

## CHAPTER I

### INTRODUCTION

This chapter presents the discussion on the background of the study, statement of the problems, objective of the study, significance of the study, hypothesis of the study, assumption of the study, scope and limitation of the study, and definition of key terms.

#### A. Background of Study

There are many languages used as a means of communication by people all over the world. One of them is English, which has a role as an international language. It is known as the first foreign language taught in Indonesia. It is started from Elementary School up to University, because it is important for developing the science.

The teaching of English as foreign language for Indonesian students takes rather differently, from the teaching of Indonesian as a mother tongue. It is because students to some extent have had special concept of their native language that is different from the English. The students who are studying a foreign language, their mind is full of other language, the concept of which does not appear to be adequate for this new language. For all their similarities of the language, the native language and the one have many differences in sound, writing system, and structure.

Many students in Indonesia get difficulties, boredom and confusing in learning English, because it is not their mother tongue. English teacher should be able to motivate the learners in learning this foreign language. It should be done by every English teacher in order that the students are interested to learn this language. English teacher must be able to manage the teaching by using certain method in the teaching-learning process, so that the students will like it without boring and despair.

Furthermore, at Senior High School, English is taught as a compulsory subject. The main and ultimate goal is to make students able to involve and participate in discourse. In the other words, in the end of the learning process the students are able to have discourse competence, which is the ability to communicate in the intact meaning. To achieve discourse competence, the materials are based on Competence Standard (SK) and Basic Competence (KD) which appropriate with the School Based Curriculum (KTSP).

One problem that is faced both by the teachers and the students is the students do not have willingness of their own to learn. They will be success in learning if she/he has a strong will to learn. This is called motivation. However, not all of the students have their own motivation in learning English. For that reason the teachers have to encourage the students' motivation in learning English and change their attitudes towards English with the most appropriate way.

A good teaching-learning process happens when there are interactions between teacher and students. It means that the communication is not only

from the teacher but also from the students also. A good communication between them is so important to make a good teaching and learning situation and finally the learning purpose will be achieved. Such of situation have to be applied in every classroom learning activities, including in English learning class. Unfortunately there are still many students passive in English learning class even they cannot follow the lesson. The reason why they are passive is not only because they do not understand about the lesson, but also it might be caused by the teachers who still do not know about the technique of improving the students' interaction. The teachers take an important role to make the students speak up; especially in English learning class.

In learning English there are four skills which are necessary to be mastered by the learners. Those skills are listening, speaking, reading and writing. Based on English score of reading students at second year of MAN PRAMBON in academic year 2012/2013, the students still face many difficulties in reading comprehension. From 39 students of class XI IPS 1, most of them got under 65 score in the test of reading. 65 are the English Minimum criteria of mastery learning in MAN PRAMBON.

Referring to the facts, the writer limits the explanation to the reading only. Reading skill is very important skill that must be mastered by every language learners, because reading as the process of putting the reader in contact and communication with ideas. Reading is simply one of the many ways in which human beings go about their ability. In order to master this skill, teachers as an educator have to use good method in teaching learning

process. In this case, the researcher concerns with TEACHING READING USING COOPERATIVE INTEGRATED READING AND COMPOSITION TO SECOND GRADE STUDENTS OF MAN PRAMBON IN ACADEMIC YEAR 2012/2013

### **B. The Statement of the Problem**

Based on the previous background of the study that is described above, the researcher formulates the problem as follows.

“Is teaching reading using Cooperative integrated reading and composition to second grade students of MAN PRAMBON effective?”

### **C. The Objective of Study**

In line with the information of the problem above the purpose to be researched in this research is:

The effectiveness of Cooperative integrated reading and composition toward the second grade students of MAN PRAMBON in Academic years 2012/2013

### **D. The Significance of the Study**

The significance of study is theoretically and practically. The theoretically is the result of the research in expected to give contribution to the development of English teaching. It is expected to get useful way of teaching method which can be applied to improve English skill of the student.

The practically is the result of this research is expected to useful for the following people. Namely for the researcher, the student, the teacher and the school.

For the researcher, the result of the research hopefully will be useful as an input for next researcher and it is very valuable experience to apply the knowledge from the collage.

For the student, researcher result can add the student's knowledge and learning English and give motivation for the student to study English and practice in real life.

For the teacher, the teachers can use this method to enrich their teaching method so that they have a variety of methods to be applied in teaching difficulties that arise in classrooms.

For the school, the result of the researcher is very important to improve the quality of the English education.

## **E. Hypothesis**

Based on the objective of the study, this research wants to know the effectiveness of teaching English using Cooperative integrated reading and composition (CIRC). Then the researcher builds the hypothesis to make the purpose of this study clear. The researcher's hypothesis is:

1. Ha : teaching reading using Cooperative integrated reading and composition to second grade students of MAN PRAMBON is effective.

2. Ho : teaching reading using Cooperative integrated reading and composition to second grade students of MAN PRAMBON is not effective.

#### **F. Basic Assumption**

The researcher use the following assumption, the student on the second grade at MAN PRAMBON especially at experimental class and control class have the same characteristics, they are in the same basic skill in English and they are from the same ages and grades.

#### **G. The Scope and Limitation**

The scope of this study is the second grades students of MAN PRAMBON in academic years 2012/2013. This study limited on the effect of Cooperative integrated reading and composition towards students in reading skill. The material based on the student's lesson on second semester that is about monolog text.

#### **H. Definition of key term**

In order to clarify the key terms used in this study, some definitions are put forward.

1. Cooperative integrated reading and composition (CIRC)

One of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of

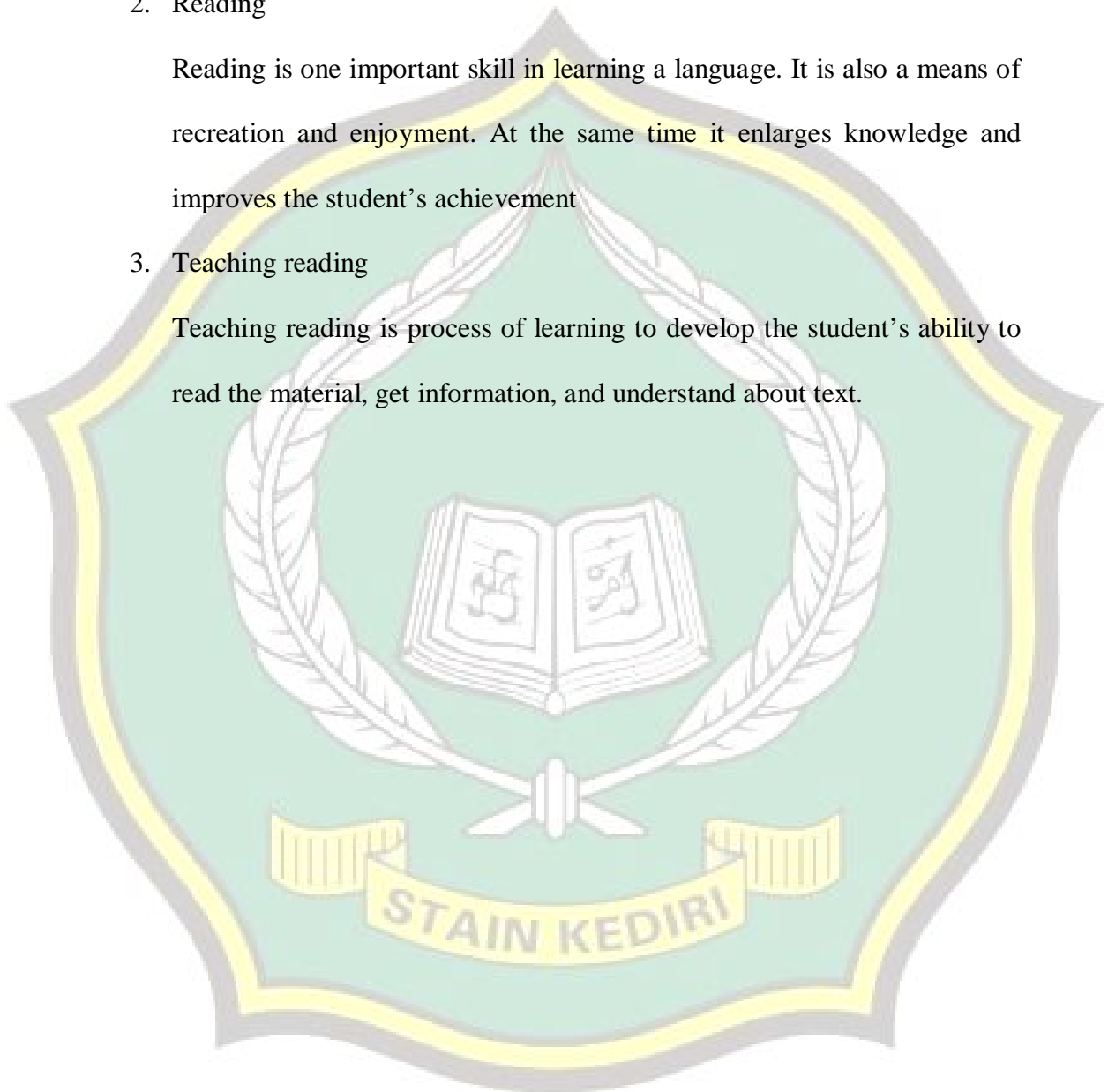
primary education. CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques.<sup>1</sup>

## 2. Reading

Reading is one important skill in learning a language. It is also a means of recreation and enjoyment. At the same time it enlarges knowledge and improves the student's achievement

## 3. Teaching reading

Teaching reading is process of learning to develop the student's ability to read the material, get information, and understand about text.



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<sup>1</sup>Shalomo, Sharan. *The Handbook of Cooperative Learning*(Yogyakarta: Familia,2012) 76