

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher gathers a conclusion regarding the findings. In addition, this chapter presents a suggestion for future studies related to the use of Cooperative Integrated Reading and Composition in improving students' writing skills.

5.1 Conclusions

The research findings and discussion in chapter four show that the *Cooperative Integrated Reading and Composition* (CIRC) model improved the students' writing skills, specifically narrative text. The improvement was occurred in various aspects, including the content, organization, grammar, vocabulary, and mechanics.

First, the Teacher's role also influences student activity in learning activities. CIRC can improve the students writing skills by giving various instruction and explanation which related to learning material. The clear and relevant instructions can make students enjoy every learning process and prevent students from being confused. Every instruction from the Teacher can help students in realizing meaningful learning.

Second, CIRC can improve the students' writing skills by improving the students' enthusiast for reading during the teaching and learning activities. In the CIRC model, the students can read and comprehend the written text and multimodal text as a reference before they write their text. They can make their reading schema from certain reading activities like identifying the main idea, concluding and contrasting the idea from their reading process. Most of the students were happy to learn with various pictures, which can help them improve their content by making particular schema from that picture individually or in a group.

Third, working cooperatively with friends can improve the students' motivation and social skills in the learning process. During online learning, students rarely interact with their friends because learning activities tend to be individual. The implementation of CIRC rebuilds interaction with friends. Working with friends can help students who have difficulty building an idea by exchanging ideas with friends

The fourth is the basal-related activities. In this phase, the Teacher set the reading objectives, introduced and reviewed relevant vocabulary, and discussed the story. Through relevant and gradual writing activities, students can relate their prior knowledge from the initial activity to other activities so that in the end, the previous activities can help them complete the main activity in learning, improve their vocabulary and reached their learning goal.

Fifth, another element in CIRC is peer-checking. Peer-checking is very helpful for students because their writing will be reviewed and given feedback to correct errors in writing or provide constructive suggestions for better writing results.

Sixth, Tests in CIRC is used as the measurement tool. After doing various activities during the first and the second cycle, the researcher conducted a test. The results of this test then become one of the supporting indicators of whether they have mastered the learning material or not. In addition, this test is also a tool to measure how far the improvement of students in learning and to what extent the learning activity needs to be improved.

Seventh, student showed positive response during the implementation of CIRC model in reading, discussing the text and writing the text itself. They were able to improve their skills and enthusiast in writing because CIRC covers various interesting activities in the classroom. It indicates that this model is well-perceived by the students and it is eligible for teaching and learning writing process in the classroom.

5.2 Recommendations

The researcher would like to give suggestions for the next researcher to investigate using the CIRC model in the teaching and learning process. First of all, this model can be implemented optimally in offline classes. If the next researcher wants to conduct similar research online, it is better to prepare online learning media to accommodate the group discussion process to make it more conducive and focused. In addition, for future research, it would be better to involve subject teachers regularly as observers so that teachers get an overview of the learning process using the CIRC model and can apply this model well and in the classroom.