CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation and definition of the key terms.

A. Background

There are some problems of English in education in Indonesia. They are about pronouncing words, comprehending texts and studying grammar. One of the problems is students get difficulties to comprehend texts. Many students are expected to comprehend the text. However, in fact, there are some problems faced by students in reading activity. For example, many students get bored to read a book. It is because most of student does not do reading activity as their habit. They think that this activity is not effective. It needs learning method variously maximize and increase students' motivation in reading activity. Therefore, the teacher must be able to give proper learning model.

One of technique that can be applied in teaching reading is Cooperative Integrated Reading and Composition (CIRC). CIRC is one of the cooperative learning techniques for comprehensive program in teaching reading and writing¹. It means that CIRC tries to integrate reading and writing skill. All activities of CIRC can used in teaching reading and writing. The activities of CIRC in teaching reading are students do partner reading, do exercise, story grammar and story retell. In partner reading the student, do in a pairs one member acts as a reader and the other members as a listeners. Then the teacher asks the students to do an exercise. It is used to know the students' comprehension. In story grammar, the teacher asks students to identify generic structure. The last is story retell; the students read the text and make a simple composition based on their own word in a group. It is used to know students' reading comprehension.

In this study, the researcher chooses CIRC as a technique to teach reading narrative text for the eleventh grade of Senior High School. The researcher chooses this technique because some reasons. First, it gives positive effects on students' reading skill. The effect is not only academic knowledge but also social knowledge. Second, it can give choice for students to interact and cooperate with their friends. The students do series activities in a group. Therefore, it can create good atmosphere and makes them more interested in learning the material

Based on the background above, CIRC is an appropriate technique to be implemented to get learning model more active and interesting. The

¹ George. Jacobs. *Cooperative Learning or Just Grouping Students*. (Singapore : SEAMEO Regional Language Center) p. 13

researcher wants to know how about the implementation of Cooperative Integrated Reading and Composition (CIRC) in MA UnggulanTulangan especially in teaching reading narrative text. From the teacher's information, there are some problems in teaching reading. Some of them are many students are lack in reading activity and they feel bored in reading activity. They do not do reading activity as their habit. So. CIRC technique can be alternative way to solve this problem.

A. Statement of the Problems

Based on the background of the study, the problems of this study can be stated as follows:

- 1. How is the implementation of Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading narrative text at eleventh grade of MA UnggulanTulangan?
- 2. What are the students' response toward the implementation of Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading narrative text?

B. Objective of the Study

Based on the statement problems above, Objective of this study is described in the following:

1. To know the implementation of Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading narrative text To describe the response of the student toward the implementation of Cooperative Integrated Reading and Composition (CIRC) technique at eleventh grade of MA UnggulanTulangan.

C. Significance of the Study

This study is hoped benefit for:

- 1. For Researcher
 - a. To give some knowledge about learning model which can be applied in learning process
 - b. To try use new learning model especially CIRC in teaching reading and writing
 - c. To add the knowledge of some models of learning which can be developed right now.
- 2. For Students
 - a. To get various learning models
 - b. To give motivation to the students in learning English.

D. Scope and Limitations

This study is limited in the implementation of Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading narrative text at the eleventh grade of MA UnggulanTulanganSidoarjo

E. Definition of Key Term

To make clear some concepts in this study, researcher needs to explain those concepts.

Implementation is practice of something to know result that we apply. **Cooperative Learning** is learning model that uses grouping, consist of four until six people who have different ability, gender, race or ethnic (heterogenic). They work together as a team to solve a problem, complete a task, and do a common goal in-group. Every group will get reward based on their work²

CIRC (Cooperative Integrated Reading and Composition) is type of cooperative learning technique. The students are divided in a group. It consists of four students. They work together in reading and do writing projects. Then the teacher gives reward based on their work in-group³ Teaching is delivering or giving knowledge to students about the lesson or materials which are related with the objective of teaching and learning process.

Reading Narrative Text is understanding the meaning or the text focusing on story or fairy tale.

²Robert E Slavin, *Cooperative Learning, second edition*. (USA : Chuster Company, 1995)

<sup>p.448
³Anita E. Woolfolk.</sup> *Educational Psychology 6th edition*. (The Ohio State University, 1980) p.
380