

CHAPTER I

INTRODUCTION

A. Background of the study

Language is a tool of communication. Through the language, human can do interaction and communication among others. Only human, Allah Creature who can communicate orally or in written form through language.¹

English has been regarded as an international language for a long time. As an international language, English has been used as a medium of communication both orally and written communication. In order to be able to communicate in English, people have to acquire it informally or learn it formally, in English courses or in schools. Seeing the fact, the government has imposed that English should be taught as compulsory subject in secondary school and tertiary schools. The aim of English teaching at school is to assist students to acquire the four language skills: listening, speaking, reading, and writing. Among the four skills speaking is considered to be most crucial for students due to its function as a means of communication.

Talking about English, it has four skills, they are speaking, writing, listening, and reading. One of the skill that will discuss in this paper is Reading. Reading is one of the skill that is learnt by the students. Reading skill is one of complex and difficult skill than other skill such as listening,

¹Ilzamudin Ma'mur, *"Membangun Budaya Literasi Meretas komunikasi global"*, (IAIN Suhada Press) P.49

speaking, and writing because reading is the first skill that is connecting other skill.

Reading has very important role in our life, by reading various printed materials such as newspaper, magazine, novel, academic books and so on. We are able to get a lot of information, knowledge and enjoyment. Therefore the ability to read the text in any form will bring great advantages to the reader.

Many factors that influence teaching reading, they are : teachers' factor, facilities and infrastructure, methods of study, techniques and others. In teaching and learning process, the teacher should be able to choose the appropriate method and technique in order the objectives can be achieved. The way used to increase quality in learning English by using appropriate technique.

In teaching, there are many methods that the teachers used, they are : explaining, demonstrating, collaborating or cooperative learning and learning by teaching. Explaining or lecturing, is the process of teaching by giving spoken explanations of the subject that is to be learned and lecturing is often accompanied by visual aids to help students visualize and object or problem. Demonstrating is the process of teaching through examples or experiment for students. Collaboration allow students to actively participate in the learning process by talking with each other and listening to other points of view. In this teaching method, students assume the role of teacher and teach their peers. Students who teach others as a group or as individuals must study and understand a topic well enough to teach it to their peers.

Based on the description and the problem above, English teachers should find the appropriate method and technique to increase students' interest in reading text to overcome this problem. English teachers are expected to find appropriate method and technique to make students understand the text and moreover enjoy reading.

The method that can be used by the English teacher to improve students' reading comprehension or understanding in teaching text is cooperative learning. Cooperative learning is a learning that required the students' to work together on a common task, and the students' more coordinate their efforts to complete the task.² According to Salkind Cooperative learning is an instructional process that engages students in collaborative discussion about the content to promote learning.³

In other word, cooperative learning is a method where the students work in a group to achieve material. It is more just small group activity, it can contribute to create a community of learners willing to work collaboratively on goals important into groups. It can be concluded that classes members are organize into small group after receiving the material from the teacher. Then, they work through the assignment until all groups member succesfully understand and complete it. Teacher can use cooperative learning as a method to improve students' reading comprehension because in cooperative learning, students' interact and influence one another.

²Richard I Arends, *Learning to teach* (New York: McGraw-Hill Companies Inc, 2007),P.345

³ Neil J Salkind, *Encyclopedia of Educational Psychology*. (United States of America : A SAGE Reference Publication, 2008) P. 187

One of cooperative learning method is Cooperative Integrated Reading and Composition (CIRC). “Cooperative Integrated Reading and Composition (CIRC) Is a comprehensive program for teaching reading and writing in the upper elementary and middle grades.⁴ Cooperative Integrated Reading and Composition (CIRC) Technique, one of the learning technique based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education, CIRC Technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques.

In CIRC Technique student’ work within cooperative teams which are coordinated with reading group instruction, in order to meet objectives in such areas as reading comprehension, vocabulary, decoding, and spelling. And students’ are motivated to work with one another on these activities by the use of cooperative reward.

From the background above, the writer would like to conduct a research by the title **:The Effectiveness Of Cooperative Integrated Reading and Composition (CIRC) Technique towards students’ reading comprehension on descriptive text.**

⁴Robert E Slavin, *Cooperative learning , Teori, Riset dan Paktik*, (LondonAllymand Bacon, 2005.)P.16

B. Statements of the problem

Based on the background of the study above, the writer make statements of the problems as follows :

1. How is the students' reading comprehension on descriptive text at SMP Riyadlul Muhtadiin Pandeglang?
2. How is the CIRC technique applied in teaching reading descriptive text at SMP Riyadlul Muhtadiin Pandeglang?
3. How is the effectiveness of CIRC technique on students reading comprehension on descriptive text?

C. The Objective of the Research

According to the statement of the problem above, the writer formulates the objective of the research as follow :

1. To know the students reading comprehension on descriptive text at SMP Riyadlul Muhtadiin Pandeglang
2. To know the CIRC technique in teaching reading descriptive text.
3. To know the effectiveness of CIRC technique in teaching reading comprehension on descriptive text.

D. The Significant of the study

The result of this research can be used as :

1. Theory

This research can be used the answer on students' ability in reading comprehension of descriptive text and applying the Cooperative Integrated

Reading and composition (CIRC) technique by the teacher on reading skill at second grade of SMP Riyadlul Mubtadiin Pandeglang.

2. Practice

a. The students

Cooperative Integrated Reading and Composition (CIRC) technique is hopefully able to bring the students' to improve their reading skill on reading comprehension of descriptive text easily.

b. The Teacher

The teacher will know whether CIRC is alternative strategy to improve the students' reading comprehension in the class.

c. The Researcher

In this research, the researcher is hoped can add the information in the way teaching reading and also able to know how the effectiveness of CIRC technique toward students' reading comprehension on descriptive text. and also it becomes a reference for the next researcher who will conduct the same research.

E. The Hypothesis of the study

In this research, there are two kinds of hypothesis that the research will use:

1. Alternative Hypothesis (H_a) : There is a significant effect of using CIRC (Cooperative Integrated Reading and Composition) technique towards students' reading comprehension on descriptive text.

2. Null Hypothesis (Ho) : There is no significant effect of using CIRC (Cooperative Integrated Reading and Composition) technique toward students' reading comprehension on descriptive text.

F. Previous study

In this research, the writer takes two previous research. The first one is the research that had been done by Siti Zulaekah, with her research entitled “ Using cooperative integrated reading and composition (CIRC) To Improve Students' Interest and students' comprehension on writing descriptive text “this study the use of CIRC technique to can help students' ability in writing skills on descriptive text, the research designed used was Classroom action research (CAR) on fifth grade at MI Maarif Klangon. The result of this research that CIRC technique can improve students' interest and students' comprehension on writing descriptive text.

The second study had done by Erhan Durukan, 2011, with her research entitled “Effects of cooperative integrated reading and composition (CIRC) technique on reading-writing skills” this research was classroom action research (CAR) of eleventh grade IPA 3 of SMA Muhammadiyah 1 Ponorogo in the Academic year of 2013/2014. The result of the research that CIRC technique are effective on reading comprehension and writing expression skill.

Both of the previous studies guide the writer to conduct a different study about reading comprehension strategy. The differences of both of

them is, in this research the writer choose reading skill in her research. Then this research design in far from the second previous but similar with the first previous but of course in the detail steps and instrument it was totally different.