CHAPTER IV
FINDING RESULT

A. Analyzing Action Research

1. Pre Cycle

Before doing cycle, the researcher collected the first data such as the students' name and the score from the first test. In pre cycle the researcher did not use Cooperative Integrated Reading and Composition (CIRC) method. It was held on 27 February 2012. The test score was used to measure the students' ability in understanding descriptive text.

This cycle was done with some steps. They were:

a. Planning

In the planning step, there were some steps that needed to be prepared by the researcher, such as below:

1) Making Lesson plan
2) Arranging the test
3) Preparing the observation sheet
4) Documentation

b. Acting

The learning process was started by greeting, asking students to pray together, checking attendance then the teacher explained about the material, in this activity the teacher explained about descriptive text. After that the teacher asked students to read the text together and the students imitated the teacher's reading. The teacher also explained how to read well, such as the pronunciation of the word. The teacher did feed back.

After finishing the activity, the teacher gave a test to measure the students' ability. The last, teacher asked students to say Hamdalah together then teacher closed the meeting.

The score from pre cycle could be seen in the table below:

Table 5
Scoring Data of the Pre Test

No	Name	Right Answer	Score
1	R_1	3	30
2	R_2	3	30
3	R_3	4	40
4	R_4	4	40
5	R_5	5	50
6	R_6	4	40
7	R_7	5	50
8	R_8	5	50
9	R_9	5	50
10	R_10	5	50
11	R_11	5	50
12	R_12	5	50
13	R_13	6	60
14	R_14	6	60
15	R_15	6	60
16	R_16	6	60
17	R_17	7	70
18	R_18	7	70
19	R_19	7	70
20	R_20	8	80
21	R_21	8	80
22	R_22	9	90
		ΣS	1230

1) To analyze the mean of student's reading skill is:

$$\overline{X} = \frac{\Sigma S}{N}$$

$$\overline{X} = \frac{1230}{22}$$

$$\overline{X} = 55,9$$

2) To analyze Interval

$$P = \frac{R}{K}$$

$$R = H - L$$
$$= 90 - 30$$
$$= 60$$

$$K = 1 + (3,3) \text{ Log } N$$
$$= 1 + (3,3) \text{ Log } 22$$
$$= 1 + 3,3 \ (1.3)$$
$$= 1 + 4.4$$
$$= 5.43$$

$$P = \frac{R}{K}$$

$$= \frac{60}{5.43} = 11.05 \text{ it was rounded} = 11$$

Table 6
The Categorization of Scoring Pre Cycle without Using Cooperative Integrated Reading and Composition (CIRC) method

Interval	M'	Pre Cycle		Categorization
		Frequency	Percentage	
80-90	85	3	13.6%	Excellent
69-79	74	3	13.6%	Good
58-68	63	4	18.2%	Fair
47-57	52	7	31.8%	Less
36-46	41	3	13.6%	Poor
25-35	30	2	9.1%	Very poor
Total		22	100%	
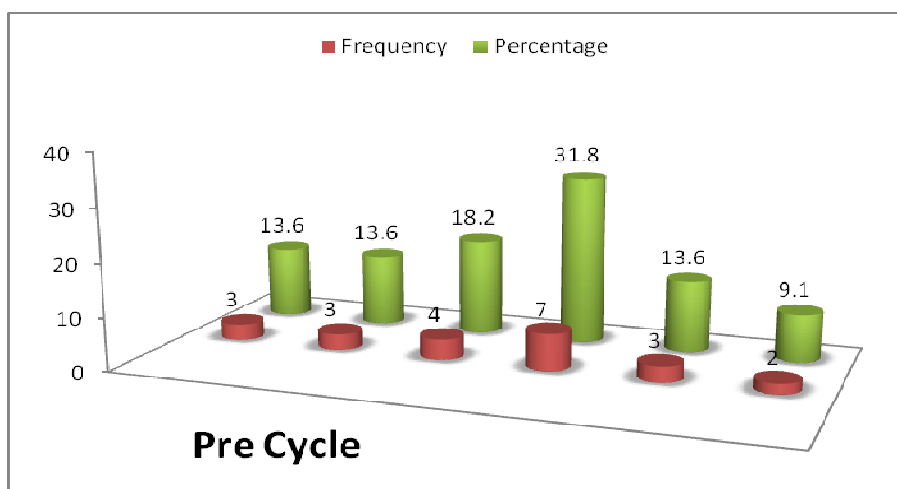
Based on test above, it showed that students were still difficult to learn and understood descriptive text in daily activities.

a. 3 student who had excellent mark or amount 13.6%

b. 3 students had good mark or amount 13.6%

c. 4 students were fair mark or amount 18.2%

d. 7 students were less or amount 31.8%.

e. 3 students were poor mark or amount 13.6%

f. 2 Students were very poor mark or amount 9.1%

It was concluded that most of students were not familiar with the descriptive text and what the text meant. They were still difficult to read the text that researcher gave in pre test. The total of students in finishing pre test were 6 students or amount 27.2% and the total of students didn't pass the pre test were 16 students or amount 72.8% whereas the indicator of students' achievement was reached 80%. It meant that it needed an improvement in learning process by using Cooperative Integrated Reading and Composition (CIRC) method.

2. First Cycle

The researcher did research by using Cooperative Integrated Reading and Composition (CIRC) method at 8th grade of MTs Roudlotusysyubban Tawangrejo-Winong-Pati in the academic year 2011/2012. It was held on 5 March 2012. There were steps in first cycle such as below:

a. Planning

    1) The researcher made lesson plan

    2) Arranging worksheet

    3) Forming several groups

    4) Arranging the observation checklist

    5) Documenting

b. Acting

Learning process was started by greeting, asking students to pray together, checking attendance, then teacher explained about

descriptive text and all things related to it (the definition of descriptive text (definition, generic structure, and significant lexicogrammatical features), then teacher applied CIRC method during teaching learning activity.

After all of the activities had finished, teacher divided students into 5 groups and they consisted of 4 to 5 students then she gave a reading descriptive text about The Gembiraloka Zoo. The teacher asked students to read the text in their group one another. The listener corrected for each mistake that was done by the reader. The teacher asked students to look for the new vocabularies, after getting them, the students wrote and read the new vocabulary in order to the students understood what the text meant. The students looked for main idea of the text. The students also cooperatived in doing the duties.

In this case, each student would have different opinion, here they had to discuss to the groups and made argument to their own story. Teacher tried to ask one of them to know how far their understanding. In the same time, the collaborator observed all activities in class.

During the learning process, the students were enthusiastic and showed their interest by taking part on the learning process. The researcher asked students to read the text in front of the class. The other group commanded their work.

After all of the processes were finished, teacher evaluated students by giving evaluation test. The evaluations was used to control learning program.

The last, teachers asked students to say Hamdalah together then she closed the meeting.

The result score of the first cycle was got by researcher from the evaluation test. There were 10 questions. The score of students in the first cycle could be seen in the table below:

Table 7
The Result Score from the Evaluation Test of Using CIRC method to
Improve Students' Reading Skill at the First Cycle

No	Name	Right Answer	Score
1	R_1	3	30
2	R_2	4	40
3	R_3	4	40
4	R_4	4	40
5	R_5	4	40
6	R_6	5	50
7	R_7	5	50
8	R_8	5	50
9	R_9	5	50
10	R_10	6	60
11	R_11	6	60
12	R_12	7	70
13	R_13	7	70
14	R_14	7	70
15	R_15	8	80
16	R_16	8	80
17	R_17	8	80
18	R_18	9	90
19	R_19	9	90
20	R_20	9	90
21	R_21	9	90
22	R_22	7	70
		ΣS	1390

1) To analyze the mean of student's reading skill is:

$$\overline{X} = \frac{\Sigma S}{N}$$

$$\overline{X} = \frac{1390}{22}$$

$$\overline{X} = 63.18$$

2) To analyze Interval

$$P = \frac{R}{K}$$

$$R \quad = H-L$$
$$= 90 - 30$$
$$= 60$$
$$K = 1 + (3,3) \, \text{Log} \, N$$
$$= 1 + (3,3) \, \text{Log} \, 22$$
$$= 1 + 3,3 \, (1.3)$$
$$= 1 + 4.4$$
$$= 5.43$$
$$P = \frac{R}{K}$$
$$= \frac{60}{5.43} = 11.05 \text{ it was rounded } 11$$

Table 8
Categorization of the Evaluation Result
Using CIRC method to Improve Students' Reading Skill at the First Cycle

Interval	M'	First Cycle		Categorization
		Frequency	Percentage	
80-90	85	7	31.8%	Excellent
69-79	74	4	18.2%	Good
58-68	63	2	9.1%	Fair
47-57	52	4	18.2%	Less
36-46	41	4	18.2%	Poor
25-35	30	1	4.5%	Very poor
Total		22	100%	
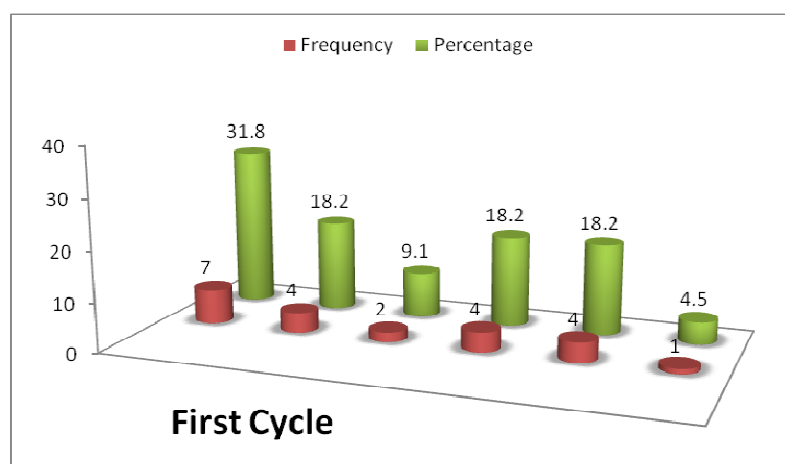
Based on test above, it showed that students were still difficult to learn and understand of descriptive text in daily activities.

1) 7 student who had excellent mark or amount 31.8%

2) 4 students had good mark or amount 18.2%

3) 2 students were fair mark or amount 9.%

4) 4 students were less or amount 18.2%.

5) 4 students were poor mark or amount 18.2%

6) 1 Students were very poor mark or amount 4.5%

The data above in first cycle showed that most of students didn't understand about the subject. The total of students in finishing first cycle were 11 students or amount 50% and the total of students didn't pass the first cycle were 11 students or amount 50% but this showed that there were an improvement from pre cycle that were 6 students or amount 27.2%. But they had not reached the indicator determined that were 80%.

c. Observing

The researcher observed students in learning process at class by using observation instrument. This observation was doing in learning process of using Cooperative Integrated Reading and Composition (CIRC) method at MTs Roudlotusysyubban Tawangrejo-Winong-Pati in the Academic Year 2011/2012. The aspects of student's participation were:

A. The students were active to listen teacher's explanation.
B. The students were active in team work
C. The students were active in asking question.
D. The students were active to commentate their friend's presentation

The result of students' participation in the first cycle could be seen in the table below:

No	Name	Aspects of Observation				The Number of Participation
		A	B	C	D	
1	R_1	0	1	0	1	2
2	R_2	1	0	1	1	3
3	R_3	0	1	0	1	2
4	R_4	1	1	1	1	4
5	R_5	1	1	0	1	3
6	R_6	0	0	1	0	1
7	R_7	1	0	0	1	2
8	R_8	1	1	1	0	3
9	R_9	1	0	0	1	2
10	R_10	1	1	1	1	4
11	R_11	0	1	0	1	2
12	R_12	1	1	0	1	3
13	R_13	1	1	1	1	4
14	R_14	0	0	1	0	1
15	R_15	0	1	0	1	2
16	R_16	1	0	1	0	3
17	R_17	0	1	0	1	2
18	R_18	1	1	1	1	4
19	R_19	1	0	0	0	1
20	R_20	0	1	1	1	3
21	R_21	0	0	1	0	1
22	R_22	1	1	1	0	3

Table 9
The Score of students' participation by CIRC method to Improve
Students' Reading Skill at First Cycle

Score	First Cycle		
	Students	Percentage	Categorization
4	4	18%	Very active
3	7	32%	Active
2	7	32%	Fair
1	4	18%	Poor
Total	22	100%	
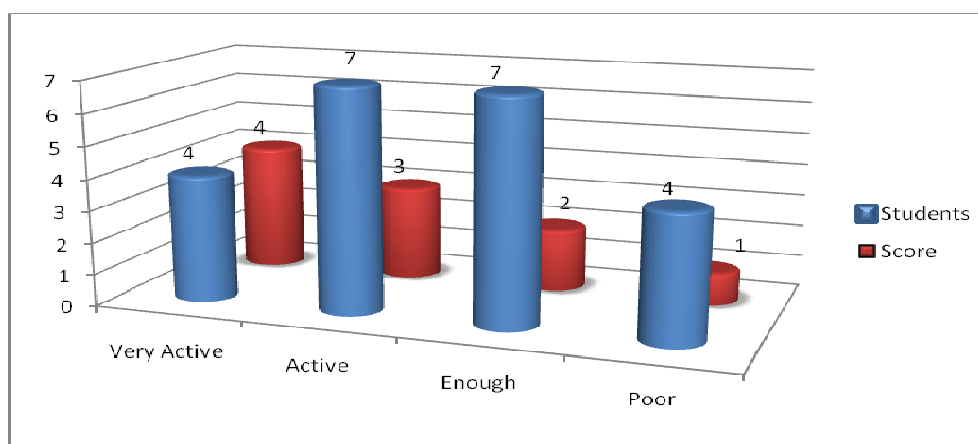
From the data above showed that in the first cycle, the students' participation in learning process at 8th grade of MTs Roudlotusysyubban Tawangrejo-Winong-Pati in the academic year 2011/2012:

A. 4 students who had very active category or amount 18%

B. 7 students who had active category or amount 32%

C. 7 students who had fair category or amount 32%

D. 4 students who had poor category or amount 18%

From the observation could be seen that student's activeness/participation was fair. Students still did not focus on the material, they did not listen to teacher's explanation, and there were many students were still passive in learning process and in grouping.

d. Reflecting

Based on the notes above, the teachers as researcher must be more creative in delivering material by using Cooperative Integrated Reading and Composition Method. Some lessness of the teacher / researcher in learning process such as below:

1) The teacher could not set the class that was the possibility the students to communicate with their group or other group.

2) The teacher always explained in front of the class, the teacher did not walk around, guided, and gave the students motivation.

3) The teacher explained the material too fast so the students did not understand the material that was explained

Then the teacher tried to get solution on the problem by planning some actions such as below

a. Teacher set the class with U letter in order to be communicative

b. Teacher asked students to focus on study.

c. Teacher guided and gives the motivation

d. Teacher asked students to be more active in the learning process.

From the reflecting above, it got solution of the problem of learning process by implementation CIRC method at 8th grade of MTs Roudlotusysyubban Tawangrejo-Winong-Pati. The result from the reflecting could be used to make improvement. It was also used as reflecting for doing second cycles to get maximum research and repairing the first cycle.

3. Second Cycle

This cycle was held on 12 March 2012. The researcher planned some activities to get maximum result in the second cycle. The researcher tried not to do same lessness such as the first cycle. This cycles consisted of several steps such as below:

a. Planning

        The researcher planned some activities to get maximum result in the second cycle. The researcher tried not to do same lessness such as the first cycle. The planning of the second cycles

1) The researcher made lesson plan

2) Arranging test

3) Arranging worksheet

4) Forming several groups

5) Arranges the observation checklist

6) Documenting

b. Acting

        The researcher did some activities such as in the first cycle. Learning process was started by greeting, asked students to pray together, and checked attendance. After all of the activities had finished, teacher divided students into 5 groups and they consisted of 4 to 5 students.

        The researcher asked students to read the text about "My Pet" together. The researcher demonstrated how to read well, how to pronounce it. Then teacher explained about descriptive including; the definition (social function), generic structure and significant lexicogrammatical features and explained how to find the main idea of the text.

        After the material was explained, the researcher let students to ask. There were some students asking about the material, Muh Muhyiddin Nur asked how to know the main idea in a reading descriptive text? The researcher answered that to know it, absolutely we must know the meaning of the text, but it was usually in the beginning and in the end. Titik Aryanti asked how was the way to pronounce well? The researcher answered, when we wanted to pronounce well we must look up in *Oxford Learner's Pocket Dictionary*. There was an guidance to pronounce well, but we were

not fair look up it. We must remember and practice it every time, in order to our pronunciation is well. By this method, the students involved actively in learning process.

Then, the researcher made some pieces of text and the researcher gave some pieces of the text to the group. The students discussed it, they read each other to get the good utterance, translated the text and they arranged the text to be good sentence. The researcher walked around to guide and give motivation. The researcher asked the group to read some pieces of text that was got in front of the class.

From the process above, the teacher as researcher observes the students' reading. If there were mistakes, the teacher corrected and gave example the correct reading.

After all of the process had finished, teacher evaluated students by giving evaluation test. The evaluation test was used to measure student's improvement in understanding the subject.

The last, teacher asked students to say Hamdalah together then she closed the meeting.

The result score in the second cycles was got by researcher from evaluation test. There were 10 questions. The score of students could be seen in the table below:

Table 10
The Score of the Evaluation Test by Using CIRC method
at the Second Cycles

No	Name	Right Answer	Score
1	R_1	4	40
2	R_2	4	40
3	R_3	4	40
4	R_4	5	50
5	R_5	5	50
6	R_6	6	60
7	R_7	6	60
8	R_8	6	60

9	R_9	8	80
10	R_10	8	80
11	R_11	8	80
12	R_12	8	80
13	R_13	8	80
14	R_14	9	90
15	R_15	9	90
16	R_16	9	90
17	R_17	9	90
18	R_18	9	90
19	R_19	9	90
20	R_20	10	100
21	R_21	10	100
22	R_22	10	100
	ΣS		1640

1) To analyze the mean of student's reading skill is:

$$\overline{X} = \frac{\Sigma S}{N}$$

$$\overline{X} = \frac{1640}{22}$$

$$\overline{X} = 74.5$$

2) To analyze Interval

$$P = \frac{R}{K}$$

$$R = H\text{-}L$$

$$= 100 - 40$$

$$= 60$$

$$K = 1 + (3,3) \text{ Log } N$$

$$= 1 + (3,3) \text{ Log } 22$$
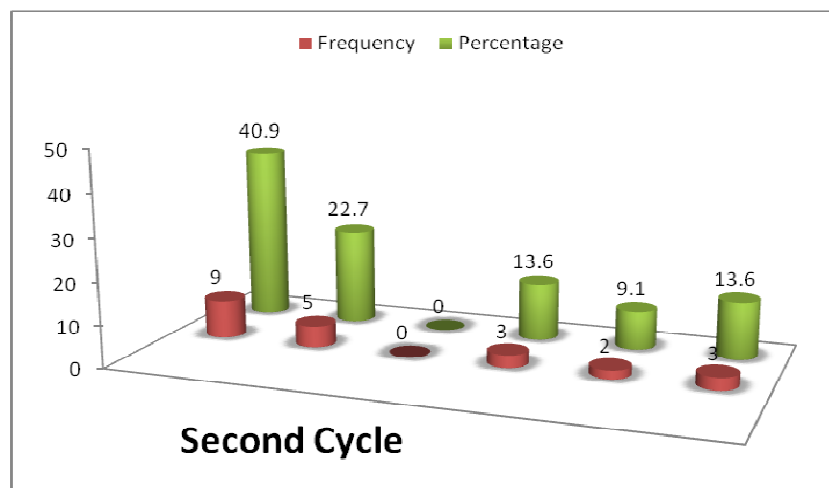
$$= 1 + 3,3 \ (1.3)$$

$$= 1 + 4.4$$

$$= 5.43$$

$$P = \frac{R}{K}$$

$$= \frac{60}{5.43} = 11.05 \text{ it was rounded} = 11$$

Table 11
Categorization of the Evaluation Result
Using CIRC method to Improve Students' Reading Skill at the second Cycles

Interval	M'	Second Cycle		Categorization
		Frequency	Percentage	
90-100	95	9	40.9%	Excellent
79-89	84	5	22.7%	Good
68-78	73	0	0%	Fair
57-67	62	3	13.6%	Less
46-56	51	2	9.1%	Poor
35-45	40	3	13.6%	Very poor
Total		22	100%	

Based on test above, it showed that students were still difficult to learn and understand of descriptive text in daily activities.

1) 9 student who had excellent mark or amount 40.9%
2) 5 students had good mark or amount 22.7%
3) 0 students were fair mark or amount 0%
4) 3 students were less or amount 13.6%.
5) 3 students were poor mark or amount 9.1%
6) 3 Students were very poor mark or amount 13.6%

The data above in second cycles showed that most of students had understood about the subject. The total of students in finishing second cycle were 14 students or amount 63.6% and the total of students didn't pass the second cycles were 8 students or amount 36.4% but this showed that there were an improvement from first cycle that were 11 students or amount 50%. But they had not reached the indicator determined that was 80%.

c. Observing

The researcher observed students in learning process at class by using observation instrument. This observation was doing in learning process of using Cooperative Integrated Reading and Composition (CIRC) method at 8th grade of MTs Roudlotusysyubban Tawangrejo-Winong-Pati in the Academic Year 2011/2012. The aspects of student's participation were:

A. The students were active to listen teacher's explanation.
B. The students were active in team work
C. The students were active in asking question.
D. The students were active to commentate their friend's presentation

The result of students' participation in the first cycle could be seen in the table below:

No	Name	Aspects of Observation				Number of Participation
		A	B	C	D	
1	R_1	0	1	0	1	2
2	R_2	1	1	1	1	4
3	R_3	0	1	0	1	2
4	R_4	1	1	1	1	4
5	R_5	1	1	1	1	4
6	R_6	0	0	1	0	1
7	R_7	1	0	1	1	3
8	R_8	1	1	1	0	2
9	R_9	1	1	0	1	3

10	R_10	1	1	1	1	4
11	R_11	1	1	0	1	3
12	R_12	1	1	1	1	4
13	R_13	1	1	1	1	4
14	R_14	0	0	1	0	1
15	R_15	0	1	1	1	3
16	R_16	1	0	1	1	3
17	R_17	0	1	0	1	2
18	R_18	1	1	1	1	4
19	R_19	1	0	1	0	2
20	R_20	1	1	1	1	4
21	R_21	0	0	1	1	2
22	R_22	1	1	1	1	4

Table 12
The Score of students' participation by CIRC method to Improve
Students' Reading Skill at Second Cycles

Score	Second Cycles		
	Students	Categorization	Percentage
4	9	Very active	41%
3	5	Active	23%
2	6	Fair	27%
1	2	Poor	9%
Total	22		100%
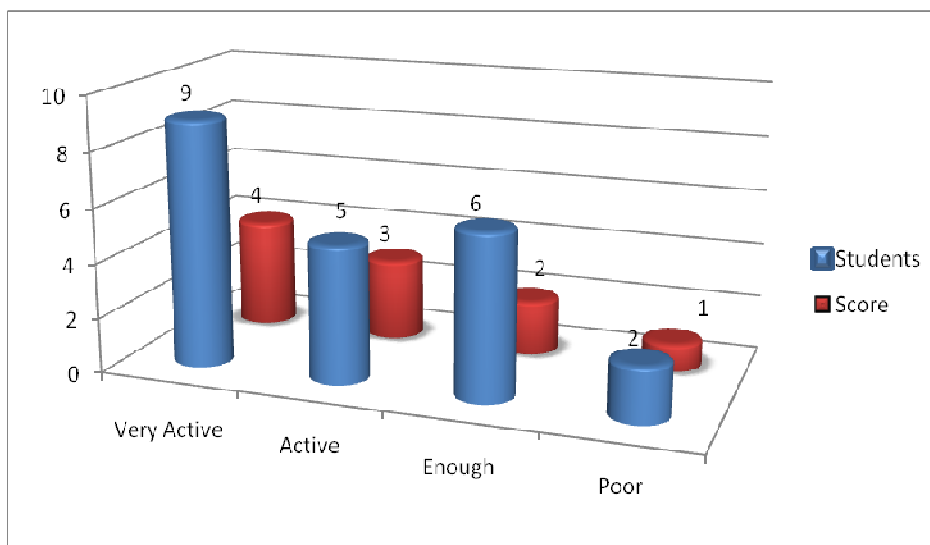
From the data above showed that in the second cycle, the students' participation in learning process at 8th grade of MTs Roudlotusysyubban Tawangrejo-Winong-Pati in the academic year 2011/2012 :

1) 9 students who had very active category or amount 41%. They faced an improvement from the first cycle that were 4 students or amount 18%

2) 5 students who had active category or amount 23%. They faced an improvement from the first cycle that were 7 students or amount 32%

3) 6 students who had fair category or amount 27%. They faced taking down from the first cycle that were 7 students or amount 32%

4) 2 students who had poor category or amount 9%. They faced taking down from the first cycle that were 4 students or amount 18%

This showed that the students had been motivated in doing learning process.

d. Reflecting

Based on learning outcomes and students participation. There were some lessness of learning such as below:

1) Teacher was less detail in explaining CIRC method used

2) Teacher was less monitoring students. So some of students are still crowded

3) Teacher could not use the variety of media to get easily to the students in understanding the material

Then the teacher tried to get solution on the problem by planning some actions such as below

1) Teacher explained slowly in order to they understand totally

2) Teacher explained the learning scenario well

3) Teacher approached the students' discussion to give motivation

4) Teacher used picture media to get easily in understanding the material.

5) Teacher gave some chances to the students to gave opinion and commanded the other students' opinion

From the reflecting above, it got solution of the problem of learning process by implementing CIRC method at 8th grade of MTs Roudlotusysyubban Tawangrejo-Winong-Pati. The result from the reflecting could be used to make improvement. It was also used as reflecting for doing third cycles to get maximum study and to repair the second cycles.

4. Third Cycles

This cycle was held on 16 March 2012. The researcher planned some activities to get maximum result in the third cycle. The researcher tried not to do same lessness such as the second cycle. This cycle consisted of several steps such as below:

a. Planning

The researcher planned some activities to get maximum result in the third cycle. The planning of the third cycles were:

1) The researcher made lesson plan

2) Arranging test

3) Arranging worksheet

4) Using picture media

5) Forming the group

6) Arranging the observation checklist

b. Acting

Learning process was started by greeting, asked students to pray together, and check attendance. After all of the activities had finished, the teacher divided students into 5 groups and they consisted of 4 to 5 students. The researcher set the class with making a circle in order to the learning process was more active.

The researcher explained the material slowly, then the researcher asked students to read the text about "Bee" together. After the students had finished it, the researcher demonstrated how to read well, how to pronounce it. Then teacher gave explaining about descriptive text including; the definition, social function, generic structure and significant lexicogrammatical features.

After the material was explained, the researcher let students to ask. There were some students that were enthusiastic to ask. Then the researcher gave the picture to each group. The researcher asked students to discuss, to compose becoming a sentence, after that the students showed the result in front of the class. In this step, the researcher was active to walk around to observe team work process. The researcher gave motivation for each group to be active to discuss how to arrange the sentence correctly based on the grammatical. The motivation that was given by the researcher in observing "good", "go ahead" with the smiling face. After fifteen minutes, the researcher gathered the result of their work to discuss together.

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After all of the process had finished, the teacher evaluated students by giving evaluation test. The evaluation test was used to control learning program.

The last, the teacher asked students to say Hamdalah together then she closed the meeting.

The result score in the second cycles was got by the researcher from evaluation test. There were 10 questions. The score of students could be seen in the table below:

Table 13
The Score of the Evaluation Test by Using CIRC method
at the Third Cycles

No	Name	Right Answer	Score
1	R_1	6	60
2	R_2	7	70
3	R_3	7	70
4	R_4	8	80
5	R_5	8	80
6	R_6	8	80
7	R_7	8	80
8	R_8	8	80
9	R_9	8	80
10	R_10	9	90
11	R_11	9	90
12	R_12	9	90
13	R_13	9	90
14	R_14	10	100
15	R_15	10	100
16	R_16	10	100
17	R_17	10	100
18	R_18	10	100
19	R_19	10	100
20	R_20	10	100
21	R_21	10	100
22	R_22	10	100
ΣS			2040

1) To analyze the mean of student's reading skill is:

$$\overline{X} = \frac{\Sigma X}{N}$$

$$\overline{X} = \frac{2040}{22}$$

$$\overline{X} = 92.7$$

2) To analyze Interval

$$P = \frac{R}{K}$$

R = H-L

= 100 – 60

= 40

K = 1 + (3,3) Log N

= 1 + (3,3) Log 22
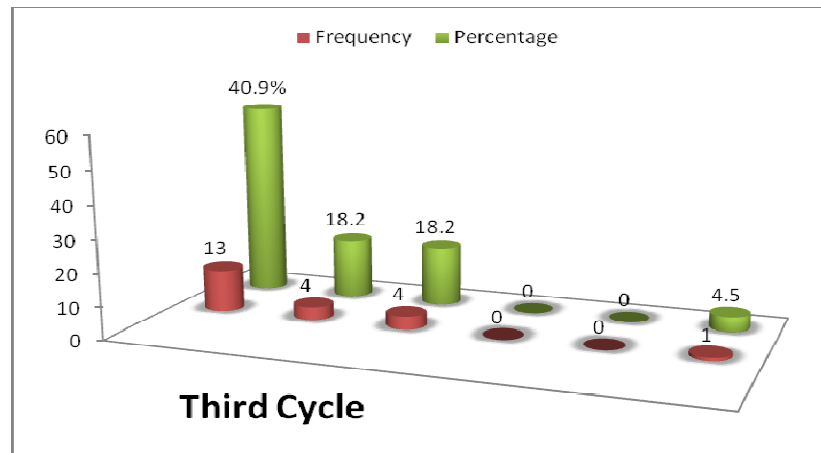
= 1 + 3,3 (1.3)

= 1 + 4.4

= 5.43

$$P = \frac{R}{K}$$

$$= \frac{40}{5.43} = 7.37 \text{ dibulatkan menjadi } 7$$

Table 14
Categorization of the Evaluation Result
Using CIRC method to Improve Students' Reading Skill at the third Cycles

Interval	M'	Third Cycle		Categorization
		Frequency	Percentage	
94-100	97	13	59.1 %	Excellent
87-93	90	4	18.2 %	Good
80-86	83	4	18.2%	Fair
73-79	76	0	0%	Less
66-72	69	0	0%	Poor
59-65	62	1	4.5%	Very poor
Total		22	100%	

Based on test above, in this third cycle the successful of learning process was such as below.

1) 13 student who had excellent mark or amount 59.1%

2) 4 students had good mark or amount 18.2%

3) 4 students were fair mark or amount 18.2%

4) 0 students were less or amount 0%.

5) 0 students were poor mark or amount 0%

6) 1 Students were very poor mark or amount 4.5%

The data above, in third cycles showed that most of students had understood about the subject. The total students in finishing third cycle were 21 students or amount 95.5% and the total of students didn't pass the third cycles were just 1 students or amount 4.5%. This showed that the learning process that was used had matched based the indicator that was 80%.

c. Observing

The researcher observed students in learning process at class by using observation instrument. This observation was doing in learning process of using Cooperative Integrated Reading and Composition (CIRC) method at 8th grade of MTs Roudlotusysyubban Tawangrejo-Winong-Pati in the Academic Year 2011/2012. The aspects of student's participation were:

A. The students were active to listen teacher's explanation.

B. The students were active in team work
C. The students were active in asking question.
D. The students were active to commentate their friend's presentation

The result of students' participation in the first cycle could be seen in the table below:

No	Nama	Aspects of Observation				The Number of Participation
		A	B	C	D	
1	R_1	0	1	1	1	3
2	R_2	1	1	1	1	4
3	R_3	1	1	0	1	3
4	R_4	1	1	1	1	4
5	R_5	1	1	1	1	4
6	R_6	1	0	1	0	2
7	R_7	1	1	1	1	4
8	R_8	1	1	1	1	4
9	R_9	1	1	0	1	3
10	R_10	1	1	1	1	4
11	R_11	0	1	1	1	3
12	R_12	1	1	1	1	4
13	R_13	1	1	1	1	4
14	R_14	1	0	1	0	2
15	R_15	1	1	1	1	4
16	R_16	1	0	1	1	3
17	R_17	1	1	0	1	3
18	R_18	1	1	1	1	4
19	R_19	1	0	1	1	3
20	R_20	1	1	1	1	4
21	R_21	1	0	1	0	2
22	R_22	1	1	1	1	4

Table 15

The Score of students' participation by CIRC method to Improve Students' Reading Skill at Second Cycles

Score	Third Cycles		
	Students	Categorization	Percentage
4	12	Very active	55%
3	7	Active	32%
2	3	Fair	14%
1	0	Poor	0
Total	22		100%
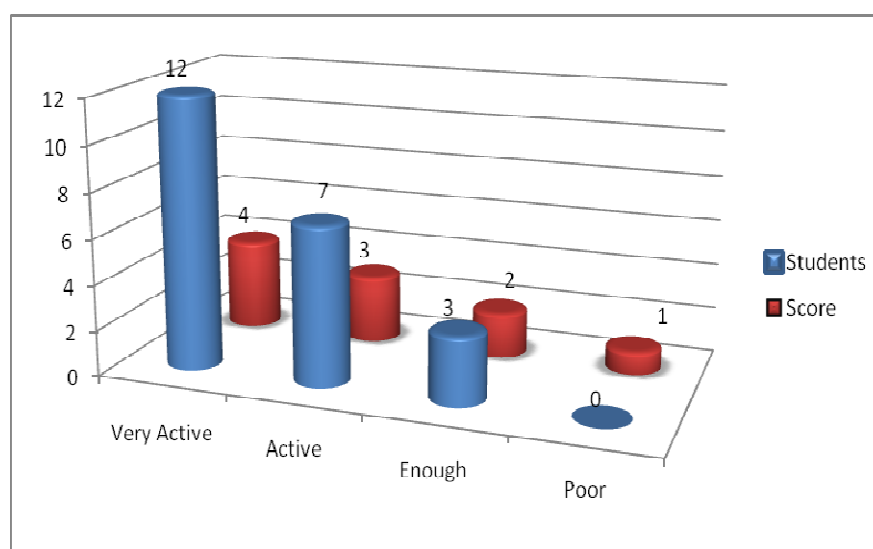
From the data above showed that in the second cycles, the students' participation in learning process at 8th grade of MTs Roudlotusysyubban Tawangrejo-Winong-Pati in the academic year 2011/2012 :

1) 12 students who had very active category or amount 55%. They faced an improvement from the second cycle that were 9 students or amount 41%

2) 7 students who had active category or amount 32%. They faced an improvement from the second cycle that were 5 students or amount 23%

3) 3 students who had fair category or amount 14%. They faced
taking down from the second cycle that were 6 students or
amount 27%

4) There was no students in poor category. It faced taking down
from the second cycle that were 2 students or amount 9%

From observation that researcher observes, it showed that
students were active in the third cycles. They were able to respond
and listen to the teacher's explanation because if they made crowded
or did not listen to the teacher's explanation so teacher asked them
to come forward and read sentence, how to pronounce the word
well. Beside that, students were active in team work. They had been
also active to command the result of other students work.

Beside that, the learning outcomes had been reached the
indicator based on passing grade was 70. The successful that was
gained 20 students or amount 91%. The students' activities in active
and very active category there were 19 students or amount 87%.
They had reached the indicator that was determined 75%, so the
classrrom action research was stopped.

B. Summary

The implementation of CIRC method on descriptive text at the 8th
grade students of MTs Roudlotusysyubban Tawangrejo-Winong-Pati in the
academic year 2011/2012 that was done in pre cycle without using CIRC
method. When using CIRC method, it showed an improvement for each cycle.
It meant after being used learning by using CIRC method either in first cycle,
second cycles, and repairing in the third cycles had occurred an improvement
learning outcomes and students' participation. For the complete explanation, it
could be seen in the table below

Table 16
Comparison the Evaluation Result in Learning Process by Using CIRC method to Improve Students' reading skill at 8th grade of MTs Roudlotusysyubban Tawangrejo-Winong-Pati in the First Cycle and Second Cycle

| Pre Cycle		First Cycle		Second Cycles		Third Cycles	
f	%	f	%	f	%	F	%
3	13.6%	7	31.8%	9	40.9%	13	59.1 %
3	13.6%	4	18.2%	5	22.7%	4	18.2 %
4	18.2%	2	9.1%	0	-	4	18.2%
7	31.8%	4	18.2%	3	13.6%	0	0%
3	13.6%	4	18.2%	2	9.1%	0	0%
2	9.1%	1	4.5%	3	13.6%	1	4.5%
22	100%	22	100%	22	100%	22	100%
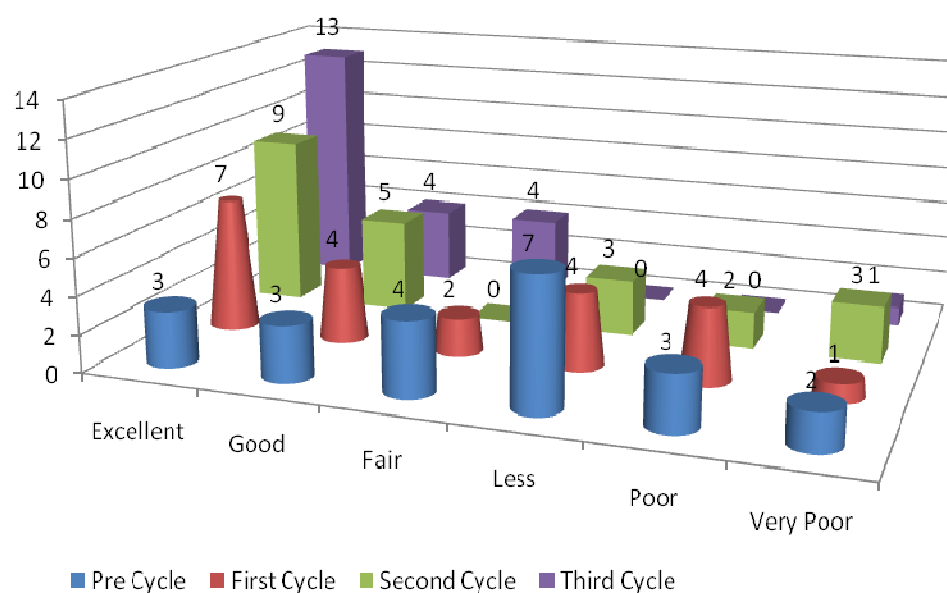
It showed that there were improvement in students' achievement to study descriptive text. In the pre cycle, the students had finished were 6 students or amount 27.2%. In the first cycle, the students had finished were 11 students or amount 50%. In the second cycle, the students had finished were 14 students or amount 63.6%. And in the last cycle the students that had finished 21 students or amount 95.5%. This result had reached the indicator of

students' achievement that had been determined with passing grade is 69. The students' achievement must be 80%.

In the students' observation, it could be concluded by seeing the table below:

Table 17
The Comparison of Result of Students' Participation in Learning Process by CIRC method to Improve Students' Reading Skill on Descriptive text at the Fourth Grade Students 8th grade of MTs Roudlotusysyubban Tawangrejo-Winong-Pati in the First Cycle and The Second Cycle

Score	First Cycle		Second Cycles		Third Cycles		Categorization
	Ss	%	Ss	%	Ss	%	
4	4	18%	9	41%	12	55%	Very active
3	7	32%	5	23%	7	32%	Active
2	7	32%	6	27%	3	14%	Fair
1	4	18%	2	9%	0	0%	Poor
Total	22	100%	22	100%	22	100%	
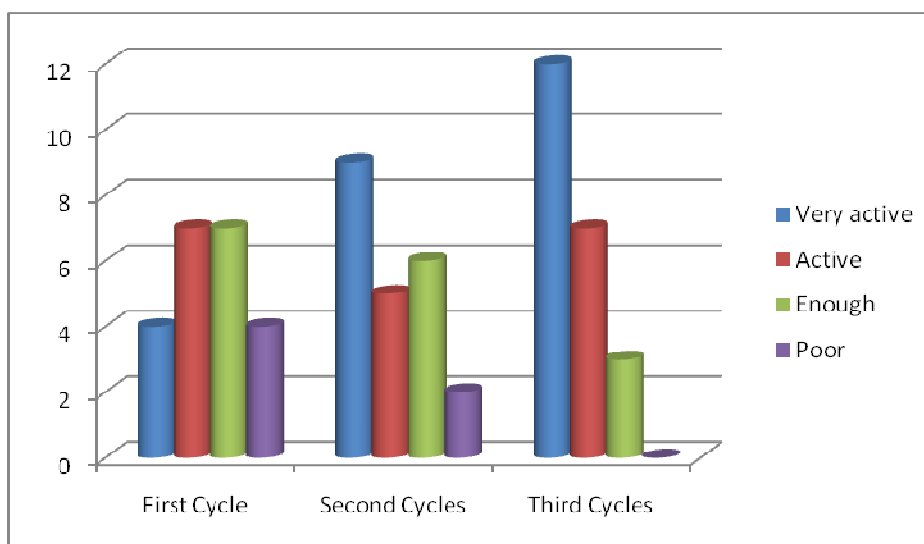
It showed that there was an improvement in students' participation to study descriptive text. There were 11 students having very active and active participation or amount 50. In the second cycle, it was improved by 14 students or amount 64%, in the third cycles there were 19 students or amount 87%. This result had reached the indicator that had been determined that was 75%.

From the explanation above, it could be concluded that there was an improvement from the pre cycle, first cycle, second cycles and third cycles. Action of researcher in implementation CIRC method to improve students' reading skill on the descriptive text at the 8th grade students of MTs Roudlotusysyubban Tawangrejo-Winong-Pati in Academic Year 2011/2012. It became students active in learning process and guides in the score of learning successful. By doing guidance and looking at result of observation in classroom action research were called "success".

C. **Limitation of Research**

The limitation of the research in this final project is the students' reading skill. In this research, the writer uses CIRC method to improve students' ability. Here, CIRC method is used in learning process is the ability of students after doing pre-research.

Since some practical reasons, the study has some limitations :

1. The study was limited to three cycles, the first two cycles were the treatment and the last cycle is for the post test.

2. Based on Competence Standard and Basic Competence, the text given to the eighth grade in first semester are descriptive and recount texts, so the researcher uses descriptive texts.

3. Since the field of this study was on reading comprehension, the treatment was limited on two cycles with time allotment of 100 minutes in each cycle.