

CHAPTER I

INTRODUCTION

This chapter covers the background of the research, problem of the research, purpose of the research, objective of the research, significance of the research, operational definition, and scope of the research.

1.1 Background of the Research

Reading is important to improve some skills, one of those skills is speaking skill. But speaking requires a lot of knowledge on vocabulary, for we need vocabulary to speak. Reading is the best way to learn words. Nation (1995) states that the main source of vocabulary growth is reading. It means, by reading we can grow the amount of our vocabulary to be in term of quantity and quality, or understanding of the meaning. Therefore, students can comprehend the text if they have a lot of vocabulary. Through reading, students will try to find meaning in sentences. Reading is a skill that is really important in learning English. Reading is probably the most important skill for second language (L2) learners in academic contexts (Grabe in Celce, 2001). From that statement when the learners want to learn second language, they must know that the reading skill is the most important skill to learn in second language learning. That means, reading has a great role in mastering English. Oakhill (2015) states that understanding the contents of the text and studying it more broadly is an important thing in reading for success in education and work. Through reading we do not only get knowledge or information about certain think, but also get deeper understanding about certain

topics. Reading is the best way for students to learn words. From reading students will try to find the meaning from the word in sentence to understand the text.

In senior high school, the purpose of reading of eleventh grade makes the students capable in capturing contextual meaning of structure, social function, language features from the text. This purpose is based on the indicator of syllabus in curriculum 2013 of English in XI grade of senior high school students. One of the indicators include is students look at the series of sentences, each of which is part of three exposition text mixed randomly, then work together to group and reconstitute into three coherent analytical exposition texts. It is based on the Basic Competence point 4.4 in 2013 curriculum.

However, in Indonesia reading comprehension is still low. (Tiro 2018) states that the PIRLS and PISA data, particularly in reading comprehension skills, show that the competence of Indonesia learners is low. That statement was proven by the data that Taro said in his research. In PIRLS 2011 International Result in Reading, Indonesia ranked 45th out of 48 participating countries with score of 428 from an average score of 500. Meanwhile, literacy test in reading PISA 2009 shows Indonesia students are ranked 57th out of 65 countries with score 396 (Taro 2018). That means, students in Indonesia still have low understanding how to comprehend the text.

The problem above arise the writer to purpose the use of CIRC (Cooperative Integrated Reading and Composition) method in reading comprehension in XI grade students. CIRC is a suitable method use in reading and also witting.

Cooperative Integrated Reading and Composition (CIRC) technique, one of the learning techniques based on cooperation, is designed to develop reading, writing,

and other language skills in the upper grades of primary education (Durukan 2011). CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques (Açıkgöz; Yaman in Durukan 2011). In other words, CIRC is a suitable method using in reading comprehension, because this method focus on the reading skill and writing.

CIRC is one of the methods in Cooperative Learning. CIRC (Cooperative Integrated Reading and Composition) usually is used in teaching reading and writing. CIRC is a type of cooperative learning technique that is expected to provide smart solution for English language learning. CIRC has some activities inside, such as Reading Group and Teams, Basal-Related Activities, Direct Instruction in Reading Comprehension, Integrated Language Arts and Writing. In this research the writer will choose Basal-related activities. Slavin (1991) stated that “During these groups, teachers set a purpose for reading, introduce new vocabulary, review old vocabulary, discuss the story after students have read it”. That means some activities in basal related activities makes the students more active, because there are some activities include in that group activity.

Basal-Related Activities include some activities. One of them is checking the correct pronunciation from some words. From the statement above, in basal-related, there are some activities include one of them is checking the correct pronunciations from some words. From that activity, the writer will use video as the teaching media to show the correct pronunciations. Educators have found films to be valuable for transmitting some types of information in the classroom (Bell & Bull 2010). Means, the information about pronunciation will be informed

through the video. The video is about the text that they have read that is narrative text. This media help the method to be learned more easily. The video will show how to pronounce the words correctly because it show the whole story that the students have in every group. In language learning, the teacher has function to make students read not only to pursue the advantages in skimming and scanning, but also to make students know how to read the words correctly (Harmer 1998). In other word, teachers have to show that the pronunciation of the word is important too to be learned.

This research aims to find out: “The effect of using CIRC method on reading comprehension at eleventh grade students of MA Arkanul Islam Situbondo in academic year 2018/2019.

1.2 Problem of the Research

Based on the background of the research, the problem to be investigated:

Is there any significant difference in students reading comprehension of eleventh grade at MA Arkanul Islam Situbondo in 2018/2019 academic year between those who are taught by using CIRC and those who are not taught by using CIRC?

1.3 Purpose of the Research

The general purpose of this research is to examine wheter there is a significant difference in students reading comprehension of eleventh grade at MA Arkanul Islam Situbondo in 2018/2019 academic year between those who are taught by using CIRC and those who are not taught by using CIRC.

1.4 Operational Definition

An operational definition of the research will become a guide to understand the concept of this study and it is important to avoid the board interpretation of the terms used between the writer and the readers. The terms that are necessary to be defined operatinally are as follows:

1.4.1 Reading Comprehension

Reading comprehension refers to the understanding, evaluating and utilizing information and ideas gained through an interaction between reader and author. From the explanation above, reading comprehension in this research, students' comprehend to the analytic exposition text.

The student's reading comprehension will be in the form of score by doing assignment. There are some assignments in this research, such as answering the question, makes a conclusion from the text and change the ending of the text. That is three points will be assessed by multiple choice test. The multiple choice test was given in term of comprehending the text given.

1.4.2 CIRC (Cooperative Integrated Reading and Composition)

CIRC (Cooperative Integrated Reading and Compositition) in this research is a teaching method in reading in which the students are divided into a group of four, they need harmony from every member of the group to get an appropriate answer from the test that given to them. They do some activities in basal-related activities, such as partner reading, story grammar, words out loud, word meaning, story retells, spelling, partner checking, and test. This method applied step by step in group working. This method is started when the student get the instruction and the text with its order what have to do, until they get the test. The teacher uses

video in this research is a media to help the CIRC method to more easily to be implemented. The video needed in words out loud activity in basal-related activities. It shows how the correct pronunciation of some words.

1.5 Significance of the Research

The result of this research are expected to give some significances to other reader. The significances are as written bellow:

1.5.1 Theoretical Significance

Based on the problem of the research, the theoretical significance of the research is to provide some information about the teaching and learning performance by using CIRC through video for enhancing student' reading comprehension.

1.5.2 Practical Significance

It can contribute information to practical knowledge of enhance students' reading comprehension using CIRC.

1.6 Scope of the Research

The research subjects are limited to the eleventh grade students of MA Arkanul Islam Situbondo in academic year 2018/2019. The variable included CIRC method through video on reading comprehension. In this research, the researcher focuses only in comprehending word, sentence, parahrph and text.