

CHAPTER I INTRODUCTION

This chapter presents the background of the study that describes the reason why the writer conducts the study. It also contains the problem of the study, research objective, scope and limitations of the study and significance of the study. Next, significance of this study is provided. Finally, the definitions of the key term are given to avoid misunderstanding of those terms.

A. Background of Study.

Cooperative Integrated Reading and Composition (CIRC) is one of technique in the cooperative learning. It includes cooperative groups and individual instruction in oral reading, reading composition, and integrated reading and language art. This technique, teacher presents a lesson and students study work-sheet in 4 member groups diverse with regard to ability, sex, and race or ethnicity. The goal of the team is to ensure that each team member has mastered the material. The team members discuss discrepancies in answers to questions on the worksheet, help one another with misunderstanding, devise problem-solving approach, and quiz one another on the material they are reading. Then, students take individual test, and the group receives a team score based on the degree to which the students improved over their own past records. Teams performing above a certain level earn certificates or other rewards. Thus, in order to earn team rewards, students must help one another learn the material. Groups may or may not complete with one another. This material appropriates with the curriculum which is the aim of learning English subject is to develop communicative competence in spoken and written form to achieve functional literacy.¹

¹BNSP, *Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah* (Jakarta: Depdikbud, 2006), 124.

CIRC technique can be applied in the writing and reading skill. But, this research chooses reading skill for the main object. Today, Reading is one of four language skills difficult for the students. One's academic success has a strong correlation with reading. One who has a good achievement in classroom usually likes to reading. That is the reason why the reading ability should be built as early as possible. In reading, learners are actively responsible for making sense and catch the ideas of the texts. Reading has different ways in interaction with the readers because the writer is not available. That interaction will know in getting all the information from the writer.

Reading skill is very important in the context of language teaching. Reading is also basic language skill which is important from the first phase of primary education. Student and teacher need reading process for getting information to learn and writing to get product from learning.² In fact, many students do not reading comprehension accurately and do not effective self-expression during reading and writing activities.

Curricula is renewed according to student-centered teaching approach require use of strategies, methods and techniques complying with a constructivist approach and involving active student participation in the learning process. One of the approaches parallel to this teaching approach is cooperative learning. There are many techniques served in learning reading. This study is focusing on CIRC (Cooperative, Integrated, Reading and Composition) technique of reading. Cooperative learning can be defined as a learning approach in which small, mixed student groups form both in-the-class and out-of-the-class environments to ensure students help each other in learning an academic subject in the scope of a common goal; where their self-esteem increases and their

² Benjamin Samuel, *Human Characteristics and School Learning* (New York: McGraw-Hill, 1972), 43.

communication, problem-solving and critical thinking skills develop; and where they actively participate in the teaching-learning process.³

Cooperative integrated reading and composition (CIRC) technique, one of the learning techniques 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 applying of composition writing techniques. CIRC technique is developed to support traditionally used through “skill-based reading groups” approach.⁴ This study conveys to collaborate with finding reading achievement ways in descriptive text.

As what has been explained above, this study will emphasize about students’ reading achievement in descriptive text by using CRIC technique, whether the technique gives effects for students’ reading achievement or not. This paper focuses on reading achievement for junior high school level. Reading achievement is the most recognized goal of students’ enrollment in reaching reading skill in any education level. In measuring students’ reading skill, students need to improve their skill in reading, and to get measurement of their skill, there will be some steps which are needed to be achieved by students. That how reading achievement is described.

In this term, this study emphasizes students’ need in developing reading achievement at eight grades students of Mts Al-Fatih Surabaya. Most students have difficulties in reading. By this problem, this study raises CIRC (Cooperative Integrated Reading and Composition) as a technique which is bit different from what students do usually in reading class, this technique will be applied in the class along six times meeting. It is

³ C.W Bowed, “A Quantitative Literature Review of Cooperative Learning Effects on High School and College Chemistry achievement”. *J. Chem. Educ.*, 77(1), January 2000, 116-119.

⁴ Erthan Durukan, “Effects of cooperative integrated reading and composition (CIRC) technique on reading-writing skills”. *Educational Research and Reviews*. Vol.6 No.1, January 2011, 103.

expected that students have solution for their problem in reading achievement. By this technique, researcher also expects that students can have good communication with their classmate, because in CIRC learning style, students work together with their friends as a group.

B. Research Question.

Based on the background study described above, the researcher formulated the problem as the following question:

What is the significant difference score of using CIRC technique to students reading achievement at eight grade of MTs. Al-Fatih Surabaya?

C. Research Objective

This study is aimed to know the significant difference score of using CIRC technique to students' reading achievement at eight grade of MTs. Al-Fatih Surabaya.

D. Hypothesis

Donal Ary explain that when making a hypothesis, a researcher is predicting what the outcome of study will be.⁵ Develop from the research problem in the previous section, the hypothesis in this study:

H0= There were no significant difference score between CIRC technique and Conventional technique learning outcomes.

H1= There were significant difference score between CIRC technique and Conventional technique learning outcomes.

⁵ Donal Ari. *Introduction to Research in Education Eight Edition* (Canada: Wadsworth Cengage Learning, 1990), 96.

E. Significances of the Study

This study tries to investigate the students reading achievement at MTs. Al-Fatich at eight grade of MTs. Al-Fatich Surabaya by using CIRC technique. The result of the research is expected to give contribution to:

1. For student

- a. To increase reading skill and achievement.
- b. It can be useful experiences for the students in learning English Descriptive Reading.

2. For teacher

- a. To add alternative to teach reading.
- b. To increase awareness of teacher on students' learning difficulties and efforts to overcome and improve teacher performance to improve professionalism.

3. For researcher

This study can develop knowledge and experience in teaching reading to the student.

4. For School

This study can be a starting point to develop the teaching technique approach which applies in the school.

F. Scope and Limit of the Study

1. Scope of the Study

In this study, the researcher focuses on the technique which will be applied (using CIRC) for students' reading achievement. The main scope of this study signifies the CIRC as technique are presented for improving of students' reading achievement by using descriptive text.

2. Limit of The Study

This study conducts for Junior High School students of eight grades at Mts Al-Fatich Surabaya, in the new academic year 2017. The method used in this study is experimental study. In data collection, the researcher gives reading test to the students by using descriptive text

G. Definition of Key Terms

1. Cooperative Integrated Reading and Composition (CIRC)

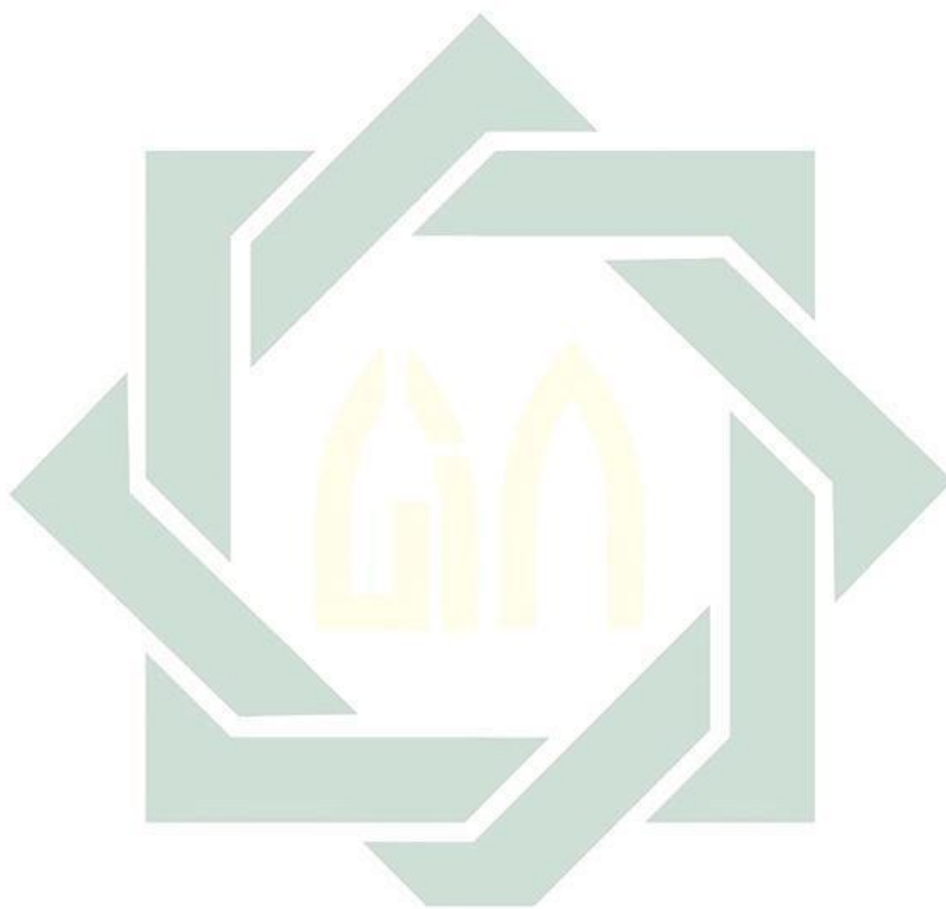
Cooperative integrated reading and composition (CIRC) is a comprehensive reading and writing program that includes story-related 5 activities, direct instruction in reading comprehension, and integrated reading and language arts activities.⁶ In this study CIRC technique is a teaching technique it is be used to improve students' ability in composing descriptive reading in order to make classroom situation more interesting.

2. Reading achievement

Reading achievement is result, goal, and purpose about student's reading performance. Reading achievement usually refers to the reading skill that is needed to read grade-level material fluently and with comprehension. Based on Thomas C. Barrett defines comprehension levels. They are Literal Comprehension (recalling information stated explicitly in the text), Reorganization (Analyzing, synthesizing, and organizing information that has been stated explicitly in the text), Inferential Comprehension (using information that has been explicitly stated along with one's own personal experience as basis for conjecture and hypothesis), Evaluation (making judgment and

⁶Zainuddin, "The Effect of Cooperative Integrated Reading and Composition Technique on Students' Reading Descriptive Text Achievement". *Canadian Center of Science and Education*. Vol.8 No.5, 2015, 11-21.

decision concerning the value of ideas in the text), and Appreciating (responding to the psychological, or aesthetic impact of the text on the reader).⁷



⁷ Richards Jack C., *Beyond Training-Perspective on Language Teacher Education* (Cambridge University Press, 1998), 137.