

CHAPTER I

INTRODUCTION

1.1 Basic Consideration

In teaching English, we all know the competence of English is pointed in mastering language skill, which they are integrated in teaching activities. Those language skills are writing, speaking, listening, and reading. The skills language and elements language can help we are studying English language.

Reading is the one of language skills that should be mastered in English learning. In reading, the students are to get new information or knowledge and know about the development which happened inside or outside country. It is supported by Grabe and Stoller (2002, p. 04) explained that, “reading can be thought of as a way to draw information from a text and form an interpretation of that information.”

Reading is not the new thing in our mind but become a new problem, reading is also one way in getting information. It caused by the words in texts are difficult to understand and finally it makes the students bored to read a text. In reading, if we are wrong means one or more words, the meaning will be different with the real mean.

The purpose of reading for the students is to be able to understand about the meaning of the text and know the message of authors’ arguments on the text. In reading activity, the students can get some sources for getting information or get knowledge. So, the students need to understand skill because it is really help to the students are grasping the meaning of the text.

Based on the curriculum of English at Junior High School, the approach of teaching language skills, including reading skill, uses genre text. Narrative text as one of genre texts have been taught for all grades. As refers to a story about something or retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

But the fact shows that this expectation is optimal yet as the target of standard competence of reading skill curriculum.. The students still find most difficulties to understand the reading of narrative text. For example, when I did observation at SMP Negeri 1 Asparaga, I get some data. Firstly, I had observed the students in the classroom (on July 18th 2012), the eighth grades in where the students are difficult to answer the questions of reading narrative text on time. They seems unmotivated to do instruction of teacher. This is probably because of the students' lackness of mastering of vocabulary in reading text. Therefore they spend more time for only reading a text and even they do no do anything. Furthermore, in the view of teacher of teaching reading, the teacher still use lecture method to teach reading text, giving texts to the students without explanation what steps to do related to the reading strategy. She even asked the students directly answer the provided questions.

The description of this condition is assumed to gives probably the negative effect on students' achievement in reading narrative text. Therefore, we must overcome this problems, nemely apply a certain strategy or method for teaching reading, such as Cooperative Integrated Reading and Composition learning method (CIRC).

CIRC is a comprehensive program for teaching reading and writing/language arts. CIRC learning method can be categorized as an integrated learning. CIRC is a comprehensive plan for teaching reading and writing for students. It is supported by Suprijono (2009, p. 128), “cooperative integrated reading and composition as one of the active learning method when the students are divided into groups.” Every group consist of four students. In the group, the students are read, find out main idea, give idea toward story. The advantages this method, every students are responsible for a group assignment. Each member of the group are coming up with ideas to understand a concept and complete the task, thus forming an understanding and a long learning experience. The learning process is to educate students to interact socially with the environment. In this case, students’ not only reading the text, but also can catch the meaning of the text. To achieve the purpose of teaching and learning reading skill, the teacher also facing how to make the students engage with the text itself by using some way. One alternative way is by using CIRC method. The researcher focus to the effect of CIRC method on students’ ability in identifying the generic structure of narrative text.

Based on the explanation above, the researcher formulates this research with “*The Effect of CIRC Method on the Students’ Ability in Identifying the Generic Structure of Narrative Text*”. The researcher applied CIRC method to measure students’ ability in reading and identifying the generic structure of narrative text.

1.2 Problem Statement

Based on the basic consideration above, the researcher formulates this research with “*can CIRC method effect the students’ ability on identifying the generic stucture of narrative text?*”

1.3 Objective of Research

The objective of this reasearch is to find out whether CIRC method can effect students’ ability on identifying the generic structure of narrative text or not.

1.4 Scope of Research

In this reasearch, the researcher focused in teaching English in skill reading by using CIRC. The researcher give some topics to the students about narrative text. The students determine the general situation, vocabulary, main idea, generic structure of narrative text, and explicit reading. In this case, the researcher focus to the effect of CIRC mehod on students’ ability in identifying the generic structure of narrative text.

1.5 Significance of Research

This reasearch is expected to give good contribution to:

- a. To give information to students about CIRC method for helping them in learning English especially in reading narrative text and make them more active on studying process and then make spirit to students to study, so the students’ can interaction with the teacher or another

student and can help the students to understand the meaning of the text, especially narrative text.

- b. This research give contribution to the English teacher by using CIRC method when they teach students about reading text, especially narrative text namely to give information for teachers about how to choose method in teaching reading process, especially in narrative text; as a description to the teachers about the condition of students' ability in reading narrative text by using CIRC method.
- c. This research can give advantages to the readers for understanding the generic stucture of narrative text and as a reference or new insight for other researchers about the influence of CIRC method toward the students' abilty in identifying the generic structure.