

CHAPTER I

INTRODUCTION

This chapter provides brief elucidation underlying the topic of the study. It begins with background of the study that describes nature of the study. To make limitation of the study, this chapter provides statement of problem, aims of the study and scope of the study. Significance of the study is elaborated to find out the importance of this research. Clarification of key terms is added to make equal understanding of terms used. Completing this chapter, it is provided organization of paper as general description of this research.

1.1 Background of The Study

Reading is important to be mastered as one of the skills development. Reading as a skill development is relating form of words, its sounds and its meanings (Spache, 1964). According to Troike (2006:156), people get input of new vocabularies, grammar, or even information through reading activity. Students of English as a Foreign Language are expected to mastering reading as a skill development since they can get new input from the reading.

Observing the importance of reading, all of the education levels carry reading activity as competence standard of English course. Reading activity that focuses on understanding context and getting new information of texts is reading comprehension. This highest level of reading activity is carried out in senior high school (BSNP, 2011). Moreover, it is stated in competence standard of KTSP curriculum that students are expected to master reading comprehension of short

functional text and short essay in the form of narrative, descriptive and news item in daily context. Students of senior high school are expected to comprehend reading of some English texts.

For mastering reading comprehension, students need teacher to guide them. Teacher as a source person and organizer should make creative and interesting activities to motivate students. Most of English teachers in senior high school encounter difficulty in arranging activities to support students' reading comprehension. This condition motivates teacher to look for effective activity to increase students' reading comprehension.

Teacher should arrange effective activity to raise students' reading comprehension. Westwood (1998) in Julie (2006) argues effective teaching occurred when maximum chance of learning is allocated by teacher. In addition, effective learning activities arise when students participate in knowledge discussion to gain learning purposes (Watkins et al, 2002). Activities planned are expected to motivate students in participating the lesson and comprehending the reading.

To arrange effective activities, teacher can use some methods. According to processing of reading stated in Troike (2006) there are two kinds of reading processing; Bottom-up and Top-down processing. These processing can guide what suitable activities should be arranged to achieve reading comprehension purposes.

Reading activity, that uses bottom-up processing, is reading which is started from mastering linguistics features. Brown (2001:298) examines that bottom-up processing occurs when linguistic data helps reader to make data meanings in sense. In the process of reading, readers identify letters, words, phrase and sentence until they get the information of text (Rahim, 2008). Learners who use bottom up reading processing are required to mastering linguistics data to help them in understanding the reading.

Top-down learning processing discusses the context of learning material. Readers are relating their basic knowledge and the text of information (Goodman, 1970 in Abraham, 2001). Troike (2006) asserts Top-down processing as learning with linguistics limitation; learners have to guess what they learn from the context.

Contextual learning provides some techniques that support Top-down processing. One of the teaching techniques that support top-down reading process is Cooperative Integrated Reading Composition (CIRC) by Steven and Slavin. CIRC technique motivates students to have opportunities in analyzing context of text that is given (Madden et al, 1986 in Madden, 2004). This technique focuses on cooperative learning that emphasizes on group study creating effective learning (Slavin, 2005:203). In addition, reading, writing and other language arts are included in the technique (Madden, 2004; Slavin, 2005). This technique accommodates contextual and effective learning to gain purpose of reading comprehension.

The previous study, which Durukan (2010) examined, presents some findings about teaching reading and writing using CIRC. He found that this technique is more effective to comprehend the reading. This study defined that it has some benefits for students to acquire new language.

Teachers play role as a director of learning activity in the class situation. They should make variety of learning activities to improve students' reading comprehension. On the other hand, effective technique is needed to support students in improving the reading. According to description above, this study will investigate the effect of CIRC technique on student participation in influencing students reading comprehension.

1.2 Statement of Problem

Concerning the problems above, the study attempts to answer the following research questions:

1. What is the effect of CIRC technique on student reading comprehension of narrative text?
2. How do students participate in the classroom using CIRC technique?

1.3 Aims of Study

Considering the background and research questions stated, this research is aimed at:

1. Investigating the effect of CIRC technique on students reading comprehension
2. Examining student participation in the classroom using CIRC technique

1.4 Scope of Study

This study focuses on investigating the effect of CIRC technique on students' reading comprehension. The technique is implemented in teaching reading comprehension of narrative text. First grade students of senior high school in Bandung are subject of the research. The study examines whether the CIRC is an effective technique to improve student participation and student reading comprehension of narrative text.

1.5 Significance of Study

As stated in KTSP curriculum, one of the purposes in learning English at first grade senior high school is mastering reading comprehension. Some English teachers in public school have problem in teaching reading comprehension to their students. Teacher, students and researcher will get the advantages from this research. This research is expected to help teachers find effective technique and to

solve their problems. Students and the researcher also get some advantages conducting this research. Considering the requirements below, this study will be conducted.

Researcher as the subject of research will get new information of technique in teaching reading. Therefore, researcher can make interactive activity supporting students' reading comprehension in the future. It can be identified the improvement of students reading comprehension when CIRC technique used in teaching activity.

Teachers could acquire benefit of new technique that supports teaching reading comprehension. In planning the lesson, teacher will make creative activity when using CIRC technique in classroom. They also use this technique as alternative in teaching reading comprehension.

Students who play role as an object in the study will get benefit directly. They will improve their reading comprehension in the application of the technique. Students will get new learning experience in reading activity. Generally, it is expected that students have more interest to learn English.

1.6 Clarification of Terms

Avoiding misinterpretation, there are some terms to be clarified. Those terms are:

1. **Technique** is classroom specific activities that consistence with method and approach (Brown, 2001).

2. **Cooperative Integrated Reading and Composition (CIRC)** is a comprehensive approach to instruction in reading, writing, and language arts (Farnish, 1995)
3. **Reading** is activity in fusing words into idea to get new information of whole text (Spache ,1964).
4. **Reading comprehension** is building construction process while reading text (Harris & Hodges, 2005).
5. **Narrative text** is piece of writing which has purpose to entertain, it also deal with problematic events that leads to a crisis and turning point (Gerrot & Wignell, 1994)
6. **Student participation** is students' action in joining classroom discussion. (Nicole et al,2009)

1.7 Organization of Paper

This paper consists of five chapters; the brief description is presented below.

- Chapter 1** : This chapter consists of introduction covering background of the study, statement of the problem, aims of the study, research methods and organization of the paper.
- Chapter 2** : This chapter provides theoretical foundation that is related to this research and previous study of the research.
- Chapter 3** : This chapter presents method used in this research. It is included formulation of the problem, research design, variable, hypothesis, data collection, and data analysis.

- Chapter 4** : This chapter explains the description and analyses of data found from the research. It also provides interpretation of data related to purpose of study and some theories.
- Chapter 5** : This chapter shows conclusion of whole study. In addition, suggestion for following studies is presented.

