

CHAPTER I INTRODUCTION

Reading is the ability to draw meaning from the printed page and interpret the information approximately (Grabe and Stoller 2002:9).Its an active cognitive process of interacting with print and monitoring interpretation or understanding to establish meaning by giving test .The main purpose for reading is to comprehend the ideas in the material . Without comprehension , reading would be empty and meaningless.

Reading is necessary when students further their study, especially at the university level. They need good reading skill for acquiring knowledge and learning new information. However, we can see that most students' reading abilities are not good enough to do so. Even reading comprehension skills of students at the upper secondary level are below the 80 percent criterion. (Youngjermjantra, 1994) This idea is supported by the finding of Aumpayap (1990) that reading strategies are not taught much in the secondary level; therefore, it is rather difficult for them to apply those strategies to improve their reading abilities.

In fact, reading comprehension is not as easy as people think. Based on the experiences of the preliminary researchers, the students faced some difficulties in reading comprehension. For example, the students read the text without understanding the infomation from the text. They have difficulties in comprehending, and getting the main idea . The writer concludes that there are some factors that make the student have problems in reading comprehension, such

as, the students' vocabulary is poor, reading activity is done as personal, the prior knowledge of students is still low, so that they have difficulty to comprehend a text, and also the teaching method that teacher uses to teach reading is less creative or still uses conventional method, such as speech and demonstration method.

Traditionally, classes always consist of good students and weak students. The weak students sit in isolation as they lose confidence in their ability to learn English. Working in groups, therefore, is believed to help solve this problem. Shy students who don't like to speak in a large class are more comfortable speaking out in smaller groups. Group members can complement each other's strengths and weaknesses in English. Each student has a different background and ability in English, which he or she can bring to the group. For example, one student might have a strong vocabulary that can supply to students with a solid background in grammar. Furthermore, poor students will benefit from interaction with better ones, and good students will feel proud that they play an important role in helping their weaker classmates.

Based on the writers' Field Practice Experience (*Praktek Pengalaman Lapangan*) at SMP N 1 Perbaungan , it is not easy for the students to read well in English . When they asked to read , they only read without comprehend the text and also they have no self confidence to read . In this case, it is necessary to find the method that can help students to enhance their reading comprehension for students at junior high school. When the writer read some theories about teaching method, the writer found a teaching method that is expected to solve these

problems namely Cooperative Integrated Reading and Composition (CIRC) . It is a part of cooperative learning method that organizes plan in classroom where students work in small groups using cooperative inquiry, group discussion, cooperative planning and project.

In addition , based on observation in grade VIII MTs S Al – Mukhtariyah Gunung Raya and the data was found by interviewing the teacher ,the writer found that the students got low score in reading comprehension. Many students could not pass the Minimal Completeness Criterion (70) which is decided at the school for English subject. Moreover, at the school still use conventional method to teach reading, for examples, speech method and lecturing method, it makes the students do not motivate and encourage them in teaching learning process. The data above indicates the achievement of students in reading comprehension is still low. Beside that, many students were struggling in comprehending text. Although, the text was explained several times, some of the them were really hard to understand the content and they showed uninteresting feeling in the teaching and learning process.

Cooperative learning is a pedagogical approach that promotes students interaction working in small groups to maximize their learning and reach their shared goal. It is suitable to be used in education system due to the National Education Act which emphasizes cooperation in helping each other to acquire knowledge. (Scaglione, 1992) This type of learning approach decreases competitiveness and individualism but increases opportunities to actively construct or transform the knowledge among students.

Bowen (2000) states that cooperative learning can be defined as a learning approach in which small, mixed student groups form both in – the – class and out – of – the – class environments to ensure students help each other in learning academic subject in the scope of a common goal ; where their self esteem increases and their communication, problem – solving and critical thinking skills develop .

Johnson and Holubec (1993) state that cooperation is not assigning a job to a group of students where one student does all the work and the others put their names on the paper. It is not having students sit side by side at the same table to talk with each other as they do their individual assignments as well. It is not having students do a task individually with instructions that the ones who finish first are to help the slower students. On the contrary, cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is being taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it .In Cooperative Integrated Reading and Composition , teacher used recount text .

Agustini (2013) conducted a research and found that Cooperative Integrated Reading and Composition can help the students to solve their problem to improve reading ability. This condition becomes the reason why the writer

would like to conduct a research by using Cooperative Integrated Reading and Composition.

Gupta (2014) also conducted a research about Cooperative Integrated Reading Composition (Circ): Impact On Reading Comprehension Achievement In English Among Seventh Grades . She concluded that Cooperative Integrated Reading and Composition is one of the effective method to improve students' reading comprehension, and also made teaching learning process enjoyable and more active. Durukan (2010) also conducted a research about Effects of cooperative integrated reading and composition technique on reading-writing skills. She / he concluded that Cooperative Integrated Reading and Composition is one of the effective method to improve students' reading comprehension.

Based on the explanation above, the writers hopes Cooperative Integrated Reading and Composition can be expected to help the students to solve their difficulties in reading comprehension. There are some kinds of genre namely recount, report, exposition spoof, analytical exposition, news item, anecdote, narrative, procedure, hortatory exposition, discussion, reviews and explanation. In this study, the writer focuses on reading recount text as a subject on learning material.

Therefore, this study was designed and conducted to identify the effect of using Cooperative Integrated Reading and Composition Method On Students' Achievement In Reading on Recount Text.

B. The Problem of the Study

Based on the background of the study, the research problem was formulated as follows:

“ is there any significant effect of Using Cooperative Integrated Reading and Composition Method On Students’s Reading Comprehension Achievement On Recount Text ?

C. The Objective of the Study

The objective of the research was to find out the effect of Using Cooperative Integrated Reading and Composition Method On Student’s Reading Comprehension Achievement On Recount Text.

D. The Scope of the Study

This study was focused on Students’ Achievement in Reading on Recount Text by Using Cooperative Integrated Reading and Composition Method .

E. The Significance of the Study

The result of the study was expected to be useful for :

1. The teachers: to solve the students’ problem in learning English, especially reading comprehension.
2. The student’s become easily to comprehend the text and help the student’s to share their ideas or opinion related to the text .
3. Other researchers: to use the findings as reference to develop further related studies.