

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Learning English has four integrated skills namely listening, speaking, reading, and writing. They must be taught and applied in teaching-learning process. They are also divided into two groups; receptive skills and productive skills. Receptive skills consist of listening and reading. Meanwhile, productive skills consist of speaking and writing. These skills have different meaning but have the same purpose, which is increasing the creativity of language. All the skills are taught by the teacher to the student. They are needed by the students as the good skill in improving their knowledge in English.

Writing as one of the four skills that should be mastered by students has always formed part of the syllabus in the teaching of English (Harmer, 2004:31). It is a way of conveying ideas, opinions and thoughts and expressing them as a series of words and writing them down in a piece of paper. It is one of the most difficult skills to be learned for students because they learn English as a foreign language. Writing specifically academic writing is not easy because it takes study and practice to develop this skill (Oshima and Hogue, 1999:3). For both native speakers and new learners of English, it is important to note that writing is a process, not a “product”. It means that writing is not only a process of linking words into sentences or paragraphs, but also it is a sequence or steps of ideas, organized thoughts and feeling in the form of words and combined into sentence

into form of paragraphs in which every sentence is closely related one another. And writing integrates many aspects of language such as: vocabulary mastery, words-arrangement, grammar proficiency, and constructing text.

The capability of writing as the most super power tool in communication should be owned by students. Everyone can convey their feelings, ideas, and thoughts to others. Writing has received a great degree of attention not only because it plays a significant role in transforming knowledge and learning but also in fostering creativity (Tabatabaei and Assefi (2012:138)). Writing also needs more knowledge. Due to the writing is the process of transforming ideas, and thoughts, learning is important to improve writing. In addition, writing is chosen to be more effective and efficient to convey information such as in posting letters, business card, leaflet, poster, and much information for marketing a company's product.

In the Educational Unit Curriculum (KTSP or *Kurikulum Tingkat Satuan Pembelajaran*) the standard competence in the syllabus of the second year students of junior high school is written that students are expected to be able to write some genres in writing namely descriptive and recount. Expressing the ideas and thought should be known by the students since it becomes the goal of writing. On the other hand the students should be able to express their ideas or opinions in text form.

Unfortunately, Indonesian students' writing in English is still low. The students are not able to write English well, they don't use appropriate words and grammar in writing. Actually, many teachers and students always find the

difficulties in improving writing skill. Teachers tend to ignore teaching writing in classroom and many students consider writing as a complex skill that is difficult to acquire and to be thought by teachers. Another reason why writing is difficult for students is students always face a problem in finding ideas to write and do not know what to do if they want to start their writing. Many students also feel frustrated when they could not find the appropriate words. Most researchers always find difficulty in getting the words flowing smoothly.

In diagnosing the learning situations, teachers are required to design the teaching techniques that will make the students easy to follow and understand to the lessons given (Wilkie:2001). Besides, in teaching English, the teacher has to be able to make students participate in discussing the materials actively, so that they will be able not only to understand what they are learning in the class but also to express their ideas in English orally. The most important thing to carry out in English teaching is that the teacher has to be able to use an appropriate approach, strategy and model of teaching.

Therefore, those students have the difficulties in grasping fully the contents and concepts of writing subject, and the scores of writing subject those students get are also dissatisfying. Students need the role of teacher to stimulate them to learn writing. Besides, teaching writing is a continuing process, which is about teaching the language skills and the language systems including vocabulary and grammar. However, after a little thought, those are not enough because writing requires much more.

The researcher deals with writing as her topic. The preliminary observation has been done at SMP Negeri 4 Tanjungbalai on January 27<sup>th</sup> 2014 by asking the English teacher about the students' achievement in writing especially recount text. The teacher said that most of the students thought that writing is difficult. They are not able to write successfully.

The researcher also found that the students are not able to write in simple sentence especially in writing recount text. They are not confident to use their own English, because of their limited mastery on grammar and vocabulary, and they are not able to organize their ideas into a good text. They had difficulty in writing recount text because they didn't understand what their teacher had explained. Students are asked to pay attention to the example of one text. Next, they are asked to write independently. So, they think that English is not fun and make them bored and lazy to write.

Many students couldn't exceed the minimum criteria mastery (*KKM* or *Kriteria Ketuntasan Minimum*) which is applied by school for English lesson. The minimum criteria mastery (*KKM*) is applied 75 meanwhile the scores of the students are lower. When the researcher observed two English teachers who teach grade VIII, they agree with the opinion that the researcher asked. From the data that the researcher got from them, there were more than 70% of students who couldn't write recount text properly in SMP Negeri 4 Tanjungbalai.

**Table 1.1**  
**Students' Scores in Writing in Two Semesters**  
**2013-2014**

**Class VIII<sup>1</sup>**

Semester	Score	Students	Percentage
1 <sup>st</sup> Semester 2012/2013	< 75	26 Students	65 %
	≥ 75	14 Students	35 %
2 <sup>nd</sup> Semester 2012/2013	< 75	28 Students	70 %
	≥ 75	12 Students	30 %

**Class VIII<sup>6</sup>**

Semester	Score	Students	Percentage
1 <sup>st</sup> Semester 2011/2012	< 75	25 Students	69.4 %
	≥ 75	11 Students	30.6 %
2 <sup>nd</sup> Semester 2011/2012	< 75	28 Students	77.8 %
	≥ 75	8 Students	22.2 %

Based on these reality, the teacher needs an effective method in term of teaching recount text. The appropriate and comprehensive methods for teaching writing related to teaching methods is Cooperative Integrated Reading and Composition (CIRC). CIRC method is derived from cooperative learning which make 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 writing recount text.

Cooperative Integrated Reading and Composition is comprehensive method for teaching reading, writing and languages arts in the upper elementary grades (Slavin, 2000:106). The previous researcher, Sara Frimaulia (2013) found that CIRC method helps students to improve their achievement in writing recount texts in SMP N 1 Stabat. By considering the different sample, technique, and the

genre, the researcher wants to know the effect of using CIRC method in teaching recount text in SMP Negeri 4 Tanjungbalai.

In addition, the other researcher, Keramati (2013) found that CIRC method has many advantages in improving students' achievement in writing recount text because in CIRC, students are divided into several teams from the different reading groups. A team consists of pair of students. For example, the team consists of two students from high writing group and two students from the low writing group. Students work both in pairs and in team on a series of cognitively engaging activities, including partner reading, making predictions, identification of characters, problem solutions, summarization, vocabulary, story related writing.

Gupta and Ahuja (2014) found that the teacher can use the CIRC as the teaching writing technique and the students can be easier and more focus on the topic. CIRC is a comprehensive approach to instruction in reading, composition, and spelling for upper grades of elementary level. In CIRC Reading, students are taught in reading groups and then return to mixed ability teams to work on a series of cooperative activities, including partner reading, making predictions, identification of characters, settings, problems and problem solutions, summarization, vocabulary, spelling and reading comprehension exercises. CIRC provides a structure to help teachers and students succeed in helping all students become effective reader.

From the previous explanation, the research was conducted to see how the application of Cooperated Integrated Reading and Composition method affects students' achievement in writing, particularly writing recount text.

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

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

“Is students' achievement in writing recount text taught by using CIRC method higher than that taught by using Lecture method”

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

In line with the problem, the objective is to find out whether students' achievement in writing recount text taught by using CIRC is higher than those taught by using Lecture method.

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

The research focuses on applying of Cooperative Integrated Reading and Composition (CIRC) on students' achievement in recount text. In this case, the object of the study is limited on the junior high school students grade VIII at SMP Negeri 4 Tanjungbalai.

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

Results of this study are expected to give the theoretical and practical significance. Theoretically, the finding is to enrich the learning of science writing especially recount text by using CIRC method.

Practically, the findings of the study will be important and useful for:

- 1) teacher to increase their own professionalism in teaching writing especially recount text.
- 2) students to give information to increase their writing ability and to motivate the students to be better in writing recount text.
- 3) the readers to have interest research to enlarge their understanding about writing recount text.