

## **Chapter I Introduction**

This chapter consists of the background of the study, identification of the problems, research questions, limitation of the problems, population and sample, objectives of the study, significances of the study, and the organization of the study.

### **1.1 Background of the Study**

Language plays an important role in any aspects, such as communicating in daily human life. Human being uses language both in written and spoken forms to express their idea. There are more than one million language in this world, as a human we don't need to be fluent in all languages. There are two languages category that we must know, Indonesian as a National language in Indonesia and English as an International language.

English has become an International language. People can speak with foreigner by using English. Indonesian government has also chosen English as the first foreign language to be taught in the schools from Elementary School until University. The skills of learning English involve productive (writing, speaking) and receptive (listening and reading).

Based on *Depdiknas* (2006) the goal of English teaching in senior high school is to provide the students with knowledge and skills to make them able to communicate in English either in spoken or written language at the informational level which means that students should be able to use the language to access and

share information as a part of their learning either in spoken or written form. In order to achieve the goal, the English teacher should consider some relevant matters.

Moreover, being able to speak English is not enough to communicate in real life. It is because not all communication activities can be held in the form of spoken language, but they sometimes need written form. Therefore, the writing skill should be given more attention in each school.

Writing is one of English learning skills that should be mastered by the students, beside listening, reading, and speaking. In writing skill, we should understand what we are going to write to become a written text and understand for every tenses that we should use. Therefore, writing skill in English teaching should be more focus.

The writer is mainly focused on writing skill, because writing is considered the most difficult and complicated language skill to be learned. Writing is more formal and compact than speaking. It is more restricted and generally follows a standardized form of grammar, structure, organization, and vocabulary. Writing needs hard thinking to produce idea, words, sentences, paragraph, and composition. It involves several components which have to be considered while a learner is writing.

Based on the writer's experience when On Job Training in SMA Pasundan 2 Bandung, the writer found some problems why writing skill became a difficult language skill to be learned by students. The problems are when they made the sentences, they confused and worried to choose which tenses they

should use to convey their ideas to become a written text. Another problem is the students have low motivation and they are not interested to write because of the topic. These problems are important to be solved, how the teachers be able to make the students interesting to write and improve their writing ability.

Furthermore, based on the situation above, the teacher needs some methods for helping students in writing ability. The appropriate and comprehensive methods for teaching writing is Cooperative Integrated Reading and Composition (CIRC).

Cooperative Integrated Reading and Composition (CIRC) is derived from cooperative learning which facilitates the students to understand the text or passage given. The students are taught to work together with their friends. They work together to achieve the goal or the success which has always been desired by them. It will help the students in writing narrative text.

## **1.2 Identification of the Problems**

Based on the writer's experiences, there are several problems that make writing became difficult skill to be learned. First, the students were unconfident to write because they thought that they did not have any ideas what to write about and they were too worried of making mistakes because of tenses. They were feeling confused on what tenses that they should used to convey their ideas to become a written text.

The second, problem came from the teacher, the teacher did not give enough writing practices. Yet, the writer gave explanation more than practice.

The more students practice to write, the better their writing might be. Even though the teacher gives the practice, some of teachers give a difficult or bored material that make the students feeling lazy to write or being stuck of what they will be written.

The teacher also did not have any interesting ways to motivate the students to improve their writing skill ability. Therefore, the teacher needs an interesting method or technique to make students interested in writing in order to improve their writing skill ability.

The appropriate and comprehensive methods for teaching writing is Cooperative Integrated Reading and Composition (CIRC).

### **1.3 Reseach Questions**

Based on the background and identification of the problems above, the research question can be formulated as follows:

- a. How is the process of Cooperative Integrated Reading and Composition (CIRC) teaching method to improve writing skill for the tenth grade students of SMA Pasundan 2 Bandung?
- b. How is the learning media of Cooperative Integrated Reading and Composition (CIRC) teaching method to improve writing skill for the tenth grade students of SMA Pasundan 2 Bandung?
- c. How is result of Cooperative Integrated Reading and Composition (CIRC) method to improve writing skill for the tenth grade students of SMA Pasundan 2 Bandung?

#### **1.4 Limitation of the Study**

To make it deeper the study will be limited in the implementation of using Cooperative Integrated Reading and Composition (CIRC) method in improving students' writing skill for the tenth grade students of SMA Pasundan 2 Bandung.

#### **1.5 Population and Sample**

Gravetter and Forzano (2009) said that a population is the entire set of individual of interest to a research. Although the entire population usually does not participate in a research studey, the results from the study are generalized to the entire population. A sample is a set of individuals selected from a population and usually is intended to represent the population in a research study.

The population of this study is the first grade or the tenth grade of SMA Pasundan 2 Bandung. Whereas, the sample of this study is the class of the first grade of SMA Pasundan 2 Bandung which is X MIPA 1. The writer chose this class because the writing ability of this class is worse than others.

#### **1.6 Objectives of the Study**

Based on the research questions above, the objectives of the study are:

- a. To know how is the process of Cooperative Integrated Reading and Composition (CIRC) method to improve writing skill for the tenth grade students of SMA Pasundan 2 Bandung.

- b. To know what kind of media that use in Cooperative Integrated Reading and Composition (CIRC) method to improve writing skill for the tenth grade students of SMA Pasundan 2 Bandung.
- c. To know how is the result of Cooperative Integrated Reading and Composition (CIRC) method to improve writing skill for the tenth grade students of SMA Pasundan 2 Bandung.

### **1.7 Significances of The Study**

This study is expected to give benefits which are divided into two aspects. They are theoretical and practical benefits.

a. Theoretical Benefit

- For other researchers who research the same topic with this study, hopefully this study can be a reference to help their research.

b. Pratical Benefit

- For the teacher, hopefully this study will be an alternative way for teaching writing which is more effective to improve writing skill ability.
- For the students, hopefully this study can motivate them to learn writing and increase their writing skill.
- For Pasundan University especially English Department, hopefully this research can be used as a reference for Library Research.

## **1.8 The Organization of The Study**

In order to have guidance for the writer in writing this study, the writer needs to set up the organization of the study as follows:

Chapter one is about introducing the research which consists of background of the study, identification of problem, research question, the objective of the research, significances of the study and the organization of the study.

Chapter two is about Theoretical Foundation, the subtitles are: Cooperative Integrated Reading and Composition (CIRC) method, writing skill, teaching writing in senior high school, and learning media.

Chapter three is about Research Methodology which consists of research design, research method, procedure of collecting data, and technique of analyzing data.

Chapter four discusses on Data Analysis and Findings of the research.

Chapter five, the last chapter that is giving conclusion and suggestions of this research. The writer's summarizing about these problems, and information for the readers.