ABSTRACT

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THE IMPLEMENTATION OF COOPERATIVE INTEGRATED READING COMPOSITION TO IMPROVE GRADE XI STUDENTS' READING COMPREHENSION AT ONE CHRISTIAN SCHOOL IN PALOPO

(vii + 51 pages: 4 figures; 18 tables; 20 appendices)

Reading comprehension is one of main core in language learning, especially English language. According to the observation result, the researcher found that most of the students at one Christian School at Palopo have a problem on their reading comprehension. The number of the students that pass the minimum score criterion (75) are two students out of 18 students who are follow the test. Based on the findings, the researcher decides to conduct a classroom action research in order to improve students' reading comprehension.

The researcher uses Pelton's model of classroom action research with two plan activation. This research conducted on September 19, 2018 until October 26, 2018. There are four instruments that the researcher uses to collect the data which are, journal reflection, mentor feedback, test, and checklist method. The data that achieve from those instruments were analyzed descriptively. According to the analysis, the researcher found that the implementation of cooperative integrated reading composition (CIRC) could improve students' reading comprehension. This is proven by the improvement on students' percentage of reading comprehension indicator, the first plan activation the students got 68% and increasing to 82% on the second plan activation.

Key Words: Reading Comprehension, Cooperative Integrated Reading Composition

References: 32 references (2001 - 2017).

ABSTRAK

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PENERAPAN *COOPERATIVE INTEGRATED READING COMPOSITION* GUNA MENINGKATKAN PEMAHAMAN MEMBACA SISWA KELAS XI DI SALAH SATU SEKOLAH KRISTEN DI PALOPO

(vii + 51 halaman: 4 gambar; 18 tabel; 20 lampiran)

Pemahaman membaca merupakan salah satu inti dari belajar Bahasa, khususnya Bahasa Inggris. Menurut hasil observasi, peneliti menemukan bahwa sebagian besar murid – murid di salah satu sekolah Kristen di Palopo memiliki masalah dalam pemahaman membaca mereka. Jumlah siswa yang lulus kriteria ketuntasan minimal (75) hanya ada 2 orang dari 18 orang yang mengikuti ujian tersebut. Dari apa yang ditemukan oleh peneliti, peneliti memutuskan untuk menyusun penelitian tindakan kelas untuk meningkatkan pemahaman membawa siswa.

Peneliti menggunakan penelitian tindakan kelas model Pelton dengan dua tindakan. Penelitian di mulai dari tanggal 19 September 2018 hingga 26 Oktober 2018. Peneliti menggunakan empat instrument untuk mengumpulkan data diantaranya, umpan balik mentor, jurnal refleksi, tes, dan lembar daftar langkah – langkah metode. Data yang telah diperoleh dianalisis secara deskriptif. Dari hasil analisis diperoleh kesimpulan bahwa, penerapan *cooperative integrated reading composition* dapat meningkatkan pemahaman membaca siswa. Hal tersebut dapat di lihat dari hasil rata – rata persentase indikator yang diperoleh siswa pada penerapan tindakan pertama sebesar 68% dan meningkat pada penerapan tindakan kedua menjadi 82%.

Kata Kunci: Pemahaman Membaca, *Cooperative Integrated Reading Composition*

Referensi: 32 referensi (2001 - 2017).