

# CHAPTER I INTRODUCTION

## A. The Background of the Study

Writing is a complex activity that involves process thinking through ideas and searches for the best work and phrasing put on the paper. It's considered as a mean of training the students to think logically and in doing writing.

According to Kellog (2009:6) writing as a means of thinking, as well as language production, emerges only after a decade or so of writing experience. In late adolescence and young adulthood, the writer move beyond merely telling the reader what the author knows.

From the definition above, the researcher can conclude that writing is productive language that enable a language user to express idea and communicate them to others

The function of writing, writing is a mean of conveying idea, feeling to other people, it is very important skill on a daily life in fact, most of the students do not do this activity and they always try to avoid it before they do the writing activity. They appear some assumption in their mind that they will make mistakes, especially in grammar, and they are still low in sentence, they will produce bad writing. In short, many students get troubles in writing and some of them are even frustrated when they have to do it.

Many English teacher often express they concern about weakness of the students in writing especially in Narrative text. This evidence is also supported the

writer's interview and observation at MTS Al-Hasanah Medan. The phenomenon is seen in the table bellow.

Tabel 1.1 The mean of students' ability in Writing taken from grade VIII at MTS Al- Hasanah MEDAN 2012-2013

Mean of students' ability in language skill				
Semester	Reading	Speaking	Listening	Writing
I	63	65	63	63
II	65	63	65	65

As long as academic year it is found ability student in english still low and stil under KKM, especially in Writing. The writer found problem when they were asked to write the sentence. In fact, students often face some difficulties to interpret, still low in sentence building and Grammar, and they were still low in vocabulary, so that they were very difficult to understood the text and answer the question of the text.

Based on the writer's experiences when Teaching Practice Program (PPL, 2012), the writer found problems, when the writer asked to writing materials to the students, especially in Narrative text. The problem are they very difficult when students are asked make sentence about their experience. they were very difficult when they going to sentence because their Vocabulary and Grammar still low so that they were very difficult to make sentence building. The interesting another problem is the students have low motivation and are not interested in doing the task since writing activities, students are asked to write sentence and paragraph without being given some clue so that it is difficult for them to express their ideas on paper. So to solve this problem, teacher must make the class

enjoyable such as give some clue before doing the task since writing activities so the student can understand, the subject easily.

So, based on the situation above, it is needed to know some methods for helping students in writing ability. The appropriate and comprehensive methods for teaching writing is Cooperative Integrated Reading and Composition CIRC.

CIRC is derived from cooperative learning which facilities the students to understand the text or passage given. The students are taught to work together with their friends. They work together to achieve the goal or the success which has always been desired by them. It will help the students in the writing narrative text.

Durukan (2011:103) states that Cooperative Integrated Reading and Composition is designed to develop reading, writing and other language skill in the upper grades of primary education.

In CIRC, students are divided to several teams from the different reading group. A team consists of pairs of students. For example, the team consists of two students from high reading group and two students from the low reading group. They try to teach each other meaningful reading and writing by using reciprocal learning techniques. They help each other in performing basic skill-building activities (such as oral reading, contextual guessing, asking question, summarizing, writing a composition based on the story, revising-correcting composition).

## **B. The Problem of the Study**

Based on the background of the study above, the problem of the study is formulated as the following:

“How to apply Cooperative Integrated Reading and Composition to improve the students’ writing narrative text”?

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

The objective of study is to find out the improvement of the students ability in writing narrative text through Cooperative Integrated Reading and Composition at MTS Al-Hasanah Medan.

## **D. The Scope of the Study**

There are many learning activities that can be conducted by using cooperative learning. In this study, it is limited only on Cooperative Integrated Reading and Composition on students’ writing ability especially in Narrative Textin grade eight at MTS Al-Hasanah

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

The findings of the study are expected to have both theoretical and practically importance in writing as a process and product, especially the framework of writing.

1. Theoretically, the findings of the study is expected to enhance the theories of writing.

2. Practically, the findings of the study is expected to give a feedback to the:
  - a. English teaching and learning writing by using Cooperative Integrated Reading and Composition.
  - b. The reseacher, to get information about the use of Cooperative Integrated Reading and Coposition in writing ability.
  - c. This reaearch is focused on the teaching of narrative text by Cooperative Integrated Reading and Composition technique.
  - d. The students, to encourage them to be more active and high motivated students, especially in group work/ teamsand increase writing by Cooperative Integrated Reading and Composition.