

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents some points related to this research those include background of the research, formulation of the research problems, objectives of the research, research hypothesis, significances of the research, scope and limitation of the research, the definition of the key terms, and organization of the research.

A. Background of the Research

Students in EFL must learn four major skills to mastery in English. They are reading, listening, speaking, and writing. The four skills are divided into two categories these are passive and active skills. Listening and Reading are include the passive skills and Speaking and Writing are include active skills. Listening and Reading include the passive ones because they do not produce something like in Speaking and Writing.

Although reading is the passive skill and not produce something, but actually reading is the key of active skill. Huda (1999 as cited in Azizah, 2015) said that “learning occurs consciously awareness of language codes are shown by the ability to produces discourses without being aware of the language codes.” Through learn reading unconsciously students have been learn the writing skill. When we writing a text, text that we write down is come from our

mind, in order to easily to write a text our mind should get the information from what we know before that is by means of reading. We can read books, magazines, articles, etc. Skilled readers often engage in deliberate activities that require planful thinking, flexible strategies, and periodic self-monitoring (Mokhtari & Sheorey, 2002). By reading we can get more imagination to write narrative text, we can know what happened in the other country and we can rewrite what we read as the report and news item text, etc. Agustini, Marhaeni, & Suarnajaya (2013) state that reading is one of a good customs which should be established since the learner is young, because reading is one of the four skills that a learner should master, reading can increase knowledge and experience, because the students will get more knowledge with reading, and by reading they also can get more cultural information, knowledge and automatically enrich their vocabulary. So from read we can write and can connect us with the wide world.

Even though reading is passive skill but understanding the text is not as easy as we think. It is because of the language itself that we still do not apprehend thoroughly another factor is because reading sometimes makes we bored and sleepy. That's happened with the students they will be bored with reading because of the difficult word from English and make them prefer to sleep. As cited in Kamali, Z., & Fahim, M. (2011) Educational psychology has for decades recognized, emphasized, and investigated the concept of individual learner differences; "it is undoubtedly true that learners bring many individual characteristics to the learning process which will affect both the way in which

they learn and the outcomes of that process.” It is vital for the future of a society that its children become competent and productive citizens. Therefore, students have characteristics that affect their way to learn something.

Reading has very important role to increase students’ knowledge, because if students easily read they will have so many information. Gupta & Ahuja (2014) states that in reading, learners are actively responsible for making sense and catch the ideas of the texts. It is the one of the basic competence for students in producing text (writing skill). If students easily read they will easily produce words in writing because they have got many information and can imagine from their reading. Students should have an adequate number of words in producing a text. Not only the number of word, but also they have to know how to use them accurately. Because reading is the one of the basic competence in producing text, so we have to mastery in reading skill firstly, before we are going to the higher level that is writing skill.

Reading is identical with the text. According to Derewianka (1996, as cited in Azizah, 2015) a text is any meaningful stretch of language either oral or written. There are many kinds of text types that are studied for the senior high school students, namely: descriptive, narrative, hortatory exposition, recount, procedure, report, analytical exposition, and news items. The research focused on reading analytical exposition text only, which is one of the materials in English lesson for Senior High School especially on the second grade students.

Researcher deals with analytical exposition text because as what the researcher discovers in syllabus especially in English lesson for second grade

of senior high school it shows that the students should be able to understand about analytical exposition text. In the syllabus students should be able to capture contextually meaning related to social function, text structure, and language element of oral and written analytical exposition text, related to actual issue. But actually students still do not fulfill the based competence because of the difficulty in comprehending the text. In comprehending the text students should have good reading skill.

Students in the same level do not have same rate in their acquiring reading skill. Students who have the difficulties in reading they also will get the difficulties in learning English and give impact in motivation in learn English more than that is they self-esteem. When students move into middle school they will be asked to achieve greater feats of comprehension which include understanding complex texts and processing more information in shorter amounts of time. The students' ability in comprehending the texts determines the success of their learning (Sari, 2014). From that reason many researcher are looking for the method to make reading interesting and understandable.

Analytical exposition text is the text that include in Argumentation Text whereby the text contains of detail idea of the writer about an incident or phenomenon. The basic purpose of analytical exposition text is to make convincing the readers that the topic presented by the writer important to discuss or to get the attention by giving arguments or opinions that support the idea or the topic. Each of students must list of all matter that should be though for each level of education that includes curriculum for the second grade

students. It means that every students should learn analytical exposition text well. They find it difficult to comprehend reading especially analytical exposition. Because in reading analytical exposition texts, the students find range of arguments which can be pro or contra. Analytical exposition contains about the issues which is usually controversial and needs logical and critical thinking about it (Simbolon, 2013 as cited in Sari, 2014).

Recently students prefer to discuss with their friends if they have the problem in their study or discuss about phenomenon around them than they read the news from books or articles. Moreover some texts sometimes appear too long which make the students become bored. “Many students have difficulty in comprehending the text” (Azizah, 2015). Students feel that text that too long is not interesting, but actually the short one's text does not complete in learning and can't sharpen the ability of the students. Teacher must give stimulus for their students in comprehending text. Thus, students need some methods that they will be interest in reading text that have long text.

There are many kinds of method that can be used in teaching English. They are communicative language teaching, natural approach, content-based instruction, cooperative language teaching, etc. Based on the students' problem on reading English text, Cooperative language teaching can be the good solution for the English teachers to teach reading in their class. Cooperative language teaching is an approach to teach that makes the use of cooperative activities involving pair and small groups of learners in the classroom.

Cooperative learning invites students to communicate and interact to others by discussing or working together.

English teachers also should provide materials that are appropriate with the curriculum and find suitable method and implementation in teaching and learning process to make the students understand the materials. In this research, researcher use two methods to implementation of teaching English to see the students' achievement in reading comprehension using method those are Cooperative Integrated Reading and Composition (CIRC) and Student Teams-Achievement Division (STAD), then find out the most effective of it by comparing the significance difference between two methods itself. Both of them are the part of cooperative language teaching. The researcher believes that one of two methods used in classroom is more successful in catching the meaning in reading text.

In this research, the researcher taught two class continually by giving two different methods in each class. Those are Cooperative Integrated Reading and Composition (CIRC) and Student Teams-Achievement Division (STAD). Cooperative Integrated Reading and Composition (CIRC) is one part of the cooperative language teaching method that puts students in small groups of 4-5 people. According to Rusman (2011:203) this method team learning engage the students collaborative to get achieve goal. Students are given the text to discuss the course material with their friends. All of the members of the group will cooperate read each other and find the main idea of the text and also giving opinion to the text and then they have to write their opinion in the piece of

paper. After they write their opinion in a piece of paper they have to present their paper in front of the class. At the end of the lesson, teacher have to make a conclusion.

Meanwhile, Student Teams-Achievement Division (STAD) method was devised by Slavin and his associates at John Hopkins University (in Slavin 1995) states that STAD is the simplest cooperative learning, and is suitable use by teachers who are just starting to use cooperative learning. (Johnson and Johnson, 1998; Johnson et al. 1983; Slavin, 1983, 1990; Kagan, 1994) states “STAD is one of the simplest and most extensively researched forms of all cooperative learning techniques, and it could be an effective instrument to begin with for teachers who are new to the cooperative learning technique”. Sharan (1994) states “STAD as teaching method was designed and researched by Johns Hopkins University and is known as “student team learning”.” This method almost same as CIRC but having contradiction each another in the process choosing the members of the group and there is quiz in the last of the learning.

STAD begins with the teacher explain about materials to the students consisting of opening, developing, and briefing. Process make groups in STAD is students in each group consists of four until five students includes high achievement students in English, medium achievement students in English, and low achievement student in English. Thus, according to Goodman (1983, as cited in Azizah, 2015) “the team able to good cooperative learning.” During students in their each group they must understand the material that teacher

explain, if one of the member have the questions and not understand the materials, they can not ask to the teacher but to the member of group. At the end of the lesson teacher will give questions here means quiz, every students have to answer the questions. Different from when their still in explanation with the teacher that they allowed to ask to the member of group, when teacher in quiz session their prohibited to ask to their member of group but they have to answer by themselves. So, in this method students have responsibility to what they have done with their team work and also can develop their social interaction.

Researcher agreed that CIRC and STAD are good in teaching reading for students. It is proved by some previous researcher who agreed with STAD and CIRC that can improve students reading ability. They were conducted the research about the effectiveness of CIRC and STAD that can improve students reading ability.

Fitri Ferina (2015) from Lambung Mangkurat University of Banjarmasin proved that the application of STAD in teaching which acquired students to work together in team was helpful in keeping students' attention and focused toward the teacher. Rini Aprianti, Erni, and Syafri. K (2013) proved that there was an increase of students' activities and motivation in reading recount texts. It can be seen from the result of observation sheets that showed the percentage of students' activities in every meeting. It means that the students were motivated during teaching and learning process by applying STAD in comprehending recount texts.

Zainuddin (2015) that is from English and Literature Department, Faculty of Languages and Arts, Universitas Negeri Medan. He stated that Cooperative Integrated Reading and Composition (CIRC) technique significantly affected the students' descriptive text reading achievement compared with classical method (CM). Another researcher, they are Husni Mubarak, Dwi Erlin Effendi, and Nina Sofiana (2016) from Islamic University of Nahdlatul Ulama Jepara stated that teaching reading by using the media of CIRC could increase students' achievement in reading from cycle to cycle.

Therefore, researcher thought that conducted the research to compare two methods using CIRC and STAD was important to do. Because of the differences between CIRC and STAD, the researcher wanted to know what method more effective to teach reading comprehension analytical exposition text.

Based on the description above, the writer has the motivation to conduct a research under the title **“A COMPARATIVE STUDY ON THE EFFECTIVENESS OF USING COOPERATIVE INTEGRATED READING AND COMPOSITION AND STUDENT TEAMS-ACHIEVEMENT DIVISION METHODS TOWARDS STUDENTS' READING ABILITY.”**

B. Formulation of the Research Problems

Based on the background of the research, the problem of this research formulated as follows:

1. How is the students' ability in reading comprehension analytical exposition text taught by using Cooperative Integrated Reading and Composition (CIRC)?
2. How is the students' ability in reading comprehension analytical exposition text taught by using Student Teams-Achievement Division (STAD)?
3. Is there any significant difference of the ability in reading comprehension analytical exposition text of students who were taught by using Cooperative Integrated Reading and Composition (CIRC) and those who were taught by using Student Teams-Achievement Division (STAD)?
4. Which method is more effective to improve the students' ability in reading comprehension analytical exposition text of the second grade students in MAN 2 Tulungagung?

C. Objectives of the Research

Based on the research problem, the research are intended:

1. To find out the students' ability in reading comprehension analytical exposition text taught by using Cooperative Integrated Reading and Composition (CIRC).

2. To find out the students' ability in reading comprehension analytical exposition text taught by using Student Teams- Achievement Division (STAD).
3. To identify the significant difference of the ability in reading comprehension analytical exposition text of students who were taught by using CIRC and those who were taught by using STAD.
4. To compare the effectiveness of teaching using Cooperative Integrated Reading and Composition (CIRC) and Student Teams-Achievement Division (STAD) to improve the ability in reading comprehension analytical exposition text of the second grade students in MAN 2 Tulungagung.

D. Research Hypothesis

The research hypothesis of this research can be described as follows:

1. There is significant difference score in students' reading ability taught by using CIRC and STAD method (alternative hypothesis).
2. There is no significant difference score in students' reading ability taught by using CIRC and STAD method (null hypothesis).

E. Significances of the Research

By conducting this research, the researcher hopes that the result of the research will give useful contribution to English teaching, especially for :

1. English Teachers of Senior High School

It can give inspiration and also give contribution to the teacher to developing the learning strategy to be creative, innovative, and efficient for their teaching especially in teaching analytical exposition texts. It also can add their method in teaching and learning English.

2. Senior high school students

It can motivate and improve their reading skill, especially in reading analytical exposition texts. Beside that students hopefully will more active in their process learning.

F. Scope and Limitation of the Research

1. Scope of the Research

The scope of this research includes teaching reading comprehension analytical exposition text using Cooperative Integrated Reading and Composition (CIRC) and Student Teams-Achievement Division (STAD) methods. The research was conducted at MAN 2 Tulungagung, to get the effectiveness the research, the researcher was chose the subject of the research was the second grade students of MAN 2 Tulungagung. In order that research focused, it limited only on the XI-MIA 4 and XI-MIA 5 classes.

2. Limitation of the Research

The researcher focused the research only to see whether or not there is students' improvement of understanding and comprehending the Analytical Exposition text.

G. The Definition of the Key Terms

In this part, there are some explanation from the title and research questions mentioned in the previous items. The definition of key terms are as follows:

1. Comparative Study

Comparative study is a study that examine patterns of similarities and differences across a moderate number of cases. This research involves comparing two methods to see which one is more effective and good in teaching reading comprehension analytical exposition text. The methods that compared are CIRC and STAD.

2. Reading Ability in Reading Comprehension

Reading ability is the reader's ability to get the message that was submitted by the authors through the written language or words media. Reading ability in reading comprehension is the ability of the readers to get the message of the whole text that written by the authors.

3. Cooperative Integrated Reading and Composition (CIRC) Method

Cooperative Integrated Reading and Composition (CIRC) is one of method in teaching learning by using students collaborative with their friends to make every students responsible to their group task in order to reach out of gather object or goal. Every members give idea to understand the concept and finish the task. So, making long comprehension and experience in the study.

4. Student Teams Achievement Division (STAD) Method

Student Teams Achievement Division (STAD) is the method that make students understand the material with discussion in the group. This method usually called by tutor of the same age. This method have five components those are class presentation, team, quiz, and score to improve the students, and recognize team.

H. Organization of the Research

The organization of the research paper will be given in order to make the readers understand the content of the paper. The organization of this research paper will be given as follow:

Chapter I (Introduction): it includes background of the research, formulation of the research problems, objectives of the research, research hypothesis, significances of the research, scope and limitation of the research, the definition of the key terms, and organization of the research.

Chapter II (Review with Related Literatures): the researcher explain theoretically deals with the following aspects: cooperative learning, general concept of reading, analytical exposition text, CIRC method, STAD method, and some of related previous studies.

Chapter III (Research Method): the researcher presents the research method. It covers the following aspects such as research design, population and sample, source of data, variable, research instrument, validity and reliability testing, normality and homogeneity testing, and data analysis.

Chapter IV (Research Findings and Discussion); it includes description of the research finding, hypothesis testing, and discussion.

Chapter V (Conclusion and Suggestion): it includes the researcher presents conclusion and also give some suggestion and implication of this research.