

CHAPTER I

INTRODUCTION

This chapter presents the Background of the Study, the Reasons for Choosing the Topic, the Research Question, the Objective of the Study, Hypothesis, the Limitation of the Study, the Significances of the Study, the Definition of the Key Terms, and the Outline of the Study.

1.1 Background of the Study

In Indonesian Department of National Education (*Departemen Pendidikan Nasional: Depdiknas*), English is taught as a foreign language necessary for the students in junior and senior high school. English has four language skills. They are listening, speaking, reading, and writing.

Reading and writing are integrated skills which cannot be separated from each other. Both of them are two skills which correlate each other. Bryson (2003) states that when someone is capable of reading effectively and efficiently, they are able to more easily change the knowledge from what they have read into a written form. Therefore, students have to master in reading to help them in improve their writing ability.

Byrne (1979) states that writing involves the way to convey a message of some kinds; which interprets the writers' thoughts into language. Additionally, it means writing is a tool to communicate nonverbally which means people can use it to express their ideas and opinions through written communication. Sometimes

people feel difficult or shy to share their ideas orally. Thus, they prefer to express their ideas or opinions with the other using written form. Consequently, writing is very useful in their lives and becomes one solution for their communication problems.

Based on the teacher's experience in junior high school, most of students still got difficulty in understanding English especially in writing. It is proven by the students' result of their writing achievement which is under the minimum score criteria. Besides, most of them hardly write in English because they lack of vocabulary and they do not understand grammar well.

Meanwhile, in improving students' writing achievement, a teacher needs a particular strategy that is innovative and creative. The teaching strategy is one of the important things in teaching learning process. The teacher should use some strategies that will make the students enjoy and easily read than write. The students will also feel more enjoyable and comfortable when they work in group, because many students are afraid to ask something that they do not understand to their teacher.

From some of the purposes and reasons for the function of writing which is expected to develop student's activity in teaching-learning process. According to Usman (1990), the traditional way in which the teacher dominates the teaching and learning process must be changed by applying an effective strategy to teach English, specifically for teaching writing. From that problem, the writer try to solve with a solution, the traditional way must replace with effective strategies by using new teaching technique.

In order to make teaching writing effective, the students need to be prepared with effective strategies to help them in improving their writing achievement. One of the strategies in teaching writing is CIRC. According to Slavin (2008), “CIRC is a comprehensive program for teaching reading and writing in elementary classrooms at a higher level and also at the high school.” Based on the definition from Slavin, CIRC can be applied in junior high school to improve the students writing achievement.

The writer expected to establish the research of applying a CIRC technique which was considered to be helpful and beneficial for both, the students and the teacher. The writer believed this technique was suitable for the students in writing class because Sanjaya (2008) states that CIRC was interesting, students could easily express, draw and share their own ideas with the others in developing their writing ability, so the students felt new teaching and learning atmosphere in the classroom and were interested in learning writing. Thus, this study was entitled The Effectiveness of Cooperative Integrated and Reading Composition (CIRC) in improving students’ writing achievement in descriptive texts.

1.2 Reasons for Choosing the Topic

The writer had chosen the topic of improving students’ writing achievement through CIRC, for the following reasons:

- a. The writer chose this topic because the characteristics of CIRC were appropriate with the young learner’s lifestyle in the way of learning. Students, not teachers, were the ones active in class. The technique was

believed to be fun and developed the students' participation in teaching and learning process.

- b. Writing achievement becomes difficult skill for students who learn English because in writing process the students find difficulties in transferring thoughts and ideas to written form. The writer chose the students of seventh graders of SMP Hasanuddin 10 Semarang, because the writing achievement of the students at the school was still poor with average under standard value of 7.5. Moreover, in the seventh grade, it was important to make them better in writing before they continued to the higher classes. Reading was the activity in which the students could get much information. On the other hand, writing was a following activity after reading. By writing, their understanding of what they have read would be seen.
- c. There were many genre for junior high school. Especially in the seventh graders students. One of them is descriptive text. It is important because descriptive text is always used in daily life. Many students relies on describing something in their activities. However, the students still get difficulty in descriptive text

1.3 Research Questions

The problem of this study could be formulated as follows:

“Was CIRC technique effective in improving students’ writing achievement in descriptive texts of the seventh graders of SMP Hasanuddin 10 Semarang in the academic year of 2016/2017?”

1.4 Objective of the Study

The objective of the study could be stated as follows:

To investigate whether CIRC technique was effective in improving students’ writing achievement in descriptive texts of the seventh graders of SMP Hasanuddin 10 Semarang in the academic year of 2016/2017.

1.5 Hypothesis

In this study, the hypotheses were formulated as follows:

H₀: There was no significant difference between the mean score of the writing achievement in descriptive texts of the seventh graders of the students who were taught using CIRC and the ones who were taught using conventional technique in teaching writing descriptive texts.

H₁: There was a significant difference between the mean score of the writing achievement in descriptive texts of the seventh graders of the students who were taught using CIRC and the ones who were taught using conventional technique in teaching writing descriptive texts.

1.6 Limitation of the Study

To clarify this study and avoid misunderstanding, the writer only focused on the use of CIRC technique in improving writing achievement in descriptive texts of the seventh graders of SMP Hasanuddin 10 Semarang in the academic year of 2016/2017.

1.7 Significances of the Study

By conducting this study, the writer hopes to give significant contributions to English teaching, especially in:

1. Pedagogical Significance

The result of this study had pedagogical significance in two terms. First, this study is believed create the fun learning environment in teaching learning. The teachers and the students can build a good connection during teaching learning process. Second, this teaching encourages the students to be more active and it would give opportunity to the students to cooperate with their friends and solve the problems together during the lesson further it would give contributions in improving the classroom environment.

2. Practical Significance

a. The Teacher

The result of study is expected to be an evaluation for the teacher who often use conventional technique in teaching learning activities. Expectantly, CIRC as a technique could be used in improving students writing achievement in descriptive texts. For the teachers, they can teach

in classroom effectively without wasting much time to explain the material. Consequently, the students can discuss with their group and are more excited and supportive in learning English.

b. The Students

For the students, by using CIRC technique, the students are expected to learn to comprehend the reading passage. They can understand the materials after reading so that, they are able to write their ideas after reading in a certain material in an appropriate context. The students are interested and active in class because they can communicate freely with their friends discussing the material.

1.8 Definition of Key Terms

The title of this research was “The Effectiveness of Cooperative Integrated Reading and Composition (CIRC) in Improving Students’ Writing Achievement in Descriptive Texts”. Based on the title of this research, the writer gave a definition of CIRC as follows:

1. Cooperative Integrated Reading and Composition (CIRC)

Cooperative Integrated Reading and Composition (CIRC) requires the students to work in a group. Then, the teacher gives the students a passage related to the material. After reading the passage, every student discusses it together. These activities are “finding the main idea, predicting how stories will end, summarizing stories to each other, writing responses to stories, and practicing spelling, decoding, and vocabulary” (Sharan 1999).

2. Writing

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. (Nunan, 2003).

3. Descriptive Text

Descriptive text is a piece of writing used to explain something in detail. Descriptive text has the generic structures are: (a) Identification: identifies phenomenon to be described, (b). Description: describes parts, qualities, and characteristics. (Kane, 2000).

1.9 Outline of the Study

This final project consists of five chapters as follows:

Chapter I gives an Introduction which contains the Background of the Study, the Reasons for Choosing the Topic, the Research Question, the Objective of the Study, the Hypothesis, the Limitation of the Study, the Significances of the Study, the Definition of the Key Terms, and the Outline of the Study.

Chapter II deals with the Review of Related Literature. It discusses the theories used as the bases of this study.

Chapter III is the Research Design, the Subject of the Study, the Variables of the Study, the Instrument of the Study, the Data Collection Technique, the Procedure of Conducting the Study, and the Data Analysis.

Chapter IV is Analysis of Result and Discussion. It discusses the analysis of the result in teaching writing using CIRC technique and the discussion of research finding.

Chapter V is Conclusion and Suggestions This chapter presents the conclusion and suggestions made based on the data analysis.