

## CHAPTER I

### INTRODUCTION

This chapter presents some aspects related of study. It consists of background of the study, the research problems, and the objective of the study, the significance of study, the scope, limitation, and definition of the key term.

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

The English language is the foreign language in our country and that is learning by all students' at school and a university level. The reason people wants to learn foreign languages especially English they think it offers a chance for advancement in their personal life. By expert English language, they would probably get a better job if their National language. English has a special position in the global world since English has become an international language of communication.

One of the important skills in English is reading. Reading is the skill in which students have a great ability at the end of their language study. Students can do many activities while they are reading such as understanding the meaning of the text and the contents. Nuttal states that reading can be used to improve their language components.<sup>1</sup> It means that students focus on grammar structure and vocabulary. Then, William Grabe shows that Reading is efficient not only in terms of the overall reading rate, but also in terms of

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<sup>1</sup> Nuttal, C, *Teaching Reading Skills in a Foreign Language*. (Macmillan Heneman, 1996), p.30

the ways that various processing skill work together.<sup>2</sup> It means that reading skill needs four skills work together.

Based on statement above, It is might for Indonesian students to improve their English subject as well as possible, as state in curriculum 2006 which is the aim of learning English subject is to develop communicative competent in spoken and written from to achieve functional literacy.<sup>3</sup> People need communicate in making an interaction to other in around them also in doing daily activities it can make the people easy to use language to share their idea or something that they want to say. At SMAN 1 Plosoklaten Kediri, English learning for the eleventh grade student has been suitable with the School Based Curriculum (KTSP) in 2006, with the number of meeting 4X45 minutes per class in a week, and 75 is the minimum standard score (KKM) must be achieved by the student.

In this study, the writer focuses in teaching reading comprehension especially for the eleventh social one students of SMAN 1 Plosoklaten Kediri. The first reason is that in reading skill almost all of social eleventh one students of SMAN 1 Plosoklaten Kediri have difficulties in comprehending the contents of the text. They cannot spell, identify, and understand some of words in any kind of text. They do not know what the text tells about, because there are many unfamiliar words, difficulties in finding the main idea.

The second reason is there are only a few students who are active in learning. In addition, the other students are only playing. It might cause some

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<sup>2</sup> William Grabe, *Reading in a Second Language*. (Cambridge University Press, 2009) p.14

<sup>3</sup> *Standar Isi Untuk Satuan Pendidikan Dasar Dan Menengah*,(Jakarta: BSNP, 2006)p. 124

of them do not understand and comprehend of the reading text. And the last reason is that, there is different competence of English at the eleventh social one grade students.

The condition above naturally happen because the teaching strategy in reading is not appropriate with students' ability, because the teacher usually teach with a central teaches method. So the students can not try to be more active in the class and not have motivation to study hard, beside that the minimum completeness criteria is 75, So the students hard to get the scores of minimum completeness criteria. In this study, the writer focuses in teaching reading comprehension especially for the eleventh social one of SMAN 1 Plosoklaten Kediri. Therefore, the teacher should find the appropriate method and technique to increase students interesting in reading.

The method can be used is cooperative learning. According to Slavin, cooperative learning is methods share the idea that students work together to learn and are responsible for the teammates learning as well as their own.<sup>4</sup> The definition means that in Cooperative Learning, students can study together, open mind and responsible for getting result of study individually or grouping. Artz and Newman states that Cooperative Learning is an approach that involves small group of learners working together as a team to solve a problem, complete a task, or accomplish a common goal.<sup>5</sup>

One of cooperative learning is Cooperative Integrated and Reading Composition (CIRC). According, Erhan Durukhan states that CIRC is one of

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<sup>4</sup> Robert E. Slavin, *Cooperative Learning: Theory, Reseach, and Practice*, (USA: Allyn and Bacon, 1995), 2nd Ed p.5

<sup>5</sup> Ibid, p.448

learning technique based on cooperative which be designed to develop reading, writing and other language skill in upper grades of primary education. CIRC technique can give knowledge to the teacher especially in teaching reading and writing. The teacher can apply the composition of writing techniques in teaching writing.<sup>6</sup> In addition, Ghaith CIRC is one type of cooperative learning. The example of activity is students divided in a reading group. They work all activities cooperatively such as partner reading, making predictions, and identifying of characters, settings, problem and problem solutions, summarizing, vocabulary, spelling, reading comprehension exercises, and doing writing work.<sup>7</sup>

The purpose of implementing CIRC method is to generate opportunities for the students to become more active in learning. In this case study, the students will be engaged in pairs, group discussion and whole class discussion activities, therefore the students will have much deeper understanding on the reading text they have read.

Based on the purpose above, the researcher is highly motivated to improve the eleventh grade students of SMAN 1 Plosoklaten Kediri achievement in reading comprehension through CIRC method by the title

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<sup>6</sup>Erhan Durukan, *Effect of Cooperative Integrated Reading and Composition (CIRC): Educational Research and Reviews*. Vol 6(1).Pp 102-109. January 2011.

<sup>7</sup>George. Jacobs. *Cooperative Learning or Just Grouping Students*. (Singapore : SEAMEO Regional Language Center) p. 13

**IMPROVING STUDENTS' READING COMPREHENSION BY  
USING COOPERATIVE INTEGRATED READING AND  
COMPOSITION (CIRC) ON NARRATIVE TEXT AT SMAN 1  
PLOSOKLATEN**

**B. The Problem of Study**

Based on the background above, the study concern with the following problem:

1. How is CIRC technique implemented to the students reading comprehension on narrative text?
2. Does the CIRC technique improve the students' reading comprehension achievement at senior high school?

**C. The Objective of Study**

Related to the research focus, the aims of study are:

1. To describe the CIRC technique is implementation in the students' reading comprehension at senior high school.
2. To know the CIRC technique can improve the students' reading comprehension on narrative text achievement at senior high school.

**D. The Significance of Study**

The result of the study gives contribution to the teachers, students and the researcher itself in searching for appreciate learning strategy toward successful teaching learning proses.

First the researcher expect this research will be useful for the teachers to get more knowledge and information about the improvement of students

reading comprehension and the acceptable strategy to get teaching learning process successfully.

Second the result of the research hopeful gives contribution to the students to understand their ability especially in reading comprehension skill. The researcher also hopes by knowing their ability, students are motivated to improve it so that they get more spirit to be hard in studying English.

Third, this research will be helpfully for the writer as the students of English department faculty to get more knowledge and information in selecting methods and materials to teach English, especially in teaching vocabulary. It will be helpful for him or her when she or he will teach in future.

#### **E. The Scope and Limitation**

The scope of the research is English subject and the limitation of the research, the researcher focus on the students of XI social at Senior high school that being the subject of this research.

#### **F. The Definition of Key Term**

There are used below to provide clear ideas of the topic that will be discussed:

##### **1. Reading Comprehension**

Reading comprehension means relating to what someone does not know or new information to what already knows trough printed message read. It may be regarded as relating of the world around human being including

what is being read to the knowledge, intention and expectation are already have in readers' head.<sup>8</sup>

## **2. Cooperative Integrated Reading and Composition**

CIRC is one type of cooperative learning. The example of activity is students divided in a reading group. They work all activities cooperatively such as partner reading, making predictions, and identifying of characters, settings, problem and problem solutions, summarizing, vocabulary, spelling, reading comprehension exercises, and doing writing work.<sup>9</sup>

## **3. Improving**

The act of enhancing or making better in term of quality, value, or usefulness. It can be by making ideas, objected or processes more desirable by adding or removing components. The term can be also be applied to people as well, via methods such as performance review which are meant to try and improve an employee in some manner.<sup>10</sup>

## **4. Narrative text**

Narrative text is a text which the contents about a story like a story of citizen (folkstale), the story of animals (fable), legend (legend).” Narrative text contains story by presenting the sequence of events and actor are who characterized as heroes or cowards.

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<sup>8</sup> Smith, F, *Understanding Reading 2nd Edition* ,15.

<sup>9</sup> George. Jacobs. *Cooperative Learning or Just Grouping Students*, p.13

<sup>10</sup> [www.businessdictionary.com/definition/improve.html](http://www.businessdictionary.com/definition/improve.html)