

## Cooperative Integrated Reading And Composition (Circ) Strategy In Teaching Writing Descriptive Text

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### Abstrak

Writing is one of the four basic English skills. In teaching writing, the teacher finds strategies or media which help students easy to write a text. The researcher using Cooperative Integrated Reading and Composition (CIRC) strategy to teaching writing descriptive text. This study aims to determine the effectiveness of the Cooperative Integrated Reading and Composition (CIRC) strategy in teaching writing descriptive text in Senior High School. In this research, the researcher uses a quasi-experimental design. The population of this research is tenth graders students of MA Al-IhsanKalijaring in X-IPA class as the experimental group is taught by using Cooperative Integrated Reading and Composition (CIRC) Strategy. Furthermore, the class was the control group by using conventional learning. It used the test writing and scoring rubric as the instruments to score the test. Since the assumption of normality, the researchers analyze the data using Mann-Whitney Test. The result of this research has shown the significant value of Asymp. Sig. (2-tailed) was higher than significant level ( $0.665 > 0,05$ ). It means that ( $H_0$ ) was accepted while ( $H_a$ ) was rejected. Based on the result of this study, the researcher concludes that Cooperative Integrated Reading and Composition (CIRC) strategy was not effective in teaching writing descriptive text to tenth graders students.

**Keywords:** *Writing, Cooperative Integrated Reading and Composition (CIRC) Strategy, Descriptive Text.*

### INTRODUCTION

Writing is one of the four Basic English skills. Writing is a productive language skill that enables a language to express an idea and communicate to others. According to Hyland (2009:30), writing is an interaction between writer and readers that adds a communicative dimension. It means that writing is an idea or information to communicate with others in written form. According to Kane (2000:351), description is about the sensory experience of how something looks, sounds, tastes. Mostly it is about the visual experience but also deals with other kinds of perception. The descriptive text has the purpose of a particular person, place, or thing. In writing descriptive text, the student can give a detailed description of the characteristics of the people and place. People can write down a physical appearance. Describing place and thing can write shape, smell, sound, and texture. Harmer (2004:28), to make students easy to write is to read examples of things we want them to do. In other words, combining reading and writing is an effective strategy for making students produce their writing well. It means that reading and writing have a significant relationship that can influence each other. Therefore, the teacher can implement a strategy that can combine teaching English reading, and writing. Teachers can use cooperative learning such as Cooperative Integrated Reading and Composition (CIRC) Strategy.

Cooperative Integrated Reading and Composition (CIRC) is a strategy in cooperative learning. According to Slavin (1991:12), CIRC is a comprehensive method of teaching reading, writing, and language arts for elementary and middle classes. Cooperative Integrated Reading and Composition (CIRC) by Robert Stevens, Nancy Madden, and Robert E. Slavin at Johns Hopkins University, Baltimore. Two studies conducted by Stevens and colleagues in 1987 found a substantial positive effect of this method on standard tests of reading comprehension, reading vocabulary, language expression, language mechanics, and spelling compared to the traditional control group. The activity procedure in Cooperative Integrated Reading and Composition (CIRC) follows a regular cycle

involving teacher presentations, team practice, self-practice, peer pre-assessment, and testing. The implementation of the Cooperative Integrated Reading and Composition (CIRC) strategy in writing a descriptive text class consists of the following steps: the first, the teacher explains the material about descriptive text and provides examples of descriptive text. Second, the teacher divides students into groups of 4 people from the same reading levels. Student and their teammates read descriptive text from the teacher. Then, students do the worksheet. Third, the teacher asks students to write a descriptive text. Students prepare their organizational plans and discuss them with their teammates and the teacher. Fourth, the students write the first draft descriptive text individually. Fifth, they work with teammates to revise the content of their first draft, and then they edit one another's work using peer editing forms emphasizing grammatical and mechanical correctness. The last, the students write the final composition descriptive text individually.

The major components of the Cooperative Integrated Reading and Composition (CIRC) strategy are as follows (1) Reading groups and teams; in CIRC, students are assigned to two or three reading groups according to their reading level, as determined by their teachers (2) Based-related activities; this activity, teachers set a purpose for reading, introduce new vocabulary, review old vocabulary and discuss the story after students have read it. Then, students discuss story structure such as the activity of making and supporting predictions about the story and understanding the main structural components of the story. The sequence of activities in this section as follows: such as partner reading, story structure, and story-related writing, words out loud, word meaning, story retelling, and spelling (3) Direct instruction in reading comprehension; students receive direct instruction in specific reading comprehension skills (e.g., identifying main ideas, understanding causal relations, making inferences). After each lesson, students work on reading comprehension worksheets and/or games as a whole team, first gaining consensus on one set of worksheet items and then assessing one another and discussing any remaining problems on a second set of items (4) integrated language arts and writing; on all writing assignments students draft compositions after consultation about their ideas and organizational plans with their teammates and the teacher, they work with teammates to revise the content of their compositions, and then they edit one another's work using peer editing forms emphasizing grammatical and mechanical correctness. The peer editing forms begin very simply, but as students cover successive skills the forms are made increasingly complex. Finally, students "publish" their final compositions in team and/or class books.

There is several strength of implementing CIRC Strategy based on Zarei (2012) (a) in classes conducted through cooperative learning, the teacher can find time to walk around and check the students' work. In this way, it is much easier for the teacher to work with one group while others are getting on with their own work (b) Cooperative learning can also establish positive interdependence among students in such a way that through structuring the goals, materials, and rules, gains for one person are associated with gains for others (c) in a cooperative learning class, students with different strengths and weaknesses can work with each other. This can help teachers to solve the problem of heterogeneity in EFL classes. While, the weaknesses of implementing CIRC Strategy are (a) Cooperative learning strategies take much of the class time and need more advance planning. In cooperative learning classes, teachers may only do one or two exercises in a class period, and they do not find it easy to start with cooperative learning strategies (b) in addition, the noise level may be high and teachers may lose their power in the classroom. So, implementing cooperative learning needs to be started step by step and it is strongly recommended to use cooperative learning strategies with more flexible activities and exercises.

Several studies from journals related to teaching writing using the Cooperative Integrated Reading and Composition (CIRC) strategy. Research conducted by Kartika and Morelent (2018); Mubarak and Rudianto (2018); Putri and Wijaya (2019) show that the Cooperative Integrated Reading and Composition (CIRC) Strategy has a significant influence in teaching writing classes. Besides, Behice (2016) found that the Cooperative Integrated Reading. The composition (CIRC) strategy influenced students' academic writing, reading comprehension, and reading aloud. It can prove that

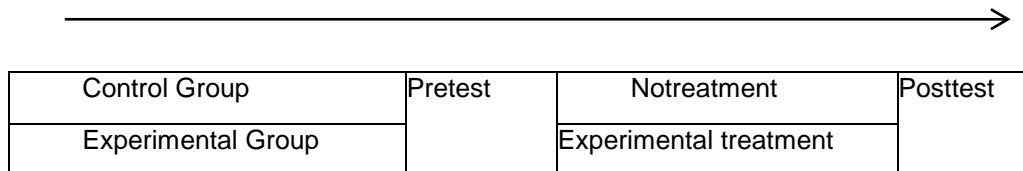
the Cooperative Integrated Reading and Composition (CIRC) strategy is suitable for writing classes. The results of research from Durukan (2011) and Pionera et al., (2019) show that the Cooperative Integrated Reading and Composition (CIRC) strategy is more effective for teaching writing and is better than other teaching methods. Furthermore, the research results from Mustafa & Samad (2015); Rahmawati & Fatkurochman (2014); Susilawati & Anwar (2018); and Tamanampo (2013) show that Cooperative Integrated Reading and Composition (CIRC) strategy can improve students' writing abilities and have many positive effects. Some of the positive impacts of students include students becoming active, confident, solving students' problems in writing, comfortable writing classes, being motivated to write, and being able to work in teams. This study aims to determine the effectiveness of the Cooperative Integrated Reading and Composition (CIRC) strategy in teaching writing a descriptive text. The results of this study have a positive effect on teachers and students. The teacher can create an active and fun learning process. In addition, the teacher can find strategies that are suitable for teaching writing classes.

### METHOD

The research method uses a quasi-experimental design with not random assignments of participants into groups. The researcher cannot create a new group or class for the experiment. Based on Creswell (2012:310), the researcher can apply pre-and the post-test in a quasi-experimental with sets the whole group as an experimental and control class, give pretest-posttest both of them, and give the treatment only. In this research, the researcher selects a sample from tenth-grade students of MA Al-Ihsan Kalijaring. The classes into two groups are experimental class and control class. It is X-IPA as the experimental group and X-IPS as the control group. Both two groups are pre-test and post-test. The school implements a pandemic curriculum by applying the rule of 1 lesson hour is 25 minutes.

Table 1.

Quasi Experiment Design Pre-and Posttest Design Time



Adopted from Creswell (2011:310)

The instrument of this research is a writing test along with a scoring rubric. Test to see writing achievement. It is an essay with instructions for writing descriptive texts about tourist places based on the topic. Writing assessment has five aspects of writing; content, organization, grammar, vocabulary, and mechanical. The writing test in this study is into two; pretest and post-test. Before giving, the researcher must do a tryout the validity and reliability of the test. After collecting data, the researcher analyzed the data statistically with the SPSS Program. The collected data was processed by comparing scores control group and the treatment group to see if there were significant differences between students and those who are not. The requirements taken choose a statistical test by conducting a normality test and a homogeneity test. The researchers tested the normality of the data using the Shapiro-Wilk test with the help of the SPSS program. The results of the normality test show that the data. After conducting the analysis, the researcher concluded the results of the study by testing the hypothesis.

### FINDING AND DISCUSSION

There are some steps in research finding. First, researcher gave a pre-test to find out the background knowledge of students in writing descriptive text. Second, the researcher taught the experimental group using CIRC, while the control group using conventional teaching. The implementation of treatment is carried out two meetings. Third, the researcher gave a post-test after the researcher taught in both group. Since the assumption of normality test is not fulfilled. The researcher used Mann-Whitney test to find out the significant different effect between the groups. The researcher gave CIRC strategy in experimental group and conventional teaching in control group. Recalling the hypotheses that need to tested are as follows:

- H<sub>0</sub>: Students who are taught descriptive text using Cooperative Integrated Reading and Composition (CIRC) strategy do not have significant different writing achievement with students taught writing descriptive text using conventional learning.
- H<sub>a</sub>: Students who are taught descriptive text using Cooperative Integrated Reading and Composition (CIRC) strategy have significant different writing achievement with students taught writing descriptive text using conventional learning.

In the hypotheses testing, the null hypothesis (H<sub>0</sub>) is rejected if the Asymp. sig. (2.tailed) value of the independent variable is less than the value (.05), but on the other hand, it cannot be rejected if the Asymp. sig (2.tailed) value is greater than the value (.05).

**Table 2. Result of Ranks**

Ranks				
	Class	N	Mean Rank	Sum of Ranks
Student Writing Score	Experimental Class (CIRC)	18	24.56	442.00
	Control Class	28	22.82	639.00
	Total	46		

From the table above, the value of mean rank of post-test experimental group was 24.58, while mean rank of post-test control group was 22.82. So, it can be seen from the table above that the mean rank score of experimental class taught using CIRC strategy was higher than control class taught using conventional learning. It means that teaching using CIRC strategy can improve student writing achievement. However, because this study aims to find out whether there is a significant difference in students' writing scores. The results can be seen in the table of Mann Whitney test results below.

**Table 3. Results Mann-Whitney Test**

Test Statistics <sup>a</sup>	
	Student Writing Score
Mann-Whitney U	233.000
Wilcoxon W	639.000
Z	-.433
Asymp. Sig. (2-tailed)	.665
a. Grouping Variable: Class	

Based on table, the value Asymp. Sig. (2-tailed) value is 0.665. It means that the significant value is higher than alpha 0,05. Thus, H<sub>0</sub> was accepted and H<sub>a</sub> was rejected. It can be concluded that, student who are taught descriptive text using Cooperative Integrated Reading and Composition (CIRC) strategy do not have significant different writing achievement with students taught using

conventional learning. The researcher was conducted to find out whether Cooperative Integrated Reading and Composition (CIRC) Strategy is effective or not in teaching writing descriptive text. The result of the study showed that student who are taught descriptive text using Cooperative Integrated Reading and Composition (CIRC) strategy do not have better writing achievement with students taught using conventional learning. It means that Cooperative Integrated Reading and Composition (CIRC) strategy not effective to teaching descriptive text in tenth grade student of MA Al-IhsanKalijaring.

### CLOSING

The researcher did not found a significant difference between post-test score from experimental class and control class. It can be proven from the result Mann Whitney test value of Asymp. Sig. (2-tailed) was higher than significant level ( $0.665 > 0,05$ ). It means that  $H_0$  was accepted while  $H_a$  was rejected. The result of the study showed that students who are taught by Cooperative Integrated Reading and Composition (CIRC) strategy do not have significant different writing achievement than students who were not taught. In final consideration, the researcher states that the use Cooperative Integrated Reading and Composition (CIRC) strategy in teaching writing about descriptive text for the tenth grade students in MA Al-IhsanKalijaring is not effective to students' writing. Based on the conclusion above, the researcher suggests (a) for English teachers should apply various teaching strategy which are motivated and interesting in teaching writing. One of the strategy is Cooperative Integrated Reading and Composition (CIRC) strategy which can make students learn reading comprehension and writing at same times (b) the next researcher should has good preparation and use time effectively to get accurate and good findings when using the Cooperative Integrated Reading and Composition (CIRC) strategy because for one meeting takes a longer time, especially in the conditions of the Covid-19 pandemic (c) the next researcher should conducted Cooperative Integrated Reading and Composition (CIRC) strategy in the same way with combine the strategy with media to improve students writing ability. So that, the next researcher can get different result on the study (d) the next researcher can conducted Cooperative Integrated Reading and Composition (CIRC) strategy in other skill like reading comprehension.

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