

CHAPTER I

INTRODUCTION

This chapter discusses background of the research, statement of the problem, objective of the research, the significance of the research, the limitation of the research, the operational definition, the hypothesis of the research and systematics of the research.

1.1 Background of the Research

The main purpose of English learning classroom is to develop four skills (Listening, Speaking, Reading and Writing) of the students. They are ability to understand, to listen, to speak, to read and to write. One of four skills which should be comprehended by English students to understand is reading skill. Reading skill is necessary for learners to access information and understands texts in English. The ability to read does not occupy the first place in this order, but it does not mean that it is least important.

The position of English in Indonesian curriculum has brought about a tremendous change in educational country. It also examines the adoption of English language in Indonesia. English language has been seen as a good medium of communication in Indonesia. Apart from the fact that it has been adopted as a teaching language in higher Institution of learning. In some way or another, teaching and learning of English Language can be considered to be an integral part of Indonesia educational system (curriculum) for a long time now. Developing a curriculum that clearly spells out how knowledge can be

acquired constitutes an important phase towards realizing good quality language dissemination. In this reserach there are several rules about the position of English in Indonesian curriculum. In this school for senior high school at eleventh-grade use Thirteen Curriculum (K-13).

Reading is not just an activity to read a text, but it is to get the meaning and interpret the information appropriately. It is not an activity as simple as we think. It is more complicated, because there is communication occured between the writer and the reader. Reading is an activity to understand the text not only read the text fastly, but the readers have to understand and know about the contents of the text. So the readers can get the meaning correctly and interpret the information appropriately.

According to Jane, Kate and Carsten (2015:1), Reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. Reading comprehension is a complex task, which requires of many different cognitive skills and abilities. Reading comprehension is necessarily depend on at least adequate word reading: readers cannot understand a whole text if they cannot identify (decode) the words in that text. Reading comprehension is an activity to read some information or text use deep understanding. So the reader can understand well about the contents of the text or information.

Grabe and Stoller (2002:18) said that “reading is an interactive process in at least two ways. First, the various processes involved in reading are carried out simultaneously. While the readers are recognising words very rapidly and

keeping them active in our working memories. Reading is an activity to understand about the structure of sentences, building main idea of text comprehension in our heads. Reading is also interactive sense that linguistic information from the text interacts with information activated by the readers as background knowledge”.

Grabe and Stoller (2002:9) said that “reading is the ability to draw meaning from the printed page and interpret the information appropriately”. It means that reading urges the reader to understand the meaning of the text. When we read an article, we use our reading comprehension to gather information from the text. So, reading is important to learn because it can be tools to gain knowledge. In the learning process, the students need to understand what they have learnt, especially in reading. In learning English, the students need to understand the English text. There are thirteen genres of the text; one of them is Hortatory Exposition text.

Hortatory Exposition text is one of genres of the text that must be taught in the eleventh grade students in Senior High School. Hortatory Exposition text is difficult enough to learn by the students. Hortatory exposition text is kinds of spoken and written text that suitable to increase the student’s reading comprehension, because this text is an arguments text that consist of the purpose, generic structure and language feature. Hortatory exposition text make the readers can understand about the content of the text based on their arguments or opinions. The readers can get the case or issue based on the text and they can think about what should the readers do based on the case. So, the

students can give agreement or disagreement responses with their own opinion based on the contents of the text with the deep understanding. Hortatory exposition text is useful to applied in this research.

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading and writing / language arts. It has three principle elements : story-related activities, direct instruction in reading comprehension, and integrated language arts/writing. In CIRC reading, the students are assigned to teams composed of pairs of students from two different reading groups. While the teacher is working with one reading group, students in the other groups are working in their pairs like partner reading, making predictions, summarization, and reading comprehension exercises. Cooperative Integrated Reading and Composition (CIRC) technique has several advantages. It can make the students active and give their response freely. Beside that, it can also practice the students to be able to cooperate and appreciate someone's opinion.

Based on the description above, the researcher is interested in conducting the research entitled "THE EFFECTIVENESS OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TECHNIQUE IN TEACHING READING COMPREHENSION ON HORTATORY EXPOSITION TEXT". The writer hopes that the use of this technique in teaching reading can help the students can catch the meaning and engage the text and make their reading purposeful and understand about the contents of the text clearly. However, reading is necessary to the students for developing their achievements and passing many classes. So, they really need to know how to read and use their time most effectively.

1.2 Statement of the Problem

According to the background of the research above, the writer determines the statement of the problem as follow:

How effective is Cooperative Integrated Reading and Composition (CIRC) Technique in teaching reading comprehension on hortatory exposition text of the eleventh grade students of MA Darul Hikmah Menganti academic year 2017/2018?

1.3 Objective of the Research

According to the statement of the problem above, the writer determines the objective of the research is to examine the effectiveness of Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading comprehension on hortatory exposition text of the eleventh grade students of MA Darul Hikmah Menganti academic year 2017/2018.

1.4 Significance of the Research

The writer hopes that after this research has been completed, it would give some significant values for the writer itself, the students and also the English teacher in senior high school.

1. For the teacher, the researcher is expected to give feedback to the teacher that Cooperative Integrated Reading and Composition (CIRC) technique can be used to help their students to improve their reading skills.
2. For the students, the research is expected to enable the students to learn English use Cooperative Integrated Reading and Composition (CIRC) technique. Because it

gives students opportunities to learn from one another rather than receive information from the teacher or text alone.

3. For the writer, the research is expected to deep knowledge about the same problems in teaching reading use Cooperative Integrated Reading and Composition (CIRC) technique.
4. For the theory, the research is expected to give contribution in teaching method especially in teaching reading use cooperative integrated reading and composition (CIRC) Technique to know the reading comprehension of students in MA Darul Hikmah Menganti.

1.5 Limitation of the Research

From the identification of the problem that is explained above, the researcher has to limit this research, so the problem of the research more specific.

The writer focuses on the reading comprehension on Hortatory Exposition of the eleventh grade students of MA Darul Hikmah Menganti academic year 2017/2018 taught by using Cooperative Integrated Reading and Composition (CIRC) Tecnique. The material of teaching reading based on the syllabus of the eleventh grade students of MA Darul Hikmah Menganti in which text uses in Hortatory Exposition text.

The writer uses two groups and each group uses different technique in teaching reading. The writer applies Cooperative Integrated Reading and Composition (CIRC) technique on the first group, while the other group uses technique based on the syllabus of MA Darul Hikmah Menganti of eleventh grade that is three phase technique.

The subject of the research is the eleventh-grade students of MA Darul Hikmah Menganti academic year 2017/2018. The eleventh grades have three classes. It is impossible that the writer hold her experiment to whole classes. So, the writer only uses two classes to hold her experiment.

1.6 Hypothesis of the Research

Based on Mubarok (2015:29), hypothesis is temporary answer to the formula of research problems. It means that before conducting a research, the writer must have a temporary answer for their problem statement. There are two kinds of hypothesis, those are null hypothesis (H_0) and alternative hypothesis (H_a) that will describe as follows:

1.6.1 The Null Hypothesis (H_0)

The writer formulates the null hypothesis (H_0) as follow :

“There is no significant difference between students who are taught by using Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading comprehension on hortatory exposition text than students who are taught by using Three Phase technique.”

1.6.2 The Alternative Hypothesis (H_a)

The writer uses the alternative hypothesis as follow :

“There is significant difference between students who are taught by using Cooperative Integrated Reading and Composition (CIRC) technique in teaching

reading comprehension on hortatory exposition text than students who are taught by using Three Phase technique.”

1.7 Thesis Organization

This research consist of five chapters which can be described as follow:

Chapter I includes about Introduction that contains these parts: background of the Research, statement of problem, objective of the research, significance of the research, limitation of the research, hypothesis of the research and systematics of the research.

Chapter II explain about the review to related literature that contains these following parts : reading comprehension, genre, hortatory exposition text, teaching english in senior high school, cooperative learning, three phase technique, review of previous research, theoritical framework.

Chapter III present with method of the research that contains of research design, population and sample, instrument of the research, data collection, data analysis and statistical hypothesis.

Chapter IV describes about the research finding and discussion of the research.

Chapter V states the conclusion and suggestion of the research.