

CHAPTER I

INTRODUCTION

This chapter presents the background of study, the research problem, the object of the study, the hypothesis, the scope and limitation, the significance of study, and definition of key term.

A. Background of the Study

The teaching of English includes four skills; they are listening, speaking, reading, and writing. Writing skill is regarded as the most important one comparing with the other. The principal of writing uses right language, clear idea and directional describing.¹ But there are some regulations that make them different. Different language organizes idea differently. We have to learn how to organize information in English so that we can write effective composition because “Organization is the key to good writing.”² We also make writing as if it can communicate with the readers, based on Bram’s statement that to write interesting, enjoyable paragraph, we first should master what the topic. When we deal with writing, we make the best the use of sentence to express our messages. When we write, we intend to interact with our readers using written language. Our principal purpose is to make our readers understand.³

¹ Widarso Winubroto, *Kiat Menulis dalam Bahasa Inggris* (Yogyakarta : Kanisius, 1992), 1.

² Karen Blanchard and Christine Root, *Ready To Write A First Composition Text* (New York: Addison Wesley Longman, 1995), 1.

³ Barli Bram, *Write Well Improving Writing Skill* (Yogyakarta: Kanisius, 1995), 25.

Although writing is very important for us, but writing is considered as the most difficult subject especially for students. The reason is because writing is a mixture of our idea, between vocabulary and grammar. And becoming more complex in conceptual and judgment. From the reality, Most of students still confused in using tenses even though the teachers pointed out and also limited to the vocabulary based on the topic given.

Writing as a part of the language skills must be taught maximally since it has been considered as the hardest skill. Because writing was used to show that students had mastered a particular grammatical rule, rather than had a good idea about the subject matter. Writing ability for students refer to the competence of mastering the genre, understanding and producing some kind of texts. One of the texts is Narrative. In fact, students find difficulties in digging their ideas and formulate them with sufficient vocabulary to construct the text as the generic structure and language feature. In the reality, the teacher has found the students' problem by looking at the students' achievement to write a narrative text.

Cooperative learning method has been researched and used in a wide variety of subjects, writing in an elementary school curriculum had been conspicuously lacking in this research. This research describes the rational, development, and evaluation of Cooperative Integrated Reading and Composition (CIRC), a comprehensive program for teaching reading, writing, and language art. Although CIRC has clearly supported more than one skill in

learning English, beside to know the students' ability and problem in writing a narrative text, the researcher uses this method develop skill in writing.

Developed in 1983 by Slavin and Nancy at the Center for Social Organization of Schools at the Johns Hopkins University, Cooperative Integrated Reading and Composition (CIRC) to focus on story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities. In a team setting, mixed-ability students work together to read, discuss their reading to clarify unknown vocabulary, reread for fluency, understand the main idea, comprehend stories, and work through the writing process linked to the texts that the students are reading (including drafting, revising, and editing one another's writing). Students are rewarded on the basis of the team's performance to provide motivation to work together and help one another.

The previous research was done by Artiyanti (2013). In her research, she used experimental design. She conducted the research for the eleventh grade students of SMAN 2 DEMAK.⁴ The result showed that Cooperative Integrated Reading and Composition (CIRC) is effective in teaching writing, and it could improve the writing skill of students. In this case, the researcher is interested in using Cooperative Integrated Reading and Composition (CIRC) in teaching writing that is never conducted in MTs Nurul Islam Kota Kediri especially for the eighth graders. Based on the explanation above, the researcher wants to know and give evidence whether Cooperative Integrated

⁴ Novita Artiyanti, *The effectiveness of Cooperative Integrated Reading and Composition (CIRC) for students' learning outcomes in writing hortatory exposition at eleventh students of SMAN 2 DEMAK* (IKIP PGRI Semarang: 2013).

Reading and Composition (CIRC) is effective for teaching writing to the eighth grade students of MTs Nurul Islam Kota Kediri. Therefore, researcher conducts the study entitled “The Effectiveness of Cooperative Integrated Reading and Composition (CIRC) in Teaching Writing Narrative Text to The Eighth Graders of MTs Nurul Islam Kota Kediri.”

B. Research Problem

In doing this research, there is problem of study taken; problem of study directs the researcher to find the answer of the case researched. The problem of this research is:

Do the students taught using Cooperative Integrated Reading and Composition (CIRC) have better writing skill in narrative than those who are not taught using Cooperative Integrated Reading and Composition (CIRC).

C. Object of Study

The objective of the research is to know whether the students taught using Cooperative Integrated Reading and Composition (CIRC) have better writing skill in narrative than those who are not taught using Cooperative Integrated Reading and Composition (CIRC).

D. Hypothesis

A hypothesis is a tentative explanation for certain behaviors, phenomena or events that have occurred or will occur.⁵ The hypothesis of this research is “the students taught using Cooperative Integrated Reading and

⁵ L.R. Gay, *Educational Research: Competencies for Analysis and Application* (New York: Macmillan Publishing Company, 1987), 66.

Composition (CIRC) have better narrative writing skill than those who are not taught using Cooperative Integrated Reading and Composition (CIRC)”.

E. Scope and Limitation

The scope and limitation of the research are to avoid misunderstanding and to clarify the problem. The scope of this research will be focused on the teaching narrative writing by Cooperative Integrated Reading and Composition (CIRC) technique.

The research is limited to the eighth grade of students at MTs Nurul Islam Kota Kediri.

F. Significance of Study

The researcher hopes that this research is useful for the English teacher, the students, and the other researcher.

This research is expected to be able to give information about innovative method that is appropriate to be used in teaching narrative writing. To improve their teaching learning process and to stimulate their students in learning narrative writing.

This research is expected to be able to help students in improving their narrative writing using Cooperative Integrated Reading and Composition (CIRC).

For the researcher, hopefully, it can be useful as input for future research. Therefore, in the next research, the researcher has a reference to do next research better than this.

G. Definition of Key Term

In the definition of the key terms, the researcher will define the key term that related to this thesis. They are Cooperative Integrated Reading and Composition (CIRC), and narrative text.

1. Cooperative Integrated Reading and Composition (CIRC)

Cooperative Integrated Reading and Composition (CIRC) is a series that make one between reading and writing. Students work in a group to understand the main idea and master other comprehension skills. They work on materials appropriate to their reading level.

Widodo describes the steps of this method. First, make groups consist of 4 members heterogeneously. Second, teacher give text with of topic learning. And students cooperate read to each other, find main idea, and give opinion to text. At the end, the students write the result on the paper. Next, make presentation or read to the result from group's discussion. After that teacher and Students make summary together. Then, closing.⁶

2. Narrative text

Narrative is a text which contents about a story like a story of citizen (folktale), the story of animals (fable), legend (legend), etc".⁷ Narrative text contains story by presenting the sequence of events and actors which are characterized as heroes or cowards.

⁶ Rachamad Widodo, "Model Pembelajaran Cooperative Integrated Reading and Composition <http://wyw1d.wordpress.com/2009/11/10/model-pembelajarn-23-cooperativeintegrated-reading-and-composition-circ-stevens%E2%80%93slavin-1995/>, (Accesed on 20 March 2014).

⁷ <http://www.elraz.co.cc/english-texts/teks-monolog/narrative> (Accesed on 25 April 2014).