

CHAPTER I

INTRODUCTION

In this chapter discusses about: (1) background of the study, (2) identification of the problem, (3) limitation of the problem, (4) formulation of the problem, (5) objective of research.

1.1 Background of the Study

In the current generation Z, mastery of foreign languages, in this case language English is very necessary to be able to communicate with the outside world. Language English is considered important to study because of its position as International language. Foreign language courses, such as English language education, are required in schools from kindergarten to university levels. In addition to the mother tongue, English is now a language that is needed for international communication in Indonesia (Uzer, Y et al., 2021). The components of language skills consist of four: listening, speaking, reading, and writing (Trisiantari & Sumantri, 2016). Writing is considered to be the most difficult of the four language skills (Masril et al., 2020). The ability to write is more difficult to learn even by proficient language speakers. This is due to the fact that to write well requires mastery of various elements of language as well as elements outside the language that make up the written work. This is due to the fact that to write well requires mastery of various elements of language, as well as elements beyond language that make up the content of the essay.

Regarding the above problems, based on research As the results of research by (Delviani et al., 2016) on language skills, show a significant comparison, namely listening skills 45%, speaking 30%, reading 16%, and writing 9%. During the process of learning English, writing is one of the skills that students must master so that they can express what is in their minds in the desired way. This is because writing plays an important role in the human communication process. Writing is the primary way to communicate indirectly. In addition, writing helps in critical thinking and problem solving as it can express one's feelings and thoughts directly (Arif, 2023). Writing is productive and expressive work, writers must have the ability to use vocabulary, grammar, and language structure correctly.

Writing is a very complex process that uses many brain mechanisms and unique abilities. Writing is the process of expressing one's ideas, feelings and thoughts through written language (Uzer, Y, 2020). The writer must formulate ideas, organize and sequence points logically, use proper vocabulary, check grammar, spell words with correct punctuation, and write clearly (Key in Westwood, 2004). Meanwhile, (Brown, 2004) Paragraph writing is the process of putting what is in one's mind into written language consisting of groups of words or sentences, sharpening the main idea to provide consistent structure and organization. Paragraphs consist of a collection of interconnected sentences that explain one concept in particular to support a larger concept-the idea conveyed throughout the writing (Wiyanto, 2004). Physically, a paragraph is easy to recognize, namely that it always starts with a new line and the first sentence is written slightly indented. This is common paragraph writing. Sometimes, apart

from the beginning of a new sentence, it is written slightly indented, between one paragraph and the other paragraph the space is increased by half so that it becomes one and a half spaces. Other than that, the beginning of the sentence the first paragraph is not indented, but is separated by two spaces from the previous paragraph.

A teacher-dominated learning process with a conventional approach prevents learners from actively participating in the learning process by only writing a summary of the content of the story (Zagoto, 2019), making learning uninteresting and the learning atmosphere unpleasant. Learners' ability to receive lessons is limited in such conditions and situations. Unsatisfactory test scores show this. Therefore, by applying a new learning model that is different from the previous learning model, learners' ability to write a summary of the story content should be improved.

Cooperative Integrated Reading and Composition (CIRC), created by Dr. Robert Slavin in 1987, is one of the interesting learning methods that can improve students' abilities. According to Madden, Slavin, and Stevens (1986), CIRC is a complete approach to help students improve their reading and writing skills. This method combines reading and writing skills, and helps students work in groups during the learning process. Slavin, (2009) states that the main goal of CIRC activities is to optimize the time students spend working in groups. Cooperative Integrated Reading and Composition (CIRC) model is "an integrated composition of reading and writing in a cooperative group". This method can make students more able to channel their active learning by discussing in groups and also really

supports learning in determining main ideas because the learning stages make it very easy for students to understand the material (Waruwu, 2022). From the definition above, it can be concluded that the meaning of the Cooperative Integrated Reading and Composition (CIRC) Model is a learning model using reading and writing techniques carried out in groups, students are asked to look for the main gist of the reading text they have read. After that, students are asked to write down the main points of the reading text. According to (Mubarok & Sofiana, 2017), CIRC is a broad program used to teach writing and reading in the middle grades. Based on some of the opinions above, it can be concluded that CIRC is one of the effective and cooperative learning models that can improve students' language skills. besides that, this model can also make students more able to channel their learning activities by discussing in groups and also greatly support learning in determining the main thoughts in paragraph writing because this model also makes it very easy for students to understand the material.

Based on the explanation above, the writer decided to conduct research with the aim of obtaining accurate information about the effect of the Cooperative Integrated Reading and Composition (CIRC) technique learning model in paragraph writing as the writer by raising the research title **“THE EFFECT OF USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) STRATEGY IN IMPROVING STUDENTS’ PARAGRAPH WRITING ABILITY”**

1.2 Identification of the Problem

There are several problems in the writer. As identified, the writer identified these problems as follows:

- a. Students still have a lack of ability in writing.
- b. Students are difficult in expressing their ideas.
- c. students often do some of the mistakes such as: spelling, grammatical, lack of concord, and punctuation.

1.3 Limitation of the Problem

Based on the research problem, the writer used focus on students' ability to write paragraphs using the Cooperative Integrated Reading and Composition (CIRC) strategy for class eight students of State of Junior High School 1 of Jejawi.

1.4 Formulation of the Problem

Referring to the background above, there were several difficulties faced by students in reading comprehension. To overcome these difficulties, the writer used the Cooperative Integrated Reading and Composition (CIRC) learning strategy. Therefore, the writer used formulate the problem of this study as "Is there a significant difference between student's paragraph writing abilities before and after using the CIRC strategy at of State of Junior High School 1 of Jejawi?"

1.5 Objective of the Writer

Based on the problem formulation above, the writer aimed to determine the effectiveness of the effect of using Cooperative Integrated Reading and Composition (CIRC) strategy in improving student's paragraph writing ability.