

**THE IMPLEMENTATION OF COOPERATIVE
INTEGRATED READING AND COMPOSITION
TECHNIQUE TO IMPROVE STUDENTS' WRITING
ABILITY IN EXPLANATION TEXT**

(An Experimental Study at the Second graded students of SMA N 5 Banda Aceh in
Academic Year 2018/2019)

THESIS

Submitted in partial fulfillment of the requirements

For the degree of Sarjana Pendidikan

by

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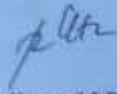
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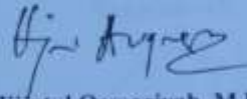
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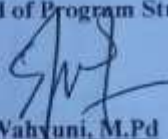
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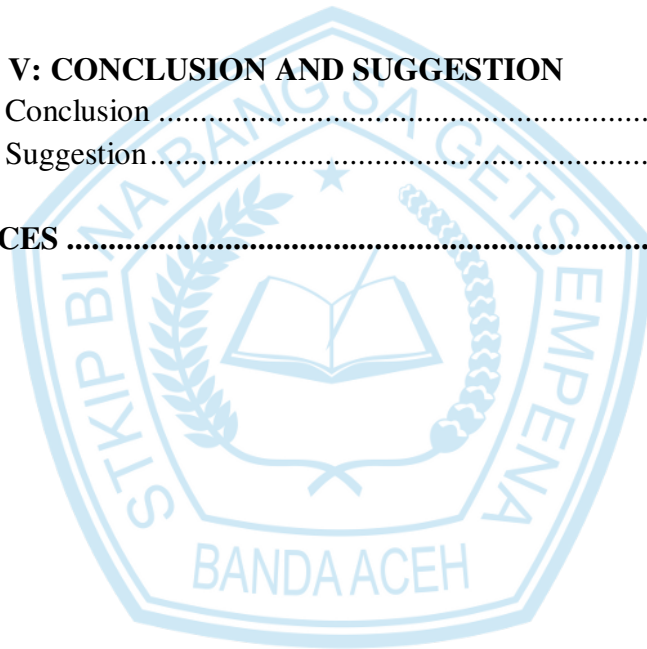
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CHAPTER I

INTRODUCTION

This chapter contains the background of the study, the problem of study, the objective of study, the significant of study, the scope of study, hypothesis, and the definition of term.

1.1 The Background of Study

As one of the language skills learned by students, writing in EFL/ESL context is considered as an important skill (Umme, S 2015:74). Learning writing in EFL/ESL context is not an easy thing because there are some matters to consider such as selecting the appropriate grammar and vocabulary, thinking about the purpose of the text to be composed and choosing of a suitable style (Hasan and zakhand 2010:77).

In the context of English teaching, writing skill is taught to students in order to fulfill several purposes. According to school based on curriculum 2013 (2017: 483) the purpose of teaching writing skill is that the students can develop their writing in sosial and academic potensial and write a simple short essay such as descriptive, narrative, explanation and hortatory exposition in the context of daily life. It means that the students can produce and write some kinds of English text.

Despite the importance of writing, there is still a discrepancy between explanation and the reality. Based on the researcher's preliminary research during the PPL program conducted for 5 days on August 27 to August 31 through the observation shows one of the English teachers at SMA N 5 Banda Aceh, the researcher found that

many students still encountered many handles in learning writing skill such as (1) lack of idea when composing their writing, (2) poor knowledge on essay organizations, (3) poor grammar, (4) lack of understanding on the usage of the verb and to be in forming tenses, (5) lack of vocabulary, (6) bad attitude and motivation toward writing skill and (7) being passive and less enthusiastic in learning writing.

Based on the observation done by the researcher while conducting her practical teaching, the researcher found that many students encountered difficulties when their teacher asked them to write, it was assumed that they are lacking of information so that they did not have background knowledge in writing, another matter is that the teaching methods or techniques with which the students were taught were not interesting for them so that they often feel bored during the teaching and learning process in the classroom. Moreover, having no sufficient time to practice their writing skill was one of problems encountered by students in learning writing skill so that the students only practiced their writing skill at school.

Considering the above conditions, as teachers of English it is better to know various methods and techniques in teaching English in order to make the students motivated and interested in learning writing by involving them into groups, discussing their ideas with their friends and composing a good writing.

Concerning the use of technique in teaching writing, a new technique needed to be applied. Cooperative Integrated Reading and Composition is a technique that can be used by the English teacher in teaching writing skill. According to (Dina, 2017:30) Cooperative Integrated Reading and Composition is one of the learning technique

rooted in teamwork which is intended to build up reading, writing and others language skills in the upper grades of primary education.

This technique provided students to be able to have interaction before they conduct their writing. It helps them to gain prior knowledge before they are doing writing. As what (Slavin, 1995) cited in (Widodo, 2016:70), he states that a major point of CIRC in writing and language art is to design, implement and evaluate a writing process approach and language arts that would make extensive use of peers, in this technique, students will gain their various background knowledge by having reading activity during learning writing and having group discussion.

Several previous studies have already proven that CIRC is very effective to be used in writing class. The first research was conducted by Agung, (2014:51). The researcher revealed that students improved their writing efficiently and effectively by using CIRC. Another research carried out by Nurika (2014:114), showed that the using of CIRC technique can improve students' achievement in writing. The similar research was conducted by Astuti (2012: 122), she concluded there is a significant influence of the students ability in writing essay before and after using Cooperative Integrated Reading and Composition technique.

Based on the revious researcher conducted, it shows that the use of CIRC technique has given a good impact toward the students learning outcomes in teaching writing. It is recommended for teachers to apply CIRC technique in order to be more attractive and enjoyable for students so that they can learn and understand writing easier.

Based on the above reasons, the researcher intended to conduct a research on the title **“The Implementation of Cooperative Integrated Reading and Composition Technique to Improve Students’ Writing Ability in Explanation Text”** at the second grade students of SMAN 5 Banda Aceh.

1.2 The Problem of Study

1. Does Cooperative Integrated Reading and Composition Technique improve the students’ ability in writing explanation text?
2. What is the students’ perception about using CIRC technique in writing explanation text?

1.3 The Objective of Study

1. To find out whether or not Cooperative Integrated Reading and Composition technique improve the students’ writing ability. In this research, the researcher attempts to find out if there is the increasing score of students in writing explanation text after the students were taught by using CIRC technique.
2. To find out what students’ perceptions are about using CIRC technique in writing explanation text.

1.4 The Significance of Study

The results of this research are expected to give benefit for education world theoretically and practically.

Theoretically, it is expected to enrich the theories of reference of teaching writing as well as to give more meaning and deep understanding generally for the readers and

especially for the English teachers in order to find out the innovative and creative technique that can be applied in teaching writing.

Practically, this research is expected to give positive and meaningful contribution to the readers and the teachers about how to use cooperative learning particularly CIRC technique in teaching writing.

1.5 The Scope of Study

Based on the explanation above, the writer gives scope and limitation as follows:

1. This research focuses on the use of CIRC in improving students' ability in writing an explanation text.
2. This study is done only with the students of the second grade of SMA N 5 Banda Aceh.

1.6 Hypothesis

H_0 : There is no significant difference between students who are taught by using CIRC technique the students are not taught by using CIRC.

H_a : There is a significant difference between students who are taught by using CIRC technique than the students are not taught by using CIRC.

1.7 The Definition of Term

1. Improving

The word “improving” comes from “improve” which means doing something to be better. In this research, the improvement of students' writing is focused on content, organization, vocabulary, grammar and mechanics.

2. Writing Ability

According to (Oxford Learner's Pocket Dictionary Fourth Edition 2008) writing is a noun derive from "write" the word means "make letter or number on surface, especially using a pen or pencil" while the word "ability" is a noun. Means power to do physical or mental.

3. Explanation Text

According to (Mahrukh:2017:101) an explanation text is a non-fiction text that is used to describe how and why things happen. It usually includes a sequence of events (explaining how) and provides reasons for a process or phenomenon (why). Its mean that, explanation text is a writing that has content about how and why something it is happens. It only explains about the phenomenon not about human.

4. Cooperative Integrated reading and Composition (CIRC) Technique

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive reading and writing technique that includes story-related activities, direct instruction in reading comprehension and integrated reading and language arts activities. In this research, CIRC is a technique used to improve students' ability in composing explanation text. CIRC is a technique that can help to develop students' ability in writing explanation text. Students divided in some groups. In the group, students read and understand a text was provided. After that, the students take summarizing from the text than write in explanation text. After all students finished writing their task, they do presentation and the last is the conclusion from the teacher.