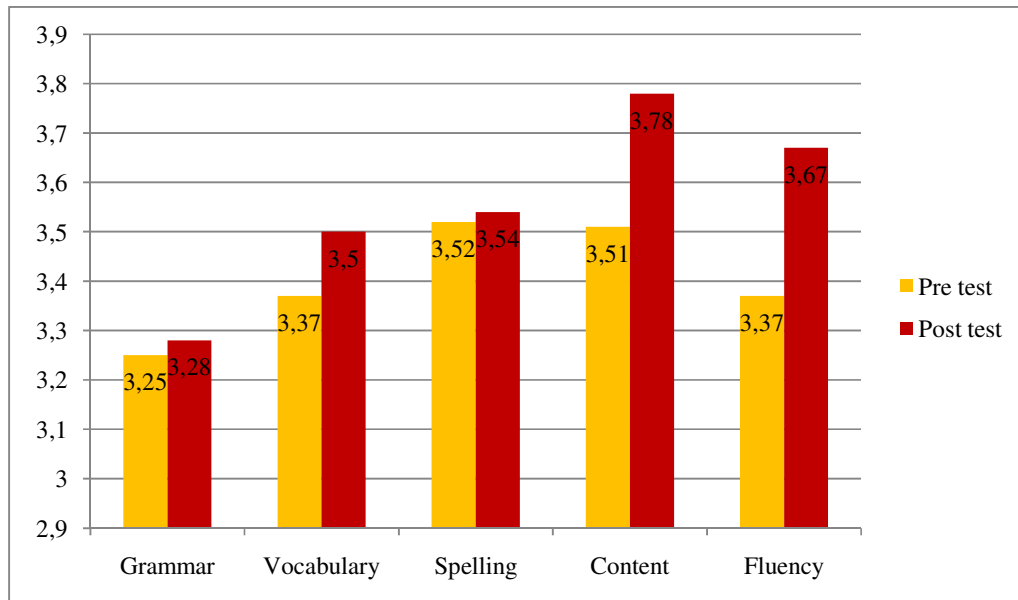


Figure 4.6 The Result of the Control Group's Mean Scores in Each Writing Aspect

From the diagram above, there is an improvement of in the students' achievement in writing Hortatory Exposition text which is shown by their improvement in each aspect of writing. Each group had different achievement. The achievement on experimental group is higher than the control group's.

4.4 Test of Significance

To know the significant difference of the experiment, I used t-test formula. It was done by getting the t-value, I consulted to the critical value on the table column to check whether the difference was significant or not.

Best (1981: 271) suggested that for the subject which requires computation such as mathematics or physics the 1% α level of significance can be used, whereas for the psychological and education circle is 5% α level of significance can be used as a standard for rejection of a null hypothesis. Since the study is education consideration, the level of significance is 5%.

The number of the subject in this study is 63 students of both experiment and control groups. And the degree of freedom (df) is 61 which was obtained from the computation formula $N_x + N_y - 2 = 32 + 31 - 2 = 61$. At the alpha 5% level of significant. Since there was no definite critical value in the table, it was necessary to find out the definite value using interpolation.

$$t\text{-table for } 60 = 2.00$$

$$120 = 1.98$$

$$61 = \dots?$$

$$\frac{60 - 61}{60 - 120} = \frac{2.00 - t}{2.00 - 1.98}$$

$$t = 1.99$$

For reading, the t-value of the calculation is 2.02. It is higher than the t-table that is 1.99. So it can be concluded that the differences is significant. The following was the computation:

$$M_x = \frac{\sum X}{N_x} = \frac{16}{31} = 0.51$$

$$M_y = \frac{\sum Y}{N_y} = \frac{47}{32} = 1.46$$

$$\sum X_2 = \sum X^2 - \frac{(\sum X)^2}{N_x}$$

$$= 54 - \frac{(16)^2}{31}$$

$$= 45.75$$

$$\sum Y_2 = \sum Y^2 - \frac{(\sum Y)^2}{N_y}$$

$$= 261 - \frac{(47)^2}{32}$$

$$= 192$$

So the t-test computation:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X_2 + \sum Y_2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{0.51 - 1.46}{\sqrt{\left(\frac{45.75 + 192}{31 + 32 - 2}\right) \left(\frac{1}{31} + \frac{1}{32}\right)}}$$

$$t = 2.02$$

The mean score of the experiment group is 1.46 and the control group is 0.51 and the difference between the two means is 0.95. The t-test scores showed that it is 2.02. For the $t > t_{table}$, for the $t=2.02$, for $\alpha=5\%$ with $df= 61$, the $t_{table} = 1.99$ be obtained.

Since $t > t_{table}$ it is found that there is difference in the mean score increase between the experimental and control group, where the mean score of the experimental group increase is higher than that of the control group. The computation showed that $t = 2.02 > 1.99$.

For writing, the t-value of the calculation is 3.66. It is higher than the t-table that is 1.99. So it can be concluded that the differences is significant. The following was the computation:

$$M_x = \frac{\sum X}{N_x} = \frac{20.9}{31} = 0.67$$

$$M_y = \frac{\sum Y}{N_y} = \frac{84.25}{32} = 2.63$$

$$\begin{aligned} \sum X_2 &= \sum X^2 - \frac{(\sum X)^2}{N_x} \\ &= 187.96 - \frac{(20.9)^2}{31} \\ &= 173.87 \end{aligned}$$

$$\begin{aligned} \sum Y_2 &= \sum Y^2 - \frac{(\sum Y)^2}{N_y} \\ &= 373.06 - \frac{(84.25)^2}{32} \\ &= 151.26 \end{aligned}$$

So the t-test computation:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X_2 + \sum Y_2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{0.58 - 2.63}{\sqrt{\left(\frac{173.87 + 151.26}{31 + 32 - 2}\right) \left(\frac{1}{31} + \frac{1}{32}\right)}}$$

$$t = 3.66$$

The mean score of the experiment group is 2.63 and the control group is 0.67 and the difference between the two means is 1.96. The t-test scores showed that it is 3.66. For the $t > t_{table}$, for the $t=3.66$, for $\alpha=5\%$ with $df= 61$, the $t_{table} = 1.99$ be obtained.

Since $t > t_{table}$ it is found that there is difference in the mean score increase between the experimental and control group, where the mean score of the experimental group increase is higher than that of the control group. The computation showed that $t = 3.66 > 1.99$.

4.5 Discussion of the Result

In this research, the objective is to know whether there is any effect of CIRC in helping the students to comprehend and write a text by applying test of significance. The aim of the significance test is to know the significant difference on student's reading and writing comprehension improvement between students who were taught by using CIRC and those who were taught by using conventional method.

From the result of the test, the improvement of both groups in the post-test was significantly different. The result of the pre-test showed that the mean score of reading in the pre-test was 72.87 while in the post-test was 78.75 for experimental group. For control group, the mean score of reading pre-test was 71.09 while in the post-test was 73.16. Meanwhile, the mean score of writing in the pre-test was 17.61 while in the post-test was 20.25 for experimental group. For control group, the mean score of writing in the pre-test was 17.01 while in the

post-test was 17.69. It shows that there were significant higher reading comprehension and writing improvement of experimental group which used the method of CIRC than the control group which used the conventional teaching method.

Then, from the test of significance, the t-value for reading (2.02) was higher than t-table (1.99) while the t-value for writing (3.66). It could be concluded that there was an improvement of students' ability in reading comprehension and writing through the method of CIRC. This method gives space for the students to integrate reading and writing process which finally will increase their understanding of Hortatory Exposition Text. Besides, CIRC is an effective and efficient way to combine the process of reading and writing in teaching language. Those will lead the students being more comprehend in reading and writing a text. CIRC also facilitate the students in reading and writing process in cooperative way.

4.5.1 The Weaknesses of the Research

During the research, I found the weaknesses of CIRC method implemented in teaching reading and writing English Text especially for Hortatory Exposition text. First, when I begin to divide the students in groups heterogeneously, they only want to work in groups with their close friends. This is rather difficult to set the students in groups based on the spread of their ability level. If teachers can not pay attention to this matter, it will take long time in setting the students in groups.

In the other hand, in conducting a cooperative learning through CIRC, it is expected that every member of the groups has different ability. Second, CIRC method tends to take long time. It is caused by the number of steps included in CIRC method. However, I will give some suggestions to solve these problems in the following chapter.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter provides conclusion of the study and some suggestions rooted from the result of the study.

5.1 Conclusion

As it is stated in chapter I, the objective of this study is to find out how significant the use of CIRC method in improving the students' reading comprehension and writing between students who are taught by using CIRC and those who are taught by using conventional method. The subject of this study was eleventh grade students of SMA N 1 Banjarnegara in the academic year 2010/2011.

After applying all the steps of the research, I came to the conclusion that CIRC method is an effective way in improving the students' reading and writing comprehension of Hortatory Exposition text. It is argued that the difference score of the students' reading and writing result in the pre test and post test of experimental and control group was high that is showed in the t-test computation. In addition, the students' ability for reading aspects (main idea, topics, expressions / idioms / phrases in context, making inferences, grammatical features, scanning, skimming, and vocabulary in context) was increasing. This improvement also happened in the students' ability for writing aspects (grammar, vocabulary, spelling, content and fluency).

5.2 Suggestions

After doing this research, I hope the findings will give advantages broadly to the area of education and particularly in the scope of SMA N 1 Banjarnegara. Furthermore, I would like to give some suggestions related to the improvement of the students' reading comprehension and writing in order to get the better result:

1. For students:

- (a) It is important for the students to improve their reading and writing skill, especially in English. We can gain a lot of knowledge through reading and we can also share our knowledge with others by writing. To improve these two skills effectively, they need to increase their motivation in reading and writing.
- (b) It is necessary for the students to learn something cooperatively. They can get more knowledge, solve the problems together, comparing ideas, and train their responsibility for the groups and themselves.
- (c) The students should be able to work in groups with any of their friends, not only with their close friends. This aims to succeed the goal of cooperative learning.

2. For teachers:

- (a) Teachers should pay more attention to their teaching method. It is recommended for them to use various methods in teaching reading and writing, including CIRC method which combines reading and writing in an integrated way. This hopefully can attract the students' interest in

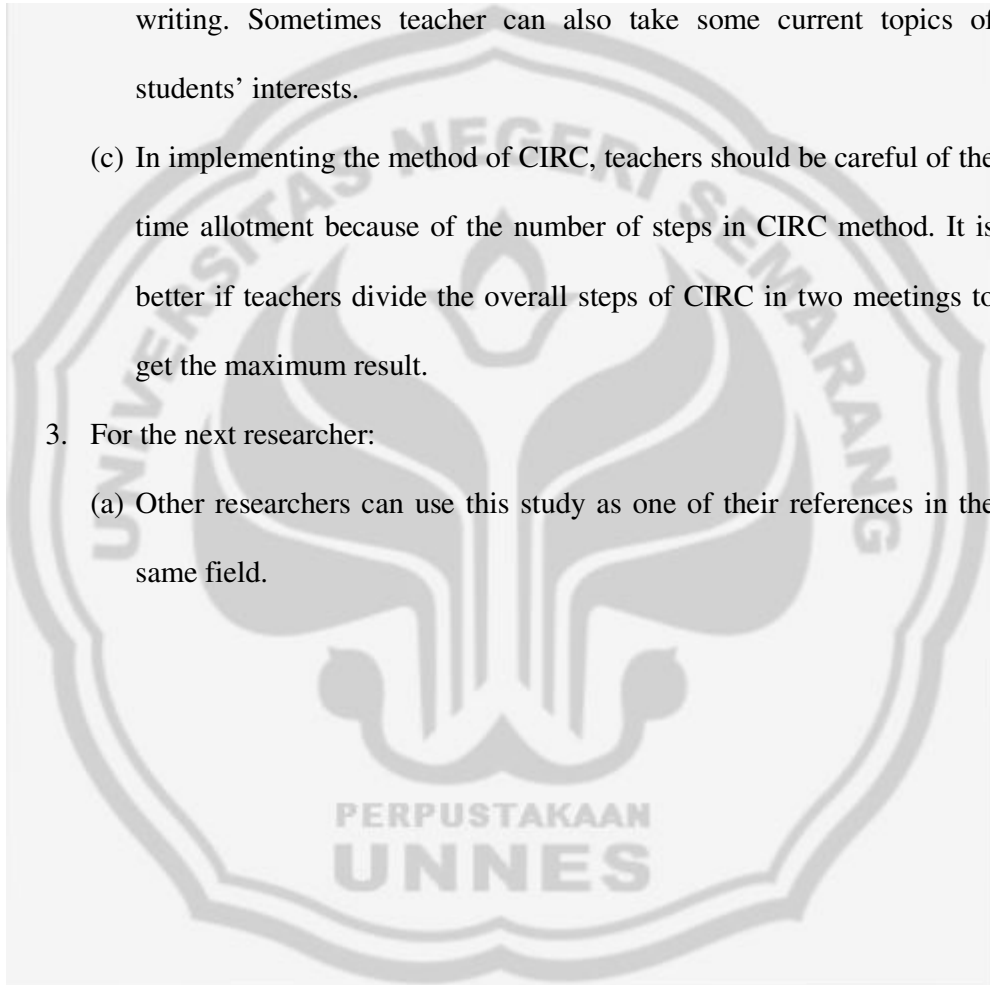
reading and writing. Thereby, the teaching learning process will be more fun.

(b) It is better if the teacher uses topics which are going to be written based on the students' interest. This will lead them to produce a good writing. Sometimes teacher can also take some current topics of students' interests.

(c) In implementing the method of CIRC, teachers should be careful of the time allotment because of the number of steps in CIRC method. It is better if teachers divide the overall steps of CIRC in two meetings to get the maximum result.

3. For the next researcher:

(a) Other researchers can use this study as one of their references in the same field.



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Appendix 1 List of the Students' in Experimental Group

THE STUDENT'S LIST OF EXPERIMENTAL GROUP
XI IPA 1

NO	NAME	CODE
1	ADHITAMA WIDYA PANGESTIKA	E-1
2	ADIN FIRMANSYAH	E-2
3	AMALIA RAHMANIAR INDRATI	E-3
4	ANCILLA DITE AGUNG CANDRA DEWI	E-4
5	ANGIT NURMALITA SARI	E-5
6	AUDRIA AMANDA TARA	E-6
7	AYSAH KARLINA PUTRI	E-7
8	DEA YULAYHA CHINTYA DEWI	E-8
9	DWISAPUTRA WULAN MAHARDIKA K.	E-9
10	ELGA WULANDARI	E-10
11	FAHMI TAJUDDIN	E-11
12	FANDI ADAM	E-12
13	FATIKH FIKRI MUHAMMAD	E-13
14	FITO ANDHIKA PRATAMA	E-14
15	GUSTI AYU TRISNANING ALIA R.	E-15
16	HANA VICTORY RYAN SURYA	E-16
17	HANIF HARYADI	E-17
18	JELITA SARI WIEDOKO	E-18
19	KHAFID BAIHAQI ISKAK	E-19
20	LOLITA FEBRIANA KUSUMA A.	E-20
21	NONETY VIANI SUSILO	E-21
22	OLIVIA JOVITA CHANDRA	E-22
23	PRAMADIKA TANTRA PERMADI	E-23
24	REDHA FAIZAL ALFIANTO	E-24
25	RENY SARAH AYUNINGTYAS	E-25
26	SEKAR AJENG IRIANI	E-26
27	SINGGIH ASRI WIBOWO	E-27
28	TRIVAI NUR APRILIA	E-28
29	UTAMI LUKITA LESTARI	E-29
30	WIKAWAN INDRA WALUYO	E-30
31	ZAKI INDRA SUKMA	E-31
32	ZULFA NABILA	E-32

Appendix 2 List of the Students' in Control Group

THE STUDENT'S LIST OF CONTROL GROUP
XI IPA 2

NO	NAME	CODE
1	ADE SHASHA TRIANA	C-1
2	ADWIN SEPTIANA NUGRAHENI	C-2
3	AGIL DWI SETIAJI	C-3
4	AHMAD BUSTOMI	C-4
5	AHMAD DIPOWICAKSANA	C-5
6	AMALIYA RIZQIYANA	C-6
7	ANGGORO RISTIANTO SAPUTRO	C-7
8	ANINDA KURNIA DEWAYANTI	C-8
9	ANINDITA PROMODAWARDANI	C-9
10	ARIS BODHI R.	C-10
11	CHANDRA GUPYTA	C-11
12	EMMANUEL MARIA MAGDALENA	C-12
13	ERVIANI FEBRI TANTINA	C-13
14	FENIN REGA RANDHITAMA	C-14
15	GALUH CANDRA KIRANA	C-15
16	GILANG RAMADHAN	C-16
17	HERLINA BUDI UTAMI	C-17
18	ISFAJAR MUSTIQA ARDI	C-18
19	JA'FAR SODIQ YUSUF BAHTIAR	C-19
20	MAUDY DASTYA PRIBADI	C-20
21	NADILA PUTRA FILLAH	C-21
22	NONITHA VIANA SUSILO	C-22
23	NORA WAHYU IMANSARI	C-23
24	RILO RESTU SURYA ATMAJA	C-24
25	SATRIO SUYO SUSENO	C-25
26	TIARA JEHAN SYAVIRA	C-26
27	TRY PRASETYA WIBOWO	C-27
28	USFATUN LATIFAH	C-28
29	VINANTA DEA ZAKIYYATUL KHUSNA	C-29
30	WINTANG DAYINTA TANAYA HUTAMI	C-30
31	YUNITA AMBARWATI	C-31

Appendix 3 Lesson Plan of Experimental Group

LESSON PLAN FOR EXPERIMENTAL GROUP

School : SMA N 1 Banjarnegara
 Subject : English
 Grade/Semester : XI/2
 Text Type : Hortatory Exposition Text
 Skill : Reading and Writing
 Time Allotment : 1 meeting (2 x 45')

Standar : **11. Membaca**

Kompetensi

Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

12 Menulis

Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

12.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*, *spoof*, dan *hortatory exposition*

A. Purpose of Study

In the end of the lesson, 75% of the students are able to:

- ☞ Find the meaning of difficult words.
- ☞ Find the main idea and arguments of the text.
- ☞ Write sentences using correct grammar (simple present tense).
- ☞ Rewrite the text in their own words.

B. Learning Material

- a. The example of hortatory exposition text
- b. Purpose: to persuade the reader or listener that something should or should not be the case or be done.
- c. The generic structure of hortatory exposition text

- Thesis: announcement of issue of concern
- Arguments: reason for concern, leading to recommendation
- Recommendation: statement of what ought or ought not to happen

- d. The language feature of hortatory exposition text

- Focus on **generic human** and **non-human participants**, except for speaker or writer referring to self

- Use of:

Mental processes: to state what writer thinks or feels about issue

Ex: realize, feel, appreciate

Material processes: to state what happens

Ex: is polluting, drive, travel, spend, should be treated

Relational processes: to state what is or should be

Ex: doesn't seem to have been, is

- Use of simple present tense

- e. Difficult words

- | | | |
|--------------|------------------|--------------|
| ➤ dust bins | ➤ notice | ➤ equipped |
| ➤ straws | ➤ responsibility | ➤ with |
| ➤ napkin | ➤ es | ➤ sufficient |
| ➤ unseemline | ➤ environment | ➤ provide |
| ➤ ss | ➤ litter | |
| ➤ hinders | ➤ proper | |

f. Grammar

Simple present tense:

Verbal

- (+) S + V1
- (-) S + do/does + not + Vinf
- (?) do/does + S + Vinf

Non Verbal

- (+) S + to be (am, is, are) + Noun/Adjective
- (-) S + to be (am, is, are) + not + Noun/Adjective
- (?) to be (am, is, are) + S + Noun/Adjective

C. Method:

- ⊗ Question and answer
- ⊗ Group discussion (Cooperative Integrated Reading and Composition)
- ⊗ Giving assignment

D. Learning Steps

Opening (5')

- ⊗ Teacher greets the students and checks the roll.
- ⊗ Teacher asks students whether they have ever persuaded someone or not as a bridging.
- ⊗ Teacher tells students that they're going to discuss hortatory exposition text.

Main Activities (80')

Meeting 1,2,3

Exploration (15')

- ∅ Teacher gives students the example of hortatory exposition text.
- ∅ Teacher explains the purpose, generic structure and language feature of the text.
- ∅ Teacher explains the grammar used in the text.

Elaboration (50')

- ∅ Students are asked to make a group of four and arrange the seats.
- ∅ I gave them a text which involved ten items of reading comprehension related to the text and 4 topics for writing comprehension (every meeting has different topic).
- ∅ I applied the method of CIRC in which every group did reading aloud first and they could do it in pairs in their own group.
- ∅ Every student corrected their friend's pronunciation while I kept correcting also in every groups.
- ∅ I read the text loudly in a good and correct pronunciation so they knew how to pronounce it correctly.
- ∅ Students are asked to read the text in groups by finding the main idea, supporting details, topics, and then the difficult words together.
- ∅ I asked them to tell what the text talked about to their own groups using their own words by turns.
- ∅ Every group chose one of the fourth topics.
- ∅ They were asked to discuss the outlines of the paragraph together.
- ∅ They finally developed their own composition by themselves after discussing the outlines with their group.

Confirmation (15')

- ∅ Teacher gives comments and reinforcement for each group.
- ∅ Teacher asks students whether there is still difficulty in today's lesson.
- ∅ Teacher does reflection.

Closing (5 minutes)

- ∅ Teacher closes the meeting.

E. Learning Source

- ∅ Student's worksheet
- ∅ Look Ahead 2 for Senior High School Students published by Erlangga
- ∅ The Bridge English Competence 2 published by Yudhistira

F. Evaluation

No.	Indicator	Technique	Instrument	Example
2.	Students are able to find the main idea and arguments of the text.	written test	multiple choices	answer the questions based on the text
3.	Students are able to write sentences using correct grammar (simple present tense).	written test	essay	Make a paragraph of hortatory exposition text

a. Rubric of Evaluation

Reading: the number of correct answer x 10= 100

Writing: the total score of each aspect x 4= 100

Items	Scoring	
Grammar	5	Mastery on grammar taught on course, only 1 or 2 minor mistakes.
	4	A few minor mistakes only (preposition, article, etc).
	3	Only one major mistake but few minor mistakes.
	2	Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.
	1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired, fairly acquired synonyms, circumlocution.
	3	Attempts to use words acquired fairly appropriate vocabulary on the whole but sometimes restricted, have resort to use synonyms, circumlocution, etc. on few occasions.
	2	Restricted vocabulary, use synonyms (but not always appropriate).
	1	Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
Spelling	5	No error.
	4	1 or 2 minor errors.
	3	Several errors some interference with communication, not too hard to understand.
	2	Several errors several inference with communication, some words very hard to organize.
	1	Numerous errors, hard to recognize several words, communication made very difficult.
Content	5	All sentences support the topic highly organized clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links occasionally be clearer but communication not impaired.
	3	Some lack of organization re-reading required for classification of ideas.
	2	Little or no attempts of connectivity thought-reader can deduce some organization individual ideas may be clear but difficult to deduce connection between the.
	1	Lack of organization so serve that communication is seriously impaired.
Fluency	5	Flowing style very to understand both complex and simple sentences very effective.
	4	Quite flowing style mostly easy to understand a few complex sentences very effective.
	3	Reasonably smooth style not too hard to understand

		mostly (but not all) simple sentences-fairly effective.
	2	Jerky style an effect needed to understand and enjoy complex sentences confusing mostly (but not all) sentences-fairly effective.
	1	Very jerky hard to understand cannot enjoy reading almost all simple sentences confusing excessive use of 'and'.

Total score = (Activity 1 + Activity 2) : 2 = 200 : 2 = 100



Banjarnegara, 20 April 2011

Mengetahui,
Guru Pamong

Guru Praktikan

Puspita Fajar Kencana S.Pd
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Appendix 4 Instrument of the Pre test

THE PRE TEST**Section 1. Multiple Choices Test****Never Try Smoking**

Line 5 A lot of people, especially teenagers, who do not smoke, always want to try smoking. They know it is bad for them and all, but it is just something they want to try. So they ask one of their smoker friends for a cigarette. Admittedly, they firstly can not light it on their own so they ask their friend to do it. Then they inhale that cigarette and smoke occasionally.

Line 10 Apparently that makes them the born smokers. Now they do smoke fairly regularly. They can not avoid smoking and they enjoy too. They have smoker friends. Everyday they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.

Line 15 Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic cancer. Even it was reported that around 400,000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.

Line 15 Then they decide it is stupid to harm selves. They want to quit smoking. Unfortunately, they find that quitting smoking is so difficult. “Why can't I stop smoking? I really want to stop it”. It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the most efficient drug-delivery devices ever devised. As result, when people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, irritability, headache, depression, and restlessness.

Well, still want to try smoke? Think the facts before trying! If you are not smoker, you should never and never try to smoke.

(this text is adapted from <http://understandingtext.blogspot.com>)

Answer the questions based on the passage by crossing the letter.

1. What does the passage mostly talk about?
 - a. The disadvantages of smoking
 - b. The nasty diseases
 - c. The benefits of smoking
 - d. Quitting smoking is difficult
 - e. The smoker is healthy

2. What is the main idea of this passage?
 - a. Cigarette is one of the most efficient drug-delivery devices ever devised.
 - b. There are some reasons why we shouldn't try to smoke.

- c. Students always try to ask their friends for a cigarette.
 - d. Tobacco is the cause of a long list of nasty diseases.
 - e. Smoking is a fun activity.
3. It can be inferred from the passage that quitting smoking is difficult because....
 - a. Cigarette is very relaxing our body.
 - b. They like smoking very much.
 - c. Nicotine substance strongly addicts the smokers.
 - d. They find that quitting smoking is so difficult.
 - e. Smoking can cause many nasty diseases.
4. The pronoun "It" in line 11 refers to....
 - a. cigarettes
 - b. tobacco
 - c. nasty diseases
 - d. smoking
 - e. students
5. According to the passage, how many Americans died each year from tobacco-related illness?
 - a. more than 400.000
 - b. less than 400.000
 - c. exactly 400.000
 - d. 400.000
 - e. about 400.000
6. Which of the following is NOT mentioned about smoking?
 - a. Smoking leads us to nasty diseases.
 - b. Smoking is the best way to have a lot of friends.
 - c. Students enjoy smoking with their smoker friends.
 - d. Smokers experience classic nicotine withdrawal symptoms when they are trying to quit smoking.
 - e. Everyday they bring a pack in their pocket.
7. The passage indicates that the reason why students firstly smoke is because....
 - a. They want to act like a mature person.
 - b. They want to be considered as a cool boy.
 - c. They want to try something they want.
 - d. They have a lot of problems.
 - e. They can get inspiration from it.

8. It can be inferred from the passage that the students really want to quit smoking because....
- They don't want to harm themselves by smoking.
 - Cigarette is one of the most efficient drug-delivery devices ever devised.
 - They don't have money to buy cigarette.
 - They will experience classic nicotine withdrawal symptoms.
 - Cigarette has a bitter taste.

9. The expression of "the born smokers" in line 6 could be best replaced by...
- The passive smokers
 - The baby smokers
 - The clever smokers
 - The would be smokers
 - The old smoker

10. According to the passage, how did the people undergo when they try to quit smoking?
- They find it easy way.
 - They are happy to have smoker friends.
 - They often experience classic nicotine withdrawal symptoms.
 - They feel relax and happy doing that.
 - They realize the fact that tobacco is the cause of a long list of nasty diseases.

11. What tense is mostly used in the text?
- Simple past tense
 - Simple perfect tense
 - Simple present continuous tense
 - Simple future tense
 - Simple present tense

12. What does belong to nasty diseases?
- Acne, inflammation, itch, malaria
 - Stomachache, influenza, diabetes
 - Headache, diabetes, sore throat
 - heart disease, stroke, chronic lung disease, bladder, lung, and pancreatic cancer
 - influenza, cough, fever, and itch

13. What is the antonym of the word "died" in line 13?
- begin
 - alive
 - old
 - love
 - like

Corruption

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world even in the U.S. it's just a matter of the intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

Line 5

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok Port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Line 10

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

Line 15

(Adapted from Jakarta Post, February, 2005)

Answer the questions based on the passage by crossing the letter.

14. What does the passage mostly talk about?
 - a. The young corruptor
 - b. Corruption
 - c. Tanjung Priok Port smuggling
 - d. The intention of corruption
 - e. The problem of tax payments

15. What is the main idea of this passage?
 - a. The most corrupt place in Indonesia is Jakarta.
 - b. The corruption makes prosperity for every people.
 - c. Corruption is a simple problem in the world.
 - d. The corruptor must be punished.
 - e. Jakarta is a fun place to live.

16. It can be inferred from the passage the main factors entrepreneurs do corruption is because....
 - a. They want to get a big chance getting clients.
 - b. They want to be famous.
 - c. They want to fulfill the tax payment.
 - d. They want to be honest.
 - e. They want to get the higher profits.

17. The pronoun “they” in line 9 refers to....
- The corruptions
 - The entrepreneurs
 - The governments
 - The officers at Tanjung Priok Post
 - The fisherman
18. According to the passage, what is the most important effort should be done about corruption?
- Punishing the corruptor by death penalty.
 - Increasing the civil servants officers’ salary to work better.
 - Reducing the price of daily needs and the number of jobless.
 - Preventing the younger generations from bad mentality caused by corruption.
 - Stopping export and import
19. Which of the following is NOT mentioned about corruption?
- Jakarta is the most corrupt place in Indonesia.
 - There are also corruptions in U.S.
 - Corruption brings a lot of wealth for the doers.
 - Tanjung Priok Port smuggling is a common thing.
 - Corruptors even bribe the officials.
20. The passage indicates that the reason why we must start preventing the corruption at school is because....
- School is a place where the young generation there.
 - School is a place where many corruptions happened.
 - School is a prospective place to corruption.
 - School is a fun place to share about corruption.
 - School is an education institution.
21. It can be inferred from the passage that one who claims Jakarta is the most corrupt place in Indonesia is
- The government
 - The people who knows it
 - One reliable survey
 - The KPK
 - The writer
22. According to the passage, what must be done by us to punish the corruptors?
- We must not make many untruths.
 - We must not punish the guilty ones.
 - We must not hide the case of corruption.
 - We must be afraid of corruptors.
 - We must not make any distinctions.

23. What is the purpose of the last paragraph?
- To give reasons why people do corruption.
 - To give recommendation that corruption should be eradicated.
 - To solve the problem.
 - To make any distinction of corruption problems.
 - To show the list of corruptors.
24. The synonym of the word “overcome” in line 10 is...
- solve
 - overview
 - erase
 - delete
 - select
25. What is the meaning of smuggling?
- Bring goods legally into or out of a country
 - Export goods abroad
 - Buy an export good
 - Import goods through a ship
 - Move goods illegally into or out of a country

Section 2. Essay test

Instructions:

- There are 4 topics
 1. The importance of reading
 2. Should we have *facebook*?
 3. Should we have a group studying?
 4. Human is the main cause of pollution
- Choose one of them
- Write a paragraph of hortatory exposition text based on the topic you've chosen. Your paragraph should be about 150-200 words and should include the main idea and supporting details.

Appendix 5 Instrument of the Post test

THE POST TEST**Section 1. Multiple Choice Test****Let's Make City Clean and Fresh**

A clean and fresh city will surely make the inhabitants healthy. Every morning especially in dry season, all roads must be watered with clean water and swept by the workers of the regional government under the Major's instruction.

Line 5 To keep the people from heavy pollution caused by cars, trucks and motorcycles, enough trees must be planted along all roads. Every building or house in the city must be surrounded short and small trees which bear colorful flower.

Line 10 Bad and improper habits which cause disadvantages, bad smell and dangerous diseases to people such as smoking and throwing rubbish anywhere should be stopped at once. The major of each city will have to think over the way how to educate people, so that they realize on how important cleanliness and health are for their own sake. Building more public lavatories at every busy place is very badly needed.

Line 15 It will be wise if the Major decides a certain amount of fine to be paid by those who disobey the government regulation on cleanliness matter. A man who doesn't urinate at lavatory, smoke at smoking area or throw rubbish on the roads should be fined. Besides dirtying the environment with cigarettes' butts, smoking will also cause pollution and lungs disease to other people.

Therefore, bad habits and impolite attitude should be immediately stopped. Thus, the city will be clean, healthy, unpolluted and attract foreign or domestic tourist.

(This text is adapted from <http://understandingtext.blogspot.com> developed by Dian Mefita S.)

Answer the questions based on the passage by crossing the letter.

1. What does the passage mostly talk about?
 - a. The importance of government regulation
 - b. Bad and impolite attitude
 - c. Pollution caused by smoking
 - d. Providing public lavatories
 - e. The efforts of making city clean and fresh

2. What is the main idea of this passage?
 - a. Fine is used to make city clean and fresh.
 - b. There are some efforts to make city clean and fresh.
 - c. Keeping city clean and fresh is a good habit.

- d. Building more public lavatories at every busy place is very badly needed.
 - e. Clean is difficult to make.
3. It can be inferred from the passage that the most important thing should be done by the government to raise people's responsibility is by....
 - a. Building more public lavatories at every business place
 - b. Giving a fine for disobey people
 - c. Planting a lot of trees along the road
 - d. Educating people
 - e. Giving money for them
 4. The pronoun "they" in line 11 refers to....
 - a. The major of each city
 - b. Public lavatories
 - c. People
 - d. The habits
 - e. Waste baskets
 5. According to the passage, who is the person who has to think over the way how to educate people?
 - a. The people itself
 - b. The major of each city
 - c. The teachers of each country
 - d. The parents
 - e. The students
 6. Which of the following is NOT mentioned in the passage?
 - a. Smoking causes pollution, lungs disease to other people and makes environment dirty.
 - b. Every house must be surrounded by trees.
 - c. Educated people will have a better responsibility of environment.
 - d. Smoking and throwing rubbish anywhere should be stopped at once.
 - e. Buying some waste basket can make environment cleaner.
 7. It can be inferred from the passage that there are some disadvantages of smoking which are....
 - a. Causing hypertension and nasty diseases
 - b. Dirtying the environment, causing pollution and lungs disease to other people.
 - c. Wasting our money
 - d. Making us relaxed and giving inspiration
 - e. Helping us to solve the problems

8. The expression of “their own sake” in line 12 could be best replaced by...
- their own business
 - their own money
 - their own interest
 - their own destiny
 - their own professions
9. According to the passage, these are the advantages of stopping bad habits and impolite attitude, *except*...
- Making the inhabitants healthy
 - Attracting the foreign and domestic tourist
 - Making us happy and relaxing
 - Avoiding pollution
 - Making environment clean
10. What is the purpose of the last paragraph?
- To give reasons why we should make city clean.
 - To solve the problem bad habit and impolite attitude.
 - To give recommendation that bad habit and impolite attitude should be immediately stopped to make city clean and fresh.
 - To give facts about keeping city clean and fresh.
 - To show the disadvantages of making city clean.
11. The synonym of the word “attitude” in line 19 is...
- behavior
 - treatment
 - habit
 - action
 - walking
12. What tense is mostly used in the text?
- Simple past tense
 - Simple perfect tense
 - Simple present continuous tense
 - Simple present tense
 - Simple future tense
13. What is the synonym of the word “lavatory”?
- living room
 - toilet
 - public area
 - rest area
 - laundry

Why Should Wearing a Helmet when Motorcycling?

We often hear lots of stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in mess.

Line 5 Wearing a fitted protective helmet offers many benefits which reduces the negative aspects of riding. First, wearing the correct helmet can save a rider's life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection and protect riders from getting a worse road injured accident. They not only protect riders from getting a worse road injured accident but also from flying bugs and rain.

Line 10 Second, wearing a helmet can gives the riders a matter of style. Helmets give the opportunity for rider to express their style. This benefit may not be important to some people, but to others, it means a lot and important. It also helps riders to feel more confident when riding on the road.

Line 14 However, the most important things we should care about wearing helmet when riding is how to use it properly. The bikers should fasten the helmet correctly to their head in order to get safe and comfort.

(This text is adapted from <http://understandingtext.blogspot.com> developed by Dian Mefita S.)

Answer the questions based on the passage by crossing the letter.

14. What does the passage mostly talk about?

- a. A safety helmet
- b. The variance of helmet
- c. The importance of wearing helmet
- d. Helmet's style
- e. Comfort of helmet

15. What is the main idea of this passage?

- a. Wearing a helmet when riding motorcycle is importance.
- b. Helm has many styles.
- c. Wearing a helmet is just for having style.
- d. Without helmet when riding is doesn't matter.
- e. Helmet is a simple protection.

16. It can be inferred from the passage that wearing helmet can also make the rider feeling confident because....

- a. The helmet has a big size.
- b. The helmet provides a total protection.
- c. The helmet can protect riders from getting a worse road injured accident.
- d. Helmet has a bad style.
- e. The helmet has an interesting style.

17. The pronoun “they” in line 8 refers to....
- total protection
 - recommended designs of motorcycle helmets
 - helmets
 - people
 - riders
18. According to the passage, what kind of helmets providing a total protection?
- expensive helmet
 - recommended design
 - big helmet
 - stylish helmet
 - cheap helmet
19. Which of the following is NOT mentioned about helmet?
- It offers many benefits which reduces the negative aspects of riding.
 - Helmet provides high prestige for certain people because its style.
 - Wearing a helmet can gives the raiders a matter of style.
 - We should care about how to use helmet properly.
 - Wearing the correct helmet can save a rider's life.
20. The passage indicates that the main reason why riders should wear helmet is....
- To get a prestigious style during riding a motorcycle.
 - To make the riders confident.
 - To provide a total protection during the riding.
 - To hide from other people.
 - To be considered as a rich man.
21. It can be inferred from the passage that helmet at least five advantages. Three of them are....
- Style, confidence, and prestige
 - Happiness, safety, and friends
 - Style, friends, and relaxing.
 - Friends, family, and money
 - Protection, style, and family pain.
22. The word “properly” in line 17 is closest in meaning to which of the following...
- true
 - correctly
 - clearly
 - slowly
 - quickly

23. According to the passage, how to use helmet properly?
- Place simply the helmets on the head.
 - Fasten the helmet improperly.
 - Fixed the helmet to the head and fasten it properly.
 - Fixed the helmet as you like.
 - Just fix it simply
24. The expression of “total protection” In line 7 could be best replaced by...
- Total guard
 - Good treatment
 - Maximum helping
 - Executive service
 - Big advantage
25. What is the meaning of the word “fasten” in line 14?
- Putting the helmet on your back
 - To make helmet firmly fixed together
 - Attaching to the head simply
 - Touching the helmet along the road
 - Bringing the helmet

Section 2. Essay test

Instructions:

- There are 4 topics
 1. Internet
 2. Should we have *twitter*?
 3. Should we have a group studying?
 4. Human is the main cause of flood
- Choose one of them
- Write a paragraph of hortatory exposition text based on the topic you've chosen. Your paragraph should be about 150-200 words and should include the main idea and supporting details.

Appendix 6 Materials

Material of 1st Treatment**More Dust Bins is Cleaner**

To improve comfort and cleanliness at school, there should be an increasing number of dust bins.

Line 5 The condition of unseemliness really hinders learning and teaching environment. When we look at classroom, school corridors and schoolyard, there are papers, bottles of mineral water, straws, and napkin everywhere. They can be filled out with water coming from the rain. This can be a place for mosquito to spread out.

Line 10 Anyway I notice that most of the students have responsibilities for their school environment. They put their litter on the proper place but some of them are reluctant to find the dust bins. The numbers of the dust bins in the school are not enough. More dust bins should be put beside each step, outside of the classrooms and some along of the corridors. Probably one dust bin should be in every ten meters. So when students want to throw away their litters, they can find the dust bins easily.

When school is equipped with sufficient dust bins, students do not have problem of discomfort any more. Therefore, we should provide more dust bins to make our school becomes very clean and nice to study.

Activity 1

Answer the questions based on the passage by crossing the letter.

1. What does the passage mostly talk about?
 - a. Stay healthy
 - b. Providing more dust bins
 - c. School environment
 - d. Throwing away the litters
 - e. Kinds of litters

2. What is the main idea of this passage?
 - a. We can throw away the litters on dust bin.
 - b. The numbers of the dust bins in the school are quite enough.
 - c. Providing more dust bins will make school environment cleaner.
 - d. Students are reluctant to put the litters on dust bin.
 - e. Most of students have responsibilities for their school environment.

3. It can be inferred from the passage that mosquito can spread out at school through...
 - a. Dust bins
 - b. Getting some money
 - c. Papers, bottles of mineral water, straws, and napkin
 - d. Litters filled out with water coming from the rain
 - e. school corridors and schoolyard

4. The pronoun “they” in line 5 refers to....
 - a. Dust bins
 - b. Students
 - c. Mosquito
 - d. School environments
 - e. The litters

5. According to the passage, how to make students easy to throw the litters?
 - a. Providing dust bins in every ten meters
 - b. Punishing the students who throw away the litters everywhere
 - c. Putting the dust bins in the classroom
 - d. Giving a dust bin for every students
 - e. Providing more school gardener

6. Which of the following is NOT mentioned in the passage?
 - a. The numbers of the dust bins in the school are sufficient.
 - b. Dirty environment can lead the spread of mosquito.
 - c. Sufficient dust bins will make students discomfort.
 - d. There are many kinds litters found at school.
 - e. The condition of unseemliness disturbs learning and teaching environment.

7. The synonym of the word “reluctant” in line 8 is...
 - a. like
 - b. responsibility
 - c. lazy
 - d. diligent
 - e. difficult

8. What tense is mostly used in the text?
 - a. Simple past tense
 - b. Simple perfect tense
 - c. Simple present continuous tense
 - d. Simple present tense
 - e. Simple future tense

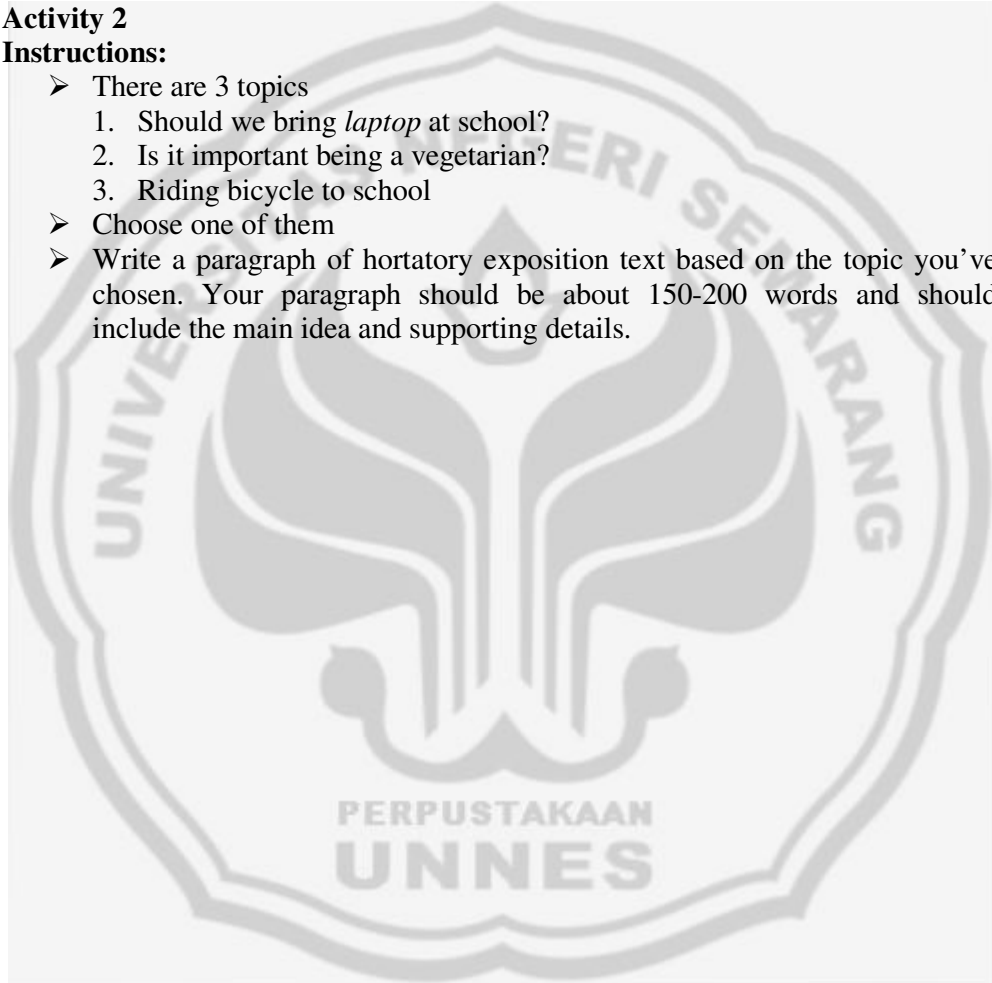
9. According to the passage, these are the advantages of dust bins, *except*...
 - a. Keep clean
 - b. Giving us comfortable
 - c. Making us concentrating in the lesson
 - d. Giving us information
 - e. Making our body healthy

10. What is the purpose of the last paragraph?
- To tell the reader that providing more dust bins is cleaner
 - To solve the problem of discomfort at school
 - To give facts about dust bins
 - To show the reader the advantages of keeping clean.
 - To tell the reader the benefits of dust bins

Activity 2

Instructions:

- There are 3 topics
 - Should we bring *laptop* at school?
 - Is it important being a vegetarian?
 - Riding bicycle to school
- Choose one of them
- Write a paragraph of hortatory exposition text based on the topic you've chosen. Your paragraph should be about 150-200 words and should include the main idea and supporting details.



Material of 2nd Treatment

The Importance of Reading

I personally think that reading is a very important activity in our life. Why do I say so?

Firstly, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, and culture written either in books, magazine, or newspaper.

Line 5 Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which we can not directly see.

Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment column such as comedy, short story, quiz just to make us relaxed.

Line 10 The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

From the facts above, it's obvious that everyone should read many kinds of books every time in their spare time. They need to read to improve knowledge, information and also get entertainment.

Activity 1

Answer the questions based on the passage by crossing the letter.

1. What does the passage mostly talk about?
 - a. Reading advantages
 - b. Entertainment
 - c. Reading activity
 - d. Reading magazine
 - e. Kinds of reading book

2. What is the main idea of this passage?
 - a. We can get a lot of information through reading.
 - b. Reading is a fun activity.
 - c. We can feel the beauty of Irian Jaya by reading at home.
 - d. Reading is a very important activity in our life.
 - e. Reading is difficult and boring.

3. It can be inferred from the passage that reading can make us....
 - a. Seeing around the world
 - b. Confusing of the text
 - c. Getting some money
 - d. Becoming more diligent
 - e. A lazy student

4. The pronoun “we” in line 6 refers to....
 - a. The writer and the reader
 - b. The writer and the publisher
 - c. The reader
 - d. People
 - e. The habits

5. According to the passage, what kinds of book that can make us relax?
 - a. newspaper
 - b. journal
 - c. short story
 - d. lesson book
 - e. dictionary

6. Which of the following is NOT mentioned in the passage?
 - a. We can get a lot of knowledge about many things by reading.
 - b. Reading can give us pleasure.
 - c. Reading can take us to other parts of the world.
 - d. There are many kinds of reading book such as newspaper and magazine.
 - e. We can read when we're tired.

7. The synonym of the word “improve” in line 13 is...
 - a. behavior
 - b. increase
 - c. decrease
 - d. treatment
 - e. reach

8. What tense is mostly used in the text?
 - a. Simple past tense
 - b. Simple perfect tense
 - c. Simple present continuous tense
 - d. Simple present tense
 - e. Simple future tense

9. According to the passage, these are the advantages of reading, *except*...
 - a. Improving our knowledge
 - b. Giving us pleasure
 - c. Making us relax
 - d. Giving us information
 - e. Making our body healthy

10. What is the purpose of the last paragraph?
- To persuade the reader that reading is important thing to do.
 - To solve the problem of reading.
 - To give facts about reading habit.
 - To show the reader the advantages of reading.
 - To tell the steps of reading.

Activity 2

Instructions:

- There are 2 topics
 - The importance of sport
 - Should we have *facebook*?
- Choose one of them
- Write a paragraph of hortatory exposition text based on the topic you've chosen. Your paragraph should be about 150-200 words and should include the main idea and supporting details.



Material of 3rd Treatment

Where should be after High School?

The National examination result will be publicly enounced in the next short time. Euphoria will flood for those who get success. In the other hand, it will be sorry to hear that there are some of them do not succeed in their national final examination. For those who succeed soon will think to decide, where will they be after graduating high school? Actually it will be easy to decide for those has been arranged and thought earlier but for those have not planed yet, it will be quite confusing.

Line 5

Continuing study or looking for work is the primary choice among them. When they think about continuing study, they will think hard about the time and cost. How long the higher study will last? And how high is about the cost. In the same way, when they think about straight away seeking a job, what skill and competence they have got is a big matter of questioning. So, doing both choices in the same time is an alternative.

Line 10

Continuing study as well as seeking a job is possibly done but it will be hard for them. Conventionally studying in the university needs much time to spend especially in the first year. It is true because they have to do and adapt a lot of things in their new higher school. It will be also very hard to look for a job. Therefore, it should come to their mind of continuing studying at higher school from their own home. As a result, the available time will be more flexible for them. Then, it will be very possible to seek job and get the appropriate one. This type of studying is publicly known as *distance learning*.

Line 15

As the alternative method of studying, besides the conventional studying which students and the lecturer have to meet in the fixed time and place regularly, distance learning provides possibility to grow better. Possibly working and studying surely will create high quality graduate. Distance learning should appear as a considerable choice for them.

Line 20

Activity 1

Answer the questions based on the passage by crossing the letter.

1. What does the passage mostly talk about?
 - a. Continuing study from home
 - b. National examination
 - c. Choices after high school
 - d. Seeking a job
 - e. Distance learning

2. What is the main idea of this passage?
 - a. Where students should be after high school.
 - b. Continuing study after high school is better.
 - c. Seeking a job after high school is better.
 - d. The available time will be more flexible for them.

- e. They have to do and adapt a lot of things in their new higher school.
3. It can be inferred from the passage where should students be after high school?
- Just continuing study conventionally at university
 - Seeking a job should appear as a considerable choice for them.
 - Stay at home waiting for opportunity
 - Distance learning should appear as a considerable choice for them.
 - Making vocation
4. The pronoun “them” in line 7 refers to....
- The students
 - The choices
 - The reader
 - People
 - The universities
5. According to the passage, what things do the students consider when continuing study?
- Skill and cost
 - Skill and competence
 - Cost and competence
 - Time and cost
 - Nothing
6. Which of the following is NOT mentioned in the passage?
- They who haven't planned after high school will be quite confusing to decide.
 - They have to do and adapt a lot of things in their new higher school.
 - It should come to their mind of continuing studying at higher school from their own home.
 - Distance learning provides possibility to grow better.
 - Being an entrepreneur will create a big vocation.
7. The word “appear” in line 22 has the closest meaning to which of the following!
- His name appears on the list of new students.
 - To people who don't know him he probably appears rather unfriendly.
 - You've got to appear calm in an interview even if you're nervous.
 - Everything was not as it appeared.
 - It appears to me that we need to make some changes.
8. What tense is mostly used in the text?
- Simple past tense
 - Simple perfect tense
 - Simple present continuous tense

- d. Simple present tense
 - e. Simple future tense
9. It can be inferred from the passage, why does *distance learning* provide possibility to grow better?
- a. It improves our knowledge
 - b. It enable us to study and improves our skill at once
 - c. It gives us more time to work
 - d. It gives us information about entrepreneurship
 - e. It serves us a good education
10. What is the purpose of the last paragraph?
- a. To persuade the reader that *distance learning* should appear as a considerable choice after high school.
 - b. To solve the problem making decision after high school.
 - c. To give facts about distance learning.
 - d. To show the reader the advantages of continuing study.
 - e. To tell the reader the steps of making decision.

Activity 2

Instructions:

- There are 2 topics
 1. The importance of sport
 2. Should we join an extra curricular?
- Choose one of them
- Write a paragraph of hortatory exposition text based on the topic you've chosen. Your paragraph should be about 150-200 words and should include the main idea and supporting details.

Appendix 8 Result of the Pre test of Experiment Group

RESULT OF THE PRE TEST (READING) OF EXPERIMENTAL GROUP

NO	Aspects									Total	Score
	Main Idea	Topic	Exp/Idi/P	Making In	Grammar	Scanning	Skimming	Vocab			
E-01	1	2	2	2	2	3	4	2	18	72	
E-02	2	1	1	3	2	2	4	2	17	68	
E-03	2	2	2	4	1	4	3	2	20	80	
E-04	1	1	1	2	2	3	4	2	16	64	
E-05	2	2	2	4	2	4	5	2	23	92	
E-06	1	2	2	4	2	5	3	1	20	80	
E-07	2	1	2	3	2	3	3	2	18	72	
E-08	1	2	1	3	1	2	4	1	15	60	
E-09	2	2	2	4	2	3	3	2	20	80	
E-10	1	2	1	2	2	4	4	1	17	68	
E-11	1	2	2	4	2	2	5	2	20	80	
E-12	2	2	2	3	2	3	3	2	19	76	
E-13	1	1	1	3	2	4	4	2	18	72	
E-14	2	1	2	2	2	4	2	2	17	68	
E-15	1	1	1	3	2	3	4	2	17	68	
E-16	1	2	2	4	2	3	3	2	19	76	
E-17	2	1	1	4	2	4	4	2	20	80	
E-18	1	2	2	3	2	3	2	1	16	64	
E-19	2	2	2	4	1	5	3	1	20	80	
E-20	1	2	1	3	2	3	4	1	17	68	
E-21	1	1	1	3	1	4	4	1	18	72	
E-22	1	2	1	3	2	3	3	1	16	64	
E-23	2	2	2	3	2	5	4	2	22	88	
E-24	2	1	1	2	2	3	2	2	15	60	
E-25	2	2	2	3	2	4	4	2	21	84	
E-26	1	1	2	3	1	3	2	1	14	56	
E-27	2	2	2	2	2	2	5	2	19	76	
E-28	1	2	2	3	2	3	5	1	19	76	
E-29	1	2	1	4	2	4	2	2	18	72	
E-30	2	2	2	3	1	5	4	1	20	80	
E-31	1	2	2	2	2	3	3	1	16	64	
E-32	2	2	1	3	2	4	3	1	18	72	
Σ	47	54	51	98	58	110	112	51	583	2332	
mean	1,46875	1,6875	1,59375	3,0625	1,8125	3,4375	3,5	1,59375	18,21875	72,875	

RESULT OF THE PRE TEST (WRITING) OF EXPERIMENT GROUP

NO	CODE	Component of Writing Scoring					TOTAL	SCORE	CRITERIA
		G	V	S	C	F			
1	E-18	5	4	4	4	5	22	88	very good
2	E-29	4	4,5	4	5	4	21,5	86	very good
3	E-3	4	4	4	5	4	21	84	very good
4	E-15	4	3,5	4,5	4,25	4	20,25	81	very good
5	E-16	4	4,5	4	3,5	4	20	80	good
6	E-31	4	4	4	4	4	20	80	good
7	E-22	3,5	3,5	4	4,5	4,5	20	80	good
8	E-21	4	4	3,5	4	3,75	19,25	77	good
9	E-28	3,75	4	3,75	4	3,75	19,25	77	good
10	E-17	3,5	3,5	3,75	4,25	4,25	19,25	77	good
11	E-20	3	4	4	4	4	19	76	good
12	E-8	3,5	3,75	3,75	4	3,5	18,5	74	good
13	E-25	3,25	3,75	3,5	4	3,75	18,25	73	good
14	E-6	3,5	3	3,75	3,5	4,5	18,25	73	good
15	E-23	3,5	3,5	4,25	3	3,75	18	72	good
16	E-4	3,25	4	4,25	3,5	3	18	72	good
17	E-7	3	3,75	4,25	4	3	18	72	good
18	E-26	3,5	3	4,5	3	3,75	17,75	71	good
19	E-13	3	3,25	4	3	4,5	17,75	71	good
20	E-32	3	4	4,25	3,25	3	17,5	70	fair
21	E-2	3,25	3	4	3,75	3,5	17,5	70	fair
22	E-19	3	3	3,75	4	3,5	17,25	69	fair
23	E-27	2,75	3,5	3,5	3,5	2,75	16	64	fair
24	E-12	2	3	3,75	4	3	15,75	63	fair
25	E-1	2,75	3,5	3	3,5	2,75	15,5	62	fair
26	E-24	2,75	2,75	3,5	2,75	3,5	15,25	61	fair
27	E-10	2,75	3	2,75	3,5	3	15	60	poor
28	E-14	2	3,75	2	3,5	3,75	15	60	poor
29	E-9	3	2,75	3,25	3	2,75	14,75	59	poor
30	E-30	3,25	3,75	4	3,25	2,75	13,75	55	poor
31	E-11	3	2	3	2,75	2	12,75	51	poor
32	E-5	3	2,75	2	2	2	11,75	47	very poor
MEAN		3,30645	3,50781	3,70313	3,66406	3,53906	17,6172	70,4688	
Σ		102,5	112,25	118,5	117,25	113,25	563,75	2255	

Appendix 9 Result of the Post test of Experiment Group

RESULT OF THE POST TEST (READING) OF EXPERIMENTAL GROUP

NO	Main Idea	Topic	Aspects							Total	Score
			Exp/Idi/P	Making In	Grammar	Scanning	Skimming	Vocab			
E-01	2	2	2	2	2	2	4	5	2	21	84
E-02	2	2	2	2	2	2	4	4	2	20	80
E-03	1	2	1	3	2	3	4	4	2	18	72
E-04	2	1	2	4	2	3	4	4	2	20	80
E-05	2	2	1	1	2	4	3	2	2	17	68
E-06	2	2	2	3	2	5	4	2	2	22	88
E-07	2	1	1	2	2	3	5	2	2	18	72
E-08	2	1	1	3	2	2	4	2	2	16	64
E-09	2	1	1	3	2	3	3	2	2	19	76
E-10	2	2	2	4	2	4	3	2	2	21	84
E-11	2	2	1	2	2	4	4	4	2	19	76
E-12	2	2	1	3	2	3	5	2	2	20	80
E-13	2	2	1	4	1	5	4	4	2	21	84
E-14	1	2	2	3	2	4	4	2	2	20	80
E-15	2	2	1	2	2	3	5	2	2	19	76
E-16	2	1	2	3	1	6	2	2	2	19	76
E-17	2	2	2	4	2	4	4	4	1	21	84
E-18	2	2	2	3	1	4	5	1	2	20	80
E-19	1	2	2	3	1	6	3	1	1	19	76
E-20	2	2	2	4	2	2	3	1	1	18	72
E-21	2	2	1	3	2	6	5	1	2	22	88
E-22	2	2	2	3	2	2	3	1	1	17	68
E-23	1	2	1	4	2	6	4	4	1	21	84
E-24	2	2	2	3	2	3	5	2	2	21	84
E-25	2	2	2	4	2	2	4	4	1	19	76
E-26	1	2	2	3	2	3	4	2	2	19	76
E-27	2	2	2	4	2	6	3	1	2	22	88
E-28	2	2	2	2	2	3	5	2	2	20	80
E-29	1	2	2	3	2	3	3	2	2	18	72
E-30	2	2	2	4	2	4	5	2	2	23	92
E-31	2	2	2	3	2	4	3	2	2	20	80
E-32	2	2	1	4	2	3	5	1	2	20	80
Σ	57	60	52	98	59	123	127	54	630	2520	
mean	1,78125	1,875	1,625	3,0625	1,84375	3,84375	3,96875	1,6875	19,6875	78,75	

RESULT OF THE POST TEST (WRITING) OF EXPERIMENT GROUP

NO	CODE	Component of Writing Scoring					TOTAL	SCORE	CRITERIA
		G	V	S	C	F			
1	E-29	5	5	4,5	4,75	5	24,25	97	excellent
2	E-18	4,75	5	4,25	5	5	24	96	excellent
3	E-31	5	5	4,25	4,25	5	23,5	94	excellent
4	E-17	4	5	4,25	5	4,75	23	92	excellent
5	E-27	4,5	4,5	4,5	4,75	4,5	22,75	91	excellent
6	E-20	5	4,25	4,5	4,5	4	22,25	89	very good
7	E-13	4,5	4	4,5	4,75	4,5	22,25	89	very good
8	E-19	4,25	4,25	4,5	4,5	4,5	22	88	very good
9	E-32	4	4,75	4,25	4,75	4	21,75	87	very good
10	E-3	4	3,75	4,25	5	4,5	21,5	86	very good
11	E-6	4	4	4	5	4,25	21,25	85	very good
12	E-12	4	3,75	4,25	5	4	21	84	very good
13	E-25	4	4	3,5	4,5	5	21	84	very good
14	E-15	4	4	3,75	5	4	20,75	83	very good
15	E-23	3	4,25	4,75	4,5	4	20,5	82	very good
16	E-28	3,5	4,25	4	4,75	4	20,5	82	very good
17	E-10	3	4	4	5	4	20	80	good
18	E-26	4	4	3,5	4,5	4	20	80	good
19	E-21	3,5	3,5	4	4	4,75	19,75	79	good
20	E-22	3,75	4	3,5	4,5	4	19,75	79	good
21	E-7	4	3,25	3,5	4	4,5	19,25	77	good
22	E-11	4	3,75	3,75	4,5	3	19	76	good
23	E-14	3,75	3,5	3,5	4,25	3,75	18,75	75	good
24	E-4	3	3	4	4,25	4	18,25	73	good
25	E-8	3,5	3,5	3,5	4	3,75	18,25	73	good
26	E-9	4	3,75	4,5	3	3	18,25	73	good
27	E-30	3	3,5	3,25	4	4,5	18,25	73	good
28	E-1	3	4	3	4	4	18	72	good
29	E-2	3	3	3,75	3,75	4	17,5	70	fair
30	E-5	3	3,25	3	4	4	17,25	69	fair
31	E-16	2,75	3	3,25	4,25	3,75	16,75	67	fair
32	E-24	3	3,25	3,75	3	3,5	16,5	66	fair
MEAN		3,80469	3,9375	3,92969	4,40625	4,17188	20,2422	80,9688	
Σ		121,75	126	125,75	141	133,5	647,75	2591	

Appendix 10 Result of the Pre test of Control Group

RESULT OF THE PRE TEST (READING) OF CONTROL GROUP

NO	Aspects								Total	Score
	Main Idea	Topic	Exp/Idi/P	Making In	Grammar	Scanning	Skimming	Vocab		
C-1	2	1	2	2	2	3	4	2	18	72
C-2	1	2	1	3	2	4	4	1	18	72
C-3	2	2	1	2	2	4	4	1	18	72
C-4	2	2	2	2	2	5	4	1	20	80
C-5	2	2	1	3	2	4	5	2	21	84
C-6	1	2	1	4	1	3	2	1	15	60
C-7	2	1	2	2	2	4	5	1	19	76
C-8	2	2	2	2	1	4	3	2	18	72
C-9	1	2	1	2	2	2	4	2	16	64
C-10	2	2	1	3	2	4	3	1	18	72
C-11	2	2	1	3	2	3	3	2	18	72
C-12	1	1	2	2	1	4	3	2	16	64
C-13	2	2	1	1	2	3	4	2	17	68
C-14	1	2	2	3	1	3	2	1	15	60
C-15	2	2	2	2	2	2	4	2	18	72
C-16	1	2	2	4	2	3	3	2	19	76
C-17	1	1	2	1	2	2	4	2	15	60
C-18	2	2	2	3	1	4	3	2	19	76
C-19	1	2	2	4	2	2	3	1	17	68
C-20	1	2	1	2	1	5	5	1	18	72
C-21	1	2	2	4	2	4	2	2	19	76
C-22	2	2	1	4	2	2	3	2	18	72
C-23	1	2	2	2	2	4	4	2	19	76
C-24	2	2	2	2	1	3	3	2	17	68
C-25	1	2	2	2	1	4	4	1	17	68
C-26	2	2	2	2	1	3	4	2	18	72
C-27	2	2	2	3	1	2	3	2	17	68
C-28	2	2	1	3	2	3	4	2	19	76
C-29	1	2	2	2	1	4	5	2	19	76
C-30	2	2	2	3	2	4	3	2	20	80
C-31	1	1	1	2	1	2	5	2	15	60
Σ	48	57	50	79	50	103	112	52	551	2204
mean	1,548387	1,83871	1,612903	2,548387	1,612903	3,322581	3,612903	1,677419	17,77419	71,09677

RESULT OF THE PRE TEST (WRITING) OF CONTROL GROUP

NO	CODE	Component of Writing Scoring					TOTAL SCORE	CRITERIA	
		G	V	S	C	F			
1	C-24	4,75	4,75	4	5	4	22,5	90	very good
2	C-21	4	3,5	4,25	5	4,75	21,5	86	very good
3	C-4	4	4,25	4,5	4	4	20,75	83	very good
4	C-25	3,25	3,75	4,25	4	4,5	19,75	79	good
5	C-16	3	4	3	4,25	4	18,25	73	good
6	C-10	3,5	3,75	4,25	4	4,5	20	80	good
7	C-23	4	4,5	4,25	3,5	3,25	19,5	78	good
8	C-20	3,75	3,5	4	4,25	3,75	19,25	77	good
9	C-6	4	4,25	4	3,35	3,5	19,1	76,4	good
10	C-14	3,25	3,75	4	4,25	3,75	19	76	good
11	C-19	3	4	4,5	3	3	17,5	70	fair
12	C-15	4	3,5	3,25	4	3,75	18,5	74	good
13	C-2	2,75	3,25	3,75	3,75	3,5	17	68	fair
14	C-17	3	3,75	4,25	3,25	2,75	17	68	fair
15	C-29	3,25	3	3,5	3,5	3,75	17	68	fair
16	C-30	3	3,75	3	4,25	3	17	68	fair
17	C-3	3,25	3,75	3	3	3,5	16,5	66	fair
18	C-26	2,75	3	3,25	3,5	4	16,5	66	fair
19	C-9	3	3,5	3,25	3	3,5	16,25	65	fair
20	C-8	3	2,75	3,5	3	3,75	16	64	fair
21	C-27	3,5	3	3,5	3	3	16	64	fair
22	C-22	3,25	3	3	3,25	3,25	15,75	63	fair
23	C-31	3,25	3	4	2,75	2,25	15,25	61	fair
24	C-11	3	2,75	2,5	4	3	15,25	61	fair
25	C-1	3	3	3,25	3	2,5	14,75	59	poor
26	C-5	2,75	3	3,25	3	2,75	14,75	59	poor
27	C-18	2,5	2,5	3	3	3	14	56	poor
28	C-28	3	2,75	2,5	2,75	3	14	56	poor
29	C-7	3,25	2,75	3	2,5	2,25	13,75	55	poor
30	C-12	2,75	2,5	2	3	3	13,25	53	poor
31	C-13	2	2	3,5	2,75	2	12,25	49	very poor
MEAN		3,25	3,371	3,524	3,51	3,37	17,027	68,11	
Σ		100,8	104,5	109,3	109	105	527,85	2111,4	

Appendix 11 Result of the Post test of Control Group

RESULT OF THE POST TEST (READING) OF CONTROL GROUP

NO	Aspects								Total	Score
	Main Idea	Topic	Exp/Idi/P	Making In	Grammar	Scanning	Skimming	Vocab		
C-1	1	2	2	2	2	4	3	2	18	72
C-2	2	2	2	2	1	3	4	2	18	72
C-3	1	2	2	3	2	4	3	2	19	76
C-4	2	2	2	3	1	4	5	1	20	80
C-5	1	2	2	4	2	3	4	2	20	80
C-6	2	2	1	1	1	4	3	2	16	64
C-7	1	2	2	4	1	3	4	2	19	76
C-8	2	2	1	3	2	3	5	2	20	80
C-9	2	2	2	1	1	4	3	2	17	68
C-10	2	2	2	2	1	3	3	2	17	68
C-11	2	2	2	4	2	3	5	1	21	84
C-12	2	2	2	2	1	4	3	2	18	72
C-13	2	2	2	2	2	3	5	1	19	76
C-14	2	2	1	2	1	2	4	1	15	60
C-15	1	2	2	2	2	4	4	1	18	72
C-16	1	2	2	3	1	3	4	2	18	72
C-17	2	1	2	1	2	3	3	2	16	64
C-18	2	2	2	3	1	3	3	2	18	72
C-19	1	1	2	2	2	4	5	1	18	72
C-20	2	2	2	4	2	3	2	2	19	76
C-21	2	2	1	3	2	4	4	2	20	80
C-22	1	1	2	2	2	3	4	1	16	64
C-23	2	2	2	2	2	4	5	2	21	84
C-24	1	1	2	2	2	3	4	2	17	68
C-25	2	2	2	4	2	2	3	2	19	76
C-26	2	2	2	3	2	4	2	1	18	72
C-27	1	2	2	3	2	4	3	2	19	76
C-28	2	2	1	2	2	3	4	2	18	72
C-29	2	2	1	3	1	3	4	2	18	72
C-30	1	2	2	4	2	4	3	2	20	80
C-31	1	2	1	2	2	5	3	1	17	68
Σ	50	58	55	80	51	106	114	53	567	2268
mean	1,612903	1,870968	1,774194	2,580645	1,645161	3,419355	3,677419	1,709677	18,29032	73,16129

RESULT OF THE POST TEST (WRITING) OF CONTROL GROUP

NO	CODE	Component of Writing Scoring					TOTAL SCORE	CRITERIA	
		G	V	S	C	F			
1	C-24	4,75	4,5	4	5	4,75	23	92	excellent
2	C-2	4,25	3,5	4,5	4,75	4	21	84	very good
3	C-5	4	4,5	4	4	4,25	20,75	83	very good
4	C-8	3	4,5	4,5	4,75	4	20,75	83	very good
5	C-6	3,5	3,75	4	3,75	4	19	76	good
6	C-14	3,5	4	3,5	4	4	19	76	good
7	C-20	3,75	3,75	3,5	4	3,75	18,75	75	good
8	C-31	4	3,25	3,75	4	3,75	18,75	75	good
9	C-9	3,5	3,75	4	3	4,25	18,5	74	good
10	C-16	4	3,75	3,5	3,25	4	18,5	74	good
11	C-3	3,75	4	3,5	3,25	3,5	18	72	good
12	C-4	3,5	3,75	3,75	4	3	18	72	good
13	C-15	3,25	3,75	3,25	3,75	4	18	72	good
14	C-18	3	3,25	3,75	4	4	18	72	good
15	C-25	3,25	3,25	4	3,75	3,5	17,75	71	good
16	C-10	3,5	3,5	3	4	3,5	17,5	70	fair
17	C-21	2,75	3,25	3,25	4	4,25	17,5	70	fair
18	C-27	3	2,75	4	3,75	4	17,5	70	fair
19	C-11	3	3,25	3,25	4	3,75	17,25	69	fair
20	C-22	3,5	3,5	3	3,5	3,75	17,25	69	fair
21	C-12	3	3,25	2,75	4	4	17	68	fair
22	C-17	3,25	3,5	4	3,5	3,25	17,5	70	fair
23	C-23	3,25	3	3,5	3,5	3,75	17	68	fair
24	C-19	2,75	3,5	3,75	3,25	3,5	16,75	67	fair
25	C-26	2,5	3,5	4	3,75	3,75	17,5	70	fair
26	C-30	2,75	2,75	3,5	3,5	3,75	16,25	65	fair
27	C-29	3	3,5	3	4	2,5	16	64	fair
28	C-1	3	3,5	3	3,5	3	16	64	fair
29	C-28	2,5	3	3,25	3,75	3,5	16	64	fair
30	C-13	2	2,75	2,75	3	3	13,5	54	poor
31	C-7	3	2,75	2,5	3	2	13,25	53	poor
MEAN		3,282	3,5	3,548	3,782	3,677	17,79	71,16	
Σ		101,8	109	110	117,3	114	551,5	2206	

Appendix 12 Table of Comparison between Experimental and Control Group

TABLE (READING) FOR CONTROL GROUP					
NO	CODE	PRE TEST	POST TEST	DIFFERENCE	SQUARE
		X1	X2	X	X²
1	C-1	18	18	0	0
2	C-2	18	18	0	0
3	C-3	18	19	1	1
4	C-4	20	20	0	0
5	C-5	21	20	-1	1
6	C-6	15	16	1	1
7	C-7	19	19	0	0
8	C-8	18	20	2	4
9	C-9	16	17	1	1
10	C-10	18	17	-1	1
11	C-11	18	21	3	9
12	C-12	16	18	2	4
13	C-13	17	19	2	4
14	C-14	15	15	0	0
15	C-15	18	18	0	0
16	C-16	19	18	-1	1
17	C-17	15	16	1	1
18	C-18	19	18	-1	1
19	C-19	17	18	1	1
20	C-20	18	19	1	1
21	C-21	19	20	1	1
22	C-22	18	16	-2	4
23	C-23	19	21	2	4
24	C-24	17	17	0	0
25	C-25	17	19	2	4
26	C-26	18	18	0	0
27	C-27	17	19	2	4
28	C-28	19	18	-1	1
29	C-29	19	18	-1	1
30	C-30	20	20	0	0
31	C-31	15	17	2	4
SUM		543	567	16	54
AVERAGE		17,7742	18,2903	0,51613	1,74194

TABLE (READING) FOR EXPERIMENTAL GROUP

NO	CODE	PRE TEST	POST TEST	DIFFERENCE	SQUARE
		Y1	Y2	X	
1	E-1	18	21	3	9
2	E-2	17	20	3	9
3	E-3	20	18	-2	4
4	E-4	16	20	4	16
5	E-5	23	17	-6	36
6	E-6	20	22	2	4
7	E-7	18	18	0	0
8	E-8	15	16	1	1
9	E-9	20	19	-1	1
10	E-10	17	21	4	16
11	E-11	20	19	-1	1
12	E-12	19	20	1	1
13	E-13	18	21	3	9
14	E-14	17	20	3	9
15	E-15	17	19	2	4
16	E-16	19	19	0	0
17	E-17	20	21	1	1
18	E-18	16	20	4	16
19	E-19	20	19	-1	1
20	E-20	17	18	1	1
21	E-21	18	22	4	16
22	E-22	16	17	1	1
23	E-23	22	21	-1	1
24	E-24	15	21	6	36
25	E-25	21	19	-2	4
26	E-26	14	19	5	25
27	E-27	19	22	3	9
28	E-28	19	20	1	1
29	E-29	18	18	0	0
30	E-30	20	23	3	9
31	E-31	16	20	4	16
32	E-32	18	20	2	4
	SUM	583	630	47	261
	AVERAG	18,2188	19,6875	1,46875	8,15625

TABLE (WRITING) FOR CONTROL GROUP					
NO	CODE	PRE TEST	POST TEST	DIFFERENCE	XSQUARE
		X1	X2	X	
1	C-1	14,75	16	1,25	1,5625
2	C-2	17	21	4	16
3	C-3	16,5	18	1,5	2,25
4	C-4	20,75	18	-2,75	7,5625
5	C-5	14,75	20,75	6	36
6	C-6	19,1	16,75	-2,35	5,5225
7	C-7	13,75	13,25	-0,5	0,25
8	C-8	16	20,75	4,75	22,5625
9	C-9	16,25	18,5	2,25	5,0625
10	C-10	20	17,5	-2,5	6,25
11	C-11	15,25	17,25	2	4
12	C-12	13,25	17	3,75	14,0625
13	C-13	12,25	13,5	1,25	1,5625
14	C-14	19	19	0	0
15	C-15	18,5	18	-0,5	0,25
16	C-16	18,25	18,5	0,25	0,0625
17	C-17	17	17,5	0,5	0,25
18	C-18	14	18	4	16
19	C-19	17,5	16,75	-0,75	0,5625
20	C-20	19,25	18,75	-0,5	0,25
21	C-21	21,5	17,5	-4	16
22	C-22	15,75	17,25	1,5	2,25
23	C-23	19,5	17	-2,5	6,25
24	C-24	22,5	23	0,5	0,25
25	C-25	19,5	17,75	-1,75	3,0625
26	C-26	16,5	16,75	0,25	0,0625
27	C-27	16	17,5	1,5	2,25
28	C-28	14	16	2	4
29	C-29	17	16	-1	1
30	C-30	17	16,25	-0,75	0,5625
31	C-31	15,25	18,75	3,5	12,25
Σ		527,6	548,5	20,9	187,96
MEAN		17,01935484	17,69354839	0,674193548	6,06322581

TABLE (WRITING) FOR EXPERIMENTAL GROUP

NO	CODE	PRE TEST	POST TEST	DIFFERENCE	XSQUARE
		Y1	Y2	X	
1	E-1	15,5	18	2,5	6,25
2	E-2	17,5	17,75	0,25	0,0625
3	E-3	21	21,5	0,5	0,25
4	E-4	18	18,25	0,25	0,0625
5	E-5	11,75	17,25	5,5	30,25
6	E-6	18,25	21,25	3	9
7	E-7	18	19,25	1,25	1,5625
8	E-8	18,5	18,25	-0,25	0,0625
9	E-9	14,75	18,25	3,5	12,25
10	E-10	15	20	5	25
11	E-11	12,75	19	6,25	39,0625
12	E-12	15,75	21	5,25	27,5625
13	E-13	17,75	22,25	4,5	20,25
14	E-14	15	18,75	3,75	14,0625
15	E-15	20,25	20,75	0,5	0,25
16	E-16	20	16,75	-3,25	10,5625
17	E-17	19,25	23	3,75	14,0625
18	E-18	22	24	2	4
19	E-19	17,25	22	4,75	22,5625
20	E-20	19	22,25	3,25	10,5625
21	E-21	19,25	19,75	0,5	0,25
22	E-22	20	19,75	-0,25	0,0625
23	E-23	18	20,5	2,5	6,25
24	E-24	15,25	16,5	1,25	1,5625
25	E-25	18,25	21	2,75	7,5625
26	E-26	17,75	20	2,25	5,0625
27	E-27	16	22,75	6,75	45,5625
28	E-28	19,25	20,5	1,25	1,5625
29	E-29	21,25	24,25	3	9
30	E-30	13,75	18,25	4,5	20,25
31	E-31	20	23,5	3,5	12,25
32	E-32	17,75	21,75	4	16
	Σ	563,75	648	84,25	373,0625
	MEAN	17,6171875	20,25	2,6328125	11,65820313