

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of The Problem

In recent days English is widely known as an international language. This language is used by people to communicate with other people from different countries who have different mother tongues, so they can interact each other in order to gain the relationship and cooperation in the world by using the one international language that is English. In order to master English, people need to learn the four language skills as of paramount importance in English; they are (1) listening, (2) speaking, (3) reading, and (4) writing (Brown, 2001, p. 232). They have to master all those four skills well in order to interact easier in the society. Because of it, English has become the subject and it is taught for students at school.

In curriculum of 2013, English is taught more integrally with other field of studies. By integrating English with other field of studies, students are hoped to experience a more contextual learning. For teachers, applying the curriculum of 2013 in teaching learning process is quite challenging and difficult enough. Teachers are required to create a learning environment as attractive as possible during the teaching learning process. Creating an attractive learning environment has the purpose to stimulate students with interesting things to increase their learning motivation.



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Teachers also have to encourage students to learn more than what they have learned in classroom by themselves. One of the efforts of teachers to create an attractive learning environment is by enhancing the learning strategies to help students, so that they learn better at school. Various teaching strategies have been developed in order to make a teaching learning process not monotonous. In fact, studying will be more effective if it is fun and attractive.

One of the strategies which can be used in teaching learning process in order to create an attractive learning environment is by using fun activities as teaching media. The use of the fun activities in teaching learning process increases students' enthusiasm during the lesson and also motivates them to do better than others if there is a sense of competition in the activities. In order to improve the reading skill, it has become the subject and it is taught for students at school. Students are taught how to read effectively and easily and finally they understand some texts easily and perfectly. Students are also explained about several reading strategies based on the reading purposes, such as skimming for main ideas, scanning for particular thing, and also studying in depth.

These strategies make students understand easily many kinds of the reading texts with the different purposes. Teachers in the class use many kinds of teaching techniques in order to make students easily understand the materials and finally they are able to read the text and understand it easily. However, some teachers still use the conventional teaching

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technique to teach reading. They only give students the reading text and questions related to the text and ask the students to read it carefully and finally they have to answer the questions. Students have to work individually to do the activity and they do not get opportunity to discuss it with their friends. With such kind of teaching technique or strategy, many students feel so difficult to do the activity because they cannot discuss it with other students. Finally, they get the bad result or the bad score and they do not get the best way or strategy to read easily, so their reading skill cannot be improved.

In order to overcome the students' problems and difficulties, the researcher offers teachers to use cooperative learning technique as the alternative way to teach reading. There are many kinds of cooperative learning techniques which are appropriate to teach reading such as Jigsaw, Think-pair-share, Team-pair-solo, etc. Jigsaw is a cooperative learning technique which is commonly used by teachers to teach reading in class. It contains more group discussion which gives students more chances to interact with their friends. Another example of cooperative learning technique which can be used to teach reading in class is CIRC. This technique is rarely used by teachers and it is also unfamiliar for the researcher also. Because of it, this research is conducted in order to know which is more effective between CIRC and JIGSAW to teach reading especially to teach recount text. This study is related to the effectiveness of using CIRC (Cooperative Integrated Reading and Composition) to teach

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recount text if it is compared by using JIGSAW. The reasons for the researcher to choose this topic are as follows:

First, according to Mel Silberman (1996), Jigsaw is the technique which is used broadly and has the similarity with the group-to group exchange technique with the important difference: every student teaches something. Jigsaw is cooperative learning which is commonly used by teachers to teach reading. Teachers and lecturers usually use this technique to teach reading for their students in class. Because of it, teachers need to know another technique as the alternative way to teach reading in class in order to make class more attractive and contains various activities. Students have the responsibility to teach something or give the explanation about material to their friends in their group. According to Suharjo Evy (2007) teaching by using JIGSAW technique produced better result and effective.

Second, according to Durukan, (2011, p.103), cooperative integrated reading and composition (CIRC) technique, one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques. According to Nurul Inayah (2007) CIRC technique, students can improve their creativity and also emotion.

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CIRC, the example of cooperative learning which can be used by teachers to teach reading in class, is rarely used by teachers as the teaching technique to teach reading. It is also rather unfamiliar for the researcher, so the researcher wants to know deeper about this technique and about the effectiveness of CIRC if it is compared with teaching technique which is commonly used by teachers that is Jigsaw.

Regarding to the problem above, the phenomena of this reserach are identified as follows:

- a. Most of the students are not able to comprehend the reading text.
- b. Most of the students are not able to identify their problem in reading comprehension.
- c. Most of the students are not able to understand easily kinds of the reading texts with the different purposes.
- d. Most of the students feel so difficult to do the activity because they cannot discuss it with other students.

Based on the problems depicted above, thus, the researcher tries to investigate the problems into the reseacrh entitled **“The Comparison between Students’ Reading Comprehension of Recount Text Taught by Using CIRC and JIGSAW at the Seventh Grade of State Junior High School Muhammadiyah 1 Pekanbaru”**.

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B. The Problem

1. Identification of The Problem

Based on the background illustrated above, it is very clear that the students still have many problems. The problems in this research can be identified as follows :

- a. Why are most of the students not enthusiastic during the lesson ?
- b. Why are most of the students not able to comprehend the reading text ?
- c. Why are most of the students not able to identify their problems in reading comprehension ?
- d. Why are most of the students not able to understand easily kinds of the reading texts with the different purposes ?
- e. Why do most of the students feel so difficult to do the activity because they cannot discuss it with other students ?
- f. Why do most of the students not get the best way or strategy to read easily ?
- g. Why do most of the students get bad result and bad score ?

2. Limitation of The Problem

Base on the identification of the problems, the problems are limited only to the comparison between the students' reading comprehension of recount text taught by using CIRC and JIGSAW at the seventh grade of State Junior High School Muhammadiyah 1 Pekanbaru.

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3. Formulation of The Problem

- a. How is students' reading comprehension of recount text taught by using CIRC at the seventh grade of State Junior High School Muhammadiyah 1 Pekanbaru?
- b. How is students' reading comprehension of recount text taught by using JIGSAW at the seventh grade of State Junior High School Muhammadiyah 1 Pekanbaru?
- c. Is there any significant difference between students' reading comprehension of recount text taught by using CIRC and JIGSAW at the seventh grade of State Junior High School Muhammadiyah 1 Pekanbaru?

C. Objectives and Significance of The Research**1. Objectives of The Research**

- a. To find out the students' reading comprehension of recount text taught by using CIRC at the seventh grade of State Junior High School Muhammadiyah 1 Pekanbaru?
- b. To find out the students' reading comprehension of recount text taught by using JIGSAW at the seventh grade of State Junior High School Muhammadiyah 1 Pekanbaru?
- c. To find out whether there is a significant difference between students' reading comprehension of recount text taught by using

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CIRC and JIGSAW at the seventh grade of State Junior High School Muhammadiyah 1 Pekanbaru?

2. The significance of The Research

- a. Hopefully, this research is able to benefit the researcher as a novice researcher, especially in learning how to conduct a research.
- b. These research findings are also hopefully useful and valuable especially for students and the English teachers at the Seventh Grade of Junior High School Muhammadiyah 1 Pekanbaru to be taken into account in their teaching and learning process in the future.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the field of teaching and learning English as a foreign language and those who are concerned with the field of language teaching in general.
- d. Finally, these research questions are also expected to be the practical and theoretical information to the development of the theories on language teaching.

D. Reason For Choosing the Title

There are some reasons of why the researcher thinks it is a need to conduct this research. The reasons are as follows:

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1. Based on the problems of the research, this title is appropriate to solve the English language learning problem and teaching at State Junior High School Muhammadiyah 1 Pekanbaru?
2. The title of this research is relevant to the researcher's status as a student of English Education Department.
3. The title of this research is not yet investigated by other previous researcher.
4. The location of the research facilitates the researcher in conducting the research.

E. Definition of Term

In order to avoid misunderstanding towards the terms used, the following terms are a necessarily defined:

1. Comparison

According to Richard (1992, p.229), comparison describes the similarity or differences between two items. However, in this research, the term of comparison refers to comparing two different things or population. They are between reading comprehension of recount text by using CIRC and JIGSAW.

2. CIRC (Cooperative Integrated Reading and Composition)

According to Durukan (2011, p.103), cooperative integrated reading and composition (CIRC) technique, one of the learning

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techniques based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. It means that CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques.

3. JIGSAW

According to Mel Silberman (1996), Jigsaw is the technique which is used broadly and has the similarity with the group-to group exchange technique with the important difference. It means that every student teaches something by using this technique. Students have the responsibility to teach something or give the explanation about material to their friends in their group.

4. Reading Comprehension

According to Anderson, Hiebert, Scott, et. al, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge, and fluency, and also be able to combine units of meaning into a coherent message (cited in Klinger, 2007, p.2). so that reading comprehension is a product of understanding the text in order to get information and the meaning of the text.