

## **CHAPTER I**

### **INTRODUCTION**

This chapter exposes the brief information about this research including the research background, the gap and issue behind this research, the research question and aim of this paper, the significance and scope of the study, and clarification of several term that used in this paper.

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

The empirical evidence has pointed out the importance of an integrated approach. Reading and writing have been recognized as integral skills which means that it has a big connection (Jihye, Moon, Paek, & Kang, 2018). Reading and writing have similar processes and kinds of knowledge that support one another or are interconnected (Shea, 2009). It is clearly shown that the more students read, the more complex their writing.

In the EFL learning context, including in Indonesia, reading and writing in the EFL context generally have been taught separately by some English teachers and instructors (Habibi, Salleh, & Singh, 2015). In the reading section, some teachers focus on finding information shown in a text to answer certain questions rather than encouraging students to expand their understanding and literacy skills as a foundation in writing (Graham & Haris, 2017). Teaching writing in EFL class tends to be more concerned with providing a various explanation of the organization of paragraph and its definition, which make teachers become the centre of the learning process (Ariyanti, 2016).

Besides, the status of English in Indonesia as a foreign language also affects the students' motivation in learning. The students mostly use their first language, Bahasa Indonesia in English class rather than English itself. The students' activity, specifically writing in their first language, has influenced a lot in writing English. It brings them into the new problem including misconception about the use of grammar including, spelling, tenses, preposition and articles (Megaiab, 2014).

Besides various difficulties in using vocabulary, grammar, and mechanics, students also experienced difficulties organizing the components in the generic structure and managing the content or ideas (Mulyani, 2019). Some students tend to put so many ideas without organizing them into good sentences and paragraphs or just put many ideas which are not relevant to the topic (Koilara, Tambunan, Hutabarat, & Tarigan, 2020).

Cooperative Integrative Reading Composition is one method that can be implemented to develop students' reading and writing skills without making the teacher become the centre of the learning process. It is developed by Slavin (2011), which integrate the reading and writing skills in expressing an opinion about the topic, including the problem-solving tasks involving teamwork (Suyitno, 2005). In this model, the group members share and argue their opinion from various perspectives, modify and conclude all opinions to achieve their goal (Mustafa & Samad, 2015).

The study describes and explains how does CIRC learning model help high school students write well and how is CIRC within writing class perceived by the students. This study focuses on the students' improvement in writing in five aspects including the content, organization, grammar, vocabulary, mechanic writing of the text and the students' perception toward the implementation of CIRC model.

## **1.2 Research Questions**

In line with the background of the research stated before, this research is framed within the following questions.

1. How does the CIRC learning model help high school students write well?
2. How is CIRC within writing class perceived by the students?

## **1.3 Aims of the study**

This research aims to investigate to what extent the Cooperative Integrated Reading and Composition improves the students' ability to compose narrative text and investigate how is CIRC within writing class perceived by high school students.

#### **1.4 Scope of the Study**

In this paper, the main focus is the use of the CIRC model in improving the students' writing skills by giving them a text which will be discussed in a group then cultivate the information on the text and their finding to compose their own text. Therefore, the student' writing anxiety might be mentioned but not focused on in-depth. It should also be clear that this research will not focus on how teachers use the CIRC method technically but rather how they support students in composing a narrative text. Additionally, researchers use mix-method research to get the data qualitatively and quantitatively.

#### **1.5 Significance of the study**

This study is expected to give benefits which are divided into two aspects. Theoretically, this research can be used to reference another researcher who wants to investigate the same topic.

Practically, by conducting this research, the researcher hopes that this study will be an alternative way to teach writing, which is more effective in improving student's writing skills, especially in constructing a narrative text. For the students, hopefully, this study can engage and motivate them to learn writing and improve their writing skills.

#### **1.6 Clarification of terms**

The following are key terms used in the paper

- **CIRC;** This is a learning model that integrates students' reading and writing skills found by SLA. This model generally is implemented by involving interaction between students in the small group, or in short; it is a student-centred learning model. In implementing this model, the teacher becomes the supervisor or instructor who instructs students to do their group work, including in the reading activity, discussion, and writing activity.
- **Integrated Skills;** Reading and writing are inseparable because both of them are integrated and have a great connection. This idea was proposed by WID who believed that reading can be a foundation in writing since reading is needed to gain various knowledge for writing. Otherwise, writing also contributes to reading development since it is the only way to demonstrate reading comprehension

through extended discourse, making the readers become writers who share their understanding and connections to the text.

## **1.6 Organization of the paper**

- **CHAPTER I INTRODUCTION;** In this chapter, the researcher exposes brief information about this research, including the research background, the gap and issue behind this research, the research question and aim of this paper, the significance and scope of the study, and clarification of several terms that used in this paper.
- **CHAPTER II LITERATURE REVIEW;** In this chapter, the researcher presents various theories about integrated skills as the grand theory of this paper, reading-writing connection in EFL context, the importance of reading in writing, teaching integrated reading-writing in EFL classroom, and the concepts, principles, and benefit of CIRC in improving students' writing skills.
- **CHAPTER III RESEARCH METHODOLOGY;** In this chapter, the researcher explains the method used in this research, including the research design, site and participants, data collection and procedures and data analysis of this research.
- **CHAPTER IV FINDING AND DISCUSSION;** In this chapter, the researcher exposes the finding and analysis of this research from the classroom observation, written test and questionnaires that given to the students to answers the research question and hopefully it can be beneficial for the development of teaching and learning process in the classroom.
- **CHAPTER V CONCLUSION AND RECOMMENDATION;** This chapter contains conclusions from this research and provides recommendations for further research.