CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of international languages, widely used and studied all over the world. Nowadays, English has been important in international interaction. There are many aspects, such as: education, economy, and politics. In learning English, the students are required to master four basic skills of English, such as: speaking, listening, reading and writing. One of language skills that should be learnt by students is reading. Reading is considered is a necessary skill because its role in facilitating students to master English.

Reading is a process to get the information and increase our knowledge. Therefore, reading is important for the students because the success of their study depends on their ability to read. If their reading skill is poor, they likely fail in their study or at least they will be difficulty to understand their entire lesson.

Based on the observation made by the writer, which was conducted at MTs Al-Khairiyah Pipitan. The students have difficulty in learning reading text, especially on narrative text. They can not find main idea and the generic structure of narrative text. In the other hand, the students get bored when learning reading. Usually, the way of teaching from many
teachers makes the students bored and lazy. The teacher should has innovation to find interesting and fun technique for teaching reading. The students will be fun with a new technique and make the spirit to learning reading.

Thus, one of the appropriate technique to increase interest and understanding of learning to reading student is Cooperative Integrated Reading and Composition (CIRC). Donal states that, “Cooperative Integrated Reading and Composition is technique which is based on cooperation. It is designed to develop reading, writing, vocabulary and spelling”.1 With this technique, the students will be relaxed, entertained, and motivated to learning reading and will be helped their ability in understanding learning to read. Some of the technique which used in Cooperative Integrated Reading and Composition, such as: reading groups, teams, and story-related activities. This technique helped by students learnt in a group and cooperatively in completing tasks given by the teacher.

Based on the definition above, the writer hopes that Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading on narrative text can be effective technique that can improve students’ reading comprehension. In the other hand, can make students have more relaxed, entertained, motivated and active in the classroom. Therefore, in

this study the writer wanted to take the research on “The Effectiveness of Cooperative Integrated Reading and Composition (CIRC) Technique in Teaching Reading on Narrative Text: An Experimental Research At the Second Grade of MTs Al-Khairiyah Pipitan”

B. Identification of the Problem

The writer identified several problems in teaching learning reading process in the class as follows:

1. The students feel difficult to reading English text
2. The students feel difficult to learn English especially in comprehending reading text
3. The technique used by teacher did not make the students interest in learning process

C. Statement of the Problem

Based on the background above, the writer identifies the following problems:

1. How is the students’ reading comprehension on narrative text before using CIRC technique at second grade of MTs Al-Khairiyah Pipitan?
2. How apply is CIRC technique to students’ reading comprehension on narrative text at the second grade of MTs Al-Khairiyah Pipitan?
3. How effective is CIRC technique in teaching reading on narrative text at the second grade MTs Al-Khairiyah Pipitan?
D. Objectives of the Study

Based on statement of the problem, the writer has the objectives of this research as follows:

1. To know the students’ reading comprehension on narrative text before using CIRC technique at second grade of MTs Al-Khairiyah Pipitan
2. To know the apply of CIRC technique to students’ reading comprehension on narrative text at the second grade of MTs Al-Khairiyah Pipitan
3. To explain the effective of CIRC technique in teaching reading on narrative text at the second grade MTs Al-Khairiyah Pipitan

E. Significance of the Study

This research is expected to give benefits for the students of MTs Al-Khairiyah Pipitan, the English teacher, the school, and the other writers.

1. For the students, it is expected that using CIRC technique in learning can help them to improve their reading comprehension.
2. For the teachers, it can help the teachers to use and apply various and interesting technique during teaching and learning process.
3. For the school, it is expected that CIRC technique becomes an interesting technique and stimulates the students. It can support and motivate other teachers to make new ways in teaching learning process so that learning activities will not be monotonous.
4. For other writers, it is expected the result of this study can be reference for other researchers who want to conduct research with the same problem.

F. Limitation of the Study

As mentioned on the background of the study above, the CIRC technique is one of the alternative solutions that can be used by the teacher in teaching reading on narrative text in the classroom. The problem is limited on the effectiveness of Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading on narrative text. In addition, the writer focuses on the students at the second grade of MTs Al-Khairiyah Pipitan.

G. The Hypothesis

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tasted through an experiment.\(^2\) Based the purpose of the study and definition hypothesis above, the writer can hypothesis as follows:

\[ H_a : \text{There is the effectiveness of cooperative integrated reading and composition (CIRC) technique in teaching reading on narrative text} \]

\[ H_0 : \text{There is not the effectiveness of cooperative integrated reading and composition (CIRC) technique in teaching reading on narrative text} \]

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H. Previous Study

There are some previous study related with this research. The first study conducted by Isti Nurani Hidayanti (2018), with the title “The Implementation of Cooperative Integrated Reading And Composition (CIRC) Method in Improving Students’ Writing Skills”. This study applies a mixed-method and the target population of the study was SMA Pasundan 2 Bandung. The study is carried out in two cycle. The data is collected by using field note interview, questionnaire, and test which is pre-test and post-test. This research conducts the following process: planning, acting, observing, and reflecting. The result of this study shows that there is improvement of students’ writing skills in the tenth grade of SMA Pasundan 2 Bandung. The improvement could be seen from the increase 65.63 or 33.33% of the class of the class presentage which passes Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) in the first cycle, to 78.13 or 83.33% of the class of the class presentage which passes Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) in the second cycle. The students also gave positive responses to the quisionnaire that have been given after implementing the action. The English teacher said that CIRC method would be an alternative strategy in teaching English, especially in teaching learning process of writing.

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The second previous study conducted by Zia Hisni Mubarak and Gaguk Rudianto with the title “Cooperative Integrated Reading and Composition (CIRC) Technique in Writing Subject of EFL Context” the study applies a qualitative research and the target population of the study was the second semester of Universitas Putera Batam. The data is collected by using observation, field note and questionnaire. The results showed a good result of using CIRC technique in teaching the writing subject. The finding showed good improvement for both reading and writing where the students' reading were better because they had to read before discussion and they had to discussed how to write the information from their reading into some paragraphs. Thus, CIRC was seen as a good technique for students-workers type where in this technique the students were asked to read and compose about the material given in a small heterogenic group.  

Based on the previous studies above, there are some differences and similarities with this research and those previous study. The differences from the first writer and this research are in the research method, research instrument, subject and skill. The similarity is in the technique (Cooperative Integrated Reading and Composition technique). While, the differences from the second writer with this research is in the research method, research

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4 Zia Hisni Mubarak and Gaguk Rudianto, “Cooperative Integrated Reading and Composition (CIRC) Technique in Writing Subject of EFL Context”, Vol. 48, No. 1, (April, 2017), 41- 44.
instrument, skill, and subject. The similarity is in the technique (Cooperative Integrated Reading and Composition technique).

I. Organization of the Writing

The studies of this paper are divided into five chapters as follows:

Chapter I is introduction: background of the study, statement of the problem, identification of the problem, objectives of the study, significance of the study, limitation of the study, the hypothesis, previous of the study and organization of the writing.

Chapter II is theoretical foundation: reading comprehension, narrative text, and Cooperative Integrated Reading and Composition technique.

Chapter III is method of research: research method, place and time, population and sample, instrument of research, technique of data collecting and technique of data analyzing.

Chapter IV is result and discussion: data description, data analysis, hypothesis testing and data interpretation.

Chapter V is conclusion and suggestion.