



**THE EFFECTIVENESS OF COOPERATIVE
INTEGRATED READING AND COMPOSITION
(CIRC) TO IMPROVE WRITING IN DESCRIPTIVE
TEXTS**

**(An Experimental Study of the Eight Grade Students of MTs Negeri 2 Kudus in the
Academic Year 2016/2017)**

A Final Project

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for the Degree of *Sarjana Pendidikan*

in English

by

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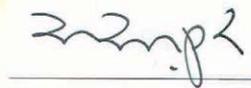
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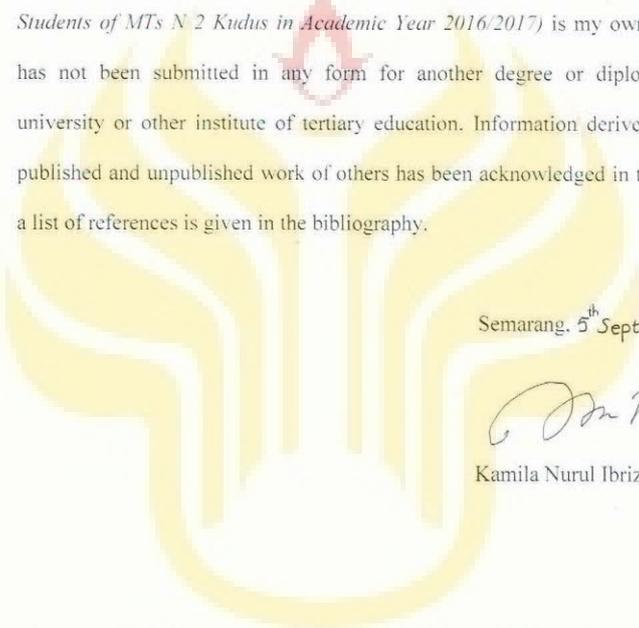
DECLARATION OF ORIGINALITY

I, Kamila Nurul Ibriza, hereby declare that this final project entitled *The Effectiveness of Cooperative Integrated Reading and Composition (CIRC) to Improve Writing in Descriptive Texts (An Experimental Study of the Eight Grade Students of MTs N 2 Kudus in Academic Year 2016/2017)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, 5th September 2017



Kamila Nurul Ibriza

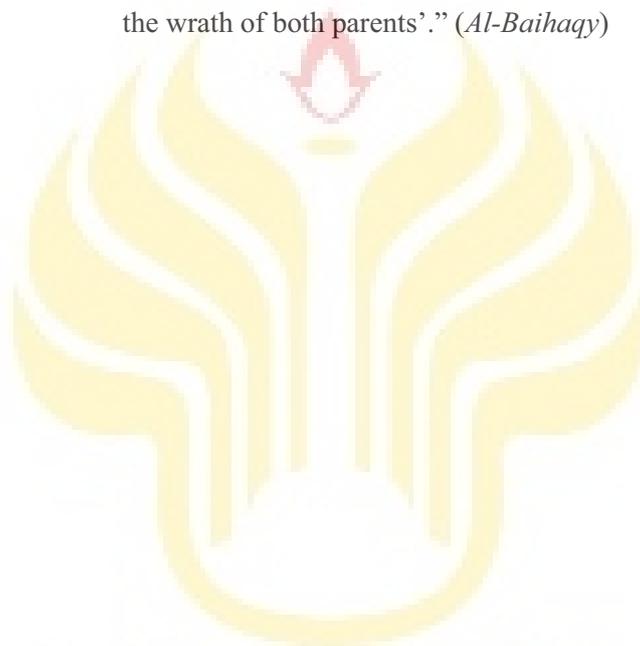


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MOTTO

“And remembered when your Lord proclaimed: ‘If you are grateful, surely We will increase (in favor). But if you show ingratitude, indeed, the punishment is Severe’.” (*Ibrahim: 7*)

“Abdullah bin ‘Amr said: ‘He Prophet (peace and blessings be upon him) said, Allah’s blessing will depend on the parents’ blessing and Allah’s wrath will depend on the wrath of both parents’.” (*Al-Baihaqy*)



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DEDICATION

To my beloved parents, Bapak Suprin and Ibu Khoiriyah. M. Pd. I, my siblings and also my best friends.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my gratitude to Allah SWT, the Almighty for the endless blessing and mercy given to me in every single of my life, and, for the health and power so, I could finally complete my final project. Then for the prophet Muhammad SAW, may Allah bless him and give him peace.

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Kamila Nurul Ibriza

ABSTRACT

Ibriza, Kamila Nurul. 2017. *The Effectiveness of Cooperative Integrated Reading and Composition (CIRC) to Improve Writing in Descriptive Texts. (An Experimental Study of the Eighth Grade Students of MTs Negeri 2 Kudus in Academic Years 2015/2016)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Intan Permata Hapsari, S.Pd., M.Pd. Second Advisor: Fatma Hetami, S.Pd., M.Pd.

Keywords: CIRC, technique, writing, descriptive.

This final project is aimed to find out the effectiveness of CIRC technique to improve writing in descriptive texts. A further concern of this study is to investigate the significant difference of students' writing achievement between the students taught by using CIRC and those who were not.

To gain the objectives, I conducted an experimental research. The research design was a quasi-experimental research non-equivalent control group design. The subjects of the study were seventy eight students of the eight grade of MTs Negeri 2 Kudus in academic year 2015/2016 categorized into two groups named experimental and control groups. The experimental group consisting of 39 students, was taught by using CIRC technique. Meanwhile, the control group consisting of 39 students, was taught by the use of lecturing technique by the English teacher.

The results of the research shows that pre-test average scores of the two groups are nearly same. The means of the pre-tests are 64.46 (the control group) and 63.97 (the experimental group). The slight difference between the two groups indicates that they are homogeneous. After the treatments, the score of the two groups increased. The means turn into 71.13 (the control group) and 76.26 (the experimental group). The improvements are 6.67 (the control group) and 12.29 (the experimental group). Moreover, the result of the t -test is 2.847 and t_{table} is 2.024. It means that there is a significant difference of writing achievement between two groups because t_{value} is higher than t_{table} . The research findings of this study reveal that CIRC improves the students' competence in writing. By working in a team, the students enrich their vocabularies, correct any errors they may make, and make a proper organization. Moreover, some aspects of writing of the experimental group improve. In conclusion, according to the post-test result in the experimental group and t -test calculation, it could be proven that CIRC is effective to be used in teaching writing of descriptive text.

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CHAPTER I

INTRODUCTION

Chapter I presents background of the study, reasons for choosing the topic, research problems, purposes of the study, statement of hypothesis, significance of the study, limitation of the study, and outline of the study.

1.1 Background of the Study

Foreign language cannot be separated from the legend of Indonesia. Many languages such as Arabic, Dutch, and English change along with the development of this country. Nowadays, after all of the investment and culture of the western spread all over the world, the importance of English as an International language makes that language one of the main subjects taught in school. English as an international language needs to be taught for the development of science and technology, culture age, and also the relationship between countries in the world. Therefore, in Indonesia's curriculum, English becomes one of the subjects which is taught in elementary school, high school, vocational school even in university.

In learning English as a foreign language, students should learn all of the language skills (listening, speaking, reading, and writing) particularly in order to guide them to be able to communicate with other people who also speak English. Communicating in language learning not only happens in a spoken way by using spoken language, but also in the form of written language. Spoken and written languages are two different aspects of language in the language skills. Spoken

language deals with speaking and listening, whereas written language deals with reading and writing.

Writing, however, is often considered as the most difficult skill to be mastered because of its complexity. Paul (2003) in Hapsari (2011:2) states that writing is generally as the most difficult of the four skills. The difficulty is seen in generating and organizing ideas which is completed by the mastery of the aspects of writing such as grammar, spelling, word choice, punctuation, and so on.

Based on my experience when I did the teaching training program (PPL) at SMP N 11 Magelang, it was found that the students were still weak in writing. The problems were not only on the students' side but also from the teacher. Firstly, the teacher still used traditional technique in teaching writing, such as composition technique. The teacher seldom gave a feedback to the students' writing. She usually gave the students a topic to write about, asked them to submit it, and then just returned the marked sheets without discussing them with the students. The students just got the mark without knowing their strengths and weaknesses. It made the students difficult to improve their writing ability. For example, the teacher explained the material about narrative text to her students orally. Then, at the end of the lesson, the teacher asked the students to write a simple narrative text based on her explanation. Meanwhile, during the learning process, there was no effective interaction between the students and the teacher when they were trying to compose a text.

The second problem was that the students had difficulties in developing their ideas, using sentence patterns, choosing appropriate words and they were

confused deciding what to write about. It was showed from the duration they need to compose a text. In fact, the number of students left their papers blank. Knowing this reality, the students have to master many elements of the language (such as grammar, syntax, morphology, etc.) and the ability in organizing their ideas to build and develop their imagination into texts.

The third problem was the teacher directed the students to work individually in writing. As a result they merely did their work inactively without participating in the learning process. Working alone, they often found it difficult to understand the given texts since they were unable to share ideas with their friends about the meanings in the text and also the content of the text that they could not understand. In the end, they found difficulties in understanding the text types they wanted to write.

Regarding the explanation above, according to Meyers (2005:2), "Writing itself is an action, a process of discovering and organizing your ideas, put them on paper and rephrasing and revising them." In English language teaching, writing is often related to compose a paragraph or a text. In fact, most of students need a guidance to compose a good text. It means that in composing a text students have to compose a text which is based on its genre and pay attention to the aspects of writing. In this case, teachers need to use a technique in their teaching process in order to make students successful in achieving the goal of the lesson. Relating to this, I assume cooperative learning will be a very useful method to improve students' writing skill.

Cooperative learning is different from conventional method. In a conventional method, students work in a group without teacher's attention whereas in cooperative learning, the teacher constructs a plan and always notices the students who work in the small group.

Working in group is a way to eliminate students' problem in learning process because they can help each other to solve problems faced. The fact that most of students are reluctant to ask their teacher when they find any difficulty in their learning process becomes the reason for using cooperative learning. Cooperative learning then offers many techniques of group working to facilitate students solve their problems with their friends. They can widely be used in teaching learning activities.

In this study, I will use Cooperative Integrated Reading and Composition (CIRC) as one of techniques in Cooperative Learning (CL) strategy to improve students' writing skill and language art. CIRC technique provides students the opportunity to plan, revise and summarize their story in a collaborative team. They have equal opportunities for success. CIRC provides a structure for a teacher to teach and students to learn which help all students become more effective writers.

Based on the explanation above, this study will focus on teaching descriptive writing only. I will use CIRC technique in teaching written descriptive text in order to know whether CIRC can improve the students' competence in descriptive text or not.

1.2 Reasons for Choosing the Topic

Several reasons have become my point of consideration in choosing the topic:

- (1) English teaching in schools is taught through text. Descriptive text is one of the text types learned which describes particular something (person, things, or place). Many students may describe things in their daily life, but it is not guarantee that they are able to write this kind of text.
- (2) When students start to write by themselves, they have to understand what they will write, what grammar they will use, and how they build their ideas into sentences in writing. It is more asily when they do with their friends to learn, work, and help each other in a small group. Through the technique that will be used in writing descriptive text, it is hoped the students will easier to get and generate their idea and to write a story.
- (3) The implementation of the learning technique to teach writing is expected to create an affective process to improve writing in descriptive text or other text types for junior high school students.
- (4) Many learning techniques are used by teachers to improve students' writing skill. In this study, I will use Cooperative Integrated Reading and Composition (CIRC) to improve students' writing ability in descriptive text. Through this technique, students will cooperate each other to read, to find main idea, give opinion to text and at the end, and then write the result on the paper. They make presentation or read the result from group's

discussion and make summary together. In the end, students are able to express their knowledge and idea in form of producing the text.

1.3 Research Problems

In conducting the study, there are some questions come up. They are as follows:

- (1) Is there any significant difference in students' writing achievement of descriptive text between those who are taught by using CIRC technique and those who are not?
- (2) How can CIRC technique improve the students' writing ability in descriptive texts?

1.4 Purposes of the Study

Based on the problems which come up above, there are some purposes in conducting this study, they are as follows:

- (1) to find out the significant difference between control group's and experimental group's achievement in writing descriptive text after being taught by using CIRC technique.
- (2) to find out the effectiveness of CIRC technique in improving students' writing ability in descriptive texts.

1.5 Statement of Hypothesis

The hypothesis of this study can be formulated in terms of (H_0 and H_1). H_0 means null hypothesis and H_1 means alternative hypothesis. The hypothesis is stated as follows:

(1) Null Hypothesis (H_0)

There is no significant improvement of the students' writing ability in descriptive text after being taught by using CIRC technique.

(2) Alternative Hypothesis (H_1)

There is a significant improvement of the students' writing ability in descriptive text after being taught by using CIRC technique.

1.6 Significance of the Study

The result of this study is expected to be able to give the advantages for the teachers, students, and the other researchers:

(1) For the teachers

This study is expected to be used as a consideration for the teachers to use the appropriate technique to improve students' writing skill especially in descriptive texts because it gives a big part for the success of teaching and learning process in a classroom.

(2) For the students

This study is expected to increase the students' knowledge and interest in learning English. Hopefully, it is able to help the students in writing descriptive texts.

(3) For the School

This study is expected to give an information for the school as an alternative way in teaching and learning process especially for English subject.

(4) For other researchers

This study is expected to be an additional information for the other researchers that are conducting their study related to the technique to improve students' writing skill in descriptive text.

1.7 Limitation of the Study

I would like to limit the study as the subject and the object of the study. The subject of the study is limited to the eight grade students of MTs N 2 Kudus. The object is limited to the use of CIRC technique in teaching written descriptive text.

1.8 Outline of the Study

This study consists of five chapters. Every chapter has several sub chapters which are explained as follows:

Chapter I presents introduction. It has six sub chapters: background of the study, reasons for choosing the topic, research problems, purposes of the study, significance of the study, limitation of the study, and outline of the study.

Chapter II presents review of related literature. This chapter consists of review of previous studies, review of the theoretical study, and theoretical framework.

Chapter III presents methods of investigation. It consists of research design, time and setting, population and sample, variables and hypothesis, instruments of collecting data, procedures of collecting the data, and procedures of analyzing the data.

Chapter IV presents findings and discussions. In this chapter, obtained data will be presented and analyzed. The data presentation will be outlined in several parts. The first part is general description of the research. The next is significant difference between the result of the pre-test and post-test, and then followed by the normality of the result. Then, the homogeneity of the result is in the next part. After those data analysis, the score of this experiment will be presented, they are the t-test result. The last part of this chapter is discussion of the research findings.

Chapter V consists of conclusions and suggestions. It will describe the conclusion of the overall study and some suggestions of the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter present some theories that support this study. It consist of three subchapters. They are review of the previous studies, review of the theoretical study, and theoretical study.

2.1 Review of the Previous Studies

There have been a number of researchers who conducted studies related to CIRC. The descriptions of the previous research findings are the following. First, a study done by Gupta and Ahuja (2014). They investigated the impact of cooperative learning strategy CIRC on the Reading Comprehension Achievement performance among the seventh graders. This study compared the mean pre-test achievement scores, mean post-test achievement scores, gained achievement scores of the two groups (E and C) of seventh graders. The main gain reading comprehension achievement scores in English of experimental group and control group of the seventh graders differ significantly in favour of experimental group. This suggested that the students who were taught English through co-operative learning strategy CIRC more benefited in their reading comprehension achievement than the students who received instructions through conventional method of teaching that is paragraph writing technique.

Based on the explanation of the research result, there was an improvement of pre-test to post-test in students' reading ability. The result proved that the CIRC

technique was able to improve the students' achievement in reading narrative text in seven graders of junior high school.

In accordance with Gupta and Ahuja, this research has a relation, both of the studies investigate the impact of CIRC in teaching English. However, both of the studies have different purposes. Gupta and Ahuja showed that CIRC is effective to teach reading of narrative text, but I conducted a study using the same technique toward students' writing ability in descriptive text.

The second was the experimental research conducted by Zainuddin (2015). The aim of this study was to find out if there was a significant effect of applying Cooperative Integrated Reading and Composition (CIRC) on students' reading achievement on descriptive text. The subject of this research was the second year student of Junior High School which were randomly selected out as the sample of the research, and divided into two equal groups, in which 30 students for experimental group and another 30 students for control group. The experimental group was taught by applying Cooperative Integrated Reading and Composition (CIRC) Technique, while control group was taught by using Classical Method (CM). The instrument of collecting data used objective test (multiple choice items) and subjective test for reading descriptive text materials. The pre-test and post-test were administered and then the data were statistically analyzed by using the t-test formula. Based on the analysis of the data, it can be concluded that there was a significant effect of applying Cooperative Integrated Reading and Composition (CIRC) Technique on Students' Reading Descriptive Text Achievement compared with classical method (CM) of teaching.

The similarity between this study and the study that I did was that both of the studies use descriptive text as the material of this study. While the difference between this study and my study is on the language skill. Zainuddin (2015) conducted a study to know the effect of CIRC technique toward students' reading achievement of descriptive texts whereas the aim of my study is to investigate the effectiveness of CIRC technique towards students' writing achievement of descriptive texts.

Third, a study conducted by Durukan (2011). The aim of this study was to analyze the effects of the cooperative integrated reading and composition (CIRC) technique and the traditional reading and writing pedagogical methods for primary school students. The study group was composed of 45 7th grade students enrolled at a primary school at the centre of Giresun Province in the 2009/2010 academic year. "Pre-test-post-test control group" model was adopted in the present study. Experimental and control groups were randomly assigned.

Written Expression Achievement Test (WEAT) and Reading Comprehension Achievement Test (RCAT), both developed by the researcher, were used to collect data related to the study groups' writing skills and reading comprehension skills, respectively. Results were analyzed via 2-way ANOVA test in the SPSS program. WEAT and RCAT were applied as pre-, post- and retention-test to the control and experimental groups. It was revealed that there was a statistically significant difference between the reading and writing skills of the experimental and control groups in terms of academic achievement and retention. These findings generally suggest that CIRC technique and traditional method are

effective on reading comprehension and writing expression skills; however, CIRC technique used in the experimental group is more effective for achievement and retention level than the traditional method.

That study focuses on two language skills. They are reading and writing. While in this study, CIRC technique is used to improve students' writing skill of descriptive text. They produce a descriptive text after working in the cooperative activities. All activities follow a cycle that involves oral reading, reading comprehension, and writing process. In composing a descriptive text, the students would plan, revise, and edit their composition in close collaboration with teammates. A picture is included in the students' worksheet as their guidance in writing.

After reviewing the third previous studies, I find some improvements are proved by implementing CIRC technique in teaching English. Therefore, I am interested in conducting a study related to the use of CIRC technique in teaching English. This study focusses on descriptive text. It is an experimental research to know the effectiveness of using CIRC technique to improve students' writing ability in descriptive text.

2.2 Review of the Theoretical Study

In this part, some theories which support the present study are explained as follows.

2.2.1 Effectiveness

Adapted from <http://www.selfgrowth.com/articles/definition-of-efficiency-effectiveness-and-productivity>), the origin of the word effectiveness stems from the Latin word “effective” stems from the Latin word *effectivus*, which means creative, productive or effective. This term can be defined as “maximizing the efficiency as a value.” Actually, it cannot be understood as “biggest benefits for cost, but biggest measurable benefits for measurable cost”. Other version of effectiveness is the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression. (<https://en.wikipedia.org/wiki/Effectiveness>). While according to Cambridge University (2008: 370), effectiveness means successful or achieving the results that you want.

From the three view points presented above, it can be inferred that effectiveness is the achieving the goal from the process of creativity. The specific thing possibly deals with effectiveness is successful. In relation to the idea of effectiveness with this study is that the aim of this study is to observe the improvement of the students’ writing ability in writing descriptive texts.

2.2.2 General Concept of Writing

There are a lot of definitions stated by experts about definition of writing. Rogers (2005:1) states that writing is one of the most significant cultural accomplished of human being. It allows us to record and convey information and stories beyond the immediate moment. While according to Langan (2006:20), “Writing is not only just talking about the post, but also the process of writing that would make a

lot of writing that makes people interested”. It means that writing is a record of message to make people interested. In the same page, he adds the essential writing will need a long process from the planning, drafting, writing, and revising.

It supported by Brown (2001: 335), “Writing needs a process of thinking, drafting, and revising that requires specialized skills, skills that not every speaker develop naturally”. It means that students need a lot of practices to master writing skill in order to produce a good text. Writing cannot be done in short times, it needs some stages in the process of writing. It is different from other skills which can be done in short times. In the process of planning, drafting, revising and editing, we will often re-plan, re-draft, and re-edit before we get the product of writing.

It deals with Meyers’s opinion (2005:2) that writing is speaking to others on paper or on a computer screen. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. It is the skill of writer to communicate information to a reader or group of readers. As a process, writing is an action of discovering and organizing ideas, transferring them into words, putting them on paper, reshaping and revising them.

From some definitions of writing, it can be inferred that writing is the way of communicating by using the series of sentences, paragraphs in a text. However, in delivering the ideas into good texts, it needs some steps such as planning, drafting, revising and editing.

2.2.2.1 The Process of Writing

According to Boardman and Frydenberg (2002: 11-30), good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied. Writing is a continuous process of thinking and organizing, rethinking and reorganizing. Good writers go through six basic steps. Each step can be repeated as many times as necessary. The six steps are:

(1) Assessing the Assignment

Every college or university class is going to have writing assignments with different purposes, so the first step in the writing process is to understand exactly what the professor wants on a particular assignments. Another important is to know the source of information. The source of information should be ideas, knowledge, and thoughts.

(2) Generating Ideas

The purpose of this step is to think a certain topic and generate as many ideas as possible. There are many ways to do this; two of the most effective are brainstorming and freewriting.

a. Brainstorming

The purpose of brainstorming is to think about and write down a lot of ideas. It can be done individually or in groups. And it is important to note all the ideas. This is not the time to evaluate how good or bad they are.

b. Freewriting

Freewriting is similar to brainstorming. It is started with a word or a phrase and write down anything that is related to the topic. The most important aspect of freewriting is not to allow stopping writing.

(3) *Organizing Ideas*

Two methods to organize are topic outline and tree diagrams.

a. Topic Outline

One way to organize ideas is to outline the points. To write a topic outline, we first have to decide what the main idea of the paragraph is. We should write that idea as a sentence or just a few words on the top of paper. All we need are a few words that will help us remember what is going to write. Like brainstorming and freewriting, an outline is just for us, not for anybody else.

b. Tree Diagram

Some people prefer a more visual kind of outline format called tree diagram. We start with the main idea and then make branches to points that support the ideas.

(4) *Writing a First Draft*

Once we have our ideas generated and an organizational pattern to follow, we can write our first draft. Good writers should make sure to read their writing carefully in order to make changes and corrections before they consider it finished.

(5) *Rewriting*

Rewriting is the one of the steps in writing process that is very crucial because it has been constructed by all aspects of writing such as ideas, vocabulary, punctuation, grammar, style, and quality of expression in a completing paragraph.

Rewriting consists of two separate processes: revising and editing

a. Revising

Revising is the first part of the rewriting. We may start revising as soon as we finish writing, or, better yet, set our paragraph aside for a while and go back to it later.

b. Editing

The other aspect of rewriting is editing. When we edit, we check to make sure the spelling, capitalization, punctuation, vocabulary, and grammar are correct. Editing is somewhat mechanical because we are basically following rules.

Becoming a better writer is a process of combining these two aspects of rewriting in order to best communicate what we want the readers to understand.

(6) Writing the Final Draft

Writing the final draft is the last step in writing process. Keep in mind that any of the steps can be repeated at any time. Do not forget to write four final draft using paragraph format. Be sure to add a title.

Students have to apply the six steps of writing to get a better product in writing. The six steps of writing above help students and the other writers to write well because those steps are started from collecting ideas to create the ideas become paragraphs. Therefore, the emphasis is on the process of writing rather than the finished product.

Oshima and Hogue (1999: 3-13) mention that there are four main stages in the writing process: prewriting, planning, writing and revising drafts, and writing the final copy to hand in.

(1) Stage I: *Prewriting*

Prewriting techniques are activities to help you generate ideas for your writing assignments. Prewriting consists of two steps. They are: choosing and narrowing a topic, brainstorming.

a. Step 1: choosing and narrowing a topic

What you can write is limited and it would be impossible to cover such a big topic in a paragraph, then you must narrow the topics to a particular aspect of that general subject.

b. Step 2: Brainstorming

Brainstorming for ideas can get you started writing more quickly and save you time in the later stages of the writing process. There useful brainstorming techniques are listing, freewriting, and clustering. Listing is a brainstorming technique in which a writer thinks about the topic and quickly makes a list of whatever words or phrases come into the writer's mind. The purpose of this activity is to produce as many as possible in a short time, and the goal of this activity is to find a specific focus of the topic.

Freewriting is a brainstorming activity in which a writer writes freely about a topic. The purpose of this activity is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic or organization. While clustering is another brainstorming activity that can be used to generate ideas.

(2) Stage II: Planning (Outlining)

In the planning stage, a writer organizes the ideas which were generated by brainstorming into an outline.

a. Step 1: Making Sublists

The first step toward making an outline is to divide the ideas in the “communication problems” lists further into sublists and to cross out any items that do not belong or that are not useable.

b. Step 2: Writing the Topic Sentence

The topic sentence is the most general sentence in a paragraph, and it expresses the central focus of the paragraph.

c. Step 3: outlining

An outline is a formal plan for a paragraph. In an outline, the writer writes down the main points and sub-points in the order in which the writer plans to write about them.

(3) Stage III: Writing and Revising Drafts

A writer should refine and improve his/her writing to produce a good writing. There are many steps in this stage. They are writing the first rough draft, revising content and organization, proofreading the second draft, and writing the final copy.

a. Writing the first rough draft

In this step, a writer writes a rough draft from the outline.

b. Step 2: revising content and organization

After writing a rough draft, the next step is to revise it. When revising, a writer changes what has written in order to improve it. Content, organization, including unity, coherence, and logic should be checked.

c. Step 3: proof-reading the second draft

In this step, grammar, structure, spelling, and punctuation are checked.

d. Step 4: writing the final copy

This is the last activity in writing.

Writing process is the stages a writer produces something in its final written form. According to Harmer (2003: 4), process writing as a classroom activity incorporates the four basic stages. In the firstly is planning (pre-writing). In planning stage, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing since this will influence not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since they will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of piece, that is, how best to sequence the fact, ideals, or arguments which they have decided to include.

From the theories above, it can be inferred that there are some stages that has to follow when composing a writing. Generally, the stages are planning, writing, and revising.

2.2.2.2 Characteristics of Good Writing

Writing has to be comprehensible to readers in order to convey the message in it. A writer should consider the characteristics of good writing so that the readers get the message of it. Boardman and Frydenberg (2002:31) mention the characteristics of good paragraph.

First, it is called coherence. Boardman and Frydenberg (2002:31) state that it is made up of sentences that are ordered according to a principle. The principle changes depending on the type of paragraph that is being written. The types of ordering are the chronological ordering, spatial ordering, and logical ordering. In other words, in a paragraph, the sentences must hold together; that is the movement from one sentence to the next must be logical and smooth as stated by Oshima and Hogue (1999:40) in Hapsari (2011:13).

The second component is called cohesion. Boardman and Frydenberg (2002:36) state that a paragraph has cohesion when all the supporting sentences “stick together” in their support of the topic sentences. In connecting sentences to each other, we need what it is called cohesive devices such as linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms.

The third is unity. Boardman and Frydenberg (2002:44) also state that a paragraph has unity when all the supporting sentences relate to the topic sentence. By fulfilling unity, readers will understand that the paragraph just discusses about one topic.

The last component is called completeness. Boardman and Frydenberg (2002:47) state that completeness of a paragraph can be achieved when all the

major supporting sentences fully explain the topic sentence, and all the minor supporting sentences explain each major supporting sentence.

Based on the explanation above, it can be concluded that a product of writing is considered as good if there are coherence, cohesion, unity, and completeness in it. Then, it is to be readable and comprehensible.

Oshima and Hogue (1999: 17- 18) argue that a paragraph has three major structural parts: a topic sentence, supporting sentence, and a concluding sentence. The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. Supporting sentences develop the topic sentence. That is, they explain the topic sentence by giving reasons, examples, facts, and quotations. Whereas the concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.

In addition to three structural parts of a paragraph, a good paragraph also has the elements of unity and coherence. Unity means that you discuss only *one* main idea in paragraph. The main idea is stated in the topic sentence, and then each and every supporting sentence develops that idea. While coherence means that your paragraph is easy to read and understand because (1) your supporting sentences are in some kind of logical order and (2) your ideas are connected by the use of appropriate transition signals.

In summary, a well-written paragraph contains five elements: a topic sentence, supporting sentences, a concluding sentence, unity, and coherence.

2.2.3 Types of Text

According to Gerot and Wignell (1995: 192), the term “genre” is used to refer to particular text types. It is a type or kind of text defined in terms of its social purposes, also the level of context dealing with social purposes. Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations.

A number of text types are proposed by Gerot and Wignell (1995: 192-217), they are: spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation, discussion, and review.

From Gerot and Wignell’s statement above, there are a lot of genres in written language. Then, descriptive text is chosen as a genre of text to be discussed for carrying out of the study. The further explanation about descriptive text is follows.

2.2.4 Descriptive Text

Descriptive text is one of text-types which is taught in English teaching. As its name, the text is descriptive. Oshima and Hogue (2007:61) state “Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes and/or sounds. It is in line with Meyers (2005:60) who states that “A description of a scene allows your readers to see, hear, or even feel the subject matter clearly”.

Gerot and Wignell (1995:208) define descriptive text as a text which has social function to describe a particular person, place, or thing. Meanwhile,

according to Anderson and Anderson (1997:86), descriptive text is included in information reports, an information report usually contains facts about the subject, a description and information on its parts, behavior, and qualities.

Furthemore, Pardiyo (2007:34) states that description paragraph is a type of written text paragraph in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly.

Based on the theories above, it can be inferred that descriptive text is a text which describes something or someone so that the readers can look, feel, smell, or taste what is told. To be like that, in writing descriptive text, writers need to consider its generic structure and lexicogrammatical features.

2.2.4.1 The Purpose of Descriptive Text

Gerot and Wignell (1995:208) define “Descriptive text is a text which has social function to describe a particular person, place, or thing”. In the context of writing, every text has structure to compose it. Meanwhile, Bima and Kurniawan (2005: 15) mention that the purpose of descriptive text is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail.

It can be concluded that the purpose of descriptive text is to describe particular person, thing, or place.

2.2.4.2 *The Generic Structure and Language Features of Descriptive Text*

In the context of writing, every text has structure to compose it. Furthermore, Gerot and Wignell (1995: 208) give generic structure of descriptive text as the followings:

- a. Identification : Identifies phenomenon to be described.
- b. Description : Describes parts, qualities, characteristics.

The structure of descriptive text follows some particular stages, the beginning, middle, and last part of the text. Jauhari (2007: 24-25) mentions the generic structure of descriptive text as follows:

a. Identification

- Functions:
- (1) It is a statement or a short paragraph that identifies the object that is going to be described.
 - (2) It is usually interesting and able to provoke the readers to be eager to read the text.

b. Description

- Functions:
- (1) It may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part.
 - (2) The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc.

Besides, having social function and generic structure, descriptive text also uses significant lexicogrammatical features that support the form of descriptive text including focus on specific noun, using kinds of adjective, use relational process, use of figurative language, and use simple present tense (Pardiyo, 2007: 44). Based on Gerot and Wignell (1995:208) there are significant lexicogrammatical features of a descriptive text. They are:

- (1) Focus on specific participants
- (2) Use of attributive and identifying processes
- (3) Frequent use of Epithets and Classifiers in nominal groups
- (4) Use of simple present tense

As stated before, the purpose of descriptive text is to describe particular person, thing, or place. Good description is to use details that help the reader imagine the person that the students are describing. The participant that is going to be described is not general, but more specific for example: my school, my mother, my cat, etc.

Language features of descriptive text are very simple and easy to be taught. They usually use present tense. Descriptive text contains some adjective clause. However, sometimes it uses past tense if the thing to be described does not exist anymore.

2.2.5 Teaching Writing

According to Harmer (2003: 31-32), writing as one of the four skills has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught. In other words,

writing is a good way for students who learn English. They can deliver their ideas into a paper by paying attention to the organization, grammar, and vocabulary.

Writing for second or foreign language learners is quite difficult than it is native language. The difficulties are caused of the lack of vocabulary, knowledge of grammar and mastery of putting sentences in good arrangement appropriate with the components of writing. In line with this, Harmer (2003: 74) states that there are four reasons for teaching writing to students of English as foreign language. First is reinforcement. Second is language development. Third is learning style. The last is writing as a skill that needs to be treated many times.

If we give levels for many writers, so there will be low level, medium level, and high level. Those who have lack of ideas and a lot of grammatical error are low level. Then, the medium level is those who can create paragraph well and the content is logical. Their grammatical and sentences structures are good enough.

Teaching writing is not simply as teaching other language skills. By knowing the stages of writing process, the students are demanded to get the knowledge of how to write well. When writing, students need time to think in a quick time and students only have limited words on their product. Moreover, a teacher should supply particular technique in the teaching and learning process.

In order to make learners good at writing, a teacher should teach about grammar, language features, and mechanics of writing to make a text reasonable. Therefore, an appropriate technique should be implemented to solve the problems stated above.

2.2.5.1 Teaching Writing for Junior High School

In teaching, teachers have to consider who we would like to teach. The consideration is regarding students' age. Sometimes, they categorize them as children, teens, and adult. Broadly speaking, teaching junior high school students is like teaching teens because students at this educational level have ages between twelve and fifteen. According to Brown (2001:91-92), teens are they whose ages range between twelve and eighteen. They are in between childhood and adulthood. At the age, students begin to recognize something abstract and be able to use logical thinking in solving quite complex problems. Therefore, in teaching teenagers, teachers need to provide a set of teaching which involves their intellectual capabilities.

There are many kinds of text in English, and each of them has different characteristics. There are social functions, generic structures, and language features that are different from one to another. Usually the students mix all the characteristics in one text. It becomes a challenge for the teacher to find out the teaching way so that the students are able to distinguish each kind of the text from another.

2.2.6 Cooperative Learning

Nowadays, student-centered teaching model, method, and technique are used. One of the methods used in contemporary teaching is cooperative learning method. Calderon et. Al. (1992:80) state that cooperative learning method have been found to be considerably more effective than traditional methods in increasing basic achievement outcomes for gifted, average, and special education students,

including performance or standardised test of mathematics, reading and language arts, social studies, and science. Thus, Oxford (1997) as quoted by Brown (2001:47) states that cooperative learning is more structured, more prescriptive to teachers about classroom techniques, more directive to students about how to work together in groups (than collaborative learning).

Meanwhile, Duxbury and Tsai (2010: 10) state that it is important that cooperative learning should be an integral part of most language classrooms. It enables students to use the target language more often, encourages communication with others in the language, creates an environment for stimulating classroom activities, and gives variety to language learning.

In another book, Richard and Rodgers (2001:8) mention the definition of cooperative learning. They state that cooperative learning is part of a more general instructor approach also known as collaborative learning. Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. In the same page, Olsen and Kagan in Richard and Rodgers (2001:8) state that cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

Supporting the idea, Gupta and Ahuja (2014:37) claim that cooperative learning as one of the means activity learning might serve as appropriate and promising strategy helping to increase learning effectiveness and providing

students with the skills of collaborating, cooperating, sharing and socializing. Rather than working individuals in the classroom, students are given the responsibility of creating a learning community where all students participate in significant and meaningful ways. It means, cooperative learning is not just a method to improve the students' learning outcome, but also to create cheerful learning to enlarge interpersonal communication.

Richards and Rodgers (2001:192) state that cooperative learning is an approach which uses the maximum of grouping activities which involving pairs and group of learners in classroom. In addition, Millis in Faridi (2012:77) explains that cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating atmosphere of achievement.

Cooperative learning has advantages and disadvantages as stated in Setyaningsih (2013: 2). The general advantages of a cooperative learning technique are it can make students be more active and cooperative in teaching learning process. On the other hand, the general disadvantages of a cooperative learning technique are time consuming and difficult in controlling the class during lesson.

From the definitions above, it can be inferred that cooperative learning is a kind of teaching technique in small teams that can improve the students' motivation and understanding of a subject. From this technique, students learn how to be more cooperative and responsible of their teams.

Tsay and Brady (2010: 79) state that one possible explanation for cooperative learning's success is that effective learning often occurs through an individual's interaction with his or her environment, and language is the means by which learning and meaning are made conscious to the student. Interaction with others enables students to make sense of what they are learning as they become responsible for articulating and discussing class content with their peers.

Johnson and Johnson in Kupczynski (2012:82), mention that the CL model incorporates five essential elements: positive interdependence, individual accountability, face-to-face promotive interaction, social skills, and group processing. When these elements are structured carefully into the instructional format, improved student participation, motivation, and responsibility have been noted. The student-centered approach of CL leads to learner autonomy. The positive impact of CL has far-reaching effects that extend beyond the classroom, into participants' professional and personal lives.

According to Larsen (2008: 167-168) Faridi (2012:78), there are nine principles of cooperative learning. They are as the following:

- (1) Students are encouraged to think cooperatively.
- (2) Students often stay together in the same groups for a period of time, so they can learn how to work better together.
- (3) Individual and class effort are commented.
- (4) Social skills need to be explicitly taught.
- (5) Language acquisition is facilitated by students interacting in the target language.

- (6) Each students is individually responsible.
- (7) Responsibility and accountability for each other's learning are shared.
- (8) Each group member should be encouraged to feel responsible in participating and learning.
- (9) Teachers teach cooperation.

Based on Brown (2001:16), a technique is any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. Technique must consist of a method, and therefore in harmony with an approach as well. A technique in teaching learning process gives the contribution to make a good condition in classroom.

According to Mc Cafferty in Faridi (2012:77), there are some techniques that can be used in cooperative learning method. They are: Cooperative Integrated Reading and Composition (CIRC), Chalkboard Share, Gallery Tour, Graffiti, Group Investigation, Jigsaw, Mixer Review, Numbered-Heads Together, Round Robin, Round Table, Silent Celebration, Spot the Differences, Students team-Achievement Division (STAD), Stay-Stray, Strip Stories, Think-Pair-Share, Team –Pair-Solo.

2.2.7 Cooperative Integrated Reading and Composition (CIRC) Technique

Cooperative Integrated Reading and Composition (CIRC) firstly developed by Stevens et. Al. (1987). This technique is categorized as cooperative learning which mainly involves students learning from each other in groups. In this technique, teacher prepares instruction as the focus of the lesson. Students practice the points taught by the teacher in preparation for quiz (Faridi, 2012:80).

According to Durukan (2011:103), 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.

Moreover, Durukan (2011: 103) states that CIRC technique is developed to support traditionally used “skill-based reading groups” approach. Firstly, reading groups are established in the classroom. Next, students are paired off within the groups. When the teacher works with a reading group, couples try to teach each other meaningful reading and writing skills by using reciprocal learning technique. They help each other in performing basic skill-building activities (such as oral reading, contextual guessing, asking questions, summarizing, writing a composition based on the story, revising-correcting composition).

Meanwhile, Açıkgoz (1992) and Yaman (1999) as cited by Durukan (2011:103) state that CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques.

CIRC according Slavin (2005: 3-4) has eight components as the following:

- (1) Teams, namely for the formation of a heterogeneous group consisting of 4 or 5 students;

- (2) Placement test, for example, is obtained from the average value of daily tests based on previous or grade that teachers know the strengths and weakness of students in a particular field;
- (3) Student creative, perform the task in a group to create a situation where individual success is determined or influenced by the success of the group;
- (4) Team study, the stage of learning actions to be implemented by the group and the teacher gives assistance to groups that need it;
- (5) Team leading scorer and team recognition, namely the scoring on the work group and provide criteria for the award of the brilliantly successful group and a group that is seen as less successful in completing the task;
- (6) Teaching group, which provides a brief matter of teachers towards group work;
- (7) Facts test, namely the implementation of test or quiz based on facts obtained by the students;
- (8) Whole-class units, namely providing a summary of the material by the teacher at the end of time learning with problem-solving strategies.

2.7.1 Principles of CIRC

CIRC is conducted based on the several principles in teaching and learning processes. Slavin (2005:105) mentions four principles of CIRC involving effective use of follow-up activities, oral reading, reading comprehension activities, and writing processes.

The first principle is the effective use of follow-up activities. While the teacher is working with one reading group, the other students in the class should

be occupied with activities they can complete with minimal teacher directions. Students work within cooperative teams on these activities, which are coordinated with reading-group instruction, in order to meet objectives in such areas as reading comprehension, vocabulary, decoding, and spelling. Students are motivated to work with one another on these activities by the use of a cooperative reward structure in which they may earn certificates or other recognition based on the learning of all team members.

The second principle is oral reading. Oral reading is a reading aloud activity which can increase students' ability to decode more automatically and therefore focus more on comprehension. In CIRC, students will get more opportunities to read aloud and receive feedback on their reading by having students read to teammates and by training them on how to respond to one another's reading.

The third principle is enhancing reading comprehension skills. CIRC uses cooperative teams to help students learn applicable reading comprehension skills such as summarizing, questioning, clarifying and predicting skills. Students also learn the critical features of texts. For example, students will learn characters, setting, problems, and solutions in narrative texts. Students in CIRC also make and explain predictions about how problems will be resolved and summarize main elements of stories to one another, both of which are activities found to increase reading comprehension. Students receive direct instruction in such comprehension fostering strategies and metacognitive strategies.

The fourth principles are writing and language arts. It designs, implements, and evaluates a writing-process approach to writing and language arts that would make extensive use of peers. Peer response groups are a typical component of most writing-process models, but peer involvement is rarely the central activity. In CIRC, students plan, revise, and edit their compositions in close collaboration with teammates. Language mechanics is completely integrated with and subordinated to writing, and writing is integrated with reading comprehension instruction both by the incorporation of writing-process activities in the reading program and by the use of newly learned reading comprehension skills in writing instruction.

In all these activities, students work in heterogeneous learning teams. In CIRC, students are assigned to teams from the same or different reading groups. They work in pairs on a series of cognitively engaging activities, including reading to each other, predicting how stories will end, summarizing stories to each other, writing responses to stories, and practicing spelling, decoding, and vocabulary. Students work in teams to understand the main idea and master other comprehension skills. During language arts periods, students also write drafts, revise and edit one another's work, and prepare to 'publish' their writing.

2.7.2 The Steps of CIRC

The steps of CIRC technique which firstly developed by Stevens and Slavin as stated in Huda (2014:222) are:

- (1) Making a group consist of 4 members heterogeneously.
- (2) Teacher gives text related to the topic of learning.

- (3) The students read the text to each other, discuss the text till they fully understand it then each of them rewrites the text on paper using their own words.
- (4) Making a presentation by reading their own result to their group which then discussing it.
- (5) Teacher and students make summary together.
- (6) Closing

2.7.3 The Strengths and Weaknesses of CIRC

There are several advantages of using CIRC in the teaching learning process.

The advantages of using CIRC are:

- (1) CIRC is ideal to enhance students' skills in problem solving to solve problems.
- (2) The dominance of the teacher in the learning decreases.
- (3) Students are motivated on the results more carefully since working in a group.
- (4) Students are able to understand the meaning of questions and check the others' answers.
- (5) Helping each other in a group.
- (6) Improving learning outcomes especially in solving the problem in the form of problem-solving.

While the weaknesses of CIRC are as follows:

- (1) Requiring substantial time.
- (2) It is difficult to set the class to be quite

2.3 Theoretical Framework

I conducted a study entitled “The Effectiveness of Cooperative Integrated Reading and Composition (CIRC) to Improve Writing in Descriptive Texts.” I used a quasi-experimental design to conduct this study. The subject of this research was the eighth graders of MTs N 2 Kudus in the academic year 2016/2017. It consisted of two random sampling groups, they were experimental and control groups. The research was conducted by giving the pre-test, treatment, and post-test to both groups above. The results of the test were analyzed by using *t*-test formula to compare the students’ writing result in writing descriptive text, between the group that will be taught by using CIRC technique and the group that was taught by usual teaching technique, to see whether there was any significant difference between experimental group and control group.

The further explanation about the implementation of this technique would be discussed in the next chapter.

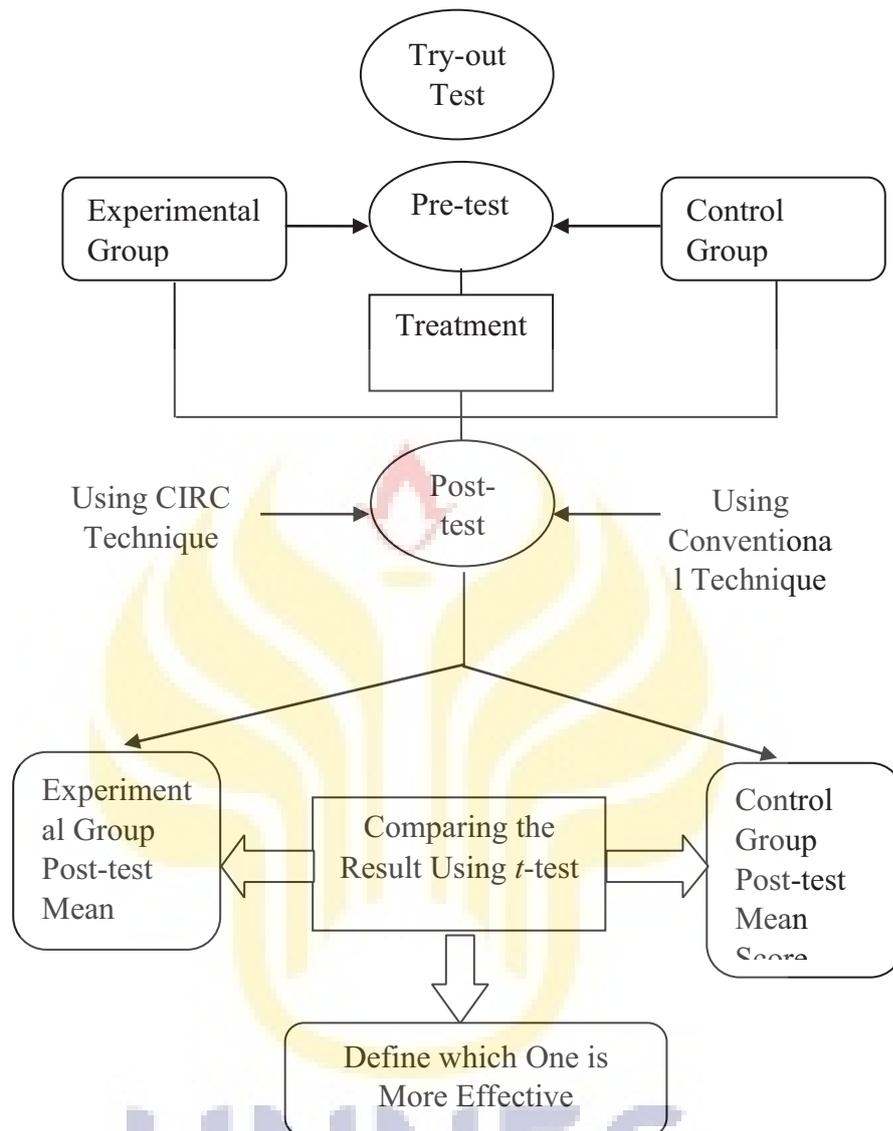


Figure 2.1
Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research began with the questions whether there is any significant difference in the achievement of the students who are taught descriptive text by using CIRC technique and those who are not and how effective are the use of CIRC technique to teach students' writing of descriptive text at eighth grade students in one of the junior high schools in Kudus in the academic years 2015/2016.

To finish this report, it is not complete without conclusions and suggestions of what have been discussed in the previous chapter. In order to complete this report, the conclusions and suggestions will be presented in this chapter.

5.1 Conclusions

According to the result of the study that has been discussed in the previous chapter. There are some conclusion can be drawn as the following:

The first conclusion, there is a difference in the achievement of the students who are taught descriptive by using CIRC technique and those who are not. Based on the calculation of t-test that has been explained in the previous chapter, it was obtained that t-value was 2.847 and t-table was 2.024. It means that t-value was higher than t-table, so it was able to be concluded that it is a difference in the achievement of the students who are taught descriptive by using CIRC technique and those who are not. In other words, the research findings

reveal that the result of the research is in line with my alternative hypothesis (H_1) that “There is an effectiveness of CIRC technique to teach writing of descriptive text.” Therefore, this hypothesis is accepted.

Second, based on the mean of pre-test and post-test score of each group, the use of CIRC technique is effective to teach students’ writing of descriptive text. Based on the statistical analysis, it could be seen that on the control group, the average score of pre-test was 64.46 and post-test was 71.13. From those scores, the different average score between the pre-test and post-test on the control group was 6.67. Meanwhile, on the experimental group, the average score of pre-test was 63.97 and post-test was 76.26. From those scores, the different average score between the pre-test and post-test on the experimental group was 12.29. By comparing the different average score of both groups and the scores achieved by each group in two test (pre-test and post-test), I come to the conclusion that the use of CIRC technique is effective to teach students’ writing of descriptive text.

CIRC technique is a part of cooperative learning method that involves the students to work in groups, to obtain knowledge, and to enhance social skills. Therefore, this technique could create comfortable writing learning condition and make the students enjoy the activities because they can read the text while the others can correct errors that the other students may make. It can be inferred that the students’ ability in writing descriptive text by applying CIRC technique has an improvement. Because the students may get knowledge from their friends and they can work together in group and can help each other.

5.2 Suggestions

Based on the conclusions above, I would like to present the following suggestions.

For the students, learning to write a descriptive text by using CIRC as a technique is good for them. CIRC can attract the students' interest. It can motivate and support them to write a good text.

For the English teachers, in order to teach language, the teachers need a lot of media and techniques to support their teaching and learning activities in the classroom. One of the techniques in teaching and learning that can be used to help students to improve their achievement is CIRC. When the variation appears in teaching and learning activities, the students will also be interested in the lesson and unconsciously they want to improve their competence. Therefore, the teachers should be able to create their own way to make the students interested and attractive on the lesson.

For the next researchers, I hope that the results of this study will be useful for them. This study also can be one of the references for the next researchers who want to conduct deeper research by using all various kinds of techniques in teaching and learning process including CIRC. They can also develop the study into better education progress.

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