

## CHAPTER I

### INTRODUCTION

This chapter discusses about introduction of the study, which consists of the background of study, the statement of the problem, the objectives of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

#### **A. Background of the Study**

English is an international language that many people use it. English is one of subjects in all education in Indonesia. Moreover, English is classified as a foreign language because English has become second language. English aims at making students to be able to speak, to know the English word and to understand to English conversation. English is important; by the English we can go around world.

There are four skills in English consisting of listening, speaking, reading and writing. The receptive skills are listening and reading, because they focus on receiving information, and then productive skills are speaking and writing because they focus on producing information<sup>1</sup>. All of the skills relate each other. Sometimes, students have difficulties in one of them, especially in productive skills, namely speaking and writing. Because, the productive skill

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<sup>1</sup> Caroline T. Linse, *Practical English Language Teaching: Young learners*, (New York:McGraw-Hill ESL/ELT ,2005), 24.

focuses on producing information. In which, students must read the book to stimulate their mind to get an idea to write. Student must have good mood to write.

Reading is receptive skills because we read the book and got the information. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.<sup>2</sup> Reading helps you learn to think in the new language, reading helps you build a better vocabulary, Reading make you more comfortable with written English. In addition, the correlation between reading and writing are closed. We can read any of book, newspaper, article, magazine, novel, web pages and etc. Then after we get the idea from reading books, we can implement our idea in written text.

Writing is one of productive skills. In writing, there are some components that should be taken into consideration such as vocabulary and grammar. The process of writing involves combining of some grammatically structured sentences into good grammar. Those are the difficulties of writing English faced by the students in all levels. Students need to plan, to draft and to edit in this way, so that they can produce good composition. They will write more clearly than other because they know about problems in writing. Besides, in the purpose of producing good composition, there are some aspects that need considering such as content, organization, grammar, vocabulary and mechanics. Students need to produce the composition as

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<sup>2</sup> Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2007), 99.

communicative as possible. As what Bram's states that in order to produce interesting writing. When we deal with writing, we make the best the use of sentence to express our message. When we write, we intend to interact with our readers using written language. Our principal is to make our reader understand.<sup>3</sup>

Many EFL students think that writing is the most difficult skill that should be mastered. The most frequent, faced by the students are the limited knowledge of the topic and insufficient practice. All the students have difficulty about this one, especially the young learners as they need to enrich their knowledge so that they can convey the idea in good writing. It is the one of problems that faced by the student. When writing, students need to focus on accuracy toward the grammatical use and writing mechanics. The usual practice is to correct the grammatical errors.<sup>4</sup> Grammar need to be considered when writing, because when we write a good composition with good grammar, it tremendously helps the readers to understand what the writers convey. But students need practice a lot in order to produce good writing. Another problem faced by the students when writing composition is the in direct feedback given by the teacher. In this regard, the English teacher asks the students to write at home. In the purpose of solving this problem the

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

<sup>4</sup> Calhoun, & Hale (2003)

researcher conducts this research focusing on the students' difficulty in producing good writing.

Therefore, to solve many problems faced by students in writing, the researcher wants to implement CIRC (Cooperative Integrated Reading and Composition) method to the students. This method is developed at the Johns Hopkins University by Dr. Robert E Slavin.<sup>5</sup>

Cooperative Integrated Reading and Composition (CIRC) method is a kind of cooperative Learning method. This method is conducted by making group and each group should be given task then each student should draws what the text tell about. Then, the students present their discussion in front of the class. In this method, Students follow a sequence of teacher instruction, team practice, peer pre assessments, assessment, and team recognition.<sup>6</sup> In this method the students do same activities such as classification and writing the descriptive text.

The level difficulties in Junior High School level when producing good writing is the lack of accuracy and correctness of the use of grammar and mechanics. Most of the students do not understand the technique of writing. They only write and submit the assignment to the teacher. In MTs Negeri Pare the students in seventh grade has difficulties about that. From the mentioned

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<sup>5</sup> Carolyn Kessler, *Cooperative Language Learning, A teacher's Resource Book*,(USA: University of Texas at San Antonio, 1992), 24.

<sup>6</sup> <https://suciidedee.wordpress.com/2014/07/21/circ-method/> accessed on Wednesday 25, 2015.

problem, the researcher attempts to conduct the research delay with the problems in writing. The researcher choose MTs Negeri Pare because the researcher has experience to teach there when she did *Students Teaching* (PPL) so that the researcher knows the actual students ability and knows appropriate class and method to apply in teaching writing.

Several studies dealing with the problem of writing in which CIRC method is used to solve the problem have been conducted by some researchers. One of the studies entitled *The Use of Cooperative Integrated Reading and Composition (CIRC) method to Improve Students' Ability in Composing Narrative Writing (A Classroom Action Research at the Eighth Grade Students of MTs Negeri Kudus in the Academic Year of 2010/2011)*.<sup>7</sup> The result of this research shows the effectiveness of the CIRC method when it is applied in teaching writing in the level of junior high school at the seventh grade students. And second previous study is *The use of CIRC (Cooperative Integrated Reading Composition) technique in improving reading comprehension for the VII D students of MTsN Sampung Ponorogo in Academic years 2009/2010*.<sup>8</sup> This previous research attempts to know the

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<sup>7</sup> Ulya Himawati (063411011), *The Use Of Cooperative Integrated Reading And Composition (CIRC) Method To Improve Students' Ability in Composing Narrative Writing (A Classrom Action Research at the Eight Grade Students of MTs Negeri Kudus in The Academic Year of 2010/2011)* IAIN Walisongo Semarang

<sup>8</sup> *The use of CIRC (Cooperative Integrated Reading Composition) technique in improving reading comprehension for the VII D students of MTsN Sampung Ponorogo in Academic years 2009/2010*. Unpublished thesis

effectiveness for student of CIRC method in the level of junior high school especially in MTs Negeri Pare.

Based on explanation above, the researcher wants to know the effectiveness of Cooperative Integrated Reading and Composition (CIRC) method applied in seventh grade of the students of MTs Negeri Pare. That is why the researcher is conducted a research entitled **The Effectiveness of Using Cooperative Integrated Reading and Composition (CIRC) In Teaching Writing at the Seventh Grade Students of MTs Negeri Pare.**

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

Based on the background above, the researcher would like to conduct a research on the effectiveness of the CIRC method in teaching writing of seventh grade of MTs Negeri Pare. Therefore, the research problem can be formatted as follow: Is teaching writing by Cooperative Integrated Reading and Composition (CIRC) for the seventh grade students effective?

#### **C. The Objectives of the Study**

Based on the statement of problem above, the general purpose of this study is to know the effectiveness of teaching writing by Cooperative Integrated Reading and Composition (CIRC) at the seventh grade students of MTs Negeri Pare.

#### **D. The Hypothesis**

Based on the objective of the study, the researcher wants to know the effectiveness of teaching writing by Cooperative Integrate Reading Composition (CIRC). Then, the researcher builds the hypothesis based on the research problem. The researcher's hypotheses are formulated as follow:

1. Hypothesis  $H_0$  (Hypothesis null): teaching writing by Cooperative Integrated Reading and Composition (CIRC) is not effective.
2. Hypothesis  $H_a$  (Hypothesis alternative): teaching writing by Cooperative Integrated Reading and Composition (CIRC) is effective.

#### **E. Significance of the Study**

The result of the study is expected to make the students easier to understand about the main point of the text and to motivate the students to write using Cooperative Integrated Reading and Composition (CIRC).

1. To the teachers

The teachers get new technique especially in teaching writing. Because, new technique enhances the student's interest in writing. The teacher can improve their ability in using Cooperative Integrated Reading and Composition (CIRC) one of the ways to increase students writing ability.

2. To the students

The students can learn new method when they study English. This method persuades the students to study more about reading and writing skill in English. It is easy strategy for the student, to develop the social skills with their friends to get improve their achievement in learning teaching writing.

3. To the researcher

The researcher can use this study to enrich the knowledge about learning methodology and to solve the problem dealing in writing.

#### **F. Scope and Limitation of the Research**

There are many learning strategies that can help the students to do the task in language learning such as: listening, speaking, reading, and writing. This study only discusses the learning method in writing skill on descriptive text. In this regard the use of Cooperative Integrated Reading and Composition (CIRC) at Seventh Grade Students on descriptive text with the topic such as fruit, animal and people based on the curriculum on the second semester. Besides, the respondents of this research falls into two categories namely experimental group and control group.



## G. Definition of Key Term

### 1. Writing

Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until comprehensible to reader.<sup>9</sup>

### 2. Descriptive Text

Descriptive text is the text that is always in around us when we want to describe something or someone.

### 3. Cooperative Integrated Reading Composition (CIRC)

Cooperative Integrated Reading Composition (CIRC) is the activity that there are three main points basic activities with learning by reading (direct instruction), then (reading comprehension) and (writing activities). But they do in team work learning.<sup>10</sup>

### 4. MTs Negeri Pare

MTs Negeri Pare is one of State Islamic School in Junior High School level at Pare. And located in Jln Candra Birawa Pare Kab. Kediri. Which the student has achievement not only in lesson but extracurricular too. This school has two buildings and has different habitual activities every day.

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<sup>9</sup> Mc. Grow Hill, *Practical English Language Teaching: Young Learners*, (Singapore:International Edition,2006) , 98.

<sup>10</sup> Robert E. Slavin, *Cooperative Learning (Theory, Research and Practice) second edition*, (USA:Allyn and Bacon, 1990),104.