

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is taught as a foreign language. Basically, the objective of teaching English in Indonesia as stated in School Based curriculum is to enable students to master four language skills such as listening, speaking, reading and writing.

Among the language skills, reading and writing skill are very important and cannot be separated. Both skills support each other. By reading students get information about what they will write. From reading text, they will be able to recognize a great amount of words, phrases and sentences presented contextually. As a result, the vocabulary size and becomes rich their understanding in rhetorical structures is increasing. Reading text also offers models for students to develop their writing skill because reading helps students in absorbing and processing information, without enough information they will find the difficulties in writing. The information that collected and processed by the reader will be presented again through writing.

Allah states in the glorious Al-Qur'an sura Al-Qalam verse 1:

بِ
نَّ
وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun [These letters (Nun, etc.) are one of the miracles of the Qur’an, and none but Allah (alone) knows their meanings]. By the pen and by that which the writers are writing”.

From the verse above, the researcher concludes that writing has important role in human life. People must know how to write by using pen. Because writing is important, human being needs to learn how to write correctly.

Based on an interview towards the English teacher at SMP Negeri 23 Banjarmasin, students’ scores in writing are low. They have difficulties when they are confronted to writing. Students have low motivation in writing and the teacher found it is challenging to motivate students to do writing task. As a result, only a few students can finish writing assignment. The interview also shows that there are some problems appear in students’ writing such as generate the writing ideas as well as expressing their own ideas, lack of grammar, diction, vocabularies and knowledge on mechanism.

To overcome the problems above, teacher needs to use a proper teaching strategy which can help students to improve their writing. Considering the teaching of English language skills, it is expected that teachers teach skills in an integrated manner. Based on how language is conveyed, language skill can be categorized into those related to speech and written words (reading and writing). Therefore integrating reading and writing is chosen as the focus on this research.

One of the suggested teaching strategies is cooperative learning in which students do the assignment in group. The cooperative learning that which is applied in classroom is Cooperative Integrated Reading and Composition (CIRC).

It is a cooperative strategy in both writing and reading which students are shaped of heterogeneous teams that include different intelligence and gender in every group, and organized around the components of the teacher presentation, team study, individual quizzes, individual improvement scoring and team recognition (Steven and Slavin, 1995).

From the above explanation, it is necessary to conduct a study on observing on teacher's implementation of the cooperative learning type CIRC in SMP Negeri 23 Banjarmasin. Furthermore, This study is titled Comparative Study Of Students' Achievement in Writing Report Text 'with' and 'without' Using Coperative Integrated Reading And Composition on Ninth Grade Students of Smpn 23 Banjarmasin Year 2016/2017.

B. Statements of the Problem

The problems of this research are:

1. How is the students' writing achievement that is taught with Cooperative Integrated Reading and Composition (CIRC) strategy of ninth grade of SMPN 23 Banjarmasin year 2016/2017?
2. How is the students' writing achievement that is taught without Cooperative Integrated Reading and Composition (CIRC) strategy of ninth grade of SMPN 23 Banjarmasin year 2016/2017?
3. Is there any significant difference in students' writing achievement between the class that is taught with Cooperative Integrated Reading and Composition (CIRC) strategy and the class that is taught without

Cooperative Integrated Reading and Composition (CIRC) strategy of ninth grade of SMPN 23 Banjarmasin year 2016/2017?

C. Objective of Study

The objectives of this study are to know:

1. How students' writing achievement that is taught with Cooperative Integrated Reading and Composition (CIRC) strategy.
2. How students' writing achievement that is taught without Cooperative Integrated Reading and Composition (CIRC) strategy.
3. The whether there is any significant difference in students' writing achievement between students who are taught with using cooperative learning type Cooperative Integrated Reading Composition (CIRC) and those who are taught without using CIRC at the ninth grade students of SMP Negeri 23 Banjarmasin year 2016/2017.

D. Limitation of Study

The limitation of this research are concerned as follow:

1. This study focuses on Teaching with CIRC technique and the English writing ability.
2. The subjects of this research are the ninth grade students of SMP Negeri 23 Banjarmasin year 2016/2017.

E. Significances

The significances of this research are intended to provide both theoretical and practical contributions as mentioned below.

1. Theoretically, the result of this study will be a knowledge of the effective writing instruction of the use of cooperative learning type Cooperative Integrated Reading and Composition (CIRC) in increasing students' achievement in comprehending reading text and making composition.
2. Practically, it will be useful for the students and the English teacher. For the teachers, the research results will provide an alternative teaching strategy as well as improving their teaching. Whereas, for the students it will be a variation of learning activities and be a way to help improving their skill of writing and reading.

F. Hypothesis

In this research, these are two hypotheses that are made:

1. Null Hypothesis (Ho)

There is no significant difference in students' writing achievement between students who are taught with using cooperative learning type Cooperative Integrated Reading and Composition (CIRC) and those who are taught without cooperative learning type Cooperative Integrated Reading and Composition (CIRC) at the ninth grade of SMP Negeri 23 Banjarmasin year 2016/2017.

2. Alternative Hypothesis (Ha)

There is significant difference in students' writing achievement between students who are taught with using cooperative learning type Cooperative Integrated Reading and Composition (CIRC) and those who are taught without cooperative learning type Cooperative Integrated Reading and

Composition (CIRC) at the ninth grade of SMP Negeri 23 Banjarmasin year 2016/2017.

G. Definition of Key Terms

1. Cooperative learning is defined as a system of concrete teaching and learning techniques, rather than an approach, in which students are active agents in the process of learning through small group so that students work together to maximize their own and each other learning (Liang, 2002; Widodo,2010)
2. A report text is a piece of text that presents information about a subject. Report usually contains facts about a subject, a description and information on its part, behavior, and qualities. It can be said that report tells about persons, places or things in general based on people's research.
3. CIRC is the cooperative learning strategy in reading and writing where students are shaped of heterogeneous teams that include different intelligence and gender in every group, and organized around the components of the teacher presentation, team study, individual quizzes, individual improvement scoring and team recognition.
4. Reading is an activity to understand of written text by using decoding and comprehension process. In decoding process, reader tries to recognize the written symbols in the whereas in comprehension process, reader tries to assign meaning of text (Vacca et al, 1991, p. 24)

5. Writing is a personal act in which writer take ideas or prompts and transfer them into “self-initiated” topics (Hamp-lyons, 1990)
6. Achievement refers to the recognition granted to a learner when all required learning outcomes have been successfully demonstrated (Janisch, 2009:4)

Thus, the title of this thesis means that the researcher compares the students' achievement in their writing of report text which students taught with CIRC and without CIRC.