

# CHAPTER I

## INTRODUCTION

### A. BACKGROUND OF THE STUDY

A language is considered as a system to communicate with other people by using sounds, symbols and words to express a meaning, idea or thought. Language can be expressed through many forms, primarily through oral and written communications as well as using expressions through body language.

As an international language, English is spoken in many international events and it is used as a medium for information on education, science, technology, culture, etc. Realizing the importance of language, Indonesian government considers English as the first foreign language and it is one of the compulsory subjects to be taught in the Junior High School in Indonesia. Although English has been taught as the first foreign language but the result is less than what is expected. It is based on the fact that university student, thought they have studied English since they were elementary school, still have difficulties in understanding books written in English. Where as books of economics, politics, educations, etc. are mostly written in English.

The teaching of English includes four skills: listening, speaking, reading, and writing. Writing skill is regarded as the most important one comparing with the other. English writing is not different with Indonesian writing; Widarso said that the principal of writing uses right language, clear idea and directional describing.<sup>1</sup> But there are some regulations that make them different. Different language organizes idea differently. We have to learn how to organize information in English so that we can write effective composition because “Organization is the key to good writing.”<sup>2</sup> We also make writing as if it can communicate with the readers, based on Bram’s

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<sup>1</sup> Widarso Winubroto, *Kiat Menulis dalam Bahasa Inggris*, (Yogyakarta : Kanisius, 1992), p.1

<sup>2</sup> Karen Blanchard, and Christine Root, *Ready To Write A First Composition Text*, (New York: Addison Wesley Longman, 1995), p.1

statement that to write interesting, enjoyable paragraph, we first should master what the topic. When we deal with writing, we make the best the use of sentence to express our messages. When we write, we intend to interact with our readers using written language. Our principal purpose is to make our readers understanding.<sup>3</sup>

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. Since here students are writing help them better. “Writing has always been used as a mean of reinforcing language that been taught.”<sup>4</sup> Student can also be asked to write paragraphs or longer composition or might be asked to write a story about something that happened as a good way of having them practice past tense. In Islam, writing considered as one of important skills. Angel Gabriel conveyed a revelation from Allah SWT to Prophet Muhammad SAW related to writing skill. It was stated in the holy Qur’an sura al-‘Alaq verse 4-5:

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“Who taught by the pen. Taught man what he did not know”.<sup>5</sup>

“The word “*Qalam*” in verse 4 of sura al-‘Alaq has meaning of the tool to write (pen). It means that pen is used to write, and the result of using pen is written text”.<sup>6</sup>

<sup>3</sup> Barli Bram, *Write Well Improving Writing Skill*, (Yogyakarta: Kanisius, 1995), p.25

<sup>4</sup> Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004), p. 32

<sup>5</sup> Mahmud Y Zayid, *An English Translation of the Meaning of the Qur’an*, (Beirut: Dar al-Choura, 1980) p.457.

<sup>6</sup> M. Quraish Shihab, *Tafsir al-Qur’an al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu*, (Bandung; Pustaka Hidayah, 1997), p.98.

Based on those verses, Allah SWT explained that He taught human being by pen (*qalam*). Discovery of pen and writing are the greatest gifts from God. By writing, one generation can transfer their knowledge to the next generations. It shows that the tool of writing and writing itself have important role.<sup>7</sup>

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. One of the texts is Narrative. 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.

Cooperative learning method has been researched and used in a wide variety of subjects, Writing in the elementary school curriculum had been conspicuously lacking in this research. This research describes the rational, development, and evaluation of Cooperative Integrated Reading and Composition (CIRC), a comprehensive program for teaching reading, writing, and language art. Although CIRC has clearly supported more than one skill in learning English, beside to know the students' ability and problem in writing a narrative text, the researcher uses this method develop skill in writing.

Furthermore, the researcher wants to take the research about The Use of Cooperative Integrated Reading and Composition (CIRC) Method to Improve Students' Ability in Composing Narrative Writing: A Classroom Action Research with 8<sup>th</sup> Grade, MTs Negeri Kudus in the Academic Year of 2010/2011.

The characteristic of students MTs Negeri Kudus are different. Some of students are interesting to study English. And other students are still confused and difficult to understand English, especially writing. Because of

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<sup>7</sup>*Ibid*, p.99.

students bore with method that give the teacher. Beside that, students feel that writing is lesson that difficult, because they must to have many ideas to make paragraph.

The researcher hopes by using cooperative integrated reading and composition for teaching writing, students will be more motivated, relaxed and interested so that they can develop their writing on past form. And other hand, students will be more to have ideas that supporting writing, especially narrative text.

## **B. REASON FOR CHOOSING THE TOPIC**

These are the following reasons why the researcher chooses this research topic:

1. Writing is the most important skill in language because it represents our thought, feeling and people understanding about what we write, especially in narrative text.
2. The researcher wants to know the students' ability in writing a narrative text. Most students get difficulties to write a narrative text. The last, the study can develop the researcher's knowledge and experience in teaching writing to the students.
3. To improve students' ability to understand reading and apply it effectively to their writing, so they can write clear, well organized essays effectively edit their writing for any problems in content, grammar, organization, vocabulary, and mechanic.

## **C. DEFINITION OF KEY TERM**

1. Cooperative Integrated Reading and Composition (CIRC)

Cooperative integrated reading and composition (CIRC) is a comprehensive reading and writing program that includes story-related

activities, direct instruction in reading comprehension, and integrated reading and language arts activities.<sup>8</sup>

In this study CIRC method is a teaching method that be used to improve students' ability in composing narrative writing in order to make classroom situation more interesting.

## 2. Narrative text

“Narrative text is a literary text that tells a story to entertain or give view of life”.<sup>9</sup> It is a kind of genre which social function to retell past events. For example is story about legend, folk tales, mysteries, and etc.

## 3. Writing

“Writing is the representation of language in a textual medium by a set of signs or symbols (known as a writing system)”.<sup>10</sup> At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the researcher must be able to structure and integrate information into cohesive and coherent paragraph and texts.<sup>11</sup>

It is one of the four language skills. It has been characterized as written language. It means that writing is a way to produce language that comes from our thought. It can be written on a paper, computer or other electronic media.

## D. RESEARCH QUESTIONS

These are the following question related to the research:

1. How is CIRC implemented to facilitate students in composing narrative writing at 8<sup>th</sup> grade of MTs Negeri Kudus?
2. To What extent can CIRC be used to facilitate students in composing narrative text at 8<sup>th</sup> grade of MTs Negeri Kudus?

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<sup>8</sup> <http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini>.

<sup>9</sup> Mark Anderson and Kathy Anderson, *Text Types in English*, (Australia: Macmillan, 1997), p.168

<sup>10</sup> Wikipedia, “Writing”, <http://en.wikipedia.org/wiki/Narrative>, February 22, 2011

<sup>11</sup> David Nunan, *Designing Tasks for the Communicating Classroom*, (Cambridge: Cambridge University Press, 1989), p.36

## **E. OBJECTIVES**

The research is conducted to the following objectives as follow:

1. To describe the implementation of CIRC method to facilitate students in composing narrative writing at 8<sup>th</sup> grade of MTs Negeri Kudus.
2. To know in extent CIRC are used to facilitate students in composing narrative writing 8<sup>th</sup> grade of MTs Negeri Kudus.

## **F. SIGNIFICANCE OF THE STUDY**

Based on objectives above, the significance of the study can be stated as follows:

### **1. For student**

- a. To improve the skills of the students to work together and collaborate in doing learning task.
- b. To develop the social skills of students
- c. To improve reading and writing skills of students in English
- d. To improve achievement and students learning outcomes
- e. To improve students' motivation to study

### **2. For teacher**

- a. To help teacher in providing active learning, creative, effective, and fun for students according to learning style
- b. To increase awareness of teacher on students' learning difficulties and efforts to overcome and improve teacher performance to improve professionalism.

### **3. For researcher**

This study can develop knowledge and experience in teaching writing to the student.

### **4. For School**

This study can be a starting point to develop the teaching method which applies in the school.