

CHAPTER I

INTRODUCTION

A. Research Background

Reading is the which one of the four basic skills of English language that should be mastered by the students besides among listening, reading, writing and speaking skill. It can be asserted that reading is a tools of communication between writer and the reader. Reading is an activity the reader will gain new information or knowledge that is conveyed by the writer. Knowledge or information obtained by each the students will be different depending on the comprehension. Without comprehension the students not understand about the material and difficult to remember the material. It was seen at the time the student is difficult to express opinions, arguments and ideas both orally and in writing.

However, reading skill for Junior High School still far from the expectation. It also happens to the eight grade students of SMPN 1 Pengkadan. Based on discussions the researcher with English teacher in that school, the researcher found some problem the students face in learning English, especially in reading skill. The Students reading ability is still very low. The students can not read the text very well and the students also difficult to determine main idea, supporting details, word meaning and inference in reading text. It make the students can not answer the task very well. The difficulty of reading

comprehension can influence the students activities in comprehension the text that affect the student's learning achievement.

To support the research there are two previous research that researcher use in writing this thesis. The effectiveness of using Cooperative Integrated Reading and Composition (CIRC) method in teaching reading in Junior High School had been proven by Hapsari (2012) who has investigated this method in teaching reading. The investigation has proven the using of Cooperative Integrated Reading and Composition (CIRC) method in teaching reading can increasing the students' achievement. The students also felt happy and active in learning reading comprehension. Then, Mayuni (2014) where her investigation found that by using Cooperative Integrated Reading and Composition (CIRC) method the students reading comprehension significantly effective and give significant improvement to the students.

Cooperative learning model has some types, the which one of them is Cooperative Integrated Reading and Composition (CIRC). Slavin (2008:16), "Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program to teaching reading and writing". Cooperative Integrated Reading and Composition (CIRC) is a cooperative learning method for learning language it is can be reading or writing. The students work in cooperative learning teams to be four people. The students involved in a series of joint activities, including reading to each other, making predictions about how the narrative story will appear, make an overview of the others, write response a story, and practicing

spelling and vocabulary. The students also work together to find out main idea, supporting details, word meaning and inference.

Based on the explanation above, the researcher is interested in applying Cooperative Integrated Reading and Composition (CIRC) method in teaching reading in SMPN 1 Pengkadan. The researcher hope by using this method can improve the students' reading achievement and can make the condition of learning process more active .

These reasons bring the researcher did a research entitled “ The Effectiveness of Using Cooperative Integrated Reading and Composition (CIRC) Method in Students' Reading Achievement in Narrative Text at The Eighth Grade Students of SMPN 1 Pengkadan in The Academic Year of 2015/2016 ” .

B. Research Problem

The formulation of this problem, the researcher specified problems as follows:

1. Is Cooperative Integrated Reading and Composition (CIRC) method effective for teaching reading in narrative text to the eight grade students of SMPN 1 Pengkadan ?
2. How far the effectiveness of Cooperative Integrated Reading and Composition (CIRC) method towards the students' reading achievement in narrative text to the eight grade students of SMPN 1 Pengkadan ?

C. Research Purpose

Based on problem problem above, the purposes of this research to find out :

1. Cooperative Integrated Reading and Composition (CIRC) method is effective or not for teaching reading in narrative text to the eight grade students of SMPN 1 Pengkadan.
2. How far the effectiveness of Cooperative Integrated Reading and Composition (CIRC) method towards the students' reading achievement in narrative text to the eight grade students of SMPN 1 Pengkadan.

D. Research Significant

The benefits of holding this research include:

1. Theoretical Benefits

The result of this research is expected to be beneficial development of knowledge of the English language especially those related to the implementation of Cooperative Integrated Reading and Composition (CIRC) method in the learning process so that the process of the learning reading successfully and optimally.

2. Practical Benefits

- a. For English Teachers

This research can give additional knowledge and experience in providing or using Cooperative Integrated Reading and Composition (CIRC) method.

b. For Students

The use of Cooperative Integrated Reading and Composition (CIRC) can provide opportunities for students to be more active in the learning activities and to increase the students' reading achievement.

c. For Researchers

Who conduct the same research, the result of this research is expected to be a reference and contribute more information to solve the same problem.

E. Scope of Research

1. Research Variables

Research variable is the value that will be use the researcher in the research process. Creswell (2009:107), "variable refers to a characteristic of attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied". In this research, the researcher used two variable. These variables are defined as follows :

a. Independent Variable

Independent variable is variable that (probably) cause, influence, or affect outcomes. Singh (2006:72), "the independent variable which is a stimulus variable or input operates either within a person or within environment to affect his behaviour. It is that factor which is measured, manipulated or selected by the experimenter to determine its

relationship to an observed phenomena ”. Independent variable in this research is a Cooperative Integrated Reading and Composition method .

b. Dependent Variable

Dependent variable is variable that depend on the impendent variables. Singh (2006:72), “the dependent variable is response variable or output. It is an observed aspect of the behaviour of an organism that has been stimulated. Dependent variable is that factor which is observed and measured to determine the effect of the independent variables. It is the variable that will change as a result of variations in the independent variable. It is considered dependent because its value depends upon the value of the independent variable. It represents the consequence of change in the parson or situation studied”. Dependent variable in this research is the students’ reading achievement.

2. Terminology

To avoid misunderstanding and misinterpretation of the terms are used in this research, the researcher finds it necessary to present and explain them as follows :

- a. Reading comprehension is the ability to understand the general or particular information presented in writer form.
- b. Cooperative integrated reading and compositon method (CIRC) is a comprehensive program for teaching reading and writing.

- c. Second grade students of SMPN 1 Pengkadan, Hulu Gurung is a level in Junior High school that selected as the participants for this research.

F. Hypothesis

Research hypothesis is a temporary answer allegations of a research. Tuckman in Singh (2006:64), “a hypothesis then could be defined as an expectation about events based on generalization of the assumed relationship between variables.” Muijs (2004:16) states that a research hypothesis can be defined as ‘a tentative explanation that accounts for a set of facts and can be tested by further investigation’, as we mentioned earlier. The hypothesis of this research can be formulated as follow:

1. The null hypothesis (Ho) : Null hypothesis is a result that reject the technique applied in the research. The null hypothesis in this research is that the use of Cooperative integrated reading and compositon method (CIRC) is not effective for teaching reading in narrative text to the eight grade students of SMPN 1 Pengkadan.
2. The alternative hypothesis (Ha) : Alternative hypothesis is a result that accept the method applied in the research. The alternative hypothesis in this research is that the use of Cooperative integrated reading and compositon method (CIRC) is effective for teaching reading in narrative text to the eight grade students of SMPN 1 Pengkadan .