

# CHAPTER I

## INTRODUCTION

### 1.1 Background

According to the bible God created human according to His image. This statement is the foundation of the things that is going to be explained in this thesis. As the image of God, humans also have the attributes that God have, there are ability to communicate, learn, and love each other. On the top of that, humans are intellectual being which means they have ability to learn something new. Therefore, God gave humans mandate, since humans are intellectual being God let humans to have a responsibility on earth. Regarding to the intellectuality of human, they have learning ability in order to be able to run the mandate that God has given. They become a learner to learn something just like a student in school. Along with the discussion before, that the students are the image of God; it means that they have the ability to communicate as an intellectual being, but they also inherit the ability to learn, analyse and comprehend something.

Another point is, that the students also have responsibilities as students in the classroom. They are responsible towards the lesson that being taught by the teacher. They have responsibilities in responding the knowledge that given by the teacher. Brummelen (2006) said that Christian education is focusing on helping the students to become responsive and responsible Disciples of Christ. The students must realize that by become a responsible student they also become a responsible Disciples of Christ, but sometimes the students itself did not realize that they are the image of God by being irresponsible towards their life as students. Therefore, Brummelen

(2006) said that the teaching and learning activity should focusing on introduction where the students learn that God is the creator of all things and also the one who sustain them until now.

In line with the researcher subject in teaching, which is teaching English language. As the researcher mention above, that students have a responsibility in the classroom, based on that students also have responsibility in learning English. For instance, there are four skills in learning English which are, listening, reading, speaking, and writing. In terms of responsible, the students should understand those four skills in order to understand the lesson. Along with the statement before, the researcher observed that the students in the place where the researcher placed also have difficulties in understanding English lesson. Most of the students have a difficulty on every English skill which are, reading, writing, speaking, and listening.

Based on the previous condition, which is that students expected to understand the four skill in leaning English, it makes the researcher realize that the condition is not the ideal condition that the researcher expected. This also make the researcher realize that the researcher cannot fix all the problem on every skill one by one. Therefore, the researcher discussed with the teacher's mentor giving a conclusion that the researcher needs to solve the students' reading issue. Moreover, the researcher sees that the curriculum at that time did not suitable if the researcher focusing on other skill besides reading. Therefore, there are limitations on this research, as the researcher mentions above that the students also have a problem in other English skill. Regarding to the other skill, the researcher cannot cover all the problem on this research. Therefore, the researcher only focusing on the cognitive

part of reading, specifically the reading comprehension. On the other hand, the students at that time was learning about narrative text and it is suitable if the researcher want to improve in one particular English skill, which is reading.

Furthermore, the researcher found that the students have an issue, specifically on their reading comprehension, they cannot understand the text that given by the teacher. Due to this, the researcher develops a reading test in order to make sure that the students have the reading issue. After the test, the researcher found that the students have a problem in reading comprehension. After that the researcher planned to improve their reading comprehension. The reason to improve students' comprehension is because the teacher wants the students to be responsible towards the intellectuality that God has given to the students and be responsible also to the English class, as the researcher mention above.

Graham (2009) on his book called *Teaching Redemptively*, mention that a teacher cannot teach their students without any purposes at all, teacher needs to make the students realize that in every subject that they learn must have a purpose. By let them believe that learn English is just a requirement to pass the school, they will not take this lesson seriously and focusing only on getting a good score. If the students only read to gain a score the purpose of the text itself cannot delivered well, therefore they need to understand the text in order to get the purpose of reading the text. According to Salikin, Bin-Tahir, Kusumaningputri, & Yuliandari (2017), reading has played an important role in the language learning process, regarding to that definition, the researcher believe that reading is important for the students especially for students who are learn new language, either they learn as a foreign language or as a second language. Reading provide many benefits for the students,

from reading they can learn many things such as, new knowledge, grammar, and vocabularies. Moreover, reading could also improve students' critical thinking, but in order to improve their critical thinking they need to comprehend the text itself. There are four indicators that show that the students able to comprehend the text, which are "literal comprehension, inferential comprehension, evaluative comprehension, and appreciative comprehension" (Burhanuddin, 2012). The researcher develops those four indicators into reading test with seven questions and each question represent the reading comprehension indicators. The result of the test shows that the students have a problem in reading comprehension. It means that the students cannot comprehend the text that given by the teacher. Therefore, knowing that students' reading comprehension at school in Palopo is low, the researcher decide to conduct a research.

Regarding to the problem that occur, the researcher decides to conduct a classroom action research in order to improving students' reading comprehension by implementing Cooperative Integrated Reading Composition (CIRC) method. The researcher chooses this method because from the observation before in this class not all the students are having difficulties in English, there are some of them who like English and able to understand it, since this method focus on cooperative works by using heterogeneous group, makes the students could learn together to understand the text. Moreover, Slavin (2010) states that in the implementation of CIRC method, that the teacher could make the lesson focus into the specific purposes such as reading comprehension, vocabularies and spelling. In short, that CIRC method also fit and suitable to improve students' reading comprehension.

Therefore, from those explanations about the problem and the treatment, the researcher decides to conduct a Classroom Action Research with a title **The Implementation of Cooperative Integrated Reading Method (CIRC) to Improve Students' Reading Comprehension.**

### 1.2 Research Question

Based on the research background above, the researcher comes up with two research questions, which are:

1. Does Cooperative Integrated Reading Composition (CIRC) method can improve grade XI students' reading comprehension?
2. How does Cooperative Integrated Reading Composition (CIRC) method that expected to improve grade XI students' reading comprehension?

### 1.3 Research Purposes

The purposes of the research are to find out:

1. Whether Cooperative Integrated Reading Composition method could improve grade XI students' reading comprehension.
2. How the implementation of Cooperative Integrated Reading Composition method that expected to improve grade XI students' reading comprehension.

### 1.4 Explanation of Terms

Reading Comprehension could be abroad because of the variety of the definition. Therefore, the researcher wants to limit the definition of the reading comprehension. Specifically, the terms and the indicators that the researcher use on this research.

1. Reading Comprehension:

Goodman in Burhannudin (2012) define “reading comprehension as interaction between thought and language, it is about how far the reader can comprehend the passage in reading process, it is presented by the reader ability to understand and criticize the author’s message”.Based on level reading comprehension there are four points of reading comprehension according Burhanudin and WILDAN (2012):

1. Literal comprehension means reading in order to remember or recall the information from the passage explicitly.
2. Inferential comprehension: reading in order to find information, which is not explicitly stated in the passage.
3. Critical or evaluative comprehension: reading in order to compare information in the passage with the readers own knowledge and values.
4. Appreciative comprehension: reading in order to gain an emotion or other kinds of value from the passage.

## 2. Cooperative Integrated Reading Comprehension (CIRC)

The cooperative integrated reading composition in this method is specifically use in the research that done by Novianti (2015), there are may steps/indicators of CIRC, but in this research the researcher use particular steps that develop by Novianti. According to Slavin in Hadiwinarto and Novianti (2015) CIRC is “a cooperative learning model that integrate reading and writing skills”. The main goal of CIRC is “to encourage students through cooperative groups that

are specially formed to improve the skills in comprehending the texts for improving their reading and writing skills”. (Hadiwinarto & Novianti, 2015)

