THE EFFECTIVENESS OF CIRC TO TEACH READING VIEWED FROM STUDENTS' MOTIVATION

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Abstrak: *Penelitian ini betujuan untuk mengetahui: (i) metode manakah yang lebih efektif untuk pengajaran keterampilan membaca, CIRC atau Lecture method, (ii) dalam aspek keterampilan membaca, manakah yang lebih baik antara siswa dengan motivasi tinggi dan rendah, dan (iii) interaksi antara metode CIRC dan Lecture method terhadap motivasi siswa dalam pembelajaran membaca. Penelitian ini menggunakan pendekatan eksperimental dengan subyek siswa kelas X SMKN Kawedana yang terdiri dari kelas A dan B. Masing-masing kelas terdiri dari 30 siswa. Kelas B merupakan kelas eksperimen yang diajar menggunakan CIRC, sedangkan kelas A merupakan kelas kontrol yang diajar menggunakan Lecture method. Data diperoleh dari hasil tes dan berupa data kuantitatif dan dianalisa menggunakan ANOVA. Hasil yang diperoleh menunjukkan: (i) CIRC lebih efektif dibanding Lecture method, (ii) keterampilan membaca siswa dengan motivasi tinggi lebih baik dibanding siswa dengan motivasi rendah, dan (iii) tidak ada interaksi antara metode pembelajaran dan motivasi siswa. Dari hasil penelitian dapat disimpulkan bahwa CIRC efektif untuk meningkatkan keterampilan membaca siswa.*

Kata Kunci: *CIRC, Lecture Method, Motivation, Reading Skill*

Abstract: *This research is aimed to find out: (1) whether CIRC or Lecture method is effective for teaching reading, (2) which ones have better skill in reading, the students having high motivation or low motivation; and (3) whether there is an interaction between methods and students' motivation in teaching reading. The research method was experimental and the subject was the students of the first grade of SMK 1 Kawedanan, including A and B, which consisted of 30 students of each. The first grade B was the experimental class, taught using CIRC and the first grade A was the control class, taught using Lecture Method. The data were in the form of quantitative, taken from a test, and then analysed by using ANOVA. The research results were: (1) The CIRC was more effective than Lecture method to teach reading; (2) The reading skill achievement of the students having high motivation was better than that of those having low motivation; and (3) There was no interaction between teaching methods and students' motivation. Based on these research findings, it can be concluded that CIRC was an effective method to improve the students' reading skill.*

Keywords: *CIRC, Keterampilan Membaca, Lecture Method, Motivation*

INTRODUCTION

Reading comes as an imperative start of learning activity. Reading facilitates the readers to learn something from the text they read. According to Bernhardt in Urquhart and Weir (1998: 8), cognitive skills in reading covered several numbers of competences. Based on the statement, it can be concluded that reading improves the cognitive skills while the cognitive skills improvement facilitate to the progress of the other several competences.

Reading is the eye of knowledge. It can be interpreted that reading opens more opportunities to gain any information needed by readers. The competence of reading provides ones chance to get the wider range of information from the text. This happens in Indonesian graduate students of high or vocational schools, whom several said, *"Artikel dan bahan dari internet yang kami dapatkan selama sekolah kebanyakan di tulis dalam bahasa inggris."* Students such as the readers of many kinds of text need also the reading competence. Especially reading English text, students need to understand more about it. In SMK 1 Kawedanan, a vocational school, the education institutions concerning about the development of the students' life skills, like English. Moreover, English can develop themselves to receive information from several sources. Additionally, reading is one of language skills which support the development of life skills (Hedge, 2003: 209). It means that reading has a role as a subject matter to the students' reading competence that provides opportunities to study language further, and supports the development of their life skills as well.

English is delivered by English teachers as one of the school subjects, while reading is a competence in the body of English. In other words, reading is a part of English competences conducted in SMK 1 Kawedanan. English has been being delivered for more than ten years. English has been one of the main subjects which is included in the materials of National Examination. Because of it, students are hoped can fulfill the some indicators of reading. They are able finding the main ideas, supporting details, and recognizing the relationship between the main idea and their expansion (example, specific points, elaboration, etc).

As one of the ways of language learning, reading enables students not only to obtain information from various resources but also enables students to learn language. In the same idea, Harmer (1998:68) states, "Reading also provides opportunities to study language: vocabulary, grammar, punctuation and the way construct sentences,

paragraphs and text." In this way, students such as the reader get involves in the text which will enlarge their knowledge related to vocabulary, grammar, the way of constructing sentences, paragraphs, essays, or other textual forms.

Reading process involves readers' language knowledge. In other words, language knowledge has a role on their reading activity which is connected to the students' reading competence. This is in line with Hedge (2003: 192), who states, "Language knowledge enables readers to work on the text." It means that readers recognize the words, grammatical structures, and other linguistic features. In other words, readers have knowledge of language structure and can recognize a wide range of vocabularies automatically. Furthermore, Hedge (2003: 190) states, "Certain words or phrases in the text or in the materials surrounding the text will activate prior knowledge of some kind in the mind of the reader." It means that every reader like student has knowledge deep inside their mind; even they do not realize that they have the knowledge. In the reading text consisting words or phrases here have a chance to activate their prior knowledge.

Besides the good way of thinking like recognizing, finding, and recalling specific details with looking carefully at a text. Teaching and learning process which is oriented for achieving certain students' motivation should pay attention to the students needs. Students will be motivated in learning English, especially for reading if the teacher creates the different atmosphere of the class. Students' motivation is related to the methods and techniques used by the teacher in teaching and learning process. Nearly all the teachers usually use the Lecture method in teaching English, especially in teaching reading.

Students SMK 1 Kawedanan have several problems which can be elaborated into several points. Having put a deep-sight upon the points, the problems closely related to their language knowledge and their motivation in reading learning process.

The first problem is related to the students' language knowledge. In addition, the students' reading knowledge about English still focuses on the words or text rather than the reading goal. They can consciously or unconsciously forget what their reading goals. In the same line of this, River and Temperley (in Hedge, 2003: 195) say that:

> "Reading activity, from the beginning, should have some purposes and we should concentrate on the normal purposes of reading. The purposes as follows: to get information; to respond to curiosity about a topic; to follow instructions to

> perform a task; for pleasure, amusement, and personal enjoyment; to keep in touch with friends and colleagues; to know what is happening in the world; and to find out when and where things are."

In reading activity, it should have certain purposes while the reading text contains some materials for the readers. For English as a school subject, the purpose of reading is to perform a task which is expected to develop their competence on reading but they still have little understanding about vocabularies, main idea, and content of the text. Whereas, the purpose of reading can be real-life ones for language learners because English is part of their environment, or because they have immediate needs such as studying in English or using it in professional life.

The second problem is related to the students' reading motivation. Some of the students are lack of reading motivation. In this study, it is explained how to make students not to get bored in the reading activity. It can be used to increase the students' reading competence. There are many kinds of methods or technics to gain the objective in teaching learning process, especially in teaching reading. As parts of teaching method, Cooperative Integrated Reading and Composition (CIRC) is used in the teaching reading. The Cooperative Integrated Reading and Composition (CIRC) method is related to Cooperative Learning. In the process, the students have more active in learning process.

Therefore, this research is aimed to find out: (i) whether CIRC or Lecture method is effective for teaching reading, (2) which ones have better skill in reading, the students having high motivation or low motivation; and (3) whether there is an interaction between methods and students' motivation in teaching reading.

METHOD

This research took place at SMK 1 Kawedanan, East Java Province. This research was done at the second semester (class X) in academic year 2013/2014. It was implemented according to the school's daily schedule. The experimental study was used in this research. The treatment used in this research is independent variable: CIRC method was in experimental group and lecture method was used for control group.

The population in this research was all the X grade students and/or eight classes. The samples in this research were accounting 1 for experimental group and secretary 1

was used for control group of X grade. Cluster random sampling was used to take sample in this research. It was used to find out two classes for implementing CIRC and lecture method. Accounting 1 is taught by using CIRC for experimental group and Secretary 1 is taught by using lecture method for control group. Both accounting 1 and secretary 1 have the same achievement from the result of their first semester.

This research used three variables; two independent variables and one dependent variable. The first independent variable 1 ($_1X$) was the implementation of CIRC method and Lecture method. The second independent variable 2 ($_2X$) was students' motivation in learning English, and the dependent variable (Y) was students' competence reading.

It was an experimental research by using factorial design 2 x 2 with ANOVA analysis. The research design is as follows:

Method Motivation	STAD ($_1B$)	Lecture method ($_2B$)
High($_1A$)	A_1B_1	A_1B_2
Low($_2A$)	A_2B_1	A_2B_2
	$_1B$	$_2B$

Notes: A_1B_1 : The mean score of students having High Motivation (HM) who are taught using CIRC method.
A_2B_1 : The mean score of students having Low Motivation (LM) who are taught using CIRC method.
A_1B_2 : The mean score of students having High Motivation (HM) who are taught using Lecture method.
A_2B_2 : The mean score of students having Low Motivation (LM) who are taught using Lecture method.
B_1 : The mean score of experimental group who is taught using CIRC method.
B_2 : The mean score of control group who is taught using Lecture method.

The data in this research were the results of reading test and the questionnaire of students' motivation in learning English. The multiple choice test was used to collect the data about students' competence in reading, and students' motivation score was gained after they answer the questionnaire.

Close ended questions are used in this research. Besides that, there are two types of motivations' questions used in this research, firstly, the question requires an answer, such as; strongly agree, agree, disagree, and strongly disagree. And secondly, the question requires an answer, such as; always, sometimes, rarely, and never. The first

type of question refers to the students' opinion and the second refers to their action or activity in learning English.

There were two types of data analysis in this research, those are: descriptive analysis and inferential analysis. Before analyzing the data by using inferential analysis, the normality and homogeneity test should be conducted. The normality test used Lilliefors test (Lo) and homogeneity used *chi* square.

1. Normality Test

The results of students' scores in reading test were analyzed using Lilliefors test (Lo), with the criteria if Lo<Lt, the data were in normal distribution.

2. Homogeneity Test

To test the homogeneity of the population variance, chisquare was used. If $_{2o}X$ is lower than $_{2t}X$, it can be concluded that the data were homogenous.

3. Hypothesis Testing

Testing the hypothesis in this research was done after getting the normality and homogeneity of the data by using ANOVA.

FINDINGS AND DISCUSSION

Research Findings

The data used for the research are in the form of scores which are obtained from the result of the student's motivation test and reading test. The score of the student's reading test in detail can be described as follows:

1. Scores of the students who are taught using CIRC (A_1).

Based on the calculation result of scores of the students who are taught using CIRC, the highest score achieved by students is 95 and the lowest one is 56. The range is 39, from the student's number (N) = 30. The number of class used is 6, and the class width (interval) used is 7. From the calculation result of statistics, the mean score ($\bar{X}$) achieved by students is 76.93, the mode score is 80, the median score is 78, and the standard deviation is 11.84.

The frequency distribution of scores of the students who are taught using CIRC on the whole can be seen in table 1.

Table 3.1: Frequency Distribution of Scores of A1

Class Limit	Class Boundaries	Midpoint	Tally	Frequency	Percentage

56 - 62	55.5 – 62.5	59	IIII	4	13.33
63 - 69	62.5 – 69.5	66	IIII	6	20.00
70 - 76	69.5 – 76.5	73	III	3	10.00
77 - 83	76.5 – 83.5	80	IIII	5	16.67
84 -90	83.5 – 90.5	87	IIII III	8	26.67
91 -97	90.5 – 97.5	94	IIII	4	13.33
				30	100.00

2. Scores of the students who are taught using Lecture Method (A2)

Based on the calculation result of scores of the students who are taught using Lecture Method, the highest score achieved by students is 90 and the lowest one is 50. The range is 40, from the student's number (N) =30. The number of class used is 6, and the class width (interval) used is 7. From the calculation result statistics, the mean score (X) achieved by students is 69.7 ,the mode score is 65.8, the median score is 68.5, and the standard deviation is11.55. The frequency distribution of scores of the students who are taught using direct instruction on the whole can be seen in table 2.

Table 3.2: Frequency Distribution of Scores of A2

Class Limit	**Class Boundaries**	**Midpoint**	**Tally**	**Frequency**	**Percentage**
50 - 56	49.5 – 56.5	53	IIII	4	13.33
57 - 63	56.5 – 63.5	60	IIII II	7	23.33
64 - 70	63.5 – 70.5	67	IIII I	6	20.00
71 - 77	70.5 – 77.5	74	IIII	4	13.33
78 - 84	77.5 – 84.5	81	IIII	5	16.67
85 - 91	84.5 – 91.5	88	IIII	4	13.33
				30	100

3. Scores of the students who are taught using CIRC and Lecture Method with High Motivation (B_1).

Based on the calculation result of scores of the students who are taught using CIRC and Lecture Method with High Motivation, the highest score achieved by students is 95 and the lowest one is 70. The range is 25, from the student's number(N) = 30. The number of class used is 6, and the class width (interval) used is 4. From the calculation result of statistics, the mean score (X) achieved by students is 83.43, the mode score is 81.5, the median score is 84.5, and the standard deviation is 9.4.

The frequency distribution of scores of the students who are taught using CIRC and Lecture Method with High Motivation on the whole can be seen in table 3.

Table 3.3: Frequency Distribution of Scores of B1

Class Limit	Class Boundaries	Midpoint	Tally	Frequency	Percentage
70 - 73	69.5 - 73.5	71.5	II	2	6.67
74 - 77	73.5 - 77.5	75.5	IIII	4	13.33
78 - 81	77.5 - 81.5	79.5	IIII I	6	20.00
82 - 85	81.5 - 85.5	83.5	IIII I	6	20.00
86 -89	85.5 - 89.5	87.5	IIII	5	16.67
90 -93	89.5 - 93.5	91.5	IIII	5	16.67
94-97	93.5 - 97.5	95.5	II	2	6.66
				30	100.00

4. Scores of the students who are taught using CIRC and Lecture Method with Low Motivation (B_2).

Based on the calculation result of scores of the students who are taught using CIRC and Lecture Method with Low Motivation, the highest score achieved by students is 78 and the lowest one is 50. The range is 28, from the student's number (N) = 30. The number of class used is 6, and the class width (interval) used is 5. From the calculation result of statistics, the mean score (X) achieved by students is 63.2, the mode score is 66.4, the median score is 63.5, and the standard deviation is 9.77.

The frequency distribution of scores of the students who are taught using CIRC on the whole can be seen in table 4.

Table 3.4: Frequency Distribution of Scores of B2

Class Limit	Class Boundaries	Midpoint	Tally	Frequency	Percentage
50 - 54	49.5 - 54.5	52	III	3	10.00
55 - 59	54.5 - 59.5	57	IIII II	7	23.33
60 - 64	59.5 - 64.5	62	IIII	5	16.67
65 - 69	64.5 - 69.5	67	IIII IIII	10	33.33
70 - 74	69.5 - 74.5	72	II	2	6.67
75 - 79	74.5 - 79.5	77	III	3	10.00
				30	100

5. Scores of the students who have high Motivation who are taught using CIRC (A_1B_1)

Based on the calculation result of scores of the students who have high motivation who are taught using CIRC, the highest score achieved by students is 95 and the lowest one is 78. The range is 17, from the student's number (N) =15. The number of class used is 5, while the class width (interval) used is 3. From the calculation result

of statistics, the mean score (X) achieved by students is 87.13 , the mode score is 98.5, the median score is 88, and the standard deviation is 5.53.

The frequency distribution of scores of the students who are taught using Team Anthologies on the whole can be seen in table 5.

Table 3.5: Frequency Distribution of Scores of (A1B1)

Class Limit	**Class Boundaries**	**Midpoint**	**Tally**	**Frequency**	**Percentage**
78 - 80	77.5 – 80.5	79	III	3	20.00
81 - 83	80.5 – 83.5	82	0	0	0.00
84 - 86	83.5 – 86.5	85	III	3	20.00
87 - 89	86.5 – 89.5	88	III	3	20.00
90 - 92	89.5 – 92.5	91	IIII	4	26.67
93 - 95	92.5 – 95.5	94	II	2	13.33
				15	100

6. Scores of the students who have low motivation who are taught using CIRC (A_1 B_2)

Based on the calculation result of scores of the students who have low motivation who are taught using CIRC, the highest score achieved by student is 78 and the lowest one is 56. The range is 22, from the student's number (N) =15. The number of class used is 5, while the class width (interval) used is 5. From the calculation result of statistics, the mean score (X) achieved by students is 66.73, the mode score is 72.5, the median score is 65, and the standard deviation is 69.3

The frequency distribution of scores of the students who have low motivation who are taught using CIRC on the whole can be seen in table 6.

Table 3.6: Frequency Distribution of Scores of (A1B2)

Class Limit	Class Boundaries	Midpoint	Tally	Frequency	Percentage
54 - 58	53.5 – 58.5	56	III	3	20.00
59 - 63	58.5 – 63.5	61	I	1	6.67
64 - 68	63.5 – 68.5	66	IIII I	6	40.00
69 - 73	68.5 – 73.5	71	II	2	13.33
74 - 78	73.5 – 78.5	76	III	3	20.00
				15	100

7. Scores of the students who have high motivation who are taught using Lecture Method (A_2B_1)

Based on the calculation result of scores of the students who have high motivation who are taught using Lecture Method, the highest score achieved by student

is 90 and the lowest one is 70. The range is 11, from the student's number (N) = 15. The number of class used is 7, while the class width (interval) used is 4. From the calculation result of statistics, the mean score (X) achieved by students is 79.73, the mode score is 79.5, the median score is 81,and the standard deviation is 6.47.

The frequency distribution of scores of the students who have high motivation who are taught using Lecture Method on the whole can be seen in table 7.

Table 3.7: Frequency Distribution of Scores of (A2B1)

Class Limit	Class Boundaries	Midpoint	Tally	Frequency	Percentage
70 - 73	70.5 – 73.5	71,5	II	2	13.33
74 - 77	73.5 – 77.5	75,5	IIII	4	26.67
78 - 81	77.5 – 81.5	79,5	III	3	20.00
82 - 85	81,5 - 85,5	83,5	III	3	20.00
86 - 89	85.5 – 89.5	87,5	II	2	13.33
90 - 93	89.5 – 93.5	91,5	I	1	6.67
				15	100

8. Scores of the students who have low motivation who are taught Lecture Method (A2B2)

Based on the calculation result of scores of the students who have low motivation who are taught using Lecture Method, the highest score achieved by student is 67 and the lowest one is 50. The range is 17, from the student's number (N) = 15. The number of class used is 5, while the class width (interval) used is 3. From the calculation result of statistics, the mean score (X) achieved by students is 59.6, the mode score is 59.25, the median score is 60, and the standard deviation is 5.49.

The frequency distribution of scores of the students who have low motivation who are taught Lecture Method on the whole can be seen in table 8.

Table 3.8: Frequency Distribution of Scores of A2B2

Class Limit	Class Boundaries	Midpoint	Tally	Frequency	Percentage
50 - 52	49.5 – 52.5	51	III	3	20.00
53 - 55	52.5 – 55.5	54	0	0	0.00
56 - 58	55.5 – 58.5	57	IIII	4	26.67
59 - 61	58.5 – 61.5	60	III	3	20.00
62 - 64	61.5 – 64.5	63	I	1	6.67
65 - 67	64.5 – 67.5	66	IIII	4	26.66
				15	100

B. Normality and Homogeneity Test

1. Normality Test

a. Normality test of scores of the students who are taught using CIRC (A1)

Based on the calculation result of scores of the students who are taught using CIRC, the highest value of L *o* is 0.1159 and L*t* = 0.1610 (Appendix 10). From the table of critical value of the test with the student's number (N) = 30 at the significance level α = 0.05, the score of L*t* is 0.1610. Because L*o* is lower than L*t* or L*o*(0.1159) < L*t* (0.1610), it can be concluded that the data are in normal distribution.

b. Normality test of scores of the students who are taught using Lecture Method (A2)

Based on the calculation result of scores of the students who are taught using Lecture Method, the highest value of L*o* is 0.1247 and L*t* = 0.1610. (Appendix 10). From the table of critical value of the test with the student's number (N) = 30 at the significance level α = 0.05, the score of L*t* is 0.1610. Because L *o* is lower than L*t* or L*o* (0.1247) < L*t* (0.1610), it can be concluded that the data are in normal distribution.

c. Normality test of scores of the students who are taught using CIRC and Lecture Method with High Motivation (B1)

Based on the calculation result of scores of the students who are taught using CIRC and Lecture Method with High Motivation, the highest value of L*o* is 0.0761 and L*t* = 0.1610. (Appendix 10). From the table of critical value of the test with the student's number (N) = 30 at the significance level α = 0.05, the score of L*t* is 0.1610. Because L *o* is lower than L*t* or L*o* (0.0761) < L*t* (0.1610), it can be concluded that the data are in normal distribution.

c. Normality test of scores of the students who are taught using CIRC and Lecture Method with High Motivation (B2)

Based on the calculation result of scores of the students who are taught using Lecture Method, the highest value of L*o* is 0.1145 and L*t* = 0.1610. (Appendix 10). From the table of critical value of the test with the student's number (N) = 30 at the significance level α = 0.05, the score of L*t* is 0.1610. Because L *o* is lower than L*t* or L*o* (0.1145) < L*t* (0.1610), it can be concluded that the data are in normal distribution.

d. Normality test of scores of the students who have high motivation who are taught using CIRC (A_1B_1)

Based on the calculation result of scores of the students who have high creativity who are taught using CIRC the highest value of L*o* is 0.1404 and L*t* = 0.2200. (Appendix 10). From the table of critical value of the test with the student's number (N) = 30 at the significance level α = 0.05, the score of L*t* is 0.2200. Because L*o* is lower than L*t* or L*o* (0.1404) < L*t*(0.2200), it can be concluded that the data are in normal distribution.

e. Normality test of scores of the students who have low motivation who are taught using CIRC (A_1B_2)

Based on the calculation result of scores of the students who have low creativity who are taught using CIRC the highest value of L *o* is 0.1693 and L*t* = 0.2200. (Appendix 10). From the table of critical value of the test with the student's number (N) = 30 at the significance level α = 0.05,the score of L*t* is 0.2200. Because L*o* is lower than L*t* or L*o* (0.1693) <L*t* (0.2200), it can be concluded that the data are in normal distribution.

f. Normality test of scores of the students who have high motivation who are taught using Lecture Method (A_2B_1)

Based on the calculation result of scores of the students who have high motivation who are taught using CIRC, the highest value of L*o* is 0.1661 and L*t*= 0.2200 (Appendix10). From the table of critical value of the test with the student's number (N) =15 at the significance level α = 0.05, the score of L*t* is0.2200. Because L*o*is lower than L*t* or L*o* (0.1661) < L*t* (0.2200), it can be concluded that the data are in normal distribution.

g. Normality test of scores of the students who have low motivation who are taught using Lecture Method (A_2B_2)

Based on the calculation result of scores of the students who have low motivation who are taught using CIRC, the highest value of L*o* is 0.1677 and L*t* = 0.2200 (Appendix10). From the table of critical value of the test with the student's number (N) =15 at the significance level α = 0.05, the score of L*t* = 0.2200.Because L*o* is lower than L*t* or L*o* (0.1677) < L*t* (0.2200), it can be concluded that the data are in normal distribution

Table 3.9 Summary of Normality Test

No	Normality Test	L*o*	L*t*	Criteria
A	(A_1)	0.1159	0.1610	Normal distribution

B	(A_2)	0.1247	0.1610	Normal distribution
C	(B_1)	0.1145	0.1610	Normal distribution
D	(B_2)	0.0761	0.1610	Normal distribution
E	(A_1B_1)	0.1404	0.2200	Normal distribution
F	(A_1B_2)	0.1693	0.2200	Normal distribution
G	(A_2B_1)	0.1661	0.2200	Normal distribution
H	(A_2B_2)	0.1677	0.2200	Normal distribution

2. Homogeneity Test

Table 3.10 Summary of Homogeneity Test

Sample	**df**	**1/(df)**	**(S_i)^2**	**⟦Log(S_i)⟧^2**	**⟦(df)Log(S_i)⟧^2**
1	14	0.0714286	28.1238	1.449074	20.2870
2	14	0.0714286	48.9238	1.68952	23.6533
3	14	0.0714286	34.4952	1.537759	21.5286
4	14	0.0714286	31.6666 7	1.500602	21.0084
Σ	56	**0.2857143**			86.477
(X_*O*)^2	**1.2473**		**(X_*t*)^2**	**7.815**	

Homogeneity test is conducted to know whether data are homogeneous or not. The data can be said homogeneous if X_o^2 is lower than $X_t^2(0.05)$. Based on the result of homogeneity test, the score of X_o^2 is 1.2473 (Appendix 11). From the table of Chi-Square distribution with the total of group of 3 at the significance level α = 0.05, the score of $X_t^2 0.95(3)$ is 7.815. Because X_o^2 (1.2473) is lower than $X_t^2 0.95(3)$(7.815), it can be concluded that the data are homogeneous.

C. Testing Hypothesis

Table 3.11 Summary of 2x2 Multifactor Analysis of Variance

Source of variance	**SS**	**df**	**MS**	**F_o**	**$F_{t(0.5)}$**
Between columns (stress)	784.79	1	784.79	21.92	4.08
Between rows (task)	6140.82	1	6140.82	171.52	
Columns by rows (interaction)	1.03	1	1.03	0.34	
Between groups	6926.04	3	2308.68		
Within groups	2004.86	56	35.80		
Total	8930.9	59			

From the computation result of ANOVA test, it can be concluded that:

1. The score of F*o* between columns is 21.92, and the score of F*t* at the level of significance α = 0.05 is 4.08. Because F*o*> F*t* or F*o*(21.92) is higher than F*t* (4.08), the difference between columns is significant. The null hypothesis which states that

there is no significant difference in writings kill between the students who are taught by using CIRC and students who are taught by using Lecture method is rejected. Thus, it can be concluded that there is significant difference on the student's reading skill between those who are taught using CIRC and those who are taught using Lecture Method. Based on the calculation result, the mean score (X) of the students who are taught using CIRC(76.93) is higher than those who are taught using Lecture Method(69.7). It can be concluded that the students who are taught using CIRC is more effective than Lecture Method.

2. The score of F*o* between rows is 171.52, while the score of F*t* at the level of significance α = 0.05 is 4.08. Because F*o*> F*t* (0.05) or F*o*171.52 is higher than F*t* (4.08), the difference between rows is significant. The null hypothesis which states that there is no significant difference in reading skill between the students who have low level of motivation and students who have high level of motivation is rejected. Thus, it can be concluded that there is a significant difference on the student's reading skill between those who have high motivation and those who have low creativity. Based on the calculation result, the mean score (X) of the students who have high motivation (87.13) is higher than the mean score of those who have low motivation (66.73). It can be concluded that the students who have high motivation have better reading skill than those who have low motivation.

3. The score of F*o* columns by rows is 0.34, and the score of F*t* at the level of significance α = 0.05 is 4.08. Because F*o*< F*t* (0.05) or F*o*0.34 is lower than F*t* (4.08), there is no an interaction between the two variables, student's motivation and teaching methods. The null hypothesis which states that there is no interaction between teaching methods and students' motivation in reading is accepted. It means that the effect of teaching methods on the student's reading skill does not depend on the student's motivation level.

Discussion

Based on the calculation result of testing hypothesis, it can be explained as follows:

1. CIRC is more effective than Lecture Method in teaching reading.

The result of first hypothesis test shows that CIRC is more effective than Lecture Method to teach reading for the first grade of SMKN I Kawedanan. It can be known from a significant difference on the student's reading skill between those who are taught using CIRC and those who are taught using Lecture Method. It can be proved from the score result of F*o*> F*t* or F*o* (21.92) is higher than F*t* (4.08). The result of analysis shows that the mean score ($\bar{X}$) of the students who are taught using CIRC (76.93) is higher than those who are taught using Lecture Method (69.7). Thus, it can be concluded that the students who are taught using CIRC have better reading skill than those who are taught using Lecture Method. It means that the students who are taught using CIRC have better reading skill than those who are taught using Lecture Method.

The use of CIRC in teaching reading gives the students good way how they explore their idea for getting reading ability well. The students are asked to look for much information of the topic. CIRC is method with collecting some of literary works. Furthermore, it gives the students' opportunity to begin to read as they want freely. By presenting variety of different main sources, then, it is easier to find something that will attract the learner and may even encourage further reading for. Moreover, students who are taught using CIRC feel that they are learning a real language which is alive. Some are motivated when they come to know information about the topic. They learn how to select, generate, develop, and arrange the ideas that they have gotten from the sources. After getting the good sources, they can begin reading more easily. It can be said that CIRC helps the learners in developing their idea. Thegoal of CIRC is to develop students reading skill through team activity in determining the best sources.

On the other hand, according to Swanson and Torraco in Sullivian and McIntos (1996:2), "The lecture method was established formally centuries ago as a teaching process that began with a literal reading of important passages from the text by the master, followed by the master's interpretation of the text. Students were expected to sit, listen and take notes". The statement above explains that lecture method is the teaching process with the students doing monotonous activity such as sitting, listening and taking notes. Sullivian and McIntosh (1996) observe that lecturing is frequently a one-way process unaccompanied by discussion, questioning or immediate practice, which makes it a poor teaching method. Because of it, lecture method is named traditional method which does not assume that students will develop ideas on their own. Instead, it takes

learners through the steps of learning systematically, helps them see both the purpose and the result of each step. When teachers explain exactly what students are expected to learn, and demonstrate the steps needed to accomplish a particular academic task, students are likely to use their time more effectively and to learn more. Consequently, the students begin freely to write in learning activities. The students tend to receive what teacher has given previously. They are discouraged to learn, they are not interested in the lesson. The condition, certainly, can cause the students to be bored and hard to think. It can also make students become strongly depend on the teacher explanation of writing process. As a result, the student's competent will be low.

2. The students who have high motivation have better reading skill than those who have low motivation.

The result of second hypothesis test shows that the score of F*o* between rows is 171.52, while the score of F*t* at the level of significance α =0.05 is 4.08. Because F*o*> F*t* (0.05) or F*o*171.52 is higher than F*t* (4.08), the difference between rows is significant. Thus, it can be concluded that there is a significant difference on the student's reading skill between those who have high motivation and those who have low motivation.

Based on the calculation result, the mean score ($\overline{X}$) of the students who have high motivation(83.4) is higher than those who have low creativity (63.2). Thus, it can be concluded that the first grade students of SMKN I Kawedanan with high motivation have better reading ability than with low motivation.

Based on this research, it is revealed that creativity plays an important role in helping students express their ideas in the written form especially in the form of descriptive essays. From the data analyses, it is shown that students with high motivation are able to show better competence in expressing their ideas in descriptive essay. It is because their motivation helps them to choose, select, analyze, and apply the most effective, efficient, and persuasive ways in description. The students with high level of creativity are able to involve both mental and social processes in order to yield newly developed ideas to convey and share. On the other way around, the students with low level of motivation will just write what he sees, reads, and listens without being able to think what is beyond.

They are unable to come up with their own fresh ideas and opinions when learning. These are some of the reasons why their reading scores are less than those

having high motivation. Their low creativity makes them unable to express their ideas better. This can be seen from the results of their reading competence in which the scores of both control and experimental classes are lower than those of having high level of motivation from both classes given treatment.

3. There is no an interaction between teaching method and students' motivation.

The result of third hypothesis test shows that there is no interaction between the two variables, teaching methods and students' motivation to teach reading in the first grade of SMKN I Kawedanan. The result of the score of F_o columns by rows is 0.028, and the score of F*t* at the level of significance $\alpha = 0.05$ is4.08. Because F*o*< F*t* (0.05) or F*o*0.028 is lower than F*t* (4.08), there is no interaction between the two variables, students' motivation and teaching methods. It means that the effect of teaching method on the students' reading ability does not depend on the students' motivation.

The difference between high and low motivation for CIRC is the same as difference between high and low motivation for Lecture Method. Furthermore, the result shows that the effect of teaching method does not depend on high and low motivation. The methods and the students' creativity are not operating together. McMillan (1992:183) states that an important aspect in interpreting result interaction is because of possible interaction, what may not be true for a total group may not be true for certain subject population. It means that interaction is important for the possible result interaction. If the result interaction shows there is no interaction, the result of the study is also accepted. Such as, there is no interaction between teaching method and the students' creativity. It happens because the effect of teaching method on the students' reading ability does not depend on the students' motivation.

CONCLUSION

The result of this study shows that CIRC is able to give better result in English reading skill than Lecture method. It implies that CIRC is appropriately used in teaching The result of the study shows that students who are have high motivation have better English reading skill than students who have low motivation. Students who have high motivation have awareness that English reading skill is important. It is not only for getting good score but also for achieving good English reading skill that is useful for their future.

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