

CHAPTER I

INTRODUCTION

This chapter presents the discussion about the background of the study, the research problem, the objective of the study, the significance of the study, the scope and limitation, and the definition of key terms.

1.1 Background of the Study

There are a variety of languages that people around the world use as a form of communication. English is one of the languages, and it has a place as a foreign language. It is known for being Indonesia's first foreign language taught. It starts from elementary school to university, because it is important for the human scientific knowledge to establish.

For Indonesian students the learning of English as a second language takes quite different from the teaching of Indonesian as a mother tongue. That is because the students to some extent already have particular principle of their native language and that is very distinct from the English. Several of the students who learn a foreign language are full of other language in their minds, the meaning of which does not seem to be sufficient for this new language (Gunantar, 2016). The native language and the one have several.

When English is taught in Indonesian, many students get struggles, boredom, and frustration. Because they have always been using their mother tongue, they don't know the foreign language (Sadiku, 2015). The English teacher should be able to inspire the learners in studying the foreign language in this case variations in tone, writing system, and structure, for all their language similarities. Every English teacher should do this, so that the students are interested in learning this language. The teacher must also master good management in the class, the teacher can use certain methods while teaching in the classroom, so that the students will like the material without boring and despair.

While teaching English as a mandatory subject at high school. The key and aim of teaching English here are to encourage the students to engage and participate in the discourse. At the other hand, the students may have discourse maturity at the end of the learning cycle which is the capacity to communicate in the intact context.

Based on the English reading students score at MA SUNAN AMPEL PARE 's 10th grade students in academic year 2019/2020, the students still face many difficulties in understanding reading comprehension. Of the 60 students in Class X IPS 1 and X AGAMA 2, most had less than 70 score in the reading test. 70 These are the English minimum MA SUNAN AMPEL PARE Mastery Learning Criteria.

Referring to the fact, the writer restricts only the reading explanation. Reading is one of the core competencies of learning and teaching English as a foreign language also crucial reading for students even though reading can help students' practice, receives messages, and work out the definition of these messages.

Reading is also one of the intricate ways to learn English. Reading is one of the main skills we need to increase our personal health and social change. Reading is a part of human life and culture cannot be ignored. It means the students have the ability to recognize and use the word and context. According to Grabe and Stoller (2002 : 9) stated that reading is the ability to draw meaning from printed and interpret this information appropriately. Reading is a complex behavior, which involves conscious and unconscious use of various strategies, including problems solving strategies, to build a model of a meaning, which the writer is assumed to have intended. With an explanation, we can understand that reading is the skill, with reading we can find the meaning of as well as helping to bring meaning from the written material we are reading. Reading comprehension, as defined by Snow and Sweet (2003), is the process of extracting and constructing meaning simultaneously. Comprehension is a construction process because it involves all of elements of the reading process working together as a text read to create a representation of the text in the reader's mind.

Based on Roldan's study (1993), the three level of comprehension can be summarized as follows: (1) reading the lines, where the reader drives meaning

from the sequence on words and their relation to other words and sentences; (2) reading between the lines, where the reader must identify the main idea, interpret clause, and make inferences, and (3) reading beyond the lines, where critical and creative technique are involved while the reader recognize implications, draw conclusion, distinguishes fact from opinion, analyses, and synthesizes the author's thought.

CIRC is one of the methods of teaching learning which has three programs elements, they are direct instruction in reading comprehension, story related activities and integrated language art, writing instruction (Mubarak, 2016). Each student is paired with other students an assigned to a group of students at the same or different reading level. These learning team works cooperatively on program related activities. All activities follow the cycle that involves teacher presentation, team practice peer pre-assessment, additional practice and testing. Students are encouraged to cooperate and help one another. CIRC is the technique that gives the students the opportunity to enhance their reading skills.

There has been previous study that use CIRC as a technique in creating an effectiveness teaching English such as Varisoglu (2016) said that the CIRC technique had positive influences on the students' academic achievement. In another research Erlidawati and Syarfuni (2018) said about the effect of CIRC by using CIRC Technique in the experimental group, the situation in this group was very enjoyable, the students were more enthusiastic when they were joining in this group.

Both researchers use CIRC's ability to read. And they got the good result from the researcher's result and their show that the CIRC technique gives the students the effect while learning English particularly in reading skills. In this situation, therefore, the researcher is concerned with THE EFFECTIVENESS OF CIRC ON THE STUDENTS' READING COMPREHENSION SKILL AT MA SUNAN AMPEL PARE.

1.2 The Research Problem

Based on the background of the study which is described above, the researcher formulates the problems as follows.

“Is there any significant different between students who are taught by using Cooperative Integrated Reading Composition (CIRC) and the students who are taught by using group discussion?”

1.3 The Research Objective of the Study

In line with the research question described above, the purpose of this study is to investigate is there any significant different between students who are taught by using Cooperative Integrated Reading Composition (CIRC) and the students who are taught by using group discussion.

1.4 Significant of the Study

The study's finding is expected to give some contributions to:

1.4.1 English Students

It is expected to provide significant inputs for Senior High School students to practice their reading skills throughout language teaching in the classroom particularly for English students.

1.4.2 Teachers of reading skill

This is supposed to be correction for success of teachers whose practices or strategies still require improvement as they teach young learners reading skills.

1.4.3 Further Researcher

The researcher hopes that the findings of this research can include knowledge and references to other researchers connected to this research.

1.5 Scope and Limitation

This study limited the effectiveness of using Cooperative Integrated Reading and Composition (CIRC) in teacher reading skills to enable them to apply CIRC as a technique that can quickly increase the reading skills of students. Not only as someone who gives the information to teachers, but also to the students themselves. Students may use CIRC to develop their reading skills. Although students who have less reading ability while studying in classroom will have a

chance to learn a lot. The content also focused on the second semester lesson of the student which is about narrative text.

1.6 Definition of Key Terms

The researcher performs three definitions of key terms based on the previous discussion above:

1.6.1 Cooperative Integrated Reading and Composition (CIRC)

CIRC is one of the methods of teaching learning which has three programs elements, they are direct instruction in reading comprehension, story related activities and integrated language art , writing instruction (Mubarak, 2016). Each student is paired with other students an assigned to a group of students at the same or different reading level. These learning team works cooperatively on program related activities. All activities follow the cycle that involves teacher presentation, team practice peer pre-assessment, additional practice and testing. Students are encouraged to cooperate and help one another. CIRC is the technique that gives the students the opportunity to enhance their reading skills.

1.6.2 Reading

Learning of foreign language reading is one of the important skills. It is also a means of enjoyment and recreation. At the same time, it enlarges knowledge and improves the student's achievement.

1.6.3 Reading comprehension skill

Reading comprehension as defined by Snow and Sweet (2003) is the process of extracting and constructing meaning simultaneously. Day and Park's (2005) taxonomy included six types of comprehension, namely: literal comprehension, reorganization, inference, prediction, evaluation and personal response.