THE EFFECT OF CIRC STRATEGY AND ACHIEVEMENT MOTIVATION TOWARD STUDENTS' READING COMPREHENSION

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ABSTRACT

The aim of this study is to investigate (1) whether there is a difference in the reading comprehension between students who are taught by using CIRC strategy and those taught by using the conventional strategy; (2) an interactional effect between the reading strategy applied and achievement motivation toward students' reading comprehension; (3) a difference in reading comprehension between students with high achievement motivation who are taught by using CIRC strategy and those taught by using the conventional strategy; and (4) a difference in reading comprehension between students with low achievement motivation who are taught by using CIRC strategy and those taught by using the conventional strategy. The study administrated a 2X2 factorial design, which 175 students were involved as the sample. The data were collected by using questionnaire and a reading test then analyzed by Two-way ANOVA. The result indicates that (1) there is a significant difference in reading comprehension between the students who are taught by using CIRC strategy and those taught by using the conventional strategy; (2) there is an effect of the interaction between the teaching strategy applied and students' achievement motivation toward their reading comprehension; (3) there is a significant difference in reading comprehension between students with high achievement motivation who are taught by using CIRC strategy and those taught with the conventional strategy; and (4) there was significant difference in reading comprehension between the students with low achievement motivation who are taught by using CIRC strategy and those taught with the conventional strategy.

Key words: CIRC, achievement motivation, reading comprehension

INTRODUCTION

Reading skill is important to be mastered by students in terms of comprehending the English text. By having a good reading comprehension, students are able to support their careers, study purpose, useful for language acquisition, positive effect on students' vocabulary knowledge, students are able to spell on their writing, provide a good model for English writing, and anything students can do to make it easier for them to do these things must be a good idea. Nunan (1991) emphasizes that reading is a complex and purposeful socio-cultural, cognitive, and linguistic process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text. They also use their knowledge about their culture to construct meaning with the text. This means that reading is a process of relating to the knowledge of the readers with the ideas in the text to construct meaning. It is also a process of making sense of the text by decoding the written symbols. Nunan adds that reading is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. Dealing with Nunan's concept mentioned above, Smith and Johnson (1980) state that reading comprehension may be defined or

explained as a dialogue between an author and a reader. The written language is the vehicle that permits the dialogue to occur when the two are far apart in space or time. Although words may be mouthed or sentence conned visually, no reading comprehension has occurred until the two persons communicate via the medium of pair. Smith and Johnson (1980) more point out that reading comprehension is concerned with the understanding, evaluating, and utilizing of information and ideas gained through an introduction between a reader and an author. It relates to what we attend to the world around us, the visual information of print in the case of reading to what we already have in our head. Moreover, Lynskey and Stilie (1982) assert that reading comprehension is an attempt to clarify and to develop the many skills involved in the real comprehension of language. In line with above insights, Olson and Ames (1972) stated that reading has a very important role in learning process because the skill of reading very much determines the success of the students in learning many things particularly in daily life. Without the skill of reading, they cannot make satisfactory progress in school. Moreover, reading is an important skill that must be thought by the teacher because through reading, students are expected to be able to get more about certain knowledge, information and pleasure. To achieve reading comprehension, there are several important components that the students should master. Furthermore, Walker (2008) says that reading skill has always been an essential part of English as a Foreign Language (EFL). In EFL setting, EFL students may not use English in their environment, and they just learn English in formal situation. By read some English texts may help the EFL students in acquiring their target language. In this case, reading skill is very important for the students especially for EFL students in mastering English language. However, reading is a cognitive process in which not only about spelling a word by words or mastering vocabulary, but also readers have to construct their creative thinking by combining their prior knowledge, their previous experiences, and their situation with the information, idea, and the

situation of the written text that they read in order to comprehend the textual, ideational meanings, and the values of the texts. Additionally, Paris (2005) also affirms that reading is one of the greatest accomplishments for the language learners because it is the foundation for learning and academic achievement. He adds that developing reading skill is an important component in learning a language, by reading, the students could enrich their vocabulary, because by reading some texts, the readers will try hard to get the meaning about the text, so the readers have to understand every word that they read.

In short, reading skill is very significant to be mastered by students because by comprehend the reading students are expected to be able to get more about certain knowledge, information and pleasure.

However, learning toward a good reading comprehension is not an easy task for students. Students dominantly find it difficult to comprehend the reading. Reading comprehension has been considered difficult for them. The students are not ready for analyzing the reading comprehension precisely

The students' incomprehension to understand English reading comprehension is caused by inside and outside factors. The inside factors are students' achievement motivation, age, aptitude, learning style. Meanwhile, the outside factor is related to the teacher's strategy in creating good classroom atmosphere. The teacher should be able to recognize the students' problem and to create conducive atmosphere in the classroom that will raise the students' comprehension to understand reading comprehension. Consequently, English teachers are expected to apply the appropriate strategy which will surely work to fulfill learners' need of reading comprehension. Related to this assumption, Richards and Rodgers (1987) convey that teaching is usually regarded as something that teachers do in order to bring about changes in learners. A central component of methodology is how teachers view their role in the process. The teacher's role is to activate the students in learning. In teaching, teacher helps the students to find

their own ways in learning. In relation to the teacher's role, Rodgers (1986) state that teacher's role is to facilitate communication process between all participants in the classroom. Teacher should create a good communication atmosphere for the students in the classroom. In Line with concept, Usman (1990) affirms that teaching is the guidance of learning activities. It means that in teaching, the students learn and the teacher guides them to learn better. So the teacher is a learning manager, who has an authority to manage the class. Besides, the other important thing is how teacher creates a good condition for students to achieve their learning objective effectively. The teacher should create various activities in order to carry out the teaching learning process more effectively. For progress of students' learning, it depends much on the variety of teaching strategy, how teacher presents the materials and how teacher creates a good interaction with the students during teaching learning process.

In supporting ideas of teaching reading comprehension as described above, English teachers are expected to provide themselves with wider variety of methodological options to choose appropriate strategies. Related to this purpose, CIRC strategy is potential to be applied, which is expected to enable students to promote their reading comprehension. In line with this, Slavin (1990:105) defines the CIRC as a comprehensive program for teaching reading in the upper elementary and middle grades. The students work in pairs of within their teams on a series of cognitively engaging activities, including reading to one another, making predictions about how narrative, and recount will be resolved, summarizing stories to one another, and practicing spelling, decoding and vocabulary. Students also work in their teams to master the idea and other comprehension skills. A major objective of CIRC is to use cooperative teams to help students learn broadly applicable reading comprehension. The concept of this strategy provides maximum opportunities for meaningful input and output in highly interactive and supportive environment. CIRC strategy integrates language and content learning, and its varied applications are in harmony with the pedagogical implications of the input, socialization, and interactive theories of second or foreign language acquisition which enhances the achievement motivation and psychosocial adjustment of second or foreign language learners. Besides, Slavin (2005) adds that CIRC strategy has eight components. The eight components 1) teams, namely the formation of a heterogeneous group consisting of 4 or 5 students, 2) placement test, for example, is obtained from the average value of daily tests based on previous or grades that teachers know the strengths and weaknesses of students in a particular field, 3) student creative, perform the task in a group to create a situation where individual success is determined or influenced by the success of the group, 4) team study, the stage of learning actions to be implemented by the group and the teacher about providing assistance to groups that need it, 5) team leading scorer and team recognition, namely the scoring on the work group and provide criteria for the award of the brilliantly successful group and a group that is seen as less successful in completing the task, 6) teaching group, which provides a brief matter of teachers towards group work, 7) facts test, namely the implementation of test or quiz based on facts obtained by students, and 8) whole-class units, namely providing a summary of the material by the teacher at the end of time learning with problem-solving strategies. Additionally, Slavin (2005) discloses six strength ideas of CIRC strategy in teaching reading such as: 1) CIRC is ideal to enhance students' skills in solve the problems, 2) the dominance of the teacher in the process learning is decreases, 3) students are motivated on the results carefully, because working in groups, 4) students can understand the meaning of questions and they can check their work with the member of group, 5) helping the weak students in the classroom, and 6) improving students' comprehension especially in solving the problem in the form of problem-solving. Furthermore, Slavin (1990) affirms that CIRC helps teacher to help more time in giving feedback. He adds that reading

group in CIRC aims to achieve reading comprehension, vocabulary, implicit message and spelling. He states that CIRC consists of three main elements such as basic activities, direct teaching of reading comprehension, and integrated of language arts and writing. He suggests some elements related to the CIRC such as reading group, team, activities related to the story, check partner, test, direct teaching of reading comprehension and integrated writing and language art. Reading group occurs when students are divided into groups that consist of two or three members and assigned according to their reading level. In a group or a team, students are assigned to work in pairs or triads within their reading groups, and then the pairs are assigned to team composed of partnership from two reading groups or levels. The group score will be determined based on student's individual work in pairs. The group score will be determined based on students' individual work in quiz, writing, and journal. Activities related to the story occur when the teacher introduces and discusses topic to each group. This activity is conducted during 20 minutes in the beginning topic to each group. In this activity, teacher introduces reading purpose, new vocabularies, story and so on. Teacher gives guidance to each group to do activities; reading in pairs, writing the story, reading aloud new vocabularies, retelling the story and checking spelling. To check student's comprehension, students check their partner understanding of text by sharing each other. Teacher gives test to evaluate students' reading comprehension, understanding of new vocabularies, and spelling of the vocabularies.

By regarding the strong ideas and logical reasons described above, it is clear that CIRC strategy supports students to be able to comprehend the English text. Therefore, this leads the current research to conduct an experimental study to justify whether or not CIRC strategy has an effect toward students' reading comprehension.

Another factor that significantly influences in foreign language teaching is the students' achievement motivation. Students' success of learning English cannot be separated from their achievement motivation. If the students have high achievement motivation in learning, they will do more learning activity. For the teachers, knowing students' achievement motivation has a very important role to make students gain success in learning a foreign language. It is an urgent variable to be considered by EFL teacher in recognizing the students' problem and to create conducive atmosphere in the classroom that will drive the students to do more toward learning English. Related to this, Marshal (1998) defines achievement motivation as the need to perform well, strives for success, and proved by persistence and effort in the face of difficult. Students who have high achievement motivation are hard workers that always do their best performance to achieve something in their lives. Furthermore, Locke and Latham (1994) in Astiti (2012) emphasize three motives why students have achievement motivation. Those motives are called Goal Theory. This theory divides the human motives into three such as: 1) mastery goals which (also called learning goals) focus on gaining competence or mastering a new set of knowledge or skills, 2) performance/normative goals (also called ego-involvement goals) which focus on achieving normative-based standards, doing better than others, or doing well without a lot of effort, and 3) social goals which focus on relationship among people. Based on this goal theory, it can be summed up that students' achieving the tasks are strongly influenced by their need to achieve and a fear of failure. If a student is engaged to achieve, his/her effort is dominantly supported by positive responsibility. In contrast, if a student is motivated to be failure his/her activities are rarely to appear positive responsibility. Related to second language acquisition, an EFL learner is going to find a task of English easily if she/he has high achievement to be success. Meanwhile an EFL learner who has low achievement she/he will find the difficulties in completing the task given. More than that Schunk (2008) discloses four general types of students toward achievement motivation: 1) the success-oriented student who is high in motive for success and low in fear of failure is highly

engaged in achievement activities and not anxious or worried by performance, 2) failure avoider which the opposite of success-oriented student. Failure avoider student who is high in fear of failure and low in motive for success, which is anxious and attempts to avoid failure by procrastinating and using other self-handicapping strategies. This type of student would be reluctant to engage in academic comprehension work, 3) over strivers are students who are high in both motives; they try to approach success but simultaneously fear failure greatly. These students work hard at comprehension tasks but also feel anxious and stressed because of their fear of failure, and 4) failure accepters' students who almost do well in class, but are constantly asking the teacher about their grades and show signs of anxiety and worry about doing well.

Realizing the role of achievement motivation described above, the researcher affirm that students' achievement motivation is important to be investigated. Therefore, achievement motivation to be a moderator variable in this study. The consideration is that achievement motivations encourage the students to do more reading in English, which will support them in acquiring good achievement for their reading comprehension.

Addressing CIRC strategy and students' achievement motivation in learning English, the study tried to disclose four questions, namely: (1) whether there is a significant difference in reading comprehension between students who are taught by using CIRC strategy and those taught by using the conventional strategy; (2) whether there is a significant interactional effect between the reading strategies applied and achievement motivation toward students' reading comprehension; (3) whether there is a significant difference in reading comprehension between students with high achievement motivation who are taught by using CIRC strategy and those taught by using the conventional strategy; and (4) whether there is a significant difference in reading comprehension between students with low achievement motivation who are

taught by using CIRC strategy and those taught by using the conventional strategy.

The study aimed at (1) finding out whether there is a significant difference in reading comprehension between students who are taught by using CIRC strategy and those taught by using the conventional strategy; (2) finding out whether there is a significant interactional effect between teaching strategies applied and students' achievement motivation toward reading comprehension; (3) finding out whether there is a significant difference in reading comprehension between students who had high achievement motivation taught by using CIRC strategy and those taught by using the conventional strategy; and (4) finding out whether there is a significant difference in reading comprehension between students with low achievement motivation who are taught by using CIRC strategy and those taught by using the conventional strategy.

RESEARCH METHODS

This research was conducted at the second semester of the second grade students of SMPN 10 Mataram in the academic year 2012/2013. The research was conducted during three months (February until April) in 12 meetings specifically at the odd semester. There were five classes as the population of this study, which altogether consisted of 175 students. Sample of 64 students was used, which was selected through *Simple Random Sampling technique*. According to Popham (1993: 245) Simple Random Sampling is a method of drawing a portion of a population or universe so that each member of the population or universe has an equal chance of being selected.

Before determining the sample of this research, statistic analysis for homogeneity test was done. The homogeneity test of the data was the students' English achievement in the second semester of second year students in the academic year 2012/2013. After the data was homogeneous population, then carried

Simple Random Sampling techniques was simple random sampling, because sampling was taken based on the experimental class, then the raffle (lottery technique) or the experimental class using a table of random numbers or numbers (random number), for each treatment based on initial homogeneity, then using simple random sampling technique.

The research design was a *posttest only control group design* by using a 2 x2 factorial arrangement. Two classes as experimental group were taught by using CIRC strategy and two classes as control group were taught by using the conventional strategy. Three variables were identified in this research, namely; independent variable (CIRC strategy), moderator variable (achievement motivation, which was classified into high and low), and dependent variable (reading comprehension). The data were collected by using achievement motivation questionnaire and a reading test in multiple choice form. These instruments had been tried out at empirical validity to measure their real validity and realibility. In collecting the data of reading test, the students were asked to answer 40 item numbers based on instruction given on paper test. Meanwhile, the second types of data were collected through a non-test instrument. These data were collected by using the scale of achievement motivation. A closed format question was used d in all items, in which the students were provided with 5 answers. The statements were in the form of positive and negative statements.

Moreover, the test was constructed based on the reading blueprint. Data analysis was conducted after obtaining the scores from a posttest given to both experimental group and control group. The scores obtained were then analyzed by using two forms of statistical analysis; descriptive statistical analysis and inferential statistical analysis which were done by using two–way ANOVA and continued by Tukey test to find out the interactional effect between the teaching reading strategies applied and the students'

achievement motivation toward their reading comprehension. Furthermore, Kolmogorov-Smirnov statistics was used to test the normality of the data distribution. Besides, Levene's test of Equality of Error variance found that the variances of data were homogeneous.

FINDINDS AND DISCUSSION

This research tried to answer four research questions. The following description explains the finding that answers each research question. The first research question is concerned with whether there is a significant difference in reading comprehension between the students who are taught by using CIRC strategy and those taught by using the conventional strategy. Inferential statistics finds that both the CIRC strategy and the conventional strategy have an effect on students' reading comprehension. The result of the analysis shows the coefficient of ANOVA as $F_{AB} = 9.353$. This measure is then compared to $F_{cv(1;76;0.05)} = 3.967$, and from the comparison, it is found that F_{AB} is higher than F_{cv}. From this result the first research question can be answered, that is, there is a significant difference in students' reading comprehension between the students who are taught by using CIRC strategy and those taught by using the conventional strategy. Besides, inferential statistics also finds out that the CIRC strategy is more effective than the conventional strategy. The mean score of the students' reading comprehension who taught by using the CIRC strategy ($X_{AI} = 78.67$) is higher than the mean score of the students' reading comprehension who taught by using the conventional strategy ($X_{A2} = 67.00025$).

Some reasons why CIRC strategy is better than the Conventional because it help low achievement students improve their ability to comprehend the reading English text. Moreover, the students understand directly the events that occurred in the life of the material described. By CIRC strategy students learn from each other and exchange ideas in a working group. Then, in the Classroom, it can improve students'

skills in solving problem, for example they could find the meaning idea of the certain paragraph, the meaning of word, general and specific information from the text and the students can identify the textual reference of the text. Furthermore, when the teaching and learning process, by dividing students to be small group, it can make the students increase their self confidence. All the students have the opportunity to participate in the classroom, because they have to answer the question that given to the teacher. Besides that, when the implementation of CIRC strategy, it found that the students are more enthusiastic and motivated to learn. It make students more easily to remember and catch the lesson, because the process of teaching and learning is happened in a group, therefore they can cooperate with each other about the task that given by the teacher. And then, CIRC is useful for students in memorizing the new words. It is one of the way to learn a new words and it make the students remember new word in a long term because when the implementation, the students have to read the word loudly, the students are given a list of new or difficult words used in the reading text, they must learn to read words correctly in any order without hesitation or stumbling.

Furthermore, after implementation CIRC strategy, the students enjoy the learning process, they were very happy because the situation in the classroom was not too seriously. And by CIRC strategy the students become a good reader because when the implementation, there is a Direct Instruction in Reading Comprehension. Students receive direct instruction in specific reading skills, such us identifying ideas, understanding causal relations, and making inferences. So that, the students can shows their creativity in reciting the main points and supporting details of the complete texts. The students practice their remembering of information by stating the points loudly and answered the questions given by the teacher and their friends. In this case, the students can share their own experience towards the reading materials and this able to sharpen and deepen their understanding towards their life. In this situation, they felt free to present their

understanding of the reading materials. Therefore, this significantly affected their reading comprehension.

The logic description above is in line with some experts' concepts that highlight that CIRC strategy is better to be applied in teaching reading than the conventional strategy. Slavin (1990) reveals that CIRC is comprehensive program for teaching reading and in the upper elementary and middle grades. Here the students working pairs of within their teams on a series of cognitively engaging activities, including reading to one another, making predictions about how narrative stores will be resolved, summarizing stories to one another, and practicing spelling, decoding and vocabulary. Students also work in their teams to master the idea and other comprehension skills. In CIRC strategy, the students could obtain the best result to comprehend the reading comprehension through the students' work in their team. Moreover, in CIRC strategy students became active readers, and they actively searched important information from the text. And then, Slavin (1990) affirms why CIRC strategy helps teacher in teaching reading. Slavin explains that CIRC strategy helps English teachers to help more time in giving feedback. He adds that reading group in CIRC aims to achieve reading comprehension, vocabulary, implicit message and spelling. Furthermore, Stevens (1987) in Khan (2008) observed on achievement test reading comprehension, language expression, and language mechanics scale, CIRC students gained significantly more than control students, averaging gains of almost two-thirds of a grade equivalent more than control students.

The second research question is whether or not significant interactional effect between strategies of teaching reading applied and students' achievement motivation toward students' reading comprehension. The two-way ANOVA shows that the value of F_{AB} on the interactional effect is 6.421, whereas $F_{cv(1;76;0.05)} = 3.967$. Since F_{AB} is higher than F_{cv}, it means that there is a significant interactional effect between the strategies of

teaching reading applied and the students' achievement motivation toward the reading comprehension. There are two interactions found out: (1) between the students who have high achievement motivation taught by using CIRC strategy and those taught by using the conventional strategy and (2) between students with low achievement motivation taught by using CIRC strategy and those low motivated students taught by using the conventional strategy.

In this case, the students who have high achievement motivation are easy to understand reading comprehension. They show good achievement in comprehending the English text. If they are asked to answer the questions, they have creative answers and they have more enthusiastic in answering the reading text questions given. Besides that, the students who have high achievement motivation can understand English text comprehensively. They want to get high satisfaction by creating creative ways to get their goals during reading classes. Furthermore, the students who have high achievement motivation are also easy to complete English sentences in relevant toward the English text they read. They have good answers of reading questions. If the students are asked to answer, their answers can fulfill the dimensions of reading comprehension. Moreover, if the students have high achievement motivation they showed good ability in reading, listening, speaking, and writing. The students are so active during the teaching learning process because the students have high desires to master all skills in English language.

This description is in line with Marshal's concept of high achievement motivation students. Marshal (1998) defines achievement motivation as the need to perform well, strives for success, and proved by persistence and effort in the face of difficult. Students who have high achievement motivation are hard workers that always do their best performance to achieve something their lives. He adds that knowing students' achievement motivation has a very essential role to make students gain success in learning a language. It is an urgent variable to be considered by EFL

teacher in recognizing the students' learning problem and to create conducive atmosphere in the classroom that will raise the students' language achievement.

Comparing with the students who have low achievement motivation are not able to create the creative thinking during the process of reading classes. They do not show their enthusiastic in following reading section in the classroom. The students are passive in the class and they just become the followers and listeners in the teaching and learning process. Therefore, the students who have high achievement motivation get better reading comprehension than the students who have low achievement motivation for the second grade students of SMPN 10 Mataram in the academic year 2012/2013.

The third research question whether there is a significant difference in reading comprehension between the students who have high achievement motivation taught by using CIRC strategy and those taught by using the conventional strategy is proven to be significant. Inferential statistics shows that the mean score of students who have high achievement motivation taught by using CIRC strategy (XA1B1: 81.750) is higher than the mean score of the students who have high achievement motivation taught by using the conventional strategy (XA2B1: 66.5000).To ensure these means difference are significant, the Tukey test is also conducted. The Tukey test finds out that The Q_{cv} on df = 76 at the significant value 0.05 is 3.68, whereas Q_{ob} is 10,6603. From the calculation, $Q_{ob} > Q_{cv}$, indicates that significant means difference is answered. The result proven by inferential statistics and Tukey test above in supporting first interaction also has been strongly supported by previous theories, which highlight on the importance of achievement motivation toward students' successfulness in reading comprehension.

In the classroom, the students that is taught by using CIRC strategy can facilitate and satisfy the students who have high achievement motivation. From forming the group that is consists of three or four students that is heterogeneous, the students who have high achievement

motivation ask to their group member and discuss about the task that is given by the teacher, so it able to comprehend the task and answer the question. Moreover, they discuss together to find the main idea of the text and answer the question. Furthermore, the students who have high achievement try to present the result from their group.

Moreover, the students that is taught by using CIRC strategy and have a high achievement motivation always want to achieve their goal or success and they have expectancy on success, innovative, responsibility, avoid the failure, and have an effort to achieve success. The students in the classroom have high motivation to obtain their success; they are so innovative and try something that can give positive effect to their learning especially in reading comprehension, they never scary about the failed for getting success. Then, when the implementation of CIRC strategy in the classroom, the students always look for the difficult word through the dictionary, and try to know the pronunciation of the word, they never shy to ask the teacher if they do not know how to pronounce the word. Moreover, the students with high achievement motivation always participate in their group; they are so responsible with the duty that is given by the group head. They have a high effort to achieve the goal of their task that given by the teacher. The students with high achievement motivation have a big spirit and motivation toward their success. So, it can be assumed that the students with high achievement motivation taught by using CIRC strategy could lead them to increase their comprehension in reading.

The result proven by inferential statistics and Tukey test and the reality that happened in the classroom above in supporting third hypothesis also has been strongly supported by previous theories, which highlight on the importance of high achievement motivation toward students' successfulness in reading comprehension. Schunk (2008) states that achievement motivation tries to combine needs, expectancies, and values into a comprehensive framework. Further Schunk proposes that behavior is a multiplicative function of these three components, which

he highlights motivates, achievement for success, and incentive values, respectively. Moreover, Marshal (1998) defines achievement motivation as the need to perform well, strives for success, and proved by persistence and effort in the face of difficult. Students who have high achievement motivation are hard workers that always do their best performance to achieve something their lives. Furthermore, Schunk (2008) discloses general types of students toward achievement motivation: the success-oriented student who is high in motive for success and low in fear of failure is highly engaged in achievement activities and not anxious or worried by performance. From the achievement motivation theory above, the students with high achievement motivation always do the best in the classroom and the students wanted to achieve the goal of the success, the students never scary about the fear for failed but they tried to be a success people.

Meanwhile, in conventional strategy, the reading comprehension class is taught differently. The teacher who taught reading comprehension by using conventional strategy, they just ask the students to discuss the question and to get the meaning of the text. The students become passive, the participation between teacher and students are limited. Therefore, the students who have high achievement motivation were not given a chance to explore their ability at their best.

From the all description state above, it is obvious that the students who have high achievement motivation resulted higher on their reading comprehension of simple written essays in the form of narrative and recount in the English class of the students of SMPN 10 Mataram in the academic year 2012/2013 when they are taught by using CIRC strategy than conventional strategy.

Finally, there is significant difference in the reading comprehension of low achievement motivation students who are taught by using CIRC strategy and those taught by using the conventional strategy. These findings are also in line with the result of inferential statistics and Tukey test, which indicates that mean score of the students' reading comprehension who have

low achievement motivation taught by using CIRC strategy (A1B2: 74.6000) is higher than the mean score of the students' reading comprehension who have low achievement motivation taught by using the conventional strategy (A2B2: 63.7250). Besides, the result of Tukey test signifies that the value of Q_{cv} in df = 76 at the significance level 0.05 is 3.967, whereas Q_{ob} is 7.70687. From the calculation, it is found that $Q_{ob} > Q_{cv}$, which means there is a significant difference in the reading comprehension between the students who have low achievement motivation taught by using CIRC strategy and the students who have low achievement motivation taught by using the conventional strategy.

The characteristic of students who have low achievement motivation is opposite from the students who have high achievement motivation. In this case, the students who have low achievement motivation will not have expectancy on success, innovative, responsibility; avoid failure and an effort to achieve success. They tend to be lazy and do not want to achieve the goal of success. They just listening to the teacher without respond to the teacher. The student with a low achievement motivation will not have expectancy on success, innovative, responsibility; avoid failure and an effort to achieve success. When the teaching learning process, the students that have a low achievement motivation have low aspiration, the students are not ambitious to achieve their goal in learning English language especially in reading comprehension. They just keep silent when the teacher asks question to the students, there is no students' involvement when the teacher delivered the material to them. They did not aware of the goals of their learning. Moreover, when the teacher gives the task to the students, they do not do the best in their task. The effort of the students to do the task was very less.

Related to statement above, there are some theory that supported this, Mcclelland (2010: 3) in Astiti (2012) states that the students with low achievement motivation are more concerned with the environment in which they eager to know how the people feel about themselves rather than how well they are doing. In addition, Marhaeni (2005) confirms that the students with low achievement motivation are interested in static condition in which they feel secure and comfortable because they are not ready to face new thing (feedback) and tend to consider the feedback as their weaknesses. Based on the observation, the students with low achievement motivation seem have unfavorable attitudes toward the new activities applied in the classroom. They also find difficulties to adjust their self with the activities applied. It can be seen from their participation in each activity where they do less effort and not eager to follow the activities. So that, the use of CIRC strategy is less effective to the students with low achievement motivation.

Based on the argument above, the implementation of CIRC strategy in teaching learning of reading comprehension with low achievement motivation is more effective than the conventional strategy with low achievement motivation at second grade students of SMPN 10 Mataram in the academic year 2012/2013. Therefore the teacher should giving motivation to the students. The teacher should encourage the students to have self confidence, because it is one of factors affecting motivation. It provides learners with the motivation and energy to become positive about their own learning.

CONCLUSION, IMPLICATION, AND SUGGESTION

Based on the result of the data analysis, the conclusion of this study can be disclosed as follows: (1) there is a significant difference in reading comprehension between the students who are taught by using CIRC strategy and reading comprehension of the students who are taught by using the conventional strategy. The students' reading comprehension is better when they are taught by using CIRC strategy than when they are taught by using the conventional

strategy; (2) there is a significant interactional effect between strategies of teaching reading applied and students' achievement motivation toward their reading comprehension; (3) there is a significant difference in reading comprehension between the students who have high achievement motivation who are taught by using CIRC strategy and those taught by using the conventional strategy. CIRC strategy gives better contribution to the students' reading comprehension than the conventional strategy; and (4) there is a significant difference in reading comprehension between the students who have low achievement motivation who are taught by using CIRC strategy and those students who have low achievement motivation who are taught by using the conventional strategy. The students who have low achievement motivation who are taught by using CIRC strategy shows higher mean score in their reading comprehension than those who have low achievement motivation taught by using the conventional strategy.

From the result of study, it can be summed that the implementation of CIRC strategy gives a better achievement in the area of reading comprehension than the conventional strategy with considering students' achievement motivation.

Based on the result stated previously, this research can be summed that the application of CIRC strategy gave a better achievement in reading achievement than the conventional strategy. Therefore, the implication that can be described from the finding in this study is CIRC strategy is appropriate to be applied by English teachers for increasing students' reading comprehension for junior high school level. Thus, English teacher reconsider the implementation of CIRC strategy in teaching reading is more effective than the conventional strategy.

It is suggested to English teachers of the second grade students of SMPN 10 Mataram in the academic year 2012/2013 to give the big motivation for the students. Furthermore, CIRC strategy is suggested to be applied since it involves activities that can develop students' achievement of reading comprehension. Besides, the English teachers are also suggested to realize that CIRC strategy is more effective in supporting students' reading comprehension. For English Language Education Program of the Ganesha University of Education, the result of this study as a relevant reference to support the development of postgraduate program. Lastly, the result of this study is expected to be a potential relevant reference for next researchers in conducting the relevant variables studied.

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