

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Writing is one of communication skills. Writing becomes an important aspect in almost every aspect of life. Writing has always formed part of the syllabus in the teaching of English. It is a predictor of academic success and a basic requirement for participation in civil life and in the global economy. Through writing, people learn not only how to communicate but also how to convey a message clearly and creatively.

Writing is a powerful instrument for students to use to express their thoughts, feelings, and judgements about what they have read, seen, or experienced. As students continue to develop an understanding of the writing process; the elements of writing; text forms, genres, and formats; and technology, they are able to express themselves more confidently and effectively (Ontario, 2005:12). Writing is part of language skill that is important to be taught. In writing, the writers inform an idea and message in the written form. The reader can understand experience, event, and idea easily. So, they need knowledge. Without having good knowledge in writing, the writers will not be able to convey their ideas to the readers.

The mental processes that students go through when writing differ significantly from the way of spoken communication. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds and even consult

dictionaries, grammar books or other reference material to help them (Harmer, 2004:31). Writing process is considered as an extremely complex activity.

Even though students have learnt English for years, they still find it difficult to write. They think that writing is difficult or even they are not interested in doing it. Therefore, they do not give full attention and enthusiasm in the process of learning writing. They have some ideas in their mind but they do not know how to put it into written form, moreover they open their dictionary when they are going to write the text.

In the Kurikulum Tingkat Satuan Pendidikan (KTSP) syllabus of junior high school curriculum require students to be able understand the social function, generic structure, and linguistic elements of narrative text. But, based on the observation and preliminary research during the teaching practice program (PPL) in SMP N 2 Hinai and after interviewing the English teacher and some students there were about 80% of the students in the junior high school who still had problem in writing narrative text. They had low motivation and no confidence to use their own English because of their limited mastery of grammar and vocabulary, limited knowledge about narrative text and lack of idea, and they were not able to organize their ideas into a good text. Those facts indicate that most of the students were not able to write a simple writing.

Actually their lack of writing ability at school is influenced by the ways of teaching. In the process of teaching, the teacher usually gives

tasks from the textbooks, students answer the questions and submit them to the teacher. From this fact, it can be concluded that the process of teaching and learning has not been conducted successfully. It means that the teacher was not concerned with students' writing ability and teaching it with appropriate method. Therefore an effective method to improve students' writing skill needs to be applied.

Sharma (2008:39) states that learning of language depends not so much on the number of years it is studied but on the motivation of the students, the type of teachers, method of teaching adopted and instructional material designed. As we know that many English teachers do not use cooperative learning and as a result the class is not successful. Besides, monotonous learning materials were not significantly influenced. The teacher only focused on learning materials in the text book which makes the students get bored.

To solve the problems, many methods can be applied in teaching writing to make it effective and more interesting. One of the method is cooperative learning type. By applying cooperative learning, students are more through a process of constructing and creating, working in group and sharing knowledge. So they can enjoy the learning process and improve their writing skill.

Cooperative learning method has several types. One of them is Cooperative Integrated Reading and Composition (CIRC). CIRC method is one of the learning methods based on cooperation, designed to develop

reading, writing and other language skills in the upper grades of primary education. CIRC method presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing methods (Açıköz, 1992; Yaman, 1999) in Durukan (2011). Additionally, Slavin (2000:106) states that Cooperative Integrated Reading and Composition is comprehensive method for teaching reading, writing and language arts in the upper elementary grades.

Based on the explanation above, CIRC method is one of teaching alternative methods which is assumed to be able to improve students' achievement in writing narrative in grade VIII junior high school at MTs.(Madrrasah Tsanawiyah) UMMUL QURAA.

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

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

“Is there any significant effect of applying Cooperative Integrated Reading and Composition method on the students' achievement in writing narrative text?”

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

The objective of the study is to investigate whether there is an effect of applying Cooperative Integrated Reading and Composition method on students' achievement in writing narrative text.

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

This study is focused on students' achievement in writing narrative text particularly on fiction. The level of students being studied is the second grade of Junior High School.

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

The findings of the study are expected to be useful for:

- a. Theoretically, to enhance English language teachers' horizon about Cooperative Integrated Reading and Composition in order to be more creative in applying various approach in teaching writing.
- b. Practically, to improve students' writing skill in narrative using CIRC method so they are more active and high motivated in writing narrative.
- c. To give some valuable contribution to other researchers who are interested in conducting further study in writing narrative exposition paragraph by using Cooperative Integrated Reading and Composition method.