

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 of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader. Reading is the window of the world because it is an important tool for people to access information.

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 ideas in the material. Without comprehension, reading would be empty and meaningless.

Anderson (2006:3) states that, 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 an easy task, teaching reading nowadays is directly faced to some problem. Many students are still having problems with reading. For example the students may be able 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 students 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.

When the writer did the field experience practice (PPL) in SMA N 1 BABALAN, most of the students faced many difficulties when reading their text book. They did reading as a passive activity because as a common reading activity 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.

According to Bowen (2000) states 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 an academic subject in the scope of a common goal; where their self-esteem increases and their communication, problem-solving and critical thinking skills develop; and where they actively participate in the teaching-learning process .

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading . It has three principle elements: story-related activities, direct instruction in reading comprehension, and integrated language arts. In CIRC, teacher used anecdote text. Students were assigned to teams composed of pairs of students from the same or different reading groups. Students worked in pairs on a series of cognitively engaging activities, including read to each other; predicted how stories will end; summarized stories to each other; wrote responses to stories; and practiced spelling, decoded, and vocabulary. Students worked in teams to understand the main idea and master other comprehension skills.

Based on the explanation, it is essential to use a suitable and effective technique 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 there any significant effect of using Cooperative Integrated Reading and Composition on student’s reading comprehension?”

C. The Objective of the Study

In line with this problem, the objective of the study is to find out the effect of using Cooperative Integrated Reading And Composition (CIRC) on the student’s reading comprehension.

D. The Scope of the Study

There are many types of text. They are narrative, descriptive, expository, anecdote, recount and many types other. This study deals only with reading anecdote by applying Cooperative Integrated Reading and Composition technique. The researcher use anecdote text because anecdote text is an interesting text which can dig student's enthusiasm to read. The content of anecdote text is about funny and unusual incident in the end of story, which can make students want to know about the ending of the story. It means that they would read the text fully to satisfy their curiosity about the story.

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 strategy 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.