

Chapter I

Introduction

1.1 Background of the Study

Language is one of the important aspects that we use to communicate in our social life. People use language not only to communicate, but also to deliver the information and to express the idea. In the current era of globalization, English seems to become a compulsory ability that must be possessed by students or professionals.

English language is the one of universal language in the world that we need to learn. Student of English speaking skill can be built from what they have learned and based on reading and writing activities, but for some students understanding and writing English text is so difficult.

According to Sumantri (1995:175) language can be characterized as a series of sounds. In this case use sound as a tool for communicate. Actually we can communicate by using other tools, for example using various signals. Humans use sound as the most important communication tool. Of course, those who are not awarded ability to speak out, must use other communication tools, such as sign language or body language. Communication using sound we called as verbal communication, and humans who are in a community with sound communication tools, also called verbal societies.

The teacher should use the method to make learning process more easier. Cooperative Integrated Reading and Composition (CIRC) method can be use in teaching simple present text. CIRC method is stated by Slavin (1995:105) that Cooperative Integrated Reading and Composition (CIRC) technique mentions

four principles of CIRC Involving effective use of follow-up activities, oral reading, reading comprehension activities, and writing processes. In order to achieve the goals of CIRC activities, the teacher should follow the principal elements of CIRC.

Slavin (1995:315) mentions three principal elements of CIRC: based on related activities, direct instruction in reading comprehension, and integrated language arts and writing. In all of these activities, students work in heterogeneous learning teams. All activities follow regular cycle.

The problems that were detected in this study, when the researcher conducted preliminary research including the lack of teaching materials, the lack of student worksheets to support the learning process, the lack of media used to support learning activities and the last about the lack of learning methods in the learning process.

Understanding should be given by the teacher instruction that the students have to write some text about descriptive text. The purpose of this research, the researcher apply learning of simple present tense using CIRC method to give the understanding of using simple present tense in students daily life and to achieve learning goals to be affective in learning process.

1.2 Identification of the Problems

Based on background above the writer would like to identify some problems that detected in this study. The researcher were conducted preliminary research including the lack of teaching materials, the lack of student worksheets to support the learning process, the lack of media used to support learning activities and the last about the lack of learning methods in the learning process. Study is aimed at explaining the learning process using the CIRC method in teaching simple present tense in descriptive text.

1.3 Limitation of the Research

In this research the researcher only focus on the implementation of CIRC method in teaching simple present tense in descriptive text. The research will be conducted at SMPN 11 Bandung for eight grade academic year 2018-2019.

1.4 Reseach Questions

1. How are the process of teaching CIRC method in teaching simple present tense at SMPN 11 Bandung on 8th grade ?
2. What are teaching equipment in implementation of CIRC method in teaching simple present tense ?
3. What are the result of implementation CIRC method in teaching simple present tense ?
4. What are students' opinion about the implementation of CIRC in learning process of simple present tense.

1.5 The Objective of Research

1. To know the procedures of implementation of CIRC method in teaching simple present tense for the 8th grade students of SMPN 11 Bandung.
2. To know teaching equipment of the implementation of CIRC method in teaching simple present tense for the 8th students of SMPN 11 Bandung
3. To know the result of the implementation of CIRC method in teaching simple present tense for the 8th students of SMPN 11 Bandung.
4. To know students responses of the implementation of CIRC method in teaching simple present tense for the 8th students of SMPN 11 Bandung.

1.6 The Significance of the Study

For the benefits to be mentioned, researcher here also play a role as a teacher instructor. So the researcher purposely the research to:

1. The Researcher

- The researcher can identify the problems in detail
- The researcher can find out the class activity being studied
- To improve cooperative relations between students and researcher.

Because in this case the researcher also play a role as teacher or instructor.

2. The Teacher

- The teacher can build chemistry towards students through the method.
- To increase the creativity of a teacher in giving examples of narrative text

- To add insight and experience in applying the method.

3. The Students

- Make students understand of the topic through the methods
- To develop students' abilities in writing English text.