

**USING COOPERATIVE INTEGRATED READING AND COMPOSITION
(CIRC) IN TEACHING READING AND WRITING SKILLS FOR JUNIOR
HIGH SCHOOL STUDENTS**

PAPER

Submitted as Partial Fulfillment of the Requirements for Strata One (S1) Degree



**By:
Yeni Sesmita
72716 / 2006**

**Advisor:
Dr. Desmawati Radjab, M. Pd**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG
2010**

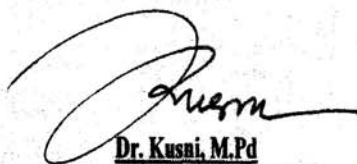
HALAMAN PERSETUJUAN MAKALAH

**USING COOPERATIVE INTEGRATED READING AND COMPOSITION
(CIRC) IN TEACHING READING AND WRITING SKILLS FOR JUNIOR
HIGH SCHOOL STUDENTS**

Nama : Yeni Sesmita
Nim / BP : 72716 / 2006
Program Studi : Pendidikan Bahasa dan Sastra Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Februari 2011

Diketahui:
Ketua Jurusan,



Dr. Kusni, M.Pd
NIP. 19620909 198803 1 004

Disetujui oleh:
Pembimbing,



Dr. Desmawati Radijab, M.Pd
NIP. 19501231 197703 1 002

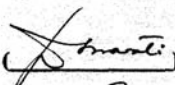
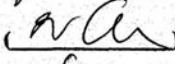
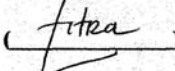
HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

**Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang**

**Using Cooperative Integrated Reading and Composition (CIRC) in Teaching
Reading and Writing Skills for Junior High School Students**

Nama : Yeni Sesmita
Nim / BP : 72716 / 2006
Program Studi : Pend. Bahasa dan Sastra Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Februari 2011

| Nama | Tim Penguji | Tanda Tangan |
|--------------------------------|-------------|---|
| 1. Dr. Desmawati Radjab, M.Pd. | Ketua |  |
| 2. Drs. Zainuddin Amir, M.Pd. | Sekretaris |  |
| 3. Fitrawati, S.S., M.Pd. | Anggota |  |

ABSTRAK

Sesmita, Yeni. 2011. *Using Cooperative Integrated Reading and Composition (CIRC) in Teaching Reading and Writing Skills for Junior High School Students*. Makalah. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang

Membaca (*reading*) dan menulis (*writing*) dengan tepat dan benar merupakan bagian dari keahlian Bahasa Inggris yang harus dikuasai siswa. Akan tetapi, banyak siswa sekarang menilai kedua keahlian tersebut sebagai pelajaran yang membosankan. Hal tersebut dikarenakan rasa malas mereka untuk membaca teks yang ada. Ditambah lagi dengan kurangnya pengetahuan mereka dalam memahami bacaan, sedangkan untuk membuat sebuah karangan dalam Bahasa Inggris, mereka seringkali terkendala dengan keterbatasan ide dan kosakata (*vocabulary*) yang mereka kuasai. Hal ini ditambah lagi dengan ketidakmampuan siswa tersebut dalam menyusun ide mereka menjadi sebuah tulisan yang enak untuk dibaca. Oleh karena itu, melalui makalah ini penulis menganjurkan untuk menggunakan metode *Cooperative Integrated Reading and Composition (CIRC)* sebagai salah satu upaya bagi guru untuk meningkatkan kemampuan membaca dan menulis siswa mereka. Melalui metode ini, siswa belajar membaca dan menulis Bahasa Inggris secara bersamaan di dalam kelompok. Di dalam kelompok tersebut, siswa diharuskan saling membantu dan mendukung satu sama lain sehingga tercipta suatu rasa keterikatan dan ketergantungan diantara mereka. Jadi keberhasilan seorang siswa merupakan keberhasilan bersama dan begitu juga sebaliknya. Dengan demikian diharapkan pada akhirnya kemampuan membaca dan menulis siswa akan membaik dan meningkat seperti yang diharapkan.

ACKNOWLEDGEMENTS



Praise be upon to Allah SWT: The Lord of the Universe, that under his blessing and great guidance, I am eventually able to complete this paper as one of the requirements of achieving the Strata One (S1) degree at English Department, Languages and Arts Faculty of State University of Padang. In accomplishing this paper, I have worked with a great number of people contributed who are deserved special mention. It is a pleasure to convey my deepest appreciation to them all in my humble acknowledgment.

In the first place I would like to record my gratitude to Dr. Desmawati Radjab, M.Pd, as my supervisor who has given her charm ideas, suggestions, guidance and supervision from the earliest stage of this paper accomplishment. Then, I would also like to thank Drs. Zainuddin Amir, M. Pd and Fitrawati, S. S., M. Pd as my examiners who have given me much advice and positive critics for the best result of my paper in the future. Thank you so much. My sincere thanks and appreciation also goes to Havid Ardi, S. Pd., M. Pd, as my academic advisor whose guidance has been beneficial for me during my study in English Department. Moreover, collective and individual acknowledgments are also owed to all of English Department lecturers who had taught me during my study in English Department and had shared their inspirational experience to me. I was extraordinarily fortunate in having them as my lecturers.

Where would I be without my family? My parents and siblings deserve special mention for their inseparable support and pray. I would like to express my appreciation and faithful gratitude to my beloved mother, Mrs. Sukyeti, who sincerely raised me up with her caring and boundless love. My struggling father, Mr. Mansur, is the one who put the fundamental of my learning character, showing me the joy of intellectual pursuit ever since I was a child. Thank you. I'd

like to thank my dearest brothers, Deni Indra, Wandra Nofendri, dr. Dedy Hendry, SpOG, and Muhammad Arif, for being supportive and caring siblings.

It is a pleasure to express my gratitude wholeheartedly to my entire friends in English Department. Thanks for the nice relation and awesome class we have had for these four years. Thanks for the togetherness, excitement, smile, laugh and even tears we shared. It is an extraordinarily nice to have you as my greatest best friends ever. You are really friend indeed.

I would also like to thank to everybody who was important to the successful realization of this paper and to express my apology that I could not mention personally one by one. Finally, I hope the readers could contribute developmental criticism and suggestion to improve this paper.

Padang, January 2011

Yeni Sesmita

TABLE OF CONTENTS

| | |
|--|----|
| ABSTRAK | i |
| ACKNOWLEDGEMENTS | ii |
| TABLE OF CONTENTS | iv |
| LIST OF APPENDICES | vi |
| CHAPTER I INTRODUCTION | |
| A. Background of the Problem | 1 |
| B. Identification of the Problems | 4 |
| C. Limitation of the Problem | 5 |
| D. Formulation of the Problems | 5 |
| E. The Purpose of the Paper | 5 |
| F. The Significance of the Paper | 6 |
| CHAPTER II REVIEW OF THE RELATED LITERATURE | |
| A. Teaching Reading | 7 |
| B. Teaching Writing | 11 |
| C. Cooperative Learning | 17 |
| D. Cooperative Integrated Reading and Composition (CIRC) | 21 |
| E. Teaching Reading and Writing Skills through Cooperative Integrated Reading and Composition (CIRC) | 24 |
| CHAPTER III DISCUSSION | |
| A. The Implementation of CIRC in Teaching Reading and Writing Skills | 28 |
| B. The Advantages of Applying CIRC in the Classroom | 34 |
| CHAPTER IV CONCLUSION AND SUGGESTIONS | |
| A. Conclusion | 36 |
| B. Suggestions | 36 |
| BIBLIOGRAPHY | |
| APPENDICES | |

LIST OF APPENDICES

Appendix 1. Lesson Plan

Appendix 2. The Examples of Descriptive Text

CHAPTER I

INTRODUCTION

A. Background of the Problem

Two of the four basic skills in learning English that should be mastered by English language learners are reading and writing skills. In reading skill, the students need to comprehend the content of the text as the purpose of the reading generally is to get new information and/or for pleasure (Trager, 2004). If the students can reach the purpose, they will also be able to compose good text because a good writer must be a good reader. Therefore, the text given to the students should function as a process that is to encourage close interaction between the reader and the text (Byrne, 1991). “Text as process” means that the text should be related to the students’ background knowledge so that they are able to catch the message the writer delivered meaningfully and also be able to compose a good and meaningful writing.

However, based on the writer’s experience during the practice teaching and the informal interview with some teachers and students, there are some problems faced by students when they study reading in the classroom. There are many students who could not be able to comprehend the content of the text because the teachers seldom build the students’ background knowledge that is related to the topic would be discussed. Besides, the unfamiliar words found in the text also influence the students’ ability in comprehending the text. In addition, the lack of motivation also influences the development of the students’ reading ability. Because of that, all those problems also affect to the students’ writing

ability. If the students cannot comprehend the content of the text, they will not have ideas to write about.

Therefore, as stated above that reading has a big influence in writing, the students who have problems in reading also tend to have problems in writing. According to the writer's experience during the practice teaching and the informal interview, the problems that the students faced in writing come from their lack of ideas about what they would like to write at the start. Besides, if the students have got the ideas, many of them tend to be unable to explore the ideas into a good arrangement of writing. In addition, the limited vocabularies also affect toward their writing so that they often stop writing in the middle of the composition.

Besides the problems come from the students, the teacher's conventional technique in teaching also contributes to the students reading and writing skills. Based on the writer's observation during the practice teaching, the teacher tends to teach reading and writing skills separately. In teaching reading, the teacher distributes a text and asks the students to read it. After that, the students are asked to answer the question followed the text. When the students answer the question, many of them tend to copy only their friends' work. Therefore, the comprehension that is expected from the students cannot be reached. Moreover, when the teacher discusses the text, he/she tends to refer to the questions and ask the students to answer. Sometimes the students answer collectively. Thus, this conventional technique shows that the goals of reading that the students should acquire cannot be reached. It is because the smart students tend to play their role in the

classroom dominantly during the discussion. The other students seem like they do not really pay attention to the teacher.

On the other hand, this conventional technique also happened during the process of teaching and learning writing where the teacher tends to give topics only to the students and ask them to make a few paragraphs about that. Because of that, the students seem like they do not have any idea about they would like to write. As a result, many of them tend to cheat their friend's work. It is the same with what happened in reading skill.

Therefore, reflecting to these all, teachers should find ways to solve those problems. One of these ways is to use Cooperative Integrated Reading and Composition (CIRC) method. This method is a part of Cooperative Learning approach. In this method, the teacher relates reading and writing skills during the teaching learning process in the classroom. For the first effort, the students are divided into groups that will be involved in a series of activities. In their group, the students take turns in reading aloud and correct any error they made each other, and then they make predictions about the text together. After that, they summarize the main points of the text, give their response about the content of the text, practice pronouncing English sounds and learn the unfamiliar words they found in the text. Besides, the students also learn to produce their own writing that is related to the genre of the text they just have studied. In addition, the students are also asked to read any kind of text they like every evening at home and make the summary of it. The students do those all activities cooperatively in their group

so that there is not only smart students who got the best mark. Thus, this method is expected to be able to increase the students' reading and writing skills well.

Based on the explanation above, it is expected that the students can learn more independently by applying this method, but they still cooperate each other. Besides, it also makes the students feel that they have a responsibility toward their friends' improvement and this will create integrated feeling among the students to help each other. Because of that, the students can make a positive improvement together. Therefore, this paper is aimed at discussing about Cooperative Integrated Reading and Composition (CIRC) method to improve Junior High School students' reading and writing skills.

B. Identification of the Problem

Based on the background stated above, there are some problems identified in reading and writing skills. In reading skill, there are many students who could not be able to comprehend the content of the text. Besides, the students have difficulties in understanding unfamiliar words found in the text. Moreover, less motivation also influences to the students' reading skill. Those conditions also affect to the students' writing skill. The problems come from the students' lack of ideas in starting their writing. Besides, their inability in exploring the ideas also gives bad effect toward their writing skill. In addition, the students also have limited vocabularies so that they often stop writing in the middle of their composition. On the other hand, the problems also come from the conventional techniques that the teachers use in teaching reading and writing skills. Therefore,

the writer suggests applying Cooperative Integrated Reading and Composition (CIRC) method to solve those problems.

C. Limitation of the Problem

Among those problems previously mentioned in the identification of the problem, the writer focuses on the students' difficulty in comprehending the content of the text and on the students' lack of ideas in composing a text. Therefore, the writer suggests applying Cooperative Integrated Reading and Composition (CIRC) to solve those problems.

D. The Formulation of the Problem

The problem will be discussed is "how can English teachers use Cooperative Integrated Reading and Composition (CIRC) method in teaching reading and writing skills?"

E. The Purpose of the Paper

This paper will describe about Cooperative Integrated Reading and Composition (CIRC) method and how the teachers can use the Cooperative Integrated Reading and Composition (CIRC) in teaching reading and writing skills.

F. The Significance of the Paper

Practically, this paper is dedicated to teachers as an alternative way to solve their students' problems in learning reading and writing. Besides, this method will also teach the students to cooperate, to socialize, and to respect each other in learning that will give positive improvement toward their reading and writing skills.