

The Implementation of Cooperative Integrated Reading and Composition (CIRC) Strategy in Teaching Students Writing Skill at Junior High School

Mufti Haturrahma

muftihaturrahma30@gmail.com

Universitas Negeri Makassar

Kisman Salija

kismansalija@unm.ac.id

Universitas Negeri Makassar

Geminastiti Sakkir*

geminastitisakkir@unm.ac.id

Universitas Negeri Makassar

*corresponding author

Abstract

This research aimed at knowing the teacher implement Cooperative Integrated Reading and Composition (CIRC) in teaching writing. The researcher applied qualitative research design. The instruments of the research were observation sheet and interview guide. The participants of the research were two teachers in second grade at SMP Telkom Makassar. The result showed that the implementation of cooperative integrated reading and composition in teaching writing is good and accordance with the actual procedure, the teacher prepare teaching materials that will be discussed in class, the material must be in accordance with the needs for implementing this strategy, because of the collaborative implementation of the CIRC strategy. CIRC can contribute to develop students' abilities to be more creative, independent, collaborative, communicative, and self-confident CIRC can also improve vocabulary mastery, familiarize students with conveying ideas by extending the topic, and build students' self-confidence in the area of writing skill. As a result, they can communicate improve writing skill.

Keywords: CIRC, Teaching Experience, Writing Skill.

INTRODUCTION

In learning English, many teachers complain about the low ability of students to apply English concepts. It can be seen from the mistakes that the students made in answering questions in English. Given the students' oral and written exercises regularly, it could not improve students' ability to apply English concepts. On the other hand, students felt bored and did not want to study the teacher's learning material. Therefore, the teacher must create an interesting and fun exercise or assignment to make the students motivated and enthusiastic in learning English. In the lesson plan, teachers as managers are required to carry out management strategies by implementing learning models to assess the achievements that students can achieve. It means that the teachers must be able to carry out tasks in planning and adequate knowledge and understanding of learning management

disciplines. Learning activities are vital activities in the educational process. Teachers are educational implementers who have an essential role in achieving educational success.

Likewise, teachers have a very important effect on the effort of increasing students' motivation. The success of educational programs through the teaching and learning process in schools as formal educational institutions is very helpful for several factors, namely: students, curriculum, educational staff, costs, facilities, and infrastructure, as well as environmental factors. If these factors can be fulfilled, it will certainly facilitate the teaching- learning process, which will support maximum learning outcomes and ultimately improve education quality.

Writing skill are very important in the context of language teaching and use. Writing is the most concrete and systematic of the language skills. The more developed the writing skill, the more systematic the individual's overall use of language. By this way, a person can speak, read and listen in a more accurate and effective way (Bryson, 2003). Writing is to individual expression what reading is to comprehension. Among language skills, reading together with writing is the first skill to be learnt. It is also known that, in the learning process, there is a high correlation between reading comprehension and academic achievement.

The use of cooperative learning created a nice relaxed atmosphere of teaching and learning. Since the teaching and learning was focus on the students, they did not depend on the teacher in learning English. The students can help other friends in doing the task and understanding the materials. Based on the explanation above, the researcher conducted the research under title "the implementation cooperative integrated reading and composition (circ) strategy to teaching students writing skill at junior high school" especially in second grade at SMP Telkom Makassar.

Based on the background above, the researcher formulated three research questions in this study as follows; How the teacher implements cooperative integrated reading and composition in teaching writing?

LITERATURE REVIEW

Cooperative learning is one of several techniques that can be used in the teaching and learning process. Cooperative learning is a type of instruction where students collaborate in small, diverse groups to solve a problem, finish a project, or achieve another educational objective, with teachers serving as mentors or facilitators. This approach helps a student's learning as well as the learning of the other students in his or her group. According to Slavin (2011) defines cooperative learning as a teaching strategy in which students work in small groups to help one another understand the curriculum. According to Melian & Solihat (2019), the phrase "cooperative learning" refers to a group of generic learning activities. Cooperative learning, according to Johnson (2013), is the utilization of small groups in the classroom to enhance both the individual and group learning of students.

This is consistent with what Akcay (2016) says, according to which cooperative learning necessitates that students help one another throughout the process in order to maximize learning outcomes. Cooperative learning, on the other hand, is defined as children learning in groups that are "organized" such that group members must work together to achieve, as stated by Sonthara & Vanna (2009), who place greater emphasis on the type of group that should exist in cooperative learning. In fact, the cooperative learning group is arranged so that each student has a specific function to play. With collaborative learning, which allows students to plan and agree upon their own roles within a group, this is obviously different. Agawa (2013) goes on to say that as teachers are more involved in cooperative learning. This is consistent with what Akcay (2016) says, according to which

cooperative learning necessitates that students help one another throughout the process in order to maximize learning outcomes. Cooperative learning, on the other hand, is defined as children learning in groups that are "organized" such that group members must work together to achieve, as stated by Sonthara & Vanna (2009), who place greater emphasis on the type of group that should exist in cooperative learning. In fact, the cooperative learning group is arranged so that each student has a specific function to play. With collaborative learning, which allows students to plan and agree upon their own roles within a group, this is obviously different. Agawa (2013) goes on to say that as teachers are more involved in cooperative learning. Based on these arguments, we can conclude that cooperative learning is one of learning methods where the students are placed in a small structured group and are expected to discuss, help, and to some extent argue with their group friends, in order to complete the task given by the teacher.

Cooperative learning is developing, and these goals are present. In general, cooperative learning seeks to advance world peace by reducing competition and to increase learning productivity by inspiring students to work together. Additionally, cooperative learning includes predetermined objectives that include raising academic achievement, promoting acceptance of diversity, and enhancing social skills in children (Najmonnisa and Saad, 2017). Due to the numerous opportunities for students to interact with their partners during class, it is thought that this learning paradigm enhances their grasp of the subject matter. Students can improve their topic knowledge and academic performance to the fullest extent by participating in such engagement. Cooperative learning is actually developing with a few objectives in mind. Cooperative learning generally aims to increase learning productivity by fostering student collaboration and to promote world peace by reducing competition. Along with such objectives, cooperative learning also aims to raise students' academic performance, promote their acceptance of diversity, and develop their social skills (Najmonnisa and Saad, 2017). Because they have several opportunities to interact with their companions, it is thought that this teaching strategy enhances students' comprehension of the subject matter. Students can maximize their academic progress and subject mastery by participating in such interaction.

Cooperative learning must be put into practice in a number of ways. According to Huda (2017), teachers might get started by developing pre- instructional planning first. They could consider the cooperative learning strategies to be used, the assignments, the methods the groups are organized, as well as how the assessment will be carried out. all approaches are suitable at all levels. Some teaching methods might work better in secondary classes, while others might work better in adult education settings or with younger students. Therefore, before implementing cooperative learning, teachers should think about which technique is suitable for their students' age, aptitude, and features. Teachers can also assign grades to students depending on their performance or academic progress. This is crucial to avoid group gaps between pupils with high academic achievement and those who don't. Teachers can begin group division once the rating process is finished. Permanent groups and non-permanent groups are the two forms of grouping available. While non-permanent organizations are temporary and the membership changes at each meeting, permanent groups typically have permanent members for about one semester. Designing team building for each group is the sixth phase. The goal of this exercise is to foster a strong sense of community among the participants.

Slavin (2011) did research on a type of cooperative learning he called "Student Team Learning," building on the work of James Coleman. According to Slavin, cooperative learning refers to educational initiatives in which pupils collaborate in small groups to support one another's academic topic mastery. According to Slavin, cooperative learning has the ability to take advantage

of "adolescent development traits to harness their peer orientation, passion, energy, and yearning for independence within a safe structure.

According to Slavin, there are numerous ways to incorporate cooperative learning strategies into classes across all subject areas and grade levels, but the fundamental idea needs all students to cooperate and be accountable for one another's academic growth. Three ideas that are essential to all cooperative learning/student team learning strategies have been identified by Slavin through his analysis of the cooperative learning literature:

- a. Team awards are given to students, although they receive separate grades.
- b. The performance of a single student does not determine the team's success. To fulfill learning objectives, all students must assist one another.
- c. Every student is challenged to perform to the best of their ability and is expected to develop based on prior performance.

METHOD

This study used a descriptive qualitative research design. In this research, the researcher used descriptive information from a structured interview and in-depth observation to analyze the data. The type of research that the researcher did was the type of research that people do naturally in society. It can be said that in this study, the researcher takes on a qualitative descriptive design. The researcher chooses this research design because the researcher wants to know the implementation of CIRC in teaching writing in the class. The place where this research carried out was in SMPN Telkom, Makassar City. There are 2 informants of the research, the teacher English language SMPN Telkom Makassar.

FINDINGS AND DISCUSSIONS

The researcher conducted some observations to gather data. The researcher conducted research in second grade. The observation sessions were done by recording the activities teaching English language. During the observations, the researcher fills the observation checklist to support the analysis of the research. The purpose of the observations was to see the activities directly related to the implementation of CIRC in teaching writing.

There are two English teachers who teach in grade two. The researcher made observations in the two teacher classes. The first observation was made on (February, 6, 2023) at the second grade, the first teacher teaching writing using the CIRC strategy and the implementation of teaching in this class. The first teacher opening the class, one of the students leads the class to pray before studying, the teacher takes attendance for all students then prepares the LCD and explains the material and how to complete today's learning assignments. For one semester learning the teacher has prepared groups in class, which have been arranged based on tests and groupings are formed heterogeneously. The material and question paper are arranged based on the writing material that will be used for discussion in class. The text contained in the paper uses topics that provide stimulus for students to discuss. Furthermore, students read first with their group mates and discuss topics in the text and translate them. After that the student has to write down the 5 vocabularies that he just found out and memorize them before writing questions on the text. During the group work process the teacher is involved by supervising one by one the students in class. During the learning process the teacher also plays audio in the text, the purpose is for students to remember the correct pronunciation when reading the text. During the discussion process students were actively involved in expressing their

opinions. after that they wrote down and corrected each other before assembling the teachers. This learning process lasts for 90 minutes in class.

The second observation was made on (February, 9, 2023) at the second grade, the second teacher teaching writing using the CIRC strategy and the implementation of teaching in this class. First the teacher opens the class, the class leader prepares the class to pray before learning activities take place. the teacher takes all students' attendance first and then plays a video related to the paper. the teacher distributes paper as a task to be done by each group. before doing the assignment, the teacher explained a little about last week's material because it would be related to the assignment he would be doing today. the topic of the text that will be discussed in class is about "Healthy Food", before discussing among group friends. the teacher provides stimulus to students by providing an overview of the topic to be discussed. The teacher also provides stimulus by asking if he knows about today's topic. after that the students read the text one by one with a reading process of 20 minutes duration. while reading the teacher immediately corrects if there are students who read inappropriately. the purpose is so that other students understand how to say vocabularies in English. after the reading process students do their group assignments, during the learning process the teacher supervises all students so that students are active in the learning process. groups formed based on English language test scores which are held every three months. Heterogeneous grouping so that students can help each other and provide motivation for learning. work on the task is written down by each student in each group, the teacher asks that each student who writes on paper writes their names. during the writing process the researcher saw the discussion process between students in carrying out the assignments that were distributed by the teacher. after doing the assignment, students exchange paper and students read the questions and answer the questions to correct the correct answers in writing the questions. during the process the students asked a lot of questions about the right and correct answers. It can also be seen that students enjoy the learning process and happy with the CIRC learning process.

From the two observations of the learning process carried out inside by using the CIRC strategy in teaching writing, the researcher saw that during the learning process the teacher taught students according to the lesson plan. in the lesson plan there are literacy activities, critical thinking, collaboration, communication and creativity. the teacher also prepares appropriate task topics to be discussed so as to increase students' knowledge. In the teaching process the two teachers applied the CIRC strategy that Slavin found, namely that there were several components in implementing the CIRC strategy in teaching students in class, namely: teams, placement test, student creative, team study, team scorer and team recognition, teaching group, fact test, and whole-class units.

In the process of applying the two teachers above, there are differences in their application. the first teacher made students read the task first one by one, freed students to discuss, provided stimulus in the form of audio so that students remembered the correct vocabulary. while the second teacher gave more stimulus and immediately corrected together the students' work in class with the aim that students would know each other's correct answers. students also read the tasks one by one and were immediately told the correct vocabulary words. in the second teacher's learning process the teacher asks more questions and provides an overview of the material so students can remember it. during the learning process the two teachers maximally implemented the CIRC strategy in class so that students easily understood the material and were collaborative in doing class assignments. many students know vocabulary and write well and also student writing is also good structured.

This section deals with the interpretation of findings where it was explored and elaborated more I about the implementation CIRC in teaching writing. As the purposes of the research, this part was

divided into two. The first part discussed about the challenges CIRC strategy in teaching writing the last part is what is the teacher modify the CIRC strategy in teaching writing. The first finding was obtained after conducting observation in the class. The observation section was conducted before doing interview. The second parts were interview teachers english language

To get the data about the implementation of CIRC in teaching writing, the researcher had observed the activities during the teaching and learning process there. The result of finding showed that the implementation of CIRC can affect students' writing skill. The researcher also got three interesting things from the implementation of the CIRC. In this case, the researcher found the strength as follow:

a. Activity in the classroom

The CIRC learning steps consist of forming groups of 3-4 heterogeneous members, the teacher holding a discourse according to the learning topic, and the students reading collaboratively, finding ideas and presenting the results of the group. and for teachers to draw common conclusions. etc. is closed. The implementation of this method gives a good impression on students because they get a different atmosphere and the learning process is not monotonous. collaboration in the classroom will provide an experience of responsibility and freedom of expression. Hidayah (2015:113) stated that learning experience teamwork the classroom can help students develop a greater sense of their own responsibility towards each other and the tasks on which they are doing. Learning teamwork in the class is a one way how the teacher increases students' learning capacity. Learning collaboration, the classroom is more challenge students and resolve conflicts. The quality of learning practice communication skills, get a lot of information and find ideas for discussion so that student writing becomes more well structured

b. Collaboration

Cooperative learning is structured in an effort to increase student participation, facilitate students with experience in leadership and decision making in groups, as well as provide opportunities for students' different backgrounds. cooperative learning requires students to be able to have a social soul towards his friends. Participant students with each other also have interactions openly and equal responsibility among group members. Push motivation from his friends in completing the task of being supporting factors are also in the process of cooperative learning because students are required to cooperate with each other solve problems in the process of teaching and learning activities in class. CIRC is an integrated learning method between reading and writing skills that involves students actively (physically and mentally) in the learning process to help students understand the contents of readings carried out in groups and write down ideas from readings and discussion processes carried out by students in class. this makes students critical in thinking, skilled in reading and managing with writing.

Collaboration is also one of the highlights in implementing this CIRC, this collaboration involves students in teamwork joint discussion and interaction so that they can develop thinking skills and social skills. This collaboration can support the effectiveness students learning because it can increase students' interest to be more enthusiastic about working on assignments, they will be working on so that it can be carried out properly. Collaborative learning does not only take place among classmates but also with students from other classes. so, this collaborative learning can show an increase in group and individual learning outcomes, the emergence of new ideas and problem-solving approaches.

Through collaboration, students can think critically and complement each other in solving challenges so that they can be solved easily. collaboration not only helped students in terms of academic content or developing new ones, but students can also gain and practice various social skills such as collaboration, communication, and critical thinking.

c. Improving students writing

CIRC learning model makes it easier to find and understand difficult concepts by applying group learning and emphasizing the importance teamwork in classroom learning activities. In this collaborative learning, there is no group dominance or problem solving by any particular student. A problem in itself. All group members are expected to do this publish and express their opinions in the activities of the teaching and learning process. The CIRC learning model makes it easier for teachers to provide explanations and guide students to create better stories. The classroom atmosphere becomes more focused and the learning process more effective. Writing a story requires a complete and comprehensive understanding of the content of the original text. The reason is that the summary is the content. Therefore, learning requires instruction that guides comprehension of the content. In this case, you need to analyze the content of the text and start writing the story. For this, it is necessary to conduct a group discussion in which the content of the text is recognized together. Here we need a collaborative learning model that can manage work teams and the responsibilities of each group member. It is then expected that each group member's responsibility will be advanced for the successful completion of each student's final assignment. In this model, the group's collaboration provides a holistic view of the text (before it is summarized), and ultimately the responsibility for each member's activity is in writing the story.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concludes that this study found that students were clearly engaged with learning activities in the class. It that help student to know more vocabulary, sentence formation for writing, information and topic before writing that can improve students' writing skill and help students to structured writing. CIRC can contribute to developing students' abilities to be more creative, more collaborative and communicative. Then, in the aspect of writing skill, this strategy can improve vocabulary acquisition, familiarize students with conveying ideas by deepening the material, and train students' self-confidence. So, they can communicate well and straightforwardly.

REFERENCES

- Abryct. (2011). *The Types of Reading and Exercises for Teaching Reading*. Thailand.
- Agawa. (2013). *Cooperative and Collaborative Learning: Definitions and Applications in Japanese Universities*
- Agus, R. (2009) *Aplikasi Metodologi Penelitian Kesehatan*. Yogyakarta: Brown, H. D. (2001). *Teaching by Principles: An Active Approach to Language Pedagogy* (2nd ed.). San Francisco: Addison Wesley Longmen, Inc.
- Akcaay. (2016). *Implementation of Cooperative Learning Model in Preschool*. *Journal of Education and Learning*

- Akhmad, S. (2008). *Pengertian Pendekatan, Strategi, Metode, Teknik dan Model Pembelajaran*. Bandung: Sinar Baru Algensindo.
- Alexander et al. (2000). *PIRLS Reading Purposes and Processes of Reading Comprehension*.
- Anastasiou, D., & Griva, E. (2019). Awareness of reading strategy use and reading comprehension among poor readers. *Elementary Education Online*, 8(2), 281–297.
- Callison. (2010). *Improving Reading Comprehension in Kindergarten through*.
- Cooper, Donald R and Schindler, Pamela S. (2003).” *Business Research Methods*”7th Edition.
- Cooper. (1999). *Improving Intergroup Relations Lessons Learned from Cooperative Learning Programs*. Journal of Social Issues, Plenum Publishing Corporation.
- Darmayanti. (2014) *Penerapan Metode Cooperative Integrated Reading and Composition (CIRC)*.
- Djiwandono, S. (2008). *Tes Bahasa Pegangan bagi Pengajar Bahasa*. Jakarta: PT. Indeks.
- Dollah, S., Sehuddin, M., & Sakkir, G. (2021). Motivating EFL Learners to Write Using Padlet Application. *ELT Worldwide*, 8(2), 240-254.
- Durukan, E. (2011). Effects of Cooperative Integrated Reading and Composition (CIRC) Technique on Reading-Writing Skills. *Educational Research and Reviews*, 6, 102-109.
- Halimah, A. (2014). *Metode Cooperative Integrated Reading and Composition (Circ) Dalam Pembelajaran Membaca dan Menulis Di SD/MI*. Jurnal Auladuna. Vol. 1 (30).
- Hapsari. (2020) with the title *Teaching Reading Comprehension by Using Cooperative Integrated Reading Composition (CIRC) Method to the Seventh Grade Students of SMPN 1 Kerambitan*
- Harjono, B. (2011). *Merangsang dan Melejitkan Minat Baca pada Anak Anda*. Yogyakarta.
- Huda, M. (2014). *Model-Model Pengajaran dan Pembelajaran: Isu-Isu Metodis dan Pragmatis*. Yogyakarta: Pustaka Pelajar.
- Ibrahim (2003). *Penerapan Metode Pembelajaran Cooperative Integrated Reading and Composition (Circ) Untuk Meningkatkan Hasil Belajar Dalam Menemukan Kalimat Utama Pada Siswa Kelas IV SDN 22 MATARAM TAHUN PELAJARAN 2020/2021*
- Isjoni. (2010). *Cooperative Learning Efektif Pembelajaran Kelompok*. Bandung: Alfabeta.
- Iskandarwassid dan Dadang Sunendar. 2013. *Strategi Pembelajaran Bahasa*. Bandung: PT Remaja Rosdakarya.
- Johnson, E.B. (2002) *Contextual Teaching and Learning*. California: Convin Press, Inc. Kim.
- Melnichuk. (2017). *Cooperative Learning as a Valuable Approach to Teaching Translation*.
- Mubarok & Sofiana. (2017). *Cooperative Integrated Reading and Composition (CIRC) and Reading Motivation: Examining the Effect on Students’ Reading Ability*.
- Muslihani. (2014). Thesis’ “*The Use of Cooperative Integrated Reading and Composition Method to Improve Student Reading Comprehension*”.

- Nuha, M & Suprijono, A. (2016). Cooperative Learning Teori dan Aplikasi Paikem, Yogyakarta: Pustaka Pelajar.
- Nurwanti. (2019). The Application of Cooperative Learning: JIGSAW II Technique in Improving Students "Reading Comprehension of Expository Text.
- Pratiwi, K. S, Deti. R, Otto, F. (2020). The Effect of Social Media on Reading Intensity of Fifth Grade Elementary School Students.
- Saddhono & Slamet. (2014). Teori dan Aplikasi Pembelajaran Membaca dan Menulis di Sekolah Dasar. Surakarta: UNS Press.
- Sakkir, G. (2018). *Pengembangan modul pengajaran menulis berbasis Facebook* (Doctoral dissertation, Pascasarjana).
- Sakkir, G., & Dollah, S. (2019). Measuring students' writing skills using Facebook group application in EFL context. *International Journal of Humanities and Innovation (IJHI)*, 2(3).
- Sakkir, G., Abduh, A., Andrew, M., Muslim, A. B., & Yasdin, Y. (2021). The Challenges Faced by Teachers in Teaching English in The Current Curriculum Change. In *SEMINAR NASIONAL HASIL PENELITIAN 2021*. LP2M Universitas Negeri Makassar.
- Sakkir, G., Dollah, S., Arsyad, S., & Ahmad, J. (2021). Need Analysis for Developing Writing Skill Materials Using Facebook for English Undergraduate Students. *International Journal of Language Education*, 5(1), 542-551.
- Sakkir, G., Rahman, Q., & Salija, K. (2016). Students' Perception on Social Media in Writing Class at STKIP Muhammadiyah Rappang, Indonesia. *International Journal Of English Lingusitics*, 6(3), 170-175.
- Simon, G & Diana, P. (2015). Reading Students Book. England: Cambridge University Press.
- Sirait, M. F., Hutaaruk, B. S., & Herman. (2020). The Effect of Using Speed Reading Technique to the Students" Ability in Comprehending a Text. *Cetta: Jurnal Ilmu Pendidikan*, 3(3), 485-498.
- Sonthara. (2013). The Effectiveness of Using Cooperative Script Method to Improve Students' Reading Comprehension on Recount Text Of 8 Th Grade Students of Smp N Kewapante, Maumere In Academic Year.
- Sugiyanto. (2010). Model-model Pembelajaran Inovatif. Surakarta: Yuma Pustaka.
- Susi, P. (2016). The Use of Cooperative Integrated Reading and Composition (CIRC) Technique to Improve Students" Ability in Reading Comprehension Achievement
- Tarigan. (2018). membaca sebagai suatu keterampilan berbahasa. Bandung. Angkasa.

