

## CHAPTER I

### INTRODUCTION

In the first chapter presents introduction, consists of general background of the study, reason for choosing the topic, research questions, objectives of the study, significance of the study, and outline of the study.

#### **A. General Background of the Study**

Nowadays, the government has arranged the 2006 School-Based Curriculum named KTSP. It is an operational curriculum which is formed and practiced by each school Indonesia.<sup>1</sup> But actually it does not change the basis of Competence-Based Curriculum substantially. The aim of English teaching according to the School-Based Curriculum is that the students of Junior High School hopefully can achieve that functional level of literacy because they are preparing to continue their study to the Senior High School. Besides that, School-Based Curriculum also deals with the four language skills, such as; listening, speaking, reading, and writing. In reading, it refers to the text. It means that the students are able to understand and producing various shorts functional and monologue texts, and essay in the form of narrative, descriptive, recount, procedure, and report.

When we think of English as a world language or language of wider communication, reading takes a very significant role in our lives. By reading, people get many advantages. More, we will get knowledge, experience and even pleasure, because reading involves correlating elements of language with meaning. The most familiar of all elements of language are ‘words’ and it must be quite clear that part of what is involved in understanding a text is understanding the meanings of individual words in that text.<sup>2</sup>

Allah said in verse 1-5 of *Surah Al- ‘Alaq* that by reading, we will get many science and information in our environment.

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<sup>1</sup>Wikipedia, “*Kurikulum Tingkat Satuan Pendidikan*”, [http://id.wikipedia.org/wiki/Kurikulum\\_Tingkat\\_satuan\\_pendidikan](http://id.wikipedia.org/wiki/Kurikulum_Tingkat_satuan_pendidikan), retrieved Accessed on 7/02/12.

<sup>2</sup> Geoffrey Broughton, et.al, *Teaching English as a Foreign Language*, (New York: Francis e-Library, 1980), p. 94

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿1﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿2﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ  
 ﴿3﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿4﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿5﴾

Read! In the name of your Lord and Cherisher, who created. Created man, out of a (mere) clod. Read! And your Lord is the most Bountiful. He who taught (the use of) pen. Taught man that which he did not know. (QS. Al. 'Alaq: 1-5)<sup>3</sup>

This verse shows that Islam gives high attention to reading. It explains about how reading can be a first step of teaching learning process. Reading in Islamic perspective isn't only dealing with the understanding, but also interpreting and extracting. The information from the text than relate it to the real phenomenon readers have. Reading must also be done continuously in order to our knowledge develops continuously.<sup>4</sup>

In teaching English, especially teaching reading the teacher emphasizes on cognitive strategies in transferring knowledge to the students. In order to teaching reading does not become monotonous, so it is needed a learning method. By this, learning method is expected to produce the maximum interaction and involvement for students in learning.

In reality, especially second grade of Junior High School in MTs Roudlotusysyubban - Winong - Pati the students get difficulty. They are confused to distinguish what the text means. Beside that the teacher used teacher centered. Students are passive in learning activities because they were given a little chance to be active in learning process thus they only focus listening and writing.

Some strategies are needed to master the reading ability as they will help and give many advantages. In this case, reading articles and composition need a lot of ideas to convey the meaning of them. Those contain a lot of meanings and is not easy to be understood by students. Students need a lot of practice to get the goal of the article or composition. Sometimes students

<sup>3</sup> Abdallah Yousuf Ali, *The Glorious Qur'an Translation and Commentary*, (Beirut: Darul Fikr, t.t.), p. 1761-1762.

<sup>4</sup> Departemen Agama RI, *Al-Qur'an dan Tafsirnya*, (Jakarta: Departemen Agama RI, 2010), p. 721

cooperate with their friends to find the purposes of them. So the teacher need a method to improve student's reading skill. Because strategy is a specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.<sup>5</sup> One of the methods is cooperative integrated reading and composition (CIRC). It enables the students to understand the text by paired with another student.

A Cooperative Integrated Reading and Composition is a comprehensive reading and writing program for students. It includes story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities. Pairs of students (grouped either by across ability levels) read to each other, predict how stories will end, summarize stories, write responses, and practices spelling, decoding and vocabulary “.<sup>6</sup> It enables the students to understand the text by paired with another students. This CIRC method is “Cooperative Integrated Reading and Composition is a school-based program that targets reading, writing, and language arts. Each student is paired with another student and then assigned to a group of students at the same or different reading level

Therefore, the researcher will conduct classroom action research entitled “Application of Cooperative Integrated Reading and Composition Method to Improve Students’ Reading Skill (A Classroom Action Research Study of Second Grade of Junior High School in MTs Roudlotusysyubban Tawangrejo-Winong-Pati in the Academic Year 2011/2012) “.

## **B. Reason for Choosing the Topic**

There are three reasons for choosing the topic :

1. The researcher wants to know the implementation of Cooperative Integrated Reading and Composition (CIRC) method to improve students’ ability in reading.

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<sup>5</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Pearson Education, 2000), 2<sup>nd</sup> Ed., p 113

<sup>6</sup> Institute of Education Sciences, *Cooperative Integrated Reading and Composition*, June 2012, p. 1

2. The researcher wants to know the advantages of cooperative learning in Cooperative Integrated Reading and Composition (CIRC) if it is applied to the class.
3. Additionally, the researcher chooses Junior High School level since the students' of Junior high school is prepared to continue to senior high school, and they have to get the basic knowledge in reading, especially before they face text or article that more complicated in senior high school. So that the writer chooses this topic is her study.

### **C. Research Question**

This study is intended to answer the following questions:

1. How is the implementation of Cooperative Integrated Reading and Composition method to improve students' reading skill to the second grade of Junior High School in MTs Roudlotusysyubban - Winong - Pati in the academic year of 2011/2012?
2. How far is the improvement of Cooperative Integrated Reading and Composition method used by teachers on students' ability in reading skill to the second grade of Junior High School in MTs Roudlotusysyubban Tawangrejo - Winong - Pati in the academic year of 2011/2012?

### **D. Objectives and Benefit of The Study**

The objectives of the study are:

1. To describe the implementation of Cooperative Integrated Reading and Composition method to improve students' ability in reading skill to the second grade of Junior High School in MTs Roudlotusysyubban Tawangrejo-Winong - Pati in the academic year of 2011/2012?
2. To find out the improvement of Cooperative Integrated Reading and Composition method used by teachers on students' ability in reading skill to the second grade of Junior High School in MTs Roudlotusysyubban Tawangrejo - Winong - Pati in the academic year of 2011/2012?

The benefits of the research are:

1. Theoretically

It can give an input and information theoretically Cooperative

## Integrated Reading and Composition (CIRC) in teaching English

### 2. Practically

#### a. For teacher

By doing this research, the teacher is expected to increase the knowledge on how to motivate students to be interested in learning and to explore the students' reading comprehension. The researcher hopes that English teacher is more creative in teaching than before. So, the students will get better achievement in teaching learning process.

#### b. For The School

By doing this research, the school hopes that will get some experiences and knowledge about this study and it will be useful in the future.

#### c. For the students

By using multiple methods, the students are expected to be able to improve their reading comprehend.