

THE EFFECTIVENESS OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TECHNIQUE IN TEACHING READING COMPREHENSION ON HORTATORY EXPOSITION TEXT

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ABSTRACT

The main purpose of English learning is to develop four skills of the students. Unfortunately, the students got difficulties in reading. The reading comprehension on Hortatory Exposition text of the eleventh grade students of MA Darul Hikmah Menganti Kedung Jepara is low. The subject of this research were 68 students. The objective of this research is to know whether there is a significant difference between the reading comprehension on Hortatory Exposition text of the eleventh-grade students of MA Darul Hikmah Menganti taught by using Cooperative Integrated Reading and Composition (CIRC) Technique and those who are taught by using Three Phase Technique in academic year 2017/2018. This research is a true experimental research which takes the eleventh grade students of MA Darul Hikmah Menganti Kedung Jepara as the population. The instrument of the research was test. The data were gathered through only post-test. The result of the research showed that the student's reading comprehension on Hortatory exposition text of the eleventh grade students of MA Darul Hikmah by using CIRC Technique was more significant difference. The post-test score of the experimental group (82.4) is higher than the control group (71.4). from the result of statistic calculation, it was obtained that the value of t-observation (t_o) is 5.39 and degree of freedom (df) is 66. In the table of significance 5%, the value of degree of significance is 1.99. comparing those values, the result is $5.39 > 1.99$ which means that t-observation (t_o) score was higher than t-table (t_t) score. In the other words, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected. Therefore, teaching reading comprehension on hortatory exposition text by using CIRC technique is effective than Three Phase technique.

Keywords: Reading Comprehension, Hortatory Exposition Text, Cooperative Integrated Reading and Composition (CIRC) technique, True Experimental Research

INTRODUCTION

Language has very important roles in The main purpose of English learning classroom is to develop four skills (Listening, Speaking, Reading and Writing) of the students. They are ability to understand, to listen, to speak, to read and to write. One of four skills which

should be comprehended by English students to understand is reading skill. Reading skill is necessary for learners to access information and understands texts in English. The ability to read does not occupy the first place in this order, but it does not mean that it is least important. The position of English in

Indonesian curriculum has brought about a tremendous change in educational country. It also examines the adoption of English language in Indonesia. English language has been seen as a good medium of communication in Indonesia. Apart from the fact that it has been adopted as a teaching language in higher Institution of learning. In some way or another, teaching and learning of English Language can be considered to be an integral part of Indonesia educational system (curriculum) for a long time now. Developing a curriculum that clearly spells out how knowledge can be acquired constitutes an important phase towards realizing good quality language dissemination. In this reserach there are several rules about the position of English in Indonesian curriculum. In this school for senior high school at eleventh-grade use Thirteen Curriculum (K-13).

According to the problem, the researcher found problem related to the reading skill, especially in reading comprehension on hortatory exposition text. The problem can be formulated as follow: "How effective is Cooperative Integrated Reading and Composition (CIRC) Technique in teaching reading comprehension on hortatory exposition text of the eleventh grade students of MA Darul Hikmah Menganti academic year 2017/2018 ?".

The objective of the research is to examine the effectiveness of Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading comprehension on hortatory exposition text of the eleventh grade students of MA Darul Hikmah Menganti academic year 2017/2018.

Reading

Reading is a simple process to decode each word in a text and then comprehend the meaning of those words. But this is not the

understanding of reading. Reading is a complex process how the reader works to make sense of the text not just from the words. Reading is very important in instructional process because reading has goals to seek information. It is a process used by the readers to find out of message, which the writer inform thought printed material. To support the meaning, the writer shows some opinions about the meaning of reading. Reading is always purposeful not only in the sense that readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read a given text by some individual purpose of the task, whether imposed internally or externally. Reading is also a comprehending process. Brown (2004:185) defined reading as skill that is taken for granted. It is arguably the most essential skill for success in all educational context, remains a skill of paramount important as we create assessment of general language ability.

Meanwhile, according to Tarigan (1986:7), reading is process done by someone in order to gain some important message conveyed by the writer through her or his words. It is process to get the messages either written messages or hidden messages.

According to Novthami and Yosta (2011), Reading is one of important skills in learning. The fundamental goal of any reading activities is to understand the concept and to know the language. From the definition above, the researcher can conclude that reading is a process to get information or message.

Types of Reading

Reading is a thinking activity. This process involves getting meaning from the printed word or symbol. According to Tarigan (1987:22), there are two types of reading, they are :

1. Reading Aloud

It is an activity that implemented the teacher, the students, and the other readers, so the other person (or audiences) can catch their voice and understand the information. The activity is more directed towards its pronunciation than it's the meaning. In reading aloud, the readers should have a high eye speed. He or she should have an ability to classify the words in the reading material correctly and accurately, so the listeners can catch the meaning clearly.

2. Silent Reading

This skill should since childhood when she or he is able to read by him/her self. In this type, the child should also completed with extra reading materials, which emphasis on the skill of the mastering the reading content, gathering the information from the reading's material and understanding the reading ideas with his own effort. In silent reading, the children get the higher quality in comprehending phrases, mastering a large number of few vocabularies and beginning to know literature better than before. Meanwhile, Culpepper and Studer (2006:39) stated that there are three types of reading, they are:

1. Skimming

It is a way to look for over written material and get a general idea of what it is about without reading the details. This is also fastest type of reading because in skimming, the readers read titles or headings, subtitles or subheadings, and topic sentences as they look over page. They also note any words or terms that are bolded since they are obviously important. Noticing any illustration, charts, or graphs is also helpful. If they have some difficult material to read, skimming it first will give them an idea of what the material is about. It also gives them an overview of the topic which is helpful before they read more carefully.

2. Scanning

It is the next level of reading. This is a technique that the readers use when they are trying to find a particular piece of information on a page. Moving quickly across the lines and down the page, their eyes will pick up the key word or phrase that they are looking for. When they see it, they stop and read more slowly to get the information they need. If they answering question at the end of a chapter in one of their textbooks, they might need to look back in the chapter for something like a date or name. Scanning is useful to help them to find specific pieces of information in written materials.

3. In – depth Reading

It is type of reading that the readers should do when they are reading difficult materials. When they read a chapter in a science book that covers totally new materials, they need to read it very carefully in order to understand the concepts in the material. In-depth reading helps them focus on details, processes, and concepts. As they read, they think about and notice the main ideas and subordinate ideas in the material.

Reading Comprehension

According to Grabe and Stoller (2002:17-19), Reading comprehension is the ability to understand information in a text and interpret the information appropriately. The readers provide a fairly accurate account of the processes required for fluent reading. Reading is always purposeful not only in the sense that the readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read a given text triggered by some individual purpose of the task. Reading is also a *comprehending* process.

According to J. Oakhil, Cain and Elbro (2015), Reading comprehension is important, not just for understanding text, but

for broader learning, success in education and employment. Reading comprehension is a complex task, which requires the consideration of many different cognitive skills and abilities. Reading comprehension is necessarily dependent on at least adequate word reading : readers cannot understand a whole text if they cannot identify (decode) the words in that text. Likewise, good reading comprehension will depend on good language words in that text. The point of The Simple View of Reading Comprehension is that variation in reading ability can be captured (simply) in only two components : word reading (decoding) and language comprehension.

Hortatory Exposition

Hortatory Exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done (Intelanguage, 2008:161). In other words, this text can be called as argumentation. Hortatory Exposition text can be found in scientific books, journals, magazines, newspaper, articles, academic speech or lectures, and research report.

Hortatory exposition is designed to persuade people to do something (Zang, 2006:297). Priyana, Riandi, and Mumpuni (2008:132) state that hortatory exposition texts is text to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of the argumentation.

The Social Function

Every genre has a social function. The social function of Hortatory Exposition text is to persuade the readers or listeners that something should or should not be the case or happen done (Interlanguage, 2008:161).

The Generic Structures

Generic structure is important part of genre. According to Monitha (2014:2), the generic structure of Hortatory Exposition text usually has three components :

1. Thesis, it is a statement or announcement of issue concern.
2. Arguments, it shows reasons for concern that will lead to recommendation.
3. Recommendation, it includes statement of what should or should not happen or be done based on the given arguments.

The Language Features

Every genre has also language features. It determines what kind of text recognized. According to Mark and Kathy Anderson (1998:124), there are three language features of Hortatory Exposition text, as follows :

- a. the use of words that show the author's attitude (modality).
- b. the use of words that express feelings (emotive words).
- c. the use of words to link cause and effect.

While Monitha (2014:2) stated there are five language features of Hortatory Exposition text, they are :

- a. Focusses on generic human and non human participants,
- b. Uses mental processes. It is used to stated what researcher or speaker thinks or feels about something. For example : realize, feel etc.
- c. It often needs material processes.
- d. It is used to state what happens, e.g. has polluted.... etc,
- e. It usually uses Present Tense and passive voice,
- f. Enumeration is sometimes necessary to show the list of given arguments: firstly, secondly, and finally.

Sudarwati and Grace (2006:204) mention that the language features of hortatory exposition are :

- a. The use of qualify statements (e.g: *usual, probably*)
- b. The use of words that link arguments (e.g: *firstly, secondly, however, on the other hand, therefore*)
- c. The use of compound and complex sentence
- d. The use of modal and adverbs (e.g: *can, may, certainly, get, stop*)

Cooperative Integrated Reading and Composition (CIRC)

According to Robert E. Slavin (2009:16) on his book entitled *Cooperative Learning Teori, Riset dan Praktik*, one of Cooperative Learning Technique is Cooperative Integrated Reading and Composition (CIRC); cooperative technique which comprehensive and complete for reading and writing learning on Elementary School, Junior High School, and Senior High School. (Yusron, 2008).

According to Mubarak, Effendi and Sofiana (2016:29), CIRC is a kind of integrated method which can be used by students in learning reading and writing. In this method, students are viewed as independent learner in their learning and should responsible in teaching and learning process.

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading and writing in the upper elementary grades. Students work in four-member cooperative learning terms. They engage in a series of activities with one another, including reading to one another, making predictions about how the stories will come out, summarizing stories to one another, writing responses to stories, and practicing spelling, decoding, and vocabulary. There are

some steps of Cooperative Integrated Reading and Composition (CIRC), they are :

1. Making groups 4-5 members heterogeneously. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. The teacher gives text/passage based on the topic learning.
3. Students read it and find the main idea and gives responses on the text/passage and write it on a paper.
4. The groups give presentation/read the result.
5. The teacher makes conclusion.
6. Closing.

Cooperative Integrated Reading and Composition (CIRC) technique has several advantages, they are :

1. CIRC make the students active and give their own response.

CIRC can practice the students to be able to cooperate and appreciate someone's opinion..

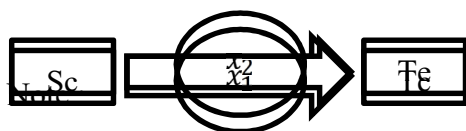
METHOD

According to Mubarak (2015: 38) Population is a unit of the subject that has certain qualities and characteristics which are studied by the researchers then be deduced. The population of the research was the whole students of eleventh class of MA Darul Hikmah which consists four classes. They were class XI-science has 34 students, XI-social 1 has 34 students, XI-social 2 has 32 students and XI-social 3 has 26 students. Based on encyclopedia of educational evaluation which is quoted by Arikunto (2002: 108), Population is set (or collection) of all elements processing one or more attributes of interest. However, if they want to deal with part of elements, it is called sample research (Arikunto, 1998: 130). In this research, the writer should determine the population and then selected a sample. A

good sample was the one that becomes the representatives of the population. Therefore, representative of sample determines the validity of the generalization (Arikunto, 1998:132). The writer took the class XI-science and XI-social 1 as a sample. The students of XI-science as the experimental group and XI-social 1 as the control group, so the total of the sample was 68 students. In this research, the writer used cluster random sampling that every subject have the same chance to become her sampling. The writer selected the sample randomly through lottery because the sample would not take individual's but class. In this research include true-experimental research. It used only post-test control group design. Both of experimental group and control group without using pre-test. It is only uses post test of experimental group and control group to find out the difference between those groups.

True Experimental Design

According to Ali (1984: 141-142) the experimental design without pre-test by using control group as follows :



Se : Sample of Experimental Group / Experimental Class

Sc : Sample of Control Group / Control Class

Te : Post- test for Experimental Group

Tc : Post- test for Control Group

X_1 : Treatment for Experimental Group (CIRC Technique)

X_2 : Treatment for Control Group (Three Phase Technique)

In this research, the students in the experimental class were taught by using Cooperative Integrated Reading and Composition (CIRC) technique. The students in the controlled class taught without using

Cooperative Integrated Reading and Composition (CIRC) technique. The research was done in four meetings including giving treatment and posttest. The accurateness of the data in the research measure with an instrument. In this research, the writer use a test to get the data. The kind of test that is used is objective test which in form a multiple choice test. The students will give 35 questions of multiple choices and the time allotment is 90 minutes. Multiple choice question mean the type of question which gives the most accurate information and it saves time as the respondents don't have to give complete answer. However, before the test items is tested to the students. The writer have to measure their validity and reliability to get the accurate data. A good test ia a test which appropriate.

$$r_x = \frac{N\Sigma X - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Explanation :

r_x = the correlation of X variable and Y variable

X = the score of odd number

Y = the score of even number

N = the number of respondents

ΣX = the sum of X scores

ΣY = the sum of Y scores

ΣX = the sum of the result of X and Y score for each students

ΣX^2 = the sum of X squared

ΣY^2 = the sum of Y squared

After obtaining the whole result, this may be conclude by the application of the "Spearman Brown" (Guilford, 1956:145) formula :

$$r_1 = \frac{2r_x}{1+r_x}$$

Explanation :

r_{11} = the obtained reliability of entire test

r_x = the obtained reliability of half test
Then, the criteria of reliability value are as follow :

$r = 0,00 - 0,20$ not reliable

$r = 0,21 - 0,40$ low reliability

$r = 0,41 - 0,60$ sufficient reliability

$r = 0,61 - 0,80$ high reliability

$r = 0,81 - 1,00$ perfect reliability

The data had been analyzed by using statistical calculation through t-test formula in manual calculation, Microsoft Excel, and SPSS (Statistical Product and Statistic Solution). The gathered the data were used to examine and find out the significant difference of student's achievement in experimental class and control class. The formula t-test as follow (Sudijono, 2006:314):

$$t_0 = \frac{M_1 - M_2}{S_{M_1 - M_2}}$$

Note :

M_1 = Mean of Variable X (experimental group)

M_2 = Mean of Variable Y (control group)

SE = Standard Error

There are several stages taken to get the calculation of t-test, it can be seen as follow :

- a. Determining Mean of Variable X, with formula :

$$M_x = \frac{\sum X}{N_1}$$

- b. Determining Mean of variable Y, with formula :

$$M_y = \frac{\sum Y}{N_2}$$

- c. Determining of Standard Deviation score of variable X, with formula:

$$SD_1 = \sqrt{\frac{\sum X^2}{N_1}}$$

- d. Determining Standard of Deviation score of variable Y, with formula:

$$SD_2 = \sqrt{\frac{\sum Y^2}{N_2}}$$

- e. Determining Standard Error Mean of variable X, with formula:

$$SE_{M_1} = \frac{S_1}{\sqrt{N_1 - 1}}$$

- f. Determining Standard Error Mean of variable Y, with formula:

$$SE_{M_2} = \frac{S_2}{\sqrt{N_2 - 1}}$$

- g. Determining Standard Error of different Mean of variable X and Mean of variable Y, with formula:

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$$

- h. Determining t_0 , with formula:

$$t_0 = \frac{M_1 - M_2}{S_{M_1 - M_2}}$$

- i. Determining Degrees of Freedom (df), with formula:

$$df = (N_1 + N_2) - 2$$

FINDING AND DISCUSSION

In this section, the writer explained the interpretation of the research finding and summarized the hypothesis. The research was held to answer the problem whether the use of Cooperative Integrated Reading and Composition (CIRC) technique is effective to teach reading comprehension on hortatory exposition text of the eleventh grade students of MA Darul Hikmah Menganti Kedung Jepara academic year 2017/2018. In order to answer this question the writer states the Alternative Hypothesis (H_a) and the Null Hypothesis (H_o) as follow :

- a. The Null Hypothesis (H_o): there is no significant difference between students who are taught by using CIRC technique in teaching reading comprehension on hortatory exposition text than the

students who are taught by using Three Phase technique.

- b. The Alternative Hypothesis (Ha): there is a significant difference between students who are taught by using CIRC technique in teaching reading comprehension on hortatory exposition text than the students who are taught by using Three Phase technique.

To prove the hypothesis, the data in experimental and control group is calculated by using t-test formula with assumption as follows :

1. If $t_o > t_{ti}$, The Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. It was means that CIRC technique is effective in teaching reading comprehension.
2. If $t_o < t_{ti}$, The Null Hypothesis (Ho) was accepted and the Alternative Hypothesis (Ha) was rejected. It was means that CIRC technique was not effective in teaching reading comprehension.

According to the analysis of the result above, there was a significant difference between the post-test score in the experimental and control group. Both of t-test result by using SPSS and manual formula were the same, although there was little difference in any digit the behind comma. The result of calculation of t-test the writer got the data as follow: $M_x = 82.35$, $M_y = 71.35$, $SD_x = 10.18$ in manual calculation and $SD_x = 10.33$ in SPSS calculation, $SD_y = 5.84$ in manual calculation and $SD_y = 5.93$ in SPSS calculation, $SE_{M_x} = 1.77$, $SE_{M_y} = 1.02$, $SE_{M_x - M_y} = 2.04$, $t_{table} = 1.99$, $t_{66} = 5.39$.

The result of the data that the t-test was higher than t-table ($5.39 > 1.99$). It can be said that there is significant difference teaching reading comprehension on hortatory exposition text taught by using Cooperative

Integrated Reading and Composition technique than teaching reading comprehension on hortatory exposition text taught by using three phase technique.

According to data above, the result of students posttest further in each class awas calculating by using t-test. The steps of calculation are as follow :

- a. The mean of variable X

$$\begin{aligned} M_x &= \frac{\sum X}{N_1} \\ &= \frac{2.8}{3} \\ &= 82.35 \end{aligned}$$

- b. The mean of variable Y

$$\begin{aligned} M_y &= \frac{\sum Y}{N_2} \\ &= \frac{2}{3} \\ &= 71.35 \end{aligned}$$

- c. Determining standard of deviation score of variable X

$$\begin{aligned} SD_x &= \sqrt{\frac{\sum X^2}{N_1}} \\ &= \sqrt{\frac{3}{3}} \\ &= 10.18 \end{aligned}$$

- d. Determining standard of deviation score of variable Y

$$\begin{aligned} SD_y &= \sqrt{\frac{\sum Y^2}{N_2}} \\ &= \sqrt{\frac{1}{3}} \\ &= 5.84 \end{aligned}$$

- e. Determining Standard Error Mean of variable X, with formula:

$$\begin{aligned} SE_{M_x} &= \frac{SD_1}{\sqrt{N_1 - 1}} \\ &= \frac{SD_1}{\sqrt{N_1 - 1}} \\ &= \frac{10.18}{\sqrt{34 - 1}} \end{aligned}$$

$$= \frac{10.18}{\sqrt{33}}$$

$$= 1.77$$

- f. Determining Standard Error Mean of variable Y, with formula:

$$SE_y = \frac{SD_2}{\sqrt{N_2-1}}$$

$$= \frac{5.84}{\sqrt{34-1}}$$

$$= \frac{5.84}{\sqrt{33}}$$

$$= 1.02$$

- g. Determining standard error of different mean of variable X and mean of variable Y, with formula :

$$SE_{M_x-M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2}$$

$$= \sqrt{(1.77)^2 + (1.02)^2}$$

$$= \sqrt{3.1329 + 1.0404}$$

$$= \sqrt{4.1733}$$

$$= 2.04$$

- h. Determining t_0 , with formula :

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

$$= \frac{82.35 - 71.35}{2.04}$$

$$= \frac{11}{2.04}$$

$$t_0 = 5.39$$

- i. Determining Degrees of Freedom (df), with formula:

$$df = (N_1 + N_2) - 2$$

$$= (34 + 34) - 2$$

$$= 68 - 2$$

$$df = 66$$

Group Statistics

	students	N	Mean	Std. Deviation	Std. Error Mean
Post test	experiment group	34	82.3529	10.33348	1.77218
	control group	34	71.3529	5.92827	1.01669

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post test	Equal variances assumed	11.879	.001	5.384	66	.000	11.00000	2.04310	6.92081	15.07919
	Equal variances not assumed			5.384	52.599	.000	11.00000	2.04310	6.90133	15.09867

From the table 4.8, we know that CIRC technique gave significant differences between the student's reading comprehension on Hortatory Exposition text of the eleventh grade students of MA Darul Hikmah Kedung Jepara academic year 2017/2018 taught by using cooperative integrated reading and composition (CIRC) technique and those who are taught by using three phase technique. The t-observation ($t_{\text{observation}}$) is $5.39 > t\text{-table}$ (1.99) in level of significance 5%. Therefore the null hypothesis was rejected and the alternative hypothesis was accepted. It means that there is significance difference between the student's reading comprehension on Hortatory Exposition text of the Eleventh Grade Students of MA Darul Hikmah Menganti Kedung Jepara Academic Year 2017/2018 taught by using Cooperative Integrated Reading and Composition (CIRC) technique and those who are taught by using Three Phase technique.

From the result above, the writer has opinion that teaching reading comprehension by using Cooperative Integrated Reading and Composition technique was effective.

CONCLUSION

The result of this research is in the level significance 5% and degree of freedom (df) = $N_1 + N_2 - 2 = 66$, there is significant difference between the student's reading

comprehension on hortatory exposition text by using Cooperative Integrated Reading and Composition (CIRC) technique and those who are taught by using Three Phase technique. It based on the calculating data by using t-test formula, it found that t-observation (t_o) is higher than t-table ($5.84 > 1.99$). in addition, the mean of student's reading comprehension on Hortatory Exposition text of the eleventh grade students of MA Darul Hikmah taught by using CIRC technique (82.35) is higher than the mean of student's reading comprehension on hortatory exposition text taught by using Three Phase technique (71.35). The result of t-test (5.39) is higher than t-table (1.99) at the significant level 5%. It mean that the Null Hypothesis (H_o) is rejected and the Alternative Hypothesis (H_a) is accepted.

Beside that, teaching reading by using CIRC technique is effective and more interested than Three Phase technique. In application of CIRC technique, the students can build their team work, responsibility and how to cooperate with each others and the teacher becomes facilitator for the students. In application of three phase technique, the students difficult to develop their idea and understand the material because in three phase technique, the teacher dominates in teaching learning process. In fact, students are bored during teaching learning process.

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