

# CHAPTER I

## INTRODUCTION

This chapter provides the research foundation that influences the realization of the study. It consists of background of the research, identification of the problems, questions of the research, aims of the research, limitation of the problem, significances of the research, definition of key terms, literature review, research methodology, research timeline, and previous research.

### 1.1 Background of The Research

Language is the method of human communication, whether oral or written, that consists of the structured and conventional use of words (Oxford University, 2000). According to the definition of language, it is a method. It simply means that language is a way by which individuals can express their thoughts and ideas. To interact with others, language is a must for all people. It comes to the conclusion that people need language. In addition, language is employed in business. It is one of the factors that allows language to be understood worldwide.

Humans have a wide range of languages. Each individual and each tribe speaks a unique language. It encouraged those who had to acquire different languages to interact with others and grow in awe of their God.

Every race speaks a different language due to the diversity of languages. Including French, English, Dutch, Indonesian, Malaysian, Indian, Chinese, Japanese, and many more. The world has a wide variety of languages, as well as vocabularies. English is used as the common language for all nations worldwide.

Many nations around the world utilize English as a common language. The primary language utilized to communicate for others is english. English facilitated global communication in fields such as business, employment, diplomatic relations, etc.

Writing and reading go hand in hand. We discover writing ideas by reading. We are aware that one of the English skills is writing. Writing is crucial for English language learners as well.

Writing is a skill for communicating thoughts. For students, writing is the main form of expression for their understanding. Through writing, students will investigate their concepts and levels of understanding, and writing serves as evidence of their learning.

Writing also broadens one's knowledge, builds new knowledge, and develops it by processing fresh material acquired for the purpose of writing on a subject.

The final stage of formal, logical thinking occurs as a child's knowledge and intellectual abilities gradually advance. Every student has gone through experiences. Students can examine their knowledge through their experiences, and they can utilize these experiences to explore their experiences in written writing.

SMPN 2 Cilimus is one of public junior High Schools in the Cilimus. There are three grades. Each grade consists of seven classes. Students of SMPN 2 Cilimus are heterogeneous. The researcher chooses SMPN 2 Cilimus because the researcher wants to know the application of Cooperative Integrated Reading and Composition (CIRC) method especially in writing skill.

Based on the preliminary research in SMPN 2 Cilimus at the ninth grade, by interviewing the English teacher. the writer found out some student's problem in writing ability. The teacher listed two issues that pupils have when learning to write: (1) they still struggle to create and convey their ideas in writing; and (2) they make mistakes because they lack vocabulary. The teacher employs guided writing as a method for teaching writing while students are learning a new language.

To find out the application and problem of the Cooperative Integrated Reading and Composition (CIRC) methods in teaching writing, the researcher will conduct research under the title – Cooperative Integrated Reading and Composition (CIRC) method in teaching at SMPN 2 Cilimus.

## **1.2 Identification of The Problem**

There are reasons why the researcher has chosen the research:

- 1) The student difficulties in remembering and comprehending the text.
- 2) Some students would say that they forget what the story is about, some would only recall one or two pieces of information, and some others can only tell the beginning and the ending of the passage but they cannot catch the main point of the text.
- 3) The teacher dominant in teaching learning process, this problem is because of students' vocabulary are still in low.

### **1.3 Questions of The Research**

Based on the background above, the researcher has two research questions. They are:

- 1) How does the teacher apply Cooperative Integrated Reading and Composition (CIRC) method in teaching writing?
- 2) What is problem that the teacher has when applying Cooperative Integrated Reading and Composition (CIRC) method in teaching writing?

### **1.4 Aims of The Research**

The aims of the research are:

- 1) To find the application of the Cooperative Integrated Reading and Composition (CIRC) method by teachers in teaching writing at the 9<sup>th</sup> grade of SMP N 2 Cilimus.
- 2) To find the problem when the teacher applies Cooperative Integrated Reading and Composition (CIRC) method in teaching writing at the 9<sup>th</sup> grade of SMP N 2 Cilimus.

### **1.5 Limitation of The Research**

To limit the scope of the Research, the researcher only discusses the Research such as following:

- 1) The participants of this Research are the English teacher and students of 9<sup>th</sup> grade of SMPN 2 Cilimus in the academic year 2020/2021.
- 2) This Research discuss about the application and problem of Cooperative Integrated Reading and Composition (CIRC) method in teaching writing at 9<sup>th</sup> grade of SMPN 2 Cilimus in the academic year 2020/2021.

### **1.6 Significances of The Research**

By doing this research, the researchers hope that the result will be useful for:

#### **1.6.1 Theoretical Benefits**

The result of this research is expected to find the application and problem of Cooperative Integrated Reading and Composition (CIRC) methods in teaching writing.

#### **1.6.2 Practical Benefits**

- 1) For the students: By employing Cooperative Integrated Reading and Composition (CIRC) approaches in writing instruction, the research's findings

can inform them and help them comprehend the importance of adhering to every learning process.

2) For the teachers: The results of this study can be used as a resource and/or as information regarding the use of Cooperative Integrated Reading and Composition (CIRC) approaches in the instruction of writing as well as any issues that may arise.

3) For the researcher: The results of this study can help the researcher understand the use and issues with Cooperative Integrated Reading And Composition (CIRC) approaches in writing instruction. It can also be used as another source of information while conducting extra research.

## **1.7 Definition of Key Terms**

### **1) Cooperative Integrated Reading and Composition (CIRC)**

Cooperative integrated Reading and Composition is one of cooperative learning methods which developed by Slavin, Madden and Stevans (1995). The program is a daring use of cooperative learning principles. The three main components of the CIRC curriculum are integrated language arts and writing, direct writing recount texts, and treasure hunt exercises. The CIRC technique aids pupils in comprehension of passage material and in-depth reading. Additionally, CIRC assisted students in honing their language and writing skills.

One of the active English skills is writing. More fundamental skills are needed and combined in writing than in any other basic subject. Writing is one technique to give thoughts or experiences significance in order to share and inform readers. There are several norms in written language that set it apart from spoken language. Grammar and vocabulary are components of written text. In addition, the researcher must consider the topic, punctuation, and textual organization.

## **1.8 Literature Review**

**1.8.1** Some theories relating to the Cooperative Integrated Reading and Composition (CIRC) approach, text types, and writing principles are examined in order to help the comprehension of the issue posed in Chapter I. A few pertinent research studies for this study are also presented in this chapter.

### **1.8.2 Cooperative Integrated Reading and Composition (CIRC) Method.**

1) Definition of Cooperative Integrated Reading and Composition (CIRC) method.

One of the cooperative learning models aimed at kids in elementary through junior high schools is the CIRC model. Cooperative Integrated Reading and Composition (CIRC) is a comprehensive learning program to teach reading and writing to elementary grade students at higher levels as well as in secondary schools (Slavin, 1995).

A comprehensive program called CIRC teaches reading, writing, and language arts to primary school students in higher grades (Slavin, 1995). In an effort to employ cooperative learning as a way of introducing new strategies in the practical teaching of learning to read and write, the development of CIRC centered on teaching models. The cooperative learning strategy emphasizes both individual accountability and group objectives.

Based on the description above, it can be concluded that Cooperative Integrated Reading and Composition (CIRC) is one type of cooperative learning model specifically designed for comprehensive reading and writing learning which is applied to grades 2-8 (from elementary to junior high school).

One technique of cooperative learning is the Cooperative Integrated Reading and Composition (CIRC) method. The Cooperative Integrated Reading and Composition (CIRC) method uses team teaching to teach students as part of cooperative learning. CIRC is a thorough program that instructs kids in reading, writing, vocabulary, and language arts. Students who use CIRC read more deeply.

According to Larsen, cooperative learning is the process through which students and teachers collaborate, with the instructor teaching the students how to work collaboratively so that they can collaborate more effectively (Larsen, 2000). According to Rusman (2011), "Cooperative learning is a method of learning in which students learn and collaborate in small groups that consist of four or six individuals with a heterogeneous group."

The writer can infer from the aforementioned statements that cooperative learning involves the students being divided into groups, with an average group size of four to six. Students should learn social skills as part of cooperative learning, which goes beyond simply putting them in groups. Students must participate actively in the group during cooperative learning in order to accomplish the key objectives of each member of the group. Students in cooperative learning work to achieve goals that benefit both themselves and the other group members.

Cooperation is not having students sit side-by-side at the same table to talk with each other as they do their individual assignments. Cooperation is not assigning a report to a group of students where one student does all the work and the others put their names on the product as well. Being physically close to other students, talking about the content, lending a hand, or exchanging materials with them are only a few examples of what cooperation entails.

The CIRC approach is a structure that expands opportunities for direct instruction in reading and writing while also making composition writing techniques more applicable. Additionally, Slavin (1995) stated in his book that "CIRC is comprehensive program for teaching reading and writing in the upper elementary and middle grades," which implies that this method is suitable for students at the upper elementary or high level or that it is not suitable for students at the lower level. Comprehensive in this sense refers to the expectation that pupils would be able to summarize stories, practice spelling, solve problems, decode and grasp important ideas, and learn new vocabulary.

The aforementioned assertion leads to the conclusion that CIRC is a strategy used to enhance reading and authoring. With this method, students collaborate in teams while receiving reading instruction in small groups to achieve goals in reading comprehension, vocabulary, decoding, and spelling. And the introduction of cooperative rewards encourages pupils to collaborate on these tasks.

## 2) The Main Focus of the Cooperative Integrated and Reading Composition (CIRC) Learning Model

One of the main focuses of CIRC activities as base stories is to make more effective use of follow-up time. Students work in cooperative teams of these activities, coordinated with group reading teaching, in order to meet goals in other areas such as reading comprehension, vocabulary, message reading, and spelling. Students are motivated to work with each other in these activities or other recognition based on the learning of the whole team (Slavin, 1995).

## 3) The characteristics of the Cooperative Integrated Reading and Composition (CIRC) Learning Model.

In cooperative learning there are various learning models. One of them is the CIRC learning model which is specifically designed for learning to read and

write. To distinguish the CIRC learning model from other cooperative learning models, the following are some of the characteristics of CIRC, namely: (1) the existence of a group goal; (2) the responsibility of each individual; (3) the absence of special tasks; (4) each member in a group has an equal chance of success; (5) it takes adjustment of each group member (Slavin, 1995)

The main elements of CIRC, according to Slavin (1995), are as follows:

1) Reading groups

Depending on their reading level, students are divided into two or three reading groups. By virtue of the students' abilities, which can be assessed by their teacher, this group will be separated heterogeneously.

2) Teams

Within their reading groups, students are divided into pairs (or triads), and the pairs are then divided into teams made up of partnerships from two reading groups or levels. For instance, two students from the high reading group and two from the low group might make up a team. On all quizzes, compositions, and book reports, team members are awarded points depending on their individual performance. These points are then subtracted from the team total.

3) Story related activities

Students read either novels or foundational texts. In reading groups conducted by teachers, which meet daily for around 20 minutes, stories are presented and discussed. The objective of reading is established, new language is introduced, old vocabulary is reviewed, and the story is discussed once pupils have read it. so forth. The way the story discussion is set up emphasizes abilities like making and supporting predictions and locating the issue in a text.

4) Partner checking

If the students do all of the tasks, their partner should give as soon as the students finish each of these activities, and then initial the students' assignments to show that they have finished or met the criteria for the task.

5) Tests

On a comprehension test based on the text, students are required to compose a coherent phrase using each vocabulary term. ask the teacher to read the word list out loud. On these exams, students are not allowed to assist one another.

6) Direct instruction in reading comprehension

Specific reading comprehension skills, such as identifying core ideas, comprehending causal relationships, and drawing inferences, are taught to students directly.

7) Integrated language arts and writing

The writing process is the focus of this program, and language mechanics concepts are introduced as specialized writing aids rather than as separate subjects. In this section, students are asked to create a draft composition after consulting their teammates and the teacher regarding their ideas and organizational plans. They then revise the content of their compositions with a teammate and use peer editing forms to edit one another's work with an emphasis on grammatical and mechanical accuracy. In the team or class book, students then "publish" their finished writing.

4) The purpose of Cooperative Integrated Reading and Composition (CIRC) method

"Using cooperative teams to teach students generally applicable reading comprehension skills is a major component of CIRC" (Slavin, 1995).

A major objective of the developers of CIRC writing and language arts program was to design, implement, and evaluate a writing process approach to writing and language arts that would make extensive use of peers (Slavin, 1995).

The goal of CIRC is to promote complete reading through language arts and writing. Additionally, CIRC encourages collaborative learning among students and makes it simple for them to comprehend the material.

In language teaching, its goals are:

- 1) To offer possibilities for second language acquisition in a naturalistic way through engaging pair and group activities.
- 2) To equip teachers with an approach that will help them accomplish this aim and that they can use in a range of curriculum situations (e.g., content-based, foreign language classroom, mainstreaming)
- 3) To employ interactive exercises to promote focused attention on specific lexical objects, grammatical constructions, and communication functions.
- 4) To give students the chance to create effective learning and communication skills.
- 5) To improve student motivation, reduce student stress, and foster a supportive environment in the classroom (Richard, 2011).



According to Slavin (1995), the following goals that achieved by applying the CIRC type of cooperative learning model are:

1) Oral Reading

By having students read to their teammates and teaching them how to respond to each other's reading activities, teachers can increase students' opportunities to read aloud and receive feedback on reading activities.

2) Reading Comprehension Ability

Cooperative teams are used to teach pupils reading comprehension skills that are widely applicable.

3) Writing And Language Arts

The goal of CIRC's creation of writing and language arts sessions are to create, put into practice, and assess a writing process approach that will benefit from the presence of peers.

In order to tackle challenges, the CIRC primarily engages in a number of distinct cooperative activities, including:

- 1) One member or several groups read the questions,
- 2) Make predictions or interpret the content of problem-solving problems, including writing what is known, what is asked,
- 3) Make a plans to solve problems with each other,
- 4) Write the solution to the problem solving in sequence,
- 5) Revise and edit each other's work.

The application of the CIRC learning model to improve problem solving skills can be achieved by:

- 1) The students introduces to the class a mathematical topic that includes the content to be covered at each class.
- 2) The teacher gives practice questions
- 3) Teachers are prepared to work with pupils to help students to develop their problem-solving abilities by using the CIRC model.
- 4) The teacher creates diverse student study groups.
- 5) The teacher prepares problem solving problems in the form of problem cards and distributes them to each group
- 6) Each group works based on the main CIRC activities, the teacher supervises them
- 7) The group leader reports the success or obstacles of the group

- 8) The group leader must be able to determine that each member has understood, and can work on problem solving problems
- 9) The teacher acts as a facilitator
- 10) The teacher gives assignments / homework individually
- 11) The teacher disperses the group and students return to their seats
- 12) The teacher repeats classically about problem-solving strategies
- 13) Teacher gives quiz

#### Advantages of the CIRC Learning Model

- 1) CIRC "Cooperative Integrated Reading and Composition" is very appropriate to improve students' skills in solving story problems.
- 2) The teacher's dominance in the learning process is reduced.
- 3) The implementation of the program is simple so it is easy to implement.
- 4) Students are motivated on the results carefully, because they learn in groups.
- 5) The students can understand the meaning of the questions and check each other's work.
- 6) Improve learning outcomes, especially in solving story problems.
- 7) Weak students can be helped in solving the problem.

#### Disadvantages of the CIRC Learning Model

- 1) This method is not appropriate if applied to students who are less able to read will have difficulty.
- 2) It is not easy for teachers to determine heterogeneous groups.
- 3) Because this group is heterogeneous, there is a mismatch between students in one group because weak students feel inferior when combined with strong students. Or there are students who feel unsuitable, if they are combined with what they think is contrary to them.
- 4) In a discussion, sometimes it is only done by a few students, while others are just a supplement.

There are a few steps that must be taken in teaching and learning activities generally in order to use the Cooperative Integrated Reading and Composition (CIRC) Learning model in the classroom:

- 1) Stimulation (stimulation / giving stimulation)

The student is initially presented with something confusing at this point, but chooses not to generalize as a result, which leads to the desire to

conduct further research. In addition, teachers can initiate PBM activities by posing queries, suggesting reading materials, and engaging students in other academic pursuits that prepare them to solve problems. At this point, stimulation serves to create the right circumstances for educational interactions that can foster student growth and help them explore the subject. In this instance, Bruner uses the questioning technique to stimulate pupils by posing inquiries that may expose them to internal circumstances that promote exploration. Thus, in order to fulfill the objective of allowing pupils to explore, a teacher must become proficient in the strategies of providing stimulus to students.

#### 2) Problem statement (statement / problem identification)

As soon as the students have been stimulated, the teacher should offer them the chance to identify as many agendas as they can that are pertinent to the topic. One of these agendas should then be chosen and formed into a hypothesis (temporary answers to problem questions). It must then be stated as a query or hypothesis, i.e., a statement that serves as a provisional response to the question given, in accordance with the chosen problem. It's a good idea to provide pupils the chance to locate and examine the problems they encounter as a way of getting them used to doing so.

#### 3) Data collection

When the exploration takes place, the teacher also provides opportunities for students to collect as much relevant information as possible to prove whether the hypothesis is true or not. At this stage the function is to answer questions or prove whether the hypothesis is true or not, thus students are given the opportunity to collect various relevant information, read literature, observe objects, interview resource persons, conduct their own trials and so on. The consequence of this stage is that students learn actively to find something related to the problems at hand, thus students inadvertently link the problem to the knowledge they already have.

#### 4) Data processing

According to Shah, data processing is an activity to process data and information that has been obtained by students either through interviews, observations, and so on, then interpreted. All information from readings, interviews, observations, and so on, is all processed, randomized, classified,

tabulated, even if it needs to be calculated in a certain way and interpreted at a certain level of confidence (Djamarah, 2002). Data processing is also called coding coding/categorization which functions as concept formation. and generalizations. From these generalizations, students will gain new knowledge about alternative answers/solutions that need to be logically proven.

#### 5) Verification

Students now carefully examine alternative discoveries that are connected to the outcomes of data processing to determine whether the hypothesis that has been established is true. According to Bruner, if the teacher gives pupils the chance to identify a concept, theory, rule, or knowledge through examples that he encountered in his life, the learning process will run well and creatively. The statements or hypotheses that were previously formed are next verified to see if they are replied or not, if they are confirmed or not, based on the outcomes of processing and interpretation, or existing information.

#### 6) Generalization (draw conclusions / generalizations)

The generalization step, also known as drawing conclusions, is the process of coming to a conclusion that, while taking into consideration the findings of verification, may be applied as a general principle to all situations or the same problem. The generalization's fundamental ideas are formulated in light of the verification's findings. The generalization process, which emphasizes the significance of mastering the lesson on the broad meanings and rules or principles that underlie one's experience, as well as the significance of the process of organizing and generalizing from those experiences, must be attended to by students after drawing conclusions (Muhibbin Syah, 2004).

### **1.8.3 Kinds of Genre (text types)**

To refer to a particular style of spoken or written communication, the word "genre" is recommended. As a result, the word "genre" is used to classify writings and illustrate how language is typically utilized in writing to meet recurring issues. Always fit the writing type or genre to the circumstance or social context. There is a certain situation that exists every time we talk or write. This shows that language, both what we say and how we say it, is utilised in those situations.

Genre has always included text. Text is always produced within a context. Despite being written by individuals, texts are always important to society. The text's words are never fully original or unique; rather, they are always related to a social context. This results in a variety of messages or text kinds depending on a person's context or social setting, such as: (Prastikawati, 2010).

1) Recount text

The genre of recount texts has as its social purpose the recounting of events for purposes of teaching or pleasure.

2) Explanation

Explaining the social processes at play in the creation of natural or socio-cultural phenomena belongs to the genre of explanation.

3) Narrative

The narrative genre serves society interests in fun, entertainment, and coping with real or various events in a variety of ways.

4) Procedure

The genre of procedure describes how something is accomplished through a sequence of actions or procedures.

5) Description

Description is a type of genre that accomplishes a social goal by describing a particular person, place, or thing.

6) Report

By expressing how things are put up in connection to natural, artificial, and social happenings in our surroundings, the genre of report serves a social purpose.

7) Discussion

By giving (at least) two opposing points of view on a topic, the genre type of discussion provides a social purpose.

8) Hortatory Exposition

Hortatory exposition is a genre designed to convince listeners or readers that a particular circumstance should or should not exist.

9) Analytical Exposition

Analytical exposition is one genre that aims to persuade readers or listeners that something is true.

10) Spoof

Spoof is a genre that uses humor to tell the same story in order to advance social causes.

11) Anecdote

Anecdotes are literary forms that are used to share anecdotes about bizarre or amusing happenings with others.

12) Review

A review is a type of writing that has the social function of criticizing a work of art or an open event. like environmental social occurrences and media created by humans (movies, novels, television shows, etc.).

13) News item

The purpose of a news item is to inform readers, listeners, or viewers about current events that are deemed newsworthy or significant.

#### **1.8.4 General Concepts of Writing**

Writing is one of the four essential abilities that must be mastered in order to study English as a foreign language. Writing is one of humankind's greatest cultural accomplishments, claims Rogers (2005). It enables us to save knowledge and stories for use in the future. It suggests that despite our geographic or temporal distances, we may still communicate with one another through writing.

1) Definition of writing

Writing has been used to communicate for thousands of years. Symbols were first used for writing on cave walls about 3,500 years ago, and subsequently people started using alphabets (Abroadman, 2008).

Writing is an English skill used to express thoughts in writing. The students must be able to write as well as speak their native language. Writing is a social act, and writers must be conscious of their audience and the situation they are writing about (Dudley, 1998).

The majority of the time, social critique, social thought, creative language use, and frequent failure are environments where the writing process is learned. It was actually acceptable to write. The researcher must be aware of the qualities of effective writing in order to write properly. There are some traits of quality writing, including: (Abroadman, 2008).

- 1) Coherence

When the supporting sentences are arranged in accordance with a principle, a paragraph must make sense. Readers can easily understand thoughts because of the order of the sentences.

- 2) Cohesion

Cohesion is another quality of good writing. When a paragraph is cohesive, all of the sentences that support the topic sentence relate to one another. Cohesive devices are the strategies used to link sentences together. Connectors, definite articles, personal pronouns, and demonstrative pronouns are crucial cohesive devices.

- 3) Unity

Unity is the final quality of good writing. The topic sentences and all of the supporting sentences should be related. The sentence should have been in a paragraph. Additionally, the sentences in each paragraph must make sense together.

- 2) The process of writing

Writing is a crucial language improvement skill for English language learners. Through writing, students can broaden their vocabulary and strengthen their grammar. Students must first understand the writing process, especially for beginners, before they can begin to write. There are writing steps for young learners, claims Spivey (2000). As follow:

- 1) Prewriting

Children use brainstorming to come up with writing topic ideas. Children can create word lists for writing by using techniques like clustering and brainstorming.

- 2) Rough draft

Children learn what they need from the word list after that. Children can express themselves in writing. They can follow the text's grammatical rules and capitalization. For students to concentrate on their concepts serves a purpose.

- 3) Peer editing

Children completed rough drafts and shared the results with their pals. Each friend offers advice to the others for growth. They help each

other to understand the story by asking what, who, where, why and how, they also look for better words to express ideas and discuss among their friends how to make writing clearly.

4) Revising

By editing the final draft, they can make their writing better.

5) Editing

The kids work with the teacher or their peers to fix any grammar and spelling errors.

6) Final draft

Children create a duplicate of their writing that has all the editing errors, and they then talk with their teacher about this final document. At this stage, the instructor offers her final corrections.

7) Publishing

Young writers can have their work published by having a copy made in their best handwriting or by utilizing a computer. They can make their writing available through their own books, etc.

### 1.8.5 Writing

Producing written content is done through writing. The writer must organize their thoughts or ideas before putting them into textual form throughout the writing process. When a thought is expressed in writing, all preceding ideas may be reviewed, taken into account, and even altered.

1) The Definition of Writing

There are two different ways to communicate: orally and in writing. When a person is unable to express thoughts verbally, they can still communicate with others by writing them down. According to Gaith (2002), writing is a difficult process that enables authors to investigate ideas and thoughts and give them a visible, solid form. Thinking and learning are fostered by writing. Writing thoughts down allows for contemplation and encourages dialogue since ideas may be reviewed, reevaluated, expanded upon, rearranged, and changed.

Writing is a method of learning and thinking. It offers a special chance to research topics and gather knowledge. One of the four English skills that English language learners must master is writing. There are many different



perspectives on what writing is in general. According to Nurgiyantoro (2001), writing is the last ability that students master after speaking, listening, and reading.

Writing is the mental process of coming up with ideas, considering how to convey them, and putting them into sentences and paragraphs that the reader will understand (Nunan, 2004).

Based on the experts' opinions given earlier, the author draws the conclusion that writing is a process that requires in-depth thought in order to produce a series of sentences that are ordered specifically and connected in specific ways.

## 2) The Purpose of Writing

The goals of writing are related to the purposes of writing. Many students seldom give thought to the objective of their writing. They must be aware that the aim of writing is to complete the class assignment, but the idea of writing purposes means more than that. One of them is what the writing seeks to accomplish.

There are numerous goals for writing. According to Tarigan (2008), referenced in Hartig, the goals of writing are as follows:

### 1) Assignment purpose

Actually, this work serves no use at all. Writing is not something an author does on their own initiative; it is something they are instructed to do. (For instance, a student assigned to summarize a book or a secretary tasked with producing a report).

### 2) Altruistic purpose

The writer's intention is to amuse the audience in order to lift their spirits, make their lives easier, and make them love the writer's work.

### 3) Persuasive purpose

To persuade readers of the provided factual viewpoint.

### 4) Informational purpose

Giving the readers knowledge or presenting them with information.

### 5) Self-expressive purpose

to introduce or describe the author to the reader.

### 6) Creative purpose

The writing must have artistic merit and be of high quality.

#### 7) Problem-solving purpose

The author's goal in writing this essay is to address the problem presented.

The reader's response or answer is, in essence, what the writer hopes for when they write. Depending on the organization, diction, and sentence structure employed, this clearance may be granted. Make a clear understanding of the aim of your writing so that the reader may readily understand it.

#### 3) The Importance of Writing

Clearly, writing is a challenging activity. It means that students must consider a number of aspects in order to produce high-quality writing. According to Harmer, there are several reasons why writing is vital (2007). Learners can:

##### 1) Avoid the limitation of time.

It means that listening activities give kids more time to reflect than speaking ones. They can consult the dictionary to express their ideas. They could check their grammar.

##### 2) Practice the use of language.

Students can raise their level of English proficiency by using it frequently.

##### 3) Summarize the materials that are explained by teacher.

Students utilize their writing skills to take notes on what they have learnt as they are learning it.

##### 4) As part of the preparation for the activity, assist with taking notes.

##### 5) Write a dialogue in speaking activities.

#### 4) The Component of Writing

To create a decent piece of writing, vocabulary, syntax, and understanding how to construct a proper sentence must be taken into account. The scoring method will assess each student's writing grade. Organization, substance, grammar, vocabulary, and mechanics are the criteria for scoring (Nurgiyantoro, 2001). The researcher will explain each component to provide clarity.

##### 1) Organization

This refers to the way the students structure their thoughts. Whether or not each paragraph is properly structured. The text's organization is fluid in its expression, clear in its revelation of concepts, good in its organization, logical in its sequencing, and cogent.

2) Content

The issue with its justification, analysis, and conclusion are referred to as the content. It ought to be distinct, precise, and pertinent. The good material had to meet the requirements of being information-rich, substantial, and relevant to the issue at hand.

3) Language

The kids build complicated sentences effectively and only seldom use grammar incorrectly.

4) Vocabulary

The ability to select the appropriate words based on their function and mastery of informing words.

5) Mechanic

A paragraph is made up of several phrases and requires proper punctuation and spelling. The paragraph won't be readable if the punctuation is incorrect. Therefore, pupils should be proficient in paragraph writing.

5) The Process of Writing

Writing has a procedure. Harmer (2007) declares that process of writing has four main elements. Those are planning, drafting, editing, and final revision.

1) Planning

Writers with experience organize their writing. They attempt to formulate their thoughts before they begin to write or type. The writers must consider three key factors when planning. Writers must first think about:

- 1) The goal of their writing, as this will affect (among other things) not just the style of text they wish to employ but also the language and the material they select to include.
- 2) The readership they are writing for, as this will have an impact on both the format of the writing (how it is organized, how the paragraphs are

formed, etc.) and the language choice, such as whether it has a formal or informal tone.

3) The writing's content structure, or the best way to present the information, concepts, or arguments they have chosen to present.

2) Drafting

A draft is the name for a piece of writing's initial iteration. Drafting is essential to the writing process since it allows the author to jot ideas down and prioritize which ones should appear first, second, third, and so on until the very end.

3) Editing (reflecting and revising)

After completing a draft, writers usually go back and read what they have written to determine what works and what doesn't. The comments and suggestions made by other readers (or editors) can be quite helpful when reflecting and amending. The opinion of another reader on a piece of writing will assist the author in making the necessary revisions.

4) Final revision

The final draft that writers produce after editing may differ from the initial plan and the first draft because they make the adjustments they feel are required. But in the finished product, the author is now prepared to convey the written text to the intended audience.

### **1.8.6 The Task of Teacher in Writing**

Learning process needs a guide in order to attain the goal. In education activity, the guide is the teacher. As a guide, every teacher's aim is to improve students' learning. In order to help students write more effectively, a teacher has a number of tasks to be performed. According to Harmer (2007), there are some teacher's tasks in writing process as follows:

1) Demonstrating

To execute certain writing tasks, the teacher must be able to make the students aware of the language used by others.

2) Motivating

Students must be inspired by their teacher to begin writing. Some pupils frequently lose their inspiration, passion, and self-assurance. When they lose it, the teacher is the one who must step in and console them.

3) Supporting

The teacher needs to be available at all times to assist the students in overcoming their challenges. It implies that the teacher must be prepared to field questions from the pupils and to respond to them.

4) Responding

Giving a response or recommendation to a student's written draft is referred to as responding. Here, teacher should have not to judge the students' writing to get the marks.

5) Evaluating

Teachers must assess students' assignments to determine their level of achievement. The evaluation can be done through test. The test's outcome will demonstrate how effectively the teaching procedure was carried out.

### **1.8.7 The Students' Problem in Writing**

When learning to write, students encounter a few challenges. As follows:

1) Organizing Idea

When writing compositions, students frequently struggle with how to put their ideas into phrases. Students will express their ideas and thoughts in writing compositions in order to evolve into well-written pieces. Prior to drafting the composition, it will be preferable if we first select the theme. Then, to assist us in organizing the phrases or paragraphs, we can create an outline.

2) Lacking Vocabulary

Vocabulary problems can be complicated, especially when writing. Due to a lack of vocabulary, students frequently compose incomprehensible sentences. In addition, they frequently use the wrong words in their writing.

3) Grammar Accuracy

In writing, grammar becomes an essential component. If proper grammar is employed, a draft is considered to be good.

### **1.8.8 The Paragraph Writing**

There are a few definitions of a paragraph based on the expertise of some people. According to Sanggam (2007), the ability to express a topic in a paragraph is a product of written language ability. According to Tarigan (2008: 4), a paragraph is a grouping of language forms that results from the fusion of sentences.

According to Lunsford and Collins (2003), a paragraph is a collection of sentences or a single sentence that functions as a whole. According to Syamsuri (2009), a paragraph is a more comprehensive unity of thought than a phrase.

It is clear from the definition above that a paragraph is a written form that includes numerous sentences that are related to one major theme.

### **1.8.9 Lesson Plan**

The process of lesson planning is crucial to both teaching and learning. It successfully aids the teacher in managing the lesson. Lesson plans should be carried out by teachers in order to achieve learning objectives.

#### **1) Definition**

Lesson plans must be used in teaching and learning activities in order for them to comply with teaching standards. As stated by Cucu Suhana and Nanang Hanafiah (2012). A lesson plan is a document that outlines how learning will be organized and conducted in order to acquire a fundamental competency that is outlined in the syllabus and the content standard. The instructor creates a piece of lesson planning for each meeting that is tailored to the timetable in the educational unit. The greatest scope of the lesson plan includes one fundamental competency consisting of one indicator or numerous indications for one or more sessions.

The Learning Implementation Plan (RPP) is a face-to-face learning activity plan for one or more sessions, according to Permendikbud No. 22 (2016). Based on the syllabus, a lesson plan was created to guide students' learning activities and help them acquire Basic Competence (KD). Every educator in the education department is required to create a thorough and organized lesson plan to ensure that learning is interactive, inspiring, enjoyable, challenging, and effective, that students are motivated to participate actively, and that there is enough room for initiative, creativity, and independence

according to the students' talents, interests, and stages of physical and psychological development. Based on Basic Competencies (KD) or sub-themes discussed in one or more meetings, the lesson plan is created.

According to the two aforementioned theories, a lesson plan is an activity schedule for one or more meetings in order to develop a competency.

## 2) Principles of Lesson Plan

In addition to the above definition, RPP also has principles as stated by Nanang Hanafiah and Cucu Suhana (2012), there are:

### 1) Attention to the individual differences of students

Gender differences, beginning abilities, intellectual levels, interests, learning motivation, talents, potential, social abilities, emotions, learning styles, cultural backgrounds, norms, values, and/or the environment of students are all taken into consideration while creating lesson plans.

### 2) Encouraging students' active participation

In order to promote motivation, interest, activity, initiative, inspiration, independence, and excitement for learning, the learning process is meant to be student-centered.

### 3) Develop reading and writing activities

The educational method is intended to foster a love of reading, comprehension of varied readings, and creativity in many types of writing.

### 4) Provide feedback and follow-up.

RPP Contains a program design for providing positive feedback, reinforcement, enrichment, and remedial.

### 5) Linkage and cohesiveness

Lesson plans are created by taking into account how Standard Competencies (SK), Basic Competencies (KD), learning resources, learning activities, indicators of competency attainment, assessment, and interrelationships and integration between them all. Thematic learning, cross-curricular integration, cross-curricular learning aspects, and cultural diversity are all taken into account while creating lesson plans.

### 6) Applying information and communication technology

The preparation of the lesson plan takes into account how information and communication technologies might be applied in a coordinated, organized, and efficient way depending on the circumstances.

#### 7) Lesson Plan Characteristics

Lesson Plan (RPP) contains the characteristics as explained by Jamil Suprihatiningrum (2012). The implementation plan's characteristics are outlined in the syllabus in order to guide students' learning activities and help them reach Basic Competence. Each educator in the education department is required to create a thorough and organized lesson plan to ensure that students learn in an engaging, inspiring, enjoyable, and challenging environment while also having enough room for initiative, creativity, and independence in accordance with their talents, interests, and abilities. Students' physical and mental growth.

As stated in Permendikbud No 22 (2016), the characteristics of the learning plan are described from the syllabus to direct student learning activities in an effort to achieve Basic Competence. Every teacher in the education department is required to create a thorough and organized lesson plan to ensure that learning happens in a way that is engaging, inspiring, enjoyable, and challenging. This encourages students to actively participate and gives them enough room to develop their strength, creativity, and independence in accordance with their interests, talents, and physical and psychological development.

The learning objectives comprise the development of the domains of attitudes, knowledge, and skills that are elaborated for each educational unit. These learning objectives are in compliance with the Graduate Competency Standards, it can be concluded based on the two theories mentioned above. Different acquisition trajectories are used for each of the three competence domains (psychological processes). Through "accepting, carrying out, enjoying, living, and practicing" actions, attitudes can be acquired. Each meeting, the instructor creates a section of the learning implementation plan that is modified to fit the schedule of the educational unit.

#### 8) Steps for preparing lesson plans

The preparation of Lesson Plan (RPP) includes steps as described by Nanang Hanafiah and Cucu Suhana (2012). The minimal steps of preparing the



implementation of learning start from including the identity, learning objectives, learning materials, learning methods, steps for learning activities, learning resources, and assessment. Each component has its own development direction, but all are a unified explanation of each component as follows:

- 1) Include identity
- 2) Formularize learning objectives
- 3) Determining learning materials
- 4) Determining the learning model
- 5) Define learning activities
  - 1) Initial activity
  - 2) Core activities
  - 3) Closing activities
- 6) Choose learning resources
- 7) Determining the assessment

## **1.9 Research Methodology**

The research method employed is a descriptive qualitative method or a qualitative approach with a detailed descriptive approach.

### **1.9.1 Design**

In order to characterize the use of and issues with Cooperative Integrated Reading and Composition (CIRC) approaches in teaching writing that are utilized by English teachers in the classroom, the researcher used a qualitative approach and the descriptive qualitative method in this study. As a result, descriptive qualitative methods were used in the research's data collection, which included observation, interviewing, and documentation.

According to Fraenkel and Wallen (2008), qualitative research is the study of the quality of a relationship, activity, circumstance, or piece of writing. Additionally, descriptive qualitative research involves describing but not changing variables and raises questions about the nature, incidence, or distribution of variables (Ary, 2010).

### **1.9.2 Source and Type of Data**

In addition, the researcher took a number of actions as part of the study process to gather the necessary data. In addition, the following details will be provided regarding the study tools and methods used.

### 1) Primary Data Source

Kothari (2004) states “The primary data are those which are collected for the first time, and thus happen to be original in character”. The data of the research taken from interview with English teacher and direct observation in teaching and learning process at 9<sup>th</sup> grade of SMPN 2 Cilimus in the academic year 2020/2021.

### 2) Secondary Data Source

Ary (2010) states primary source is the original document, including correspondence, diaries, report and other, while secondary sources are involving the mind of a non-observer also comes between the event and the user of record. In the secondary data, researcher make an interview as the additional data for this research. Here, the students will be a respondent to response about Cooperative Integrated Reading and Composition (CIRC) method in teaching writing at 9<sup>th</sup> grade of SMPN 2 Cilimus in the academic year 2020/2021.

### 3) Instruments of the Research

The researcher herself is the research tool in this qualitative study. The researcher plays a crucial role in this qualitative study since they examine the data from the inquiry in their own terms and in relation to the associated theory. According to Moleong (2007), the researcher herself, along with her knowledge and other sources relevant to the investigation, serves as the study's instrument. The author himself serves as the study's instrument. "In qualitative research, the human investigator is the principal tool for the collection and analysis of the data," claims Ary (2010). In this case, the human instrument as the person who investigate and interview the research. The purpose of using this instrument is to get the valid and real data from the observation.

## **1.9.1 Participants of the Research**

The subject of this research is the English teacher and 9th grade students of SMPN 2 Cilimus in the academic year 2020/2021. There are seven classes (A-G). Every class consists of 28 students. The class that will be use to the research is 9A.

### **1.9.3 Setting of The Research**

The researcher does the research at SMPN 2 Cilimus. The located in the Jl. KH. Gojali Desa Linggajati Kecamatan Cilimus Kabupaten Kuningan. The researcher chooses this school because the students are heterogeneous and in particular, the researcher is interested in how the Cooperative Integrated Reading and Composition (CIRC) technique is used to teach writing.

### **1.9.4 Technique of Collection the Data**

There are several settings, sources, and methods for data collection. Data collection methods include observation, interview, questionnaire, and documentation. These methods can be further subdivided based on how the data will be gathered.

Three methods of data collection, including observation, interviewing, and documenting, were employed in this research. In collecting the data of the research, the researcher observed, interviewed, and documented the participants of ten students of 9<sup>th</sup> grade of SMPN 2 Cilimus in the academic year 2020/2021. The researchers took the following actions:

#### **1) Observation**

The observation conducted in some public and private junior high schools using observation checklist in order to get early information dealing with teacher's and students' perception Cooperative Integrated Reading and Composition (CIRC) method in teaching writing at 9th grade of SMPN 2 Cilimus in the academic year 2020/2021.

#### **2) Interview**

To confirm the findings of the observation, the interview in this study was conducted in both written and spoken form and was transcribed.

#### **3) Documentation**

One technique for gathering qualitative data is through documentation, which involves looking at or examining materials produced by the research subject or by others on the topic. Documents can give details about the country, the laws, the order, and they may even give hints about the leadership style.

Lesson plans are the documents used in this research. The documents in this research are lesson plan. It needs to be analyzed to determine whether the lesson plan is in accordance with the syllabus and the principles of curriculum 2013 or not.

### 1.9.5 Data Analysis Technique

Qualitative data analysis was done by collecting the data observation, interview, and documents; then transcribe the result in a descriptive qualitative form. Observation gave the information about applying and problem of Cooperative Integrated Reading and Composition (CIRC) methods in teaching writing, then interview the researcher obtained the data through the observation and interview with teacher and students of 9<sup>th</sup> grade of SMPN 2 Cilimus in the academic year 2020/2021.

### 1.9.6 Research Timeline

This research which is entitled Cooperated Integrated Reading and Composition (CIRC) method in teaching writing at SMPN 2 Cilimus. This research will conduct at 9<sup>th</sup> grade of SMPN 2 Cilimus in the academic year 2020/2021. This will conduct from October 2020. It was described below:

Table 1.5 Research Timeline

No	Activity	Date
1	Preparingd	October 2020
2	Conducting Research	December – January 2020
3	Collecting the Data	December 2020 – January 2021
4	Analyzing the Data	March – December 2021
5	Arrange the Data	March – December 2021

### 1.9.7 Previous Researches

There are following previous studies by the researcher are relevant to and support this current study:

- 1) Martono (2015) in his research entitled "Cooperative Integrated Reading and Composition (CIRC) Solutions in Reading Learning Understanding "can help students understand what is read although students have difficulty in reading and understanding discourse. The accuracy in using the learning method is influential in the reading process. Each student in the CIRC model is accountable for group projects. Each group member contributes ideas for comprehending a subject and finishing tasks, resulting in extensive understanding and learning experiences. In addition, the CIRC method can also foster student enthusiasm height and confidence.
- 2) Research conducted by Madhu Gupta (2014), et al. Published in Impact Journal about Cooperative Integrated Reading Composition (CIRC): Impact on Writing recount text Achievement in English Among Seventh Grades volume 11 of 2014 pages 37-46 shows that method CIRC has a positive effect compared to conventional methods on English subjects.
- 3) Parmawati (2015) with the title "The effectiveness of Cooperative Integrated Reading and Composition (CIRC) to teach writing viewed from students' creativity" demonstrate that the following are true: (1) CIRC is more effective than the Direct Method in teaching writing to eighth-grade students at SMP N 2 Cepu Central Java; (2) students with higher levels of creativity have better writing skills than students with lower levels of creativity; and (3) there is a relationship between teaching strategies and students' creativity in teaching writing to eighth-grade students at SMP N 2 Cepu Central Java. Based on the results, it can be said that CIRC is a successful approach for teaching writing to eighth-graders at SMPN 2 Cepu Central Java from the perspective of students' inventiveness.