Chapter II

Cooperative Integrated Reading And Composition (CIRC) Method

To support the understanding of the problem formulated in Chapter I, some theories are reviewed related to the concepts of Cooperative Integrated Reading and Composition (CIRC) method, writing skill, and learning media. This chapter also presents some relevant research studies for this research.

2.1 Cooperative Integrated Reading and Composition (CIRC) Method

2.1.1 Definition

Cooperative Integrated Reading and Composition (CIRC) technique, one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques.

Developed by Slavin (2011), CIRC was designed using with specific materials for teaching reading and writing in the upper elementary grades. CIRC is a cooperative learning model that integrate reading and writing skills.

Mubarok, Effendi and Sofiana (2016) states that CIRC is a kind of integrated method which can be used by students in learning reading and writing. In this method, students are viewed as independent learner in their learning and should be

responsible in teaching and learning process. Based on Huda (2017) Cooperative Integrated Reading and Composition was firstly developed by Stevens in 1987.

According to Parmawati (2015), in the CIRC, students cooperate, interact, share material, and help each other to achieve the goal. Here, the students understand that they have different roles of specific tasks to allow opportunities for all group members to participate. It is a comprehensive program for teaching reading and writing in which students are assigned to teams composed of pairs of students from two or more different level. Here students work in pairs within their teams on a series of cognitive engaging activities. During the class, students engage in a writer's workshop, writing drafts, revising and editing one another's work, and preparing for publication of team or class books.

Related to explanation above, Nadia (2016) added that the Cooperative Integrated Reading and Composition program is a comprehensive reading and writing program for students. It includes story-related activities, direct instruction in reading comprehension and integrated reading and language art activities.

Cooperative Integrated Reading and Composition (CIRC) is assumed as an effective method to solve the English Foreign Language classroom's problem on writing and give benefit to the learning process such as in motivating students, improving social interaction in the classroom, creating a positive learning environment, and improve students' writing achievement.

In the CIRC class, the student is responsible of group work. Each member of the group propose their own ideas to understand a concept and finish the tasks. This

method is progressing continously start from elementary school up to high school. This method teachs the students to interact with the environment.

Based on all the statement above, it can be concluded that CIRC is a technique that used to improve reading and composition or writing. In this technique, the students work within cooperative teams which are coordinated with writing group intruction. In order to meet objectives writing comperhension, vocabulary, grammar, organizing idea, content and mechanics. The students are motivated to work with one another.

2.1.2 Function of CIRC

There are many positive aspects within Cooperative Integrated Reading and Composition method. One of them is in the CIRC class, the students learn in a team doing activities together. Therefore, they solve the tasks by discussing them between themselves. Another member of group will explain when one member of grup has difficulty in understanding the materials. At this problem, the students build the social connections amongst each other.

Additionally, the CIRC method could play a very important role in the process of learning writing and could be beneficial to generate better writing performances. This learning model might also increase the motivation of students by enabling them to share ideas with their partners or their group members so that they will have more knowledge of how to create a recount text.

According to Saifulloh (in Huda, 2017):

Kelebihan dari model CIRC antara lain: 1) pengalaman dan kegiatan belajar siswa akan selalu relevan dengan tingkat pengembangan anak; 2) kegiatan yang dipilih sesuai dengan dan bertolak dari minat dan kebutuhan siswa: 3) seluruh kegiatan belajar lebih bermakna bagi

siswa sehingga hasil belajar siswa akan dapat bertahan lebih lama; 4) pembelajaran terpadu dapat menumbuhkembangkan keterampilan berfikir siswa; 5) pembelajaran terpadu menyajikan kegiatan yang bersifat pragmatis sesuai dengan permasalahan yang sering ditemui dalam lingkungan siswa; 6) pembelajaran terpadu dapat menumbuhkan motivasi belajar siswa ke arah belajar yang dinamis, optimal, dan tepat guna; 7) pembelajaran terpadu dapat menumbuhkembangkan interaksi sosial siswa, seperti kerja sama, toleransi, komunikasi, dan respect terhadap gagasan orang lain; 8) membangkitkan motivasi belajar serta memperluas wawasan dan aspirasi guru dalam mengajar.

2.1.3 Steps of CIRC

According to Slavin (2011) the steps in implementing CIRC learning model are:

- form groups of four heterogeneous students

- teachers give texts related to the learning topic

- students cooperate with each other to read and find main idea and give feedbacks to the texts and write them on paper

- explain/read the group result

- teachers and students make a conclusion together

- closing.

    In each steps above, we can see some phase as follows:

    - Phase 1: introduction of concept

        In this phase, teacher starts introducing a concept or new term that refers to the result of the invention during the exploration. The introduction can get from books or another media.

    - Phase 2: Exploration and Application

        This phase gives

a chance to students to reveal the knowledge, improving new knowledge, and describing the phenomenon they experience. The purpose in this phase is to improve students' interest and curiosity.

- Phase 3: Publication

In this phase, the student is able to communicate the results and demonstrate the materials discussed. The student is able to give a proof in order to be known by other students in the class. In this case, the student must be ready to give and accept the criticism and suggestions to strengthen the argument each other.

2.2 Writing Skill

2.2.1 The General Concept of Writing

Writing is one of the four basic skills which is an important thing to be mastered in learning English as a foreign language. Rogers (2005) states that writing is one of the most significant cultural accomplishments of human being. It allows us to record and convey information and stories beyond the immediate moment. It means that writing is able to make us communicating at a distance, either at a distant place or a distant time.

Harsyaf (2010) states that writing is transforming thoughts into language; it means that we need to think about the content of our writing first and then arrange the ideas using appropriate language (e.g. grammar and vocabulary). Consequently, we must learn about organizational skills in writing. In producing a piece of a good

writing demands standard forms of grammar, syntax, and word choice. Besides, writing needs good mechanics, organization of paragraph, content the writer's process, and purpose.

Langan (2006) states that writing is not only just talking about the post, but also the process of writing tha makes people interested. The essential writing will need a long process from the planning, drafting, writing, and revising. The process can be done by anyone, especially the students. The procedures of writing process can help students in learning writing, they will be able to improve this skill easly and make a good written form.

Writing is how to produce a written product. In the process of writing, the writer have to arrange a series of thought or idea then transform it into a written form. When the writer write down the thought, all the ideas that have been thinking before may be examined, reconsideread and even changed.

2.2.2 Aspects of Writing

According to Byrne in Roza (2011), there are five components that should be considered in writing:

- Organizing idea

    Ideas are the most important factor in writing, because nobody can write meaningfully, if she/he has not anything in mind yet.

- Grammar

The grammar of language is a description of way that the language behaves. Without having knowledge of grammar the write cannot make his/her language communicative to a great variety of reader from different situation.

- Vocabulary

Vocabulary is important in writing because by having many vocabularies, a writer can make readers explore more deeply what he/she is telling about.

- Mechanics

a. Punctuation

Punctuation plays as an important role in helping reader to establish intonation. In other word, it is a command for the reader to raise his/her voice or drop his/her speech when he/she is going to stop. It can also help readers to understand the state of mind of the writer.

b. Capitalization

The use of capitalization in every sentences. For example:

- Capitalize the first word of sentence.

  He played guitar last night.

- Capitalize the pronoun "I".

  You and I will work together.

- Capitalize the titles of composition.

  In the title, the first and the more important words are capitalize expect short preposition and short coordinating conjunction.

  Name of specific organization (business, clubs, and schools)

- Capitalize all of proper noun.

1) Name of detail: *Allah, God, Vishnu, etc.*

2) Name of people and their title: *Dr. Robi, Adhitama, etc.*

3) Name of specific places: *Mount Semeru, Situ Patenggang, etc.*

4) Name of day, month, and special day: *Monday, March, Christmas, etc.*

5) Name of specific group of people (nationality, races, ethnic groups), language, and religion: *Moslem, Indonesian, English, etc.*

6) Name of geographic areas: *the North, the South East, etc.*

7) Name of specific structure such as buildings and bridges: *the Great Wall, Eiffel Tower, etc.*

c. Spelling

Spelling in the English language is very difficult because the English spelling system is based primarily on meaning rather than on sound. To make matters worse, the spelling rules used in English are complicated.

- Content

Content is how the writer develop the idea related with the topic.

By seeing the statements above, it can be said that writing is varied and there are several aspects in writing that have to be paid attention in writing. By considering those aspects, students can compose a perfect writing and understandable by the reader.

2.2.3 The Purpose of Writing

When people write something, they definitely has their porposes for writing. Each writer has his/ her own purpose. According to Hadiyanto (2001), a writer writes something because they have some significant purposes, those are for informating, educating, persuading, and entertaining.

The first purpose is informating. The writer inform something like news/ facts, data about a phenomenon or event including opinions and point of views of that event. In order to make the readers gain new knowledge that happens on this earth.

The second purpose is educating. This purpose have connection with the first purpose. When the readers gained something new after read the written text, it means the writer have been educating the readers from the text about. Because through the written text, someone's knowledge will be adding continously.

The third purpose is persuading. Through the written text, a writer wants the readers being able to open minded, wheater they agree or disagree of what the written text about. A writer should be able to persuade and convince the readers by using style of figuratif language.

The last purpose is entertaining. A written form is also being able to entertain the readers. For example by writing a poem, short story, novel, drama text, and some such.

2.2.4 Teaching Writing in Senior High School

As a foreign language, English has been regarded as a compulsory subject that is taught in the secondary level, such as in junior and senior high school. The

teaching and learning process for senior high school students has to be designed to help them develop their writing strategies, so that they will be able to improve their writing skills.

Based on *Depdiknas* (2006) the goal of English teaching in senior high school is to provide the students with knowledge and skills to make them able to communicate in English either in spoken or written language at the informational level which means that students should be able to use the language to access and share information as a part of their learning either in spoken or written form. In order to achieve the goal, the English teacher should consider some relevant matters.

Generally, the writing acitivities learning do in the class. The teacher should see all the students while learning proccess. Both of the teacher and the students should undertand about the writing material in order to make the learning proccess easier. The teacher should give more practice than explanation or 50:50. Because the more students practice to write, the better their writing might be.

Senior high school students are considered as teenagers who are age range between twelve and eighteen. This age range is phase where is growing, changing body and mind. Therefore, the teacher should consider this characteristic in designing and conducting the teaching and learning proccess.

2.2.5 The Problems of Writing Skills

Writing is not easy. It is different with speaking skill, when we spoke words by words are dissapear as soon as we are spoken. Even the listeners still remember what

we said, they just remember what is the point of. But written form is visible and making permanent words so the readers can test their quality.

At the level of Senior High School, writing skill is often a serious problem because it is not only influenced by the components of writing but also by the capabilities of students to put their ideas into words in meaningful form and understandable by themselves and others.

Nadia (2016) stated that for academic purposes and for many occupations students have to be able to write well in English if they want to be part of an international campus or company. In this case, writing has an equal role among the other language skills such as speaking, listening, and reading.

Javed, Juan and Nazli (2013) stated that writing skill is more complicated that of other language skills. Even sometimes a native speaker of the English language may experience complication in a tricky situation. The idea or thought is an abstract thing which comes from our mind, therefore it is not that easy to transform it into understable and readable written form.

According to Hadiwinarto and Novianti (2015) there are some aspects that can affect the low learning results of students. The aspects that affect the students' learning success can be categorized into internal and external aspects. One of the internal aspects is the condition of the student. The external factor is the instrumental input, namely: educator, facilities, and learning process aspect. One of the learning process aspects is the learning method implemented by the teacher. The good learning model has to involve students actively by considering the cognitive, affective, and psychomotor aspects. During the implementation of the learning

model, teachers play a great role in designing a fun, attractive learning strategy so students can get motivated to make achievement and comprehend the lessons well.

There are any problems faced by teachers and students in school. First, the teachers did not have any interested ways or methods to make the students improve their writing skills quickly. Second, the students were unconfident to write because they are too confused and worried about which tenses they should use to convey their thoughts or ideas to become a written text. Therefore, the solution and suggestion for these problems are the teachers and the students should be work together.

2.3 Learning Media

2.3.1 Definition of Learning

Learning is one of the most important activities in human life. Learning occurs in every condition, not only in class but also in family, society, and some such. According to Kusumawati (2015), Learning is the implementation and acquiring knowledge from what have been learned. Learning is not only purely as an effort to respond a stimulus but learning is done through various activities such as experiencing, observing, working, and understanding through the process. In learning, student sharpen cognitive, affective and psychomotor. Though learning, the ability of cognitive, affective and psychomotor will increase.

2.3.2 Definition of Media

According to Sadiman (2011: 6), media is all the physical tools that can present the messages and can stimulate students to learn. Media is a form of communication both printed and using audiovisual.

A more specific sense of media in the learning process tends to be interpreted as graphics tools, photographic, or electronic to capture, process, and reconstitute the visual or verbal information.

2.3.3 Definition of Learning Media

According to Musfiqon (2012:28) learning media is a tool that serve to explain the difficult material described verbally, for example by using picture, slideshow, article, and some such.

While to Arsyad (2011) said that learning media includes tools that physically used to deliver the content of the material, among other books, tape recorders, cassettes, video camera, video recorder, film slides, photographs, pictures, graphics, televisions, and computers.

2.3.4 The Function of Learning Media

Arsyad (2011) stated that the main function of learning media is as a teaching aid that also affects climate, conditions, and learning environment organized and created by teachers. According to Sadiman (2009), the function of learning media are as follows:

- Clarifying the message presentation that is not too be verbalistic.

- Overcoming the limitations of space, time, and power sense.

- Use varied and and appropriate learning media can overcome the passive attitude of students.

- Give a stimulant, experiences, and perceptions of the same on a material to students who have a diversity of individuals.

2.3.5 The Benefit of Learning Media

According to Sudjana and Rivai (2010), the benefits of learning media in the process of student learning are:

- Learning media will be quite clear so it can be understood by the students, and allow students to be better in mastering the purpose of learning.

- Learning methods will be more varied, not just on the verbal communication through the narrative by the teacher , so that students do not feel bored and teachers will not run out of power, especially when teachers teach in every hours lesson.

- Students can follow a learning activities, because students are not only listening the explanation from teachers, but also other activities such as observing, perform, demonstrate and others.

- Teaching will be more attractive for students so it can motivate the students to learn.