

CHAPTER I

INTRODUCTION

This chapter discusses some topics related to background of the study, problem statement, hypothesis of the study, purpose of the study, significance of the study, scope and limitation of the study and definition of key terms.

1.1 Background of the Study

Language has the most essential roles for communication. By using language, we can communicate easily to express idea, and feeling. In the other words, we understand what people said and what people desired. In this period, English is very familiar language. English is also used as an international language to get better relationships with other countries, to communicate with people who have different languages and to confirm our opinion when we discussed in all fields such as education, tourism, technology, culture, and etc. As an international language, English has a positive effect for speakers not only native but also non-native who use English in international communication. So English is a global language which is spoken by more people around the world including Indonesian people.

In Indonesia, English as the first foreign language is already presented in the educational world rather than another language. Nowadays, English learning is the first compulsory subjects that must be learned to all junior high school students. Kindergarten and elementary schools also use English as an additional subject. In English learning, it purposed to improve the student's ability using English in real

communication. English learning consists of four language skills namely listening, speaking, reading and writing. Every student must master those skills especially reading. In learning activity, reading is a capability that is an essential and is required by all students because the success of their study depends on their capability to read. It means that the students have a good ability in reading. So, they will have a great chance to get the success in their study.

Reading is the window to the world because it is an essential capability to get the new knowledge from many sources such as an article, short story, newspaper, and magazines. In addition, Reading has an important aspect in English learning. Firstly, reading helps us to learn everything about English. The readers get more information what they read. Secondly, reading helps us to build many vocabularies. The readers find new vocabulary. So, they give the meaning of the text fluently and appropriately. Thirdly, reading helps us to enjoy reading English texts. So, the readers comprehend English texts easily and get more information from their reading.

As stated by Nunan (2003: 68) the progress readers that combine information on the text and the background knowledge of their own to construct the meaning fluently is called reading. It means that there is a process when the reader is reading a text. The process combines all information from the text and person background knowledge to catch information.

Teaching reading comprehension is an activity to comprehend deeply what has been read. The students need more time to comprehend reading texts when they want to reach a good comprehension. In addition, the purpose and the genre of the text also influence the students' competences to comprehend the content of

the reading texts. For example, junior high school students will feel difficult to comprehend the content of the text which is taught in senior high school. But they will feel easy to comprehend the content of the text genre which is appropriate with their grade.

Based on junior high school Curriculum, there are three types of text genre which are taught at the eighth grade students. There are descriptive text, recount text and narrative text. In this research, the researcher chooses narrative text as the genre of reading text to be researched because narrative text is a text that should be mastered by the eighth grades students in the second semester. In addition, the students have studied past tenses in the first semester in the eighth grades. Past tense is a part of generic structures in understanding narrative text. By using narrative texts, it makes the students more interesting in reading comprehension. The characteristics of narrative text are introducing figure and setting, developing conflict, finding solution and getting some message from that story. The purpose of narrative text is basically entertainment the reader or the listener from nonfiction or fiction stories. In this research, students expected to enjoy reading narrative texts to the students in reading comprehension.

In teaching and learning process, comprehending the text is not easy process because students are still difficult to understand deeply what they have read. This happened at SMPN 2 KEBOMAS where the students have some problems in learning process such as the students did not answer the question from the text, search the meaning of the word and find out the main idea in the text. In addition, the students are not active in learning process. Most of them are sleepy, bored and not enthusiastic to follow the teaching and learning process in reading. They think

that the teaching and learning process in reading is uninteresting. So, teacher should be able to seek an appropriate technique in teaching reading.

Based on the explanation above, the researcher tries to apply CIRC as an alternative technique. The researcher wants to investigate whether using CIRC technique in teaching reading is effective or not. Hopefully, by using CIRC technique can solve students' problem in reading comprehension. It also helps students to increases their comprehension in reading skill.

According to Slavin (2005:16) CIRC as a teaching technique is cooperative learning method which gives opportunities to develop students' ability in reading and writing to reach an understanding on the text in the upper grades of elementary school and the middle grades of junior high school. This technique helps to solve the students' problems in reading and writing. Reading cannot be separated writing. Reading texts have good models in writing, present the new subject, and learn about grammar and vocabulary. In CIRC technique, reading and writing help to all students become more effective as the readers and the writers.

From the explanation above, the researcher conducted this research entitled "The Effect of Cooperative Integrated Reading and Composition (CIRC) in Teaching Reading Comprehension for the Eighth Grade Students at SMPN 2 Kebomas".

1.2 Problem Statement

Related to the background of this study, it is aimed at finding the effect of CIRC technique in teaching reading comprehension for the eighth grade students at Junior High School. The specific question during the investigation of the study:

Is there any significant effect of the student who are taught using CIRC technique and those who are not taught using CIRC technique in teaching reading comprehension for the eighth grade students at SMPN 2 Kebomas?

1.3 Hypothesis of the Study

The hypothesis of this study is formulated as follow:

There is a significant effect between the use of CIRC technique and without the use of CIRC technique to increase the students' achievement in reading comprehension for the eighth grade students at SMPN 2 Kebomas.

1.4 Purpose of the Study

Related to the problem above, the researcher wants to know whether there is or not positive effect during using CIRC technique in teaching reading comprehension. The purpose of this research is to find out a significant effect of the student who are taught using CIRC technique and those who are not taught using CIRC technique to increase students' achievement in reading comprehension for the eighth grade students at SMPN 2 KEBOMAS.

1.5 The Significance of the Study

The result of this research is divided into two namely: theoretical and practical significance as follows:

1.5.1 Theoretical Significance:

This research is attempted to apply CIRC as one of the cooperative learning techniques in teaching reading comprehension. Technique is a

classroom practice that has been done by the teacher when presenting a course of study. This technique does not offer the best technique but one effective technique in teaching reading comprehension. This technique can be used for all subjects and all student levels. Hopefully, CIRC technique can help students who develop comprehending the text in reading.

1.5.2 **Practical Significance:**

In practical significance, this research is expected to give contribution to:

a. **Teacher:**

For teacher who teaches at SMPN 2 Kebomas, using CIRC can be used as references in improving learning process. Using CIRC as one of the cooperative learning technique also can be beneficial to teach reading comprehension more effectively and interesting.

b. **Student:**

For students, CIRC technique can build their interest and motivation. It also helps students to read and comprehend the text easily, fluently and accurately. Besides, the students study fun and enjoyed in teams or groups.

1.6 Scope and Limitation of the Study

In this research, the researcher determines scope and limitation. It makes this research more specific. The scope of this research is that the researcher focuses on the effects of CIRC technique to increase students' achievement in reading comprehension for the eighth grade students at SMPN 2 Kebomas.

Whereas the limitation of this research is that the researcher focuses on reading comprehension of narrative texts by using CIRC technique in reading.

1.7 Definition of Key Terms

To make the readers easier to understand this research, the researcher tries to define the meaning of some key terms related to this study.

1. Effect is a result or change of something. In this research, the degree of improvement of the students' skill can be achieved or not by using CIRC technique in teaching reading comprehension.
2. Cooperative Integrated Reading and Composition (CIRC) is the learning technique in which gives the opportunities to develop students' ability in reading and work together with reading partners.
3. Reading comprehension is process of reading in which the reader comprehends the text deeper what has been read. In this research, students have to master the literal comprehension and the inferential comprehension.