

CHAPTER I

INTRODUCTION

A. Background of The Study

English as a Foreign Language (EFL) is one of the language used in a global setting. It is very important to be mastered because it is a tool to communicate to many people in all over the world. It also necessary for people who try to get a job because nowadays we can see that almost all job vacancies require people who can master English in speaking and writing. Those are the reasons why it is really important to have good qualification in English in order to meet the challenges and competitions in the workfield. Basically, there are four skills in studying language, namely : writing, reading, speaking, and reading. Relating to this, students who are learning English have desire to master these four skills. Among these four skills, the most important and most required in academic field is writing. Because writing is not only merely putting word on paper but writing is the process of communicating between the reader and the writer that begins with thinking.

Writing is central to our personal experience and social identities, and we are often evaluated by our control of it. The various purposes of writing, then, the increased complexity of its contexts of use and the diverse backgrounds and needs of those wishing to learn it, all push the study of writing into wider frameworks of analysis and understanding.

Writing is defined as an activity in which a person represents one's experience in the medium of written expressions using acceptable linguistic forms (Saragih & Anggraini, 2014:1). When someone begins to write, she/he has to decide what to write by identifying and choosing the topic, and then generating, organizing, revising, and editing the ideas until she/he finds the final writing and publishes it to the audience. As stated by Dirgayasa (2012), competencies in writing theoretically and empirically come from knowing how to write as much as from knowing what to write.

Based on KTSP (*Kurikulum Tingkat Satuan Pendidikan*) that learning English aims to develop students' competence to communicate in English both orally and written. Writing ability for students refer to the competence of mastering the Genre, understanding and producing some kind of texts. Johanne Myles, state that writing skills must be practiced and learned through experience. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. In fact, students find difficulties in digging their ideas and formulate them with sufficient vocabulary to construct the text as the generic structure and language feature. In the reality, the teacher has found the students' problem by looking at the students' achievement to write a narrative text.

Based on the researcher experience during PPLT and observation in Senior High School 1 Siempat Nempu Hulu (SMA Negeri 1 Siempat Nempu Hulu), there were some problems faced by students in writing, such as in using of correct grammar and learning technique. There are many factors that influence writing activity, such as method, language usage, media, etc. But this study focus on the learning technique in writing. In teaching writing, the teacher needed to be creative in choose learning technique. Writing teachers should be aware of how the instrumental motivation of their students will influence the effectiveness of their lessons. These learners may be less motivated to write stories or poetry, because they perceive that these tasks are not related to their needs (Johanne Myles, 2002).

Based on writers observation, many teachers just use monotonous technique in teaching writing. It makes the students not interested with the writing activity. The teacher just gave them a topic of writing, and then the students were asked by the teacher to answer some questions. The teacher did not create various method or technique in teaching writing. So it make the students feel that writing is just a bored activity.

So, based on the situation above, it is needed to know some learning technique for helping students in writing ability. The appropriate and comprehensive technique for teaching writing is Cooperative Integrated Reading and Composition (CIRC).

Learning technique is one of the most important in teaching and learning process. That is why the teacher is needed to be creative. In teaching writing, the teacher must explain briefly the nature of topic/theme of the chapter covering the concepts, the communicative function, the generic structure, and the linguistic features of a genre. In teaching learning process of writing, the teacher facilitates, motivates, and helps students to work either individually or collaboratively (Dirgayasa, 2104). CIRC provides students to work collaboratively, help each other as a team and correct their work in team. So it will help them to reduce their writing difficulties. Students are needed to be able to write independently because they will needed to write not in a group. The students profoundly learn to write by using self-directed materials.

Students not only use writing skills but also they have to collaborate with another skill when they write. They write predominantly to augment their learning of grammar and vocabulary of the language. It because of the nature of the writing process and also the need for accuracy in writing, the mental processes that students go through when writing differ significantly from the way the approach discussion or other kinds of spoken communication. When writing, students have more time to think than they do in oral activities. They can go through what they know in their mind and even consult dictionaries, grammar books, or other reference material to help them.

By using the CIRC technique, it is hoped that the students can enjoy and interest with writing class activity. They can share new ideas each other and can work together in a group. so that they can be able to develop their writing in the past form. Students will more active in the classroom and makes the teaching-learning process satisfying, enjoyable and effective.

B. The Problem of Study

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

“Is there any significant effect on students’ achievement in writing narrative text through CIRC technique?”

C. The Objective of The Study

The objective of this study is to find out whether the effect of using CIRC technique in writing narrative can improve students’ achievement in writing narrative text.

D. The Significance of The Study

The finding of this research can be useful for teachers theoriticaly and practically in providing information about learning technique in teaching writing, especially narrative text. Theoriticaly, it provides informations and theories of CIRC learning technique in teaching writing narrative text to teachers. It provides information how students’ writing ability can improve by

using this technique and how to implement this technique in watching writing activity. Meanwhile, practically it can be as a reference to English teacher especially in Senior High School to improve their students' writing achievement and preparing learning materials for language learners. To other researches, the result of this research can be a reference in doing further research about this CIRC learning technique.

The logo of Universitas Negeri Semarang (UNIMED) is a circular emblem. It features a central red flower with green leaves. The text 'UNIVERSITAS NEGERI SEMARANG' is written in a circular path around the top, and 'UNIMED' is written at the bottom. There are two small square symbols on the left and right sides of the emblem.

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