

# CHAPTER I INTRODUCTION

## A. The Background of the Study

Language in the natural approach is viewed as a vehicle for communicating meaning and messages. It is considered as a system to communicate with other people by using sounds, symbols, and words to express the meaning, idea or thought. There are four basic language skills; reading, writing, speaking, and listening. They play important role in language communication.

Reading is regarded as one important basic language skill that is generally taught at a very young age beginning before kindergarten. Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation reading occurs in situation (Hunt 2004:137).

Comprehension is a process that involves thinking, teaching, past experiences, and knowledge (Prado & Plorde, 2005). Reading comprehension is also granted as the important skill which has a strong correlation in academic success. The main benefit of comprehension is to make the reader is able to remember the information. As early as kindergarten, children learn how to comprehend the text. Comprehension knowledge increases as children read more advanced text. It also improves skills in other academic subjects and in everyday life activity.

Teaching reading in English has purpose not only to encourage students to read fluently and clearly but also to comprehend text. Reading skill is not a single step or easily acquired skill. It is a very complex that teacher may find it difficult to teach. Despite the importance of this skill for academic success, a teacher seldom teaches the students maximally. They generally take them for granted, as they tend to presuppose that all students already acquired the reading as the part of their primary school.

There are multiple reasons why some students have difficulty in reading comprehension. Some students have difficulties because they have not truly mastered reading fluently. When a student who is struggling to read words and focus so hard on just saying the words correctly, they are not focusing on what they are reading. All of their cognitive ability is put into properly calling out the correct words and little effort is put into the meaning of what is being read. When children have trouble comprehending what they read, teachers are faced to especially difficult responsibility. It is not easy to improve students' reading skill and there is no instant method to improve students' skill.

Reading strategies are tools that teachers can use to help students learn to read and comprehend what they are reading. There are hundreds of reading strategies available to help students with their comprehension at different levels and with different types of text. It is found that some students with reading or comprehension difficulties are either not taught strategies at all or they do not know how to use them properly. Many students with disabilities are taught

strategies but they do not know how to recall that strategies when they are engaged in reading (Jitendra & Gajria, 2011).

Cooperative learning is a group learning strategy to encourage students to learn collaboratively to solve their problem in learning, share idea and help each other in achieving their goal. Cooperative learning had been researched and use in a wide variety of subject. Borich (2004) states that in general, cooperative learning can be said to lead the information of attitude and values, provision of models of prosocial behavior, presentation of alternative perspective and viewpoints, building a coherent and integrated identity, and promotion of critical thinking, reasoning, and problem solving.

Cooperative Integrated Reading and Composition (CIRC) is one of the learning technique based on cooperation. It is a comprehensive approach which is designed to develop reading, writing, and other language skills among eighth grade. CIRC is group of study that consists of students from different levels to work of a series cooperative activities, partner reading, making predictions, etc. In CIRC, students are taught to work cooperatively. They will work together until all the members of group understand the text. In order to encourage the students or successfully understand comprehending the text, the group work can be good choice. Because in a group in CIRC, the students can help their partner each other, share the ideas and learn collaboratively in achieving their goal.

According to the researcher's experience during the observation in junior high school in eighth grade at SMP NASRANI BELAWAN, almost a half of students had trouble comprehending what they read. Students commonly had

difficulties and got bored in reading activity. There were several problems faced by students in reading activities. In school, most of the students were not able to read and to comprehend the text, although some students could read and pronounce the text well, they did not understand and comprehend the text well because the students could not identify the meaning of difficult words.

The researcher hopes by using CIRC for teaching reading, students will be more motivated, relaxed, and interested so that they can be able to comprehend the text, more active in the classroom and makes the teaching-learning process satisfying, momentous, enjoyable and effective.

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

Based on the background of the study, the problem of this study is formulated as follows:

“Does CIRC have significant effect on students’ achievement in reading comprehension?”

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

The objective of this study is to find out whether the using of CIRC on students’ reading comprehension of reading narrative text can improve the students’ achievement in reading comprehension.

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

This scope of the study is limited on the using of Cooperative Integrated Reading and Composition (CIRC) in eighth grade in reading comprehension of narrative text.

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

The finding of this study was intended to give contribution in teaching English both theoretically and practically

##### 1. Theoretically

The finding of this study is expected to be a basic knowledge for further research of Cooperative Integrated Reading and Composition (CIRC) in reading and as reference to other researcher who wants to study more about descriptive writing text by using CIRC.

##### 2 Practically

###### a. For the teacher

The finding of this study is expected to be able to help teachers in providing active learning, creative, effective, and fun and teacher solve the problem in teaching especially reading skill.

###### b. For the students'

The finding of this study is expected as guidance for English teacher to motivate the students' in learning English better and to increase the students' achievement in reading.