# CHAPTER I

# INTRODUCTION

This chapter elaborates the basic considerations for conducting this study, research questions, scope of the study, aims of the study, hypothesis, significance of the study, research methodology including the research design, population and sample, data collection, research procedure and data analysis, clarification of terms and organization of the paper.

## 1.1    Background

Students are expected to get knowledge and skills by the process of learning.  One of the ways of learning process is through reading. Sujana,et al (1988:21) notes that reading ability can influence the level of students' competence  in any subject.  Therefore, it is undeniable that reading is as one of important activities of learning process.

The goal of language learning in reading skill in Indonesian junior high school is arranged in the recent curriculum, school-based curriculum. The students have to achieve functional level. The graduates are expected to use English for survival purposes (Pusat Kurikulum, 2006). This demand forces teacher to choose reading text wisely because in fact, students' reading enthusiasm particularly in junior high schools is still in low level.

Moreover, teaching and learning reading has been arranged in school-based curriculum but in fact it is still disregarded. Many students are not motivated; they think that reading is a monotone and boring activity. In addition,

they prefer to read Indonesian text to English text because Indonesian text is easier to understand. Due to this habit, students' English reading competence and achievements will not be good enough.

Based on preliminary observastion of the subject of the study, teachers usually give the students assignment to read English text. Before teaching and learning activity, teachers tell about the important information related to what the students are going to do. After that, the students just read from the beginning to the end. If the students do not understand, the reading will be repeated. Then teachers do inquiry and discussion to know the right answer. This reading activity is still done and applied. The result is the students feel bored quickly. This habit influences students' reading achievement whose grades are not good enough.

That phenomenon pushes the English teachers, also facilitators, to use the appropriate method and media in order to increase students' reading comprehension without decreasing students' motivation. Weiner (1985) states that reading comprehension is a complex process in which a reader used for his mental facilities to obtain meanings from written material. It means that reader must be able to recognize and decode words, and be able to relate the ideas to his previous knowledge. In other words, the teachers' job is trying to increase students' reading ability by giving students chance to get more reading practice. So, the teachers should give those method and media effectively.

Along with effective method, Lie (2002) suggests cooperative learning as learning system which gives students response to cooperate each other in structured assignments and in this term, the teacher is as a facilitator. Her

research found that learning with peer teaching through cooperative learning is more effective than by teacher. Furthermore, she notes that students in cooperative learning can learn by two main resources, the teacher and their peer as well.

Moreover, theory of learning by Vygotsky (1986) has clearly shown that development and learning take place in a social context. Students learn with other people through collaboration or cooperation and language helping in various ways then gradually shifting away from adults' assistance to independent action (Cameron, 2005). Hence, teaching and learning method that would be investigated in this study is Cooperative Integrated Reading and Composition (CIRC).

CIRC is a comprehensive method of instruction in reading and composition in language arts for grades 2-8. In CIRC Reading, students are taught in reading groups and then return to mixed ability teams to work on a series of cognitively engaging activities, including; partner reading, making predictions, identification of characters, settings, problem and problem solutions, summarization, vocabulary, reading comprehension exercises, and story-related writing. (Slavin, 1998). This method hopefully can make students have motivation to read, learn on how cooperative learning can achieve their reading purposes, and comprehend the difficult concept since it is assumed that the method can give positive effect of reading achivement in social learning context (Slavin, 1988; Calderon and Lazarowitz, 1998)

The study considered that it is important to trace the difficulties of what have been stated above in order to know the learning method to engage students to

improve their reading comprehension. Therefore, this study was conducted to discover whether or not using CIRC method in teaching narrative texts improves students' reading comprehension.

## 1.2 Research Questions

The study was conducted to answer the following questions.

1. Can CIRC help students to improve their reading achievement in narrative texts?

2. What are the students' responses on the use of CIRC method in narrative texts reading?

## 1.3 The Scope of the study

Considering the problems that have been formulated before, this study is only limited to examine the effectiveness of CIRC method in teaching English to improve students' reading comprehension. In addition, this study reveals students' response toward CIRC method in learning students' reading comprehension. Therefore, the context of the study deals with teaching students' reading narrative text in junior high school particularly to the eighth graders of SMPN 40 Bandung.

## 1.4 Aims of the study

1. To examine the effectiveness of CIRC method to improve the students' reading comprehension in narrative texts?

2. To discover of what the students' responses on the use of CIRC method in reading narrative text?

## 1.5 The Significance of the Study

This study is expected to contribute to the improvement of teaching and learning in Indonesia, particularly for teaching and learning in junior high school. Hopefully, those who are associated with this area can get many benefits from this study.

This study is also hoped to contribute to the efforts in finding a better method in teaching reading. CIRC method can be an alternative ways for teachers to engage students to read many texts such as narrative, descriptive and recount. The students will enthusiasm in reading because they can comprehend the texts with a fun way by using CIRC as the method of cooperative learning model.

Finally, the result of this study is expected to be used as an additional source. Especially, it is beneficial for those who conduct a study on students' reading comprehension in junior high schools.

## 1.6 Hypothesis

The study began with the statement of null and alternative hypothesis. Null hypothesis ($H_O$) indicates that there is no difference in mean adjustment level between those who received CIRC method and those who did not. By using null hypothesis, every possibility of the research can be shown. If the null hypothesis is retained, it can be concluded that treatment did not work. While, if the statistical test determines that there is a difference between the two means, then alternative hypothesis ($H_A$) is retained, it means that the null hypotesis will be rejected. In other words, it indicates that the treatments work well.

The hypotheses, accroding to Coolidge (2000:98) can be seen as follows:

$H_0$: $\mu$ experimental $=$ $\mu$ control

$H_0$: $\mu$ experimental $\neq$ $\mu$ control

Specifically, this study directed to null hypothesis, namely there is no difference in mean adjustment levels between students who are assigned to CIRC implementation and those who are not.

The CIRC method was given as the treatments to the experimental students. Meanwhile, the control group was not given any treatment. This study was expected to show statistical difference between experimental group and control group scores. Regard to what was expexted to the study, the result of the study would reject the null hypothesis.

## 1.7 Research Methodology

### 1.7.1 Research Design

The research design employed in this study is quasi experimental study with pretest and posttest non equivalent group design. The reason of choosing this design is based on the concept of the design itself. The study was aimed to find out the effectiveness of CIRC method, so that would be an experimental group which is a group who had a treatment to be experimented and a control group which doesn't need to be given. To know how the treatments work well, it requires pretest and posttest as the instruments in combining two classes. The first class is called the experimental group

and the other is control group. In a line with this, Hatch and Farhady (1982:24) state that that by using quasi experimental design, we control as many as variables as we can and also limit the kinds of interpretation we make about cause-effect relationships and hedge the power of our generalization. Hence, this study applied quasi experimental design as its research methodology.

For this occasion, the research was conducted within the framework of a quasi experimental research design, since it is not feasible for the research to use random assignment. A quasi experimental design was used to control the variables that appear and to limit the interpretation of the cause and effect relationship in focusing on the statements. The design can be illustrated as below:

$$
\begin{array}{ccc}
O_1 & X & O_3 \\
O_2 & & O_4
\end{array}
$$
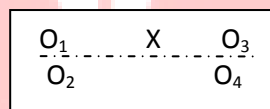
Where;

- $O_1$  : the pretest for the experimental group

- $O_2$  : the pretest for the control group control group

- X  : the treatment (CIRC method)

- $O_3$  : the  posttest for the experimental which has been already given treatment

- and $O_4$; the posttest for the control group without having treatment

### 1.7.2 Data Collection

### 1.7. 2. 1 Research Procedures

There are some procedures employed in collecting the data in order to run this research in a well-organized way. First, a pilot test was administered to 30 students besides the sample of the study. It consisted of 40 items of questionnaire. The data was computed by using statistical method to get the right validity and reliability of instruments. Second, administering pretest, in a form of thirty reading multiple choice tests was given to both experimental and control groups before the treatment. Third, the scores of pretest were analyzed. Fourth, teaching materials were designed. Fifth, the treatments were given to experimental group. Sixth, a posttest was given to both the experimental and control groups after the treatments were given to the experimental group for a period of time. Seventh, a pretest and posttest scores were analyzed. Eighth, conducting interview to experimental group in which the class was given treatments to discover students' responses toward CIRC method. Ninth, interpreting and making conclusion based on the data.

### 1.7.2. 2 Instruments

Before analyzing the data, this study must gain some information and data about the topic of this study. For this purpose, there are some instruments that should be used.

The instruments used in collecting the data are test and interview.

a. **Test**

Reading test was used as the data in measuring the effectiveness of CIRC in improving students' reading ability. Specifically, there were pretest and posttest in the study. Pretest was conducted to reveal the students' basic reading comprehension of narrative text and later on. The statement was supported by Hatch and Farhady (1981) who state that a pretest is administered to capture the initial differences between the two groups.

Post-test was administered to the experimental and control groups at the conclusion of the treatments. The purpose of the posttest is to examine if there was any significant difference between control and experiment group in which the experimental group received some treatments. The test consisted of 30 items. The pretest and posttest had the same narrative texts and questions but the arrangement of the items were different. More brief description about pretest and posttest could be seen in chapter 3.

b. **Interview**

After the treatments were completed, an interview was conducted to the students in the experimental group to reveal the students' responses toward the learning process. The interview was set based on the advantages and disadvanatages, the obstacles of the method, and the students' strategies to reduce the obstacles faced during the treatments. The interview was conducted by using interview guides.

### 1.7.3   Data Analysis

In order to achieve the aims of the study, the data of this study were analyzed through quantitative and qualitative analyses. Scores on pretest and posttest of both groups as the quantitative data were analyzed by using parametric statistical calculation with independent t-test sample in SPSS 17.00 for windows (Statistical Packages for Scientific Studies). Significant differences of reading ability were also analyzed between the posttest and pretest scores in experimental groups by using matched t-test.

Moreover, interview was conducted in the experimental group to which the treatment given. After that, the data taken from the interviews as qualitative data were analyzed. After the data were collected, then it was transcribing the data from the interview and interpreting in order to analyze the results of this study. The last step was discussing the result from the data.

### 1.8   Population and sample

This study was conducted in a junior high school in Bandung. The population consisted of the eight graders of SMPN 40 Bandung with considering: 1) the seventh graders are still in adjustment of enrolling junior high school; 2) the ninth graders are in focus for their final examination; 3) the narrative text is taught basically in eighth graders of junior high school.

Two classes are taken as the sample of the study as an experimental group and a control group. Class VIII-A was the experimental group and Class-VIII B was the control group. At first, the two groups were chosen by a teacher's

judgment which explains that both groups are homogeneous. Then, both classes were chosen since they had no significantly difference in compared mean in statistical computation before the treatment.

## 1.9 Clarification of the terms

1. **CIRC**: Cooperative Integrated Reading and Composition (CIRC) is a method in teaching reading which demonstrates research result as a type of cooperative learning models that packed together among reading, writing, and the art of language. (Slavin 2008:200)

2. **Effectiveness:** the word "effectiveness" is the measurement of achievement or goal of observation (Fraser, 1994). In this study, effectiveness is indicated by improvement of students' reading comprehension, that is, the improved scores of reading class. The word "effective" in this study has some possibilities, namely, very effective, effective, or less effective to improve students' reading comprehension by using CIRC method.

3. **Narrative Text:** Anderson (2003) states that a narrative is a piece of text which tells a story and, in doing so, entertains, or informs the reader or listener. This study conducts CIRC method in improving students' reading comprehension to reading narrative texts of junior high school graders.

**1.10 Organization of Paper**

There are five chapters in this paper. Chapter one is introduction, this chapter provides the information on background of the study, research questions, scope of the study, aims of the study, hypothesis, significance of the study, research methodology including the research design, population and sample, data collection, research procedure and data analysis, clarification of terms and organization of the paper. Chapter two consists of theoretical foundations; this part elaborates in detail theories which are relevant to the study. Chapter three describes research methodology; this section discusses methodology of the study to answer the research questions including the respondents, stages of perceiving, instrument and data collection. In addition, chapter four explains findings and discussions; this chapter describes the results of the instruments analyses, such as pretest data analysis, posttest data analysis, and the data from the interview, and the interpretation of the findings from the study. The last chapter contains conclusion which describes the result of the study and suggestions were given for future research.