

## **CHAPTER I INTRODUCTION**

### **A. The Background Of The Study**

Reading is one of the four language skills that is very important. Reading is also something crucial and indispensable for the students, because the success of their study depends on their ability to read. Reading is a means of language acquisition, of communication, and sharing information and ideas. Like all language, it is a complex interaction between the text and the reader.

Reading is the ability to draw meaning from the printed page and interpret the information approximately (Grabe and Stoller 2002:9). It is 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 idea in the material. Without comprehension, reading would be empty and meaningless.

According to Anderson (2006:3) reading is one of the most poorly developed of our daily skills and yet it is a vital medium of communication. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Much of what we know about reading is based on studies conducted in English and other alphabetic languages.

Improving student's reading comprehension is not easy task, teaching reading nowadays is directly faced to some problem. Many students are still having problems with reading. For example the students may able be to read a text

only, without know the meaning and the purpose of the text, even there are many students that can't read in English. The factor is the strategy used in the teaching and learning process. The student only asked to read and answer the questions related to the text. This strategy makes the students do not fully understand of what they have read.

Based on the phenomenon where the researcher did observations to students in SMAS Pelita Nusantara Lawe Sigala-gala, most of the students faced many difficulties when reading their text book. They did reading as a passive activity because as a common reading activiy they only asked to read and then translate the story. When they asked to read they are only read without comprehend the text and also they have no self confidence to read. Without comprehension, a student does not really read. It is the teacher's responsibility to help the students to comprehend the text. The teacher needs to assess student's reading needs. Teacher should design and redesign course in order to make an interesting learning process for students.

The ability to comprehend story seems so low with that learning style. The writer attaches the students' score in two semesters, academic year 2013-2014 below. The Minimum Criteria Mastery (Kriteria Ketuntasan Minimum/KKM) is 70.

Semester	Score	Students	Percentage	Mean
<b>1<sup>st</sup> Semester 2013/2014</b>	<70	34 Students	80.95 %	51.92
	≥ 70	8 Students	19.05 %	
<b>2<sup>nd</sup> Semester 2013/2014</b>	<70	27 Students	64.28 %	61.64
	≥ 70	15 Students	35.71 %	

*Source: Students' Accumulated Score of Grade XI SMAS Pelita Nusantara academic year 2013/2014*

This finding really proves that the students' achievement in reading is bad. Students should have knowledge in many aspects especially in academic terms, one of the ways to get more knowledge is by reading. Because without knowledge they cannot even compete with others student in modern ages like nowadays.

How to make students have knowledge while they do not ever interesting in reading? People seem so lazy to read moreover with academic reading and monotonous story. They tend to be sleepy if the readings are not entertaining them. Just like the proverb says, read a book if you want to sleep earlier. That is also a proof that sometimes reading is a boring activity to do.

As an English teacher, we should be creative to find a good and appropriate way to help students to get more knowledge, to be able to comprehend a story, especially mastery the forth skills, moreover in an entertaining and enjoyable way so they will not feel bored in the class.

For the proofs and reasons mentioned above, some linguists state that success of teachers in teaching is often measured through the accuracy of method, media or technique they apply. So teachers should be able to choose a suitable media and model of learning in order to create a better, interesting and communicative teaching and learning process.

Dealing with the facts previously mentioned, the researcher needs to try to carry out a study in teaching reading. In this case, the researcher believes that Cooperative Integrated Reading and Composition is a very good method to be applied in teaching reading, especially for narrative genre. It is also an interesting and suitable method. By applying this method, students are assumed to be more

love in reading because this method gives interesting way to the class without makes students become sleepy in reading.

Based on the explanation, it is essential to use a suitable and effective method to help students to solve their reading comprehension problem.

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

Based on the background of the study, the research problem is formulated as follows: **“Is the student’s achievement taught by using Cooperative Integrated Reading and Composition is higher than that taught by using Discussion Method?”**

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

In line with the problem, the objective of the study is to find out the use of Cooperative Integrated Reading and Composition on Student’s Achievement in Reading Comprehension.

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

Based on the background of the problem and identification of the problems mentioned above, this study will be limited to the effectiveness using Cooperative Integrated Reading and Composition as method in teaching reading narrative text, since this method is expected to affect students’ achievement in grade XI.

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

This research findings are expected to be useful for:

1. The teachers to improve their ability in teaching reading by paying more attention to the method of teaching reading.
2. The students help them in comprehending the text easily and to help students sharing ideas or opinion related to the text.
3. The readers to update their information or knowledge about how to improve reading skill and as a reference for those who are interested in doing the related study, especially in reading comprehension