

CHAPTER I

INTRODUCTION

In this chapter, the researcher mostly deliberates background of the study, statement of problems, objectives of the study, significances of the study, scope and limitation of the study and operational definitions.

1.1 Background of the Study

A language is primarily seen as a system of communication, used by speakers to express meaning, thoughts, and ideas using various sounds, symbols, and words. The current theories on language (in agreement with Brown, 2004) state that “Language allows people to acquire the rights, needs, wants, and learning about others and the world. In addition to speaking, written communication is a way of using language as well. When it is suggested that implied language is a means for people to communicate their ideas, we can say that implied language is a way that people to communicate what their minds, how people could communicate their ideas with others. The basic goal of effective communication is to convey a comprehensible message while simultaneously engaging the users' attention (Kukulska, 1999, p. 4). Inference language is significant to people as it relates to the understanding that people have of what others say, read, or write. Therefore, by reading, the reader makes inferences regarding the author’s intent.

Reading is one of four language competencies, all of which must be acquired by students in order for effective communication in the language to be possible. To be successful, everyone must be able to read. Every activity in life

incorporates reading responsibilities, such as teaching and learning ones. It is possible to acquire information and knowledge in the books through reading. Despite other learning activities providing the same type of knowledge and information, reading still plays an important role in students' acquisition of information and knowledge (Fidrayani, 2017, p. 111).

Students are required to read for various reasons, including the fact that English includes the ability to read and comprehend (Ardiati, 2016, p. 1). In the context of the system described here, it is the process of first examining a sequence of letters, words, and written symbols in written or printed text, and then discovering the meaning from these symbols. Caroline (2005) describes reading as a set of skills that includes deciphering the printed words, phrases, and sentences, and formulating their meanings. Students need to be able to both decipher (sound out) text and understand the concepts that they're reading before they can engage in reading. Students read by looking at the letters, such as capitalization and punctuation, on the page. One of the most important language skills for students is reading, so students should also be taught in the classroom. As readers read text, they are intrigued and engaged. In this way, the reading process is easier to accomplish.

There are other benefits, such as expanding vocabulary, learning grammar, and improving pronunciation, which can be gained from reading text. It is an excellent method for both introducing new topics and stimulating discussion. Students can improve their reading comprehension by becoming aware of how they read and what they can do to improve (Aebersold & Lee,

1997; in Stoller, 2002). Research also shows that reading is directly related to comprehension. It is believed that people think and use their brain to convert thoughts into words, sentences, and paragraphs that convey meaning and communicate ideas to the reader. While reading, you do more than just look at the words on the page. As the ultimate goal of reading is to be able to gather meaning from the written works, while comprehension is the key, the ultimate goal remains out of reach for some students. If readers use reading to get information or knowledge, they may read in a particular order, following the words on the page or their ideas and thoughts. The individual may read for satisfaction and the desire for reform, or for study (DeBoer & Dallman, 1966, p. 24). As briefly defined, a reader must be able to comprehend the text that is being read in order to arrive at the purpose of reading.

A few mutual complications are found in learning to read because of the needs associated with it such as decoding what they read, making connections between what they read and what they already know, and for example connecting their prior knowledge to what they just read. To learn this material, one must organize it into an accessible manner that conveys the following aspects: sequentially, hints, and imagery. Certain difficulties could stem from less aptitude, physical conditions, reading method (teaching), insufficient background reading (lack of prior experience), inadequate teacher guidance, or lack of interest (Fitria, 2015, p. 3).

Educational, instructive, or teaching activities are occurring (Fitria, 2015). Intelligence or ability are assumed to be significant factors. When

students have a book open, they can read where they are. While class is in session, the teacher is essential in providing the means for students to learn, such as the ways to teach. While it is true that difficulties in reading comprehension can result from a variety of factors, one thing that is often overlooked is a student's vocabulary and his understanding of word formations. By implementing this change, the teacher can ensure that the students are better able to comprehend the text, thanks to a variety of activities before, during, and after reading. Because of this, teachers are responsible for helping students comprehend what they read. As well as understanding and resolving the difficulty in understanding faced by the students, the teacher must also be knowledgeable and understand how their students learn. In order to enable students to read with understanding and comprehending, these exercises must be completed.

By perceiving the students' conditions of the 8th grade at SMPN 41 Surabaya during pandemic Covid-19 era within online classroom, it shows most of the students can't comprehend the information from reading texts given due to the fact that lack of students' vocabulary, the lack of students' opportunity to express their opinion when conducting the teaching-learning activity, and the students can't share the main idea from the reading text. In addition, the students' ability in reading such as in understanding or comprehending what they read is low, and the other causes i.e. English itself, because it does not the first language. It makes teaching and learning process become unsuccessful and less effective. The problems above-mentioned make the students

unapproachable the standard of minimum completeness or KKM (*Kriteria Ketuntasan Minimal*) has been decided in education curriculum 2013 (KKM > 76 for English subject). Most of the students, especially class 8-A, got the lower scores of KKM. So, if the problems continuously happen, the goals of education will never be achieved. Therefore, the English teacher is expected to find out the solution of the students' problems in understanding the content of text especially during online classroom.

The main way in which effective class conditions are implemented is through the teachers. It is important for teachers to understand their roles in developing students' abilities. A teacher must employ an appropriate strategy, method, possible media, or technique. This makes the students want to be active in class activities. When it comes to learning, a teacher-centered approach is out of place. A student-centered approach instead encourages students to become more active when learning (Fitria, 2015, p. 4). To help teachers implement an interactive strategy and guide students to do instructions in which they could engage and participate in reading activities, teachers should be able to implement an interactive strategy. A number of classroom strategies, provided by the teachers, are recommended for increasing student participation and engagement in class learning. Cooperative Integrated Reading and Composition, a strategy of several groups working together (CIRC). This is a well-rounded program that incorporates strategies for teaching reading and writing for middle-school students (Slavin, 1995).

As an approach to learning English, the researcher proposes a method as an effective model that can be selected to teach reading comprehension, specifically for the purpose of teaching reading comprehension, using cooperative learning techniques (CIRC.) This is a teaching method that provides classroom techniques that can be utilized by students in SMPN 41 in Surabaya, for 8th grade. Stevens and Slavin's Student Team Learning (STLM) technique, originally proposed in the 1980s, is one of CIRC's latest techniques. The CIRC technique is known for its focus on cooperative learning teamwork. The reading, writing, and language skills are being developed for students in second grade through the ninth grade. The CIRC model presents a structure that not only increases the chances for the direct teaching of reading comprehension and composition writing, but also makes it applicable. students' standardized reading score improved as a result of CIRC programs Though there are procedures that can be applied in the classroom, such as cooperative learning groups, students participate in four- to six-member teams. They engage in a series of activities, each of which is an extension of the previous activity. They begin by reading or writing what they understand and comprehend, and then proceed to the next activity. Therefore, the researcher conducted the research entitled: “*Cooperative Integrated Reading Composition (CIRC) Method toward Students’ Reading Comprehension Skill at SMPN 41 Surabaya*”.

1.2 Statements of the Problem

To clarify the result of the research, the researcher formulated the research problems, namely:

- 1.2.1 How is the implementation of Cooperative Integrated Reading and Writing Composition (CIRC) toward students' reading comprehension skill for the 8th grade at SMPN 41 Surabaya?
- 1.2.2 How is the students' improvement in reading comprehension skill by applying Cooperative Integrated Reading and Writing Composition (CIRC) for the 8th grade at SMPN 41 Surabaya?

1.3 Objectives of the Study

Related to the problems formulated, this research has two purposes:

- 1.3.1 To describe the implementation of Cooperative Integrated Reading and Writing Composition (CIRC) toward students' reading comprehension skill for the 8th grade at SMPN 41 Surabaya.
- 1.3.2 To describe the students' improvement in reading comprehension skill by applying Cooperative Integrated Reading and Writing Composition (CIRC) for the 8th grade at SMPN 41 Surabaya.

1.4 Significances of the Study

The significances of the research are directed to:

1.4.1 Teachers

It is absolutely recommended that teachers present a variation of approaches to be entirely prepared to teach students who differ in the way they learn. The Cooperative Integrated Reading and Writing Composition (CIRC) approach should be given the opportunity to experience and practice learning strategies among the students involved. Allowing teachers to participate in their own Cooperative Integrated Reading and Writing Composition (CIRC) can help them to better understand and allow them to more effectively prepare for exploring students' skills that may arise when implementing them with students.

1.4.2 Students

The results of the research are useful for students in which by implementing Cooperative Integrated Reading and Writing Composition (CIRC) method in the English learning class, it is expected the students who learn English especially in reading comprehension. By understanding Cooperative Integrated Reading and Writing Composition (CIRC) model of learning for improving reading comprehension, the students are more interested and being motivated to express their ideas and advance their reading comprehension.

1.4.3 Other Researchers

The results from this research, it is recommended further researches be conducted to ensure in using Cooperative Integrated Reading and Writing Composition (CIRC) to improve students' reading

comprehension. To conclude, the research can contribute to knowledge of classroom action research in language skills and form a basis for further researches which can prompt other researchers to do similar researches in other levels of learning especially in reading comprehension.

1.5 Scopes and Limitations

In conducting the research, the researcher had some limitations. This research was conducted at SMPN 41 Surabaya. Then, the subjects of the research were the students of class 8-A at SMPN 41 Surabaya in the academic year 2020/2021. The researcher conducted the Classroom Action Research (CAR) design. Next, the researcher applied Cooperative Integrated Reading and Writing Composition (CIRC) approach through online classroom in teaching reading comprehension to the students focusing on the process and the product of reading comprehension skill..

1.6 Operational Definitions

To make the research terms more clearly, the researcher provides some explanations about the terms that are used in this research:

1.6.1 Cooperative Integrated Reading and Writing Composition (CIRC) is in line with the theory of cooperative learning (CL), proposed by Slavin (1987), which requires students to participate in various activities to do interaction, sharing, problem-solving, and open-ended outcomes.

- 1.6.2 Reading Comprehension is a reading and understanding of the content which is limited to questions of what, how, why, where, and conclusions based on the problem of the content of reading.
- 1.6.3 Reading text is the content of the text given by teacher to students regarding to gain the ability to process text, to understand its meaning and to integrate with what students already know.