IMPROVING STUDENTS' WRITING ABILITY IN RECOUNT TEXT BY USING COOPERATIVE INTEGRATED READING AND COMPOSITION
(A Classroom Action Research at the Eight Grade of SMP NU Hasanudin 6 Semarang in the academic year 2014/2015)

A FINAL PROJECT

Submitted in Partial Fulfillment of the Requirement for Gaining the

Degree of Bachelor in English Language Education

WALISONGO

By:

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EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2015

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Study program   : English Education Department

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IMPROVING STUDENTS' WRITING ABILITY IN RECOUNT TEXT BY USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD
(a classroom Action Research at the Eight grade of SMP NU Hasanudin 6 Semarang in the Academic year 2014/2015)

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Semarang, July 19th 2015

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RATIFICATION

Thesis with the following identification:

Title : **IMPROVING STUDENTS' WRITING ABILITY IN RECOUNT TEXT BY USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD (A Classroom Action Research at the Eighth Grade of SMP Hasanuddin 6 Semarang in the Academic Year of 2014/2015)**

Name of Student : Fatimatuz Zahrotun Nisa'
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had been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo State Institute for Islamic Studies and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

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Assalamu'alaikum wr.wb.

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MOTTO

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ﴿٦﴾

With hardship come case. With hardship come case.[1]

_____

[1]Talal Itani, *Qur'an Arabic English*, p.589.

DEDICATION

This thesis is dedicated to:

- ➢ My beloved parents (Syafi'i (*alm*) and khosiyatun) who inspiring me and motivating me to write this thesis until finish.
- ➢ My beloved brothers (Syauqi Futaqi and Ulul Azmi)

ABSTRACT

Title	:	**IMPROVING STUDENTS' WRITING ABILITY IN RECOUNT TEXT BY USING COOPERATIVE INTEGRATED READING AND COMPOSITION** **(a Classroom Action Research at the Eight grade of SMP NU Hasanudin 6 Semarang)**
Name	:	Fatimatuz Zahrotun Nisa'
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The background of this study was based on the phenomenon that most of students still didn't understand about text. Students were still confused on understanding, comprehension the text. They are also less vocabulary to arrange sentence into English. Students also did not apply grammar in the writing skill. Students could not write unorganized because they did not understand about generic structure of recount text. By using Cooperative Integrated reading and Composition (CIRC) method, the researcher want to improve students' writing skill. Cooperative Integrated Reading and Composition can help students to improve their writing skill because CIRC has three principals; there are direct reading comprehension, treasure hunt activities, integrated language art and writing. CIRC helps students to understand the passage what they read. Students also can share their comprehension reading, such as content the passage, and the meaning of the passages and they were able to improve language in writing skill.

The problem of this research can be stated as follow: 1) How is the students' activeness in teaching writing Recount text by using Cooperative Integrated reading and Composition (CIRC) method at the 8th grade of SMP NU Hasanudin 6 Semarang? 2) How is the improvement of students' writing ability in recount text by using Cooperative Integrated Reading and Composition (CIRC) method at the 8th grade of SMP NU Hasanudin 6 Semarang?. The purpose of study are: 1). To find out students' participation in teaching writing Recount text by using Cooperative Integrated Reading And Composition. 2) To know the improvement students' writing ability in

recount text by using Cooperative Integrated Reading and Composition

In this study, the researcher conducted a Classroom Action Research as the research methodology. The data were obtained by using test and observation. Test used to measure students' achievement in learning recount text and obervation used to know the implementation of recount text and obstacles during teaching learning process.

This result showed that Cooperative Integrated Reading and Composition could improve students' writing ability in recount text. It can be seen the average of each cycle. Before teacher taught recount text by using Cooperative Integrated Reading and composition, the average is 40,25. After teacher taught recount text by using Cooperative Integrated Reading and composition, students' writing in recount text was improving. It can be seen the average students in each cycle. In the first cycle, the average score of students is 61,54. In the second cycle, the average score of students is 71,63. In the third cycle, the average score of students is 78,25.

From the results above, it can be concluded that Cooperative Integrated Reading and Composition can improve students' writing ability in recount text.

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Bismillahirrahmanirrahim

First and foremost, thanks to Allah SWT, the Almighty GOD for his blessing, kindness, and inspiration in lending me to accomplish the final project.

Second, shalawat and salaam for the Prophet Muhammad SAW who brings us from darkness to the brightness.

I realize that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. I wish, however, to give my sincerest gratitude and appreciation to:

1. Dr. Darmuin, M.Ag. as the Dean of Education and Teacher Training Faculty of Walisongo Islamic State University

2. Dr Muslih, M.A as the Head of English Education Department and Teacher Training Faculty UIN Walisongo

3. Dra. Ma'rifatul Fadlilah, M.Ed as the first advisor who already guided and advised patiently during the arrangement of this final project.

4. Titik Rahmawati, M.Ag as the second advisor who had the responsibility for her patience in providing careful guidance, and helpful corrections during the consultation.

5. All lecturers in English Department of Education and Teacher Training Faculty for valuable knowledge, and advice during the years of my stud**y.**

6. Prihatin Lestari,S.Pd as the headmaster of SMP Hasanuddin 6 Semarang who has given permission for doing the research.

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8. My beloved family, especially for my parents (Syafi'i and Khosyatun) who always gives me inspiration and motivation and

my brothers (Syauqi Futaqi and Ulul Azmi) who always give me support.

9. K. Amnan Muqoddam and ibu Rofiqotul Makkiyah A.H, thanks for praying and support.

10. All my friends in English Department 2011 (unyuk-unyuk TBI B 2011) Thank you very much for your support and motivation.

11. All my friends in Al-Hikmah boarding house. Thank you very much for your support and motivation.

12. Last but not least, those who cannot be mentioned one by one have supported, gave motivation and pray to the researcher to finish this thesis.

Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be beneficial to everyone especially in developing English Teaching and Learning process. Amen.

Semarang, June 19th 2015

The Writer,

Fatimatuz Zahrotun Nisa'
NIM. 113411060

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CHAPTER I
INTRODUCTION

A. **Background of The Study**

      Language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.[1] Based on the definition of language, language is method. Its means, language is method how to people say what their mind, how people could express their idea. Every human needs language to communicate with others. It makes a conclusion that language is important for people. Besides that, Language is used for business. It is one of reasons why language can be received everywhere. It also can be defined that language has function as social context.

      Communication through language is about presenting a comprehensible message to the user, as well as understanding's people use language.[2] It is one of reasons why language is important for people. People could communicate with others using language. Language is about how people understand what other people said. How people could interact with others in the social context. Allah stated in Al-Hujurat verse 13 :

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[1]Oxford university, *Oxford Learners Pocket Dictionary, fourth Edition*.(New York: Oxford Press), p.247

[2] Agnes Kukulska, *Language and Communication, Essential Concepts for User Interface and Documentation Design*, (New York: Oxford, 1999), p.4

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يَٰٓأَيُّهَا ٱلنَّاسُ إِنَّا خَلَقۡنَٰكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلۡنَٰكُمۡ شُعُوبٗا وَقَبَآئِلَ لِتَعَارَفُوٓا۟ إِنَّ أَكۡرَمَكُمۡ عِندَ ٱللَّهِ أَتۡقَىٰكُمۡ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٞ ﴿٣﴾

> "O mankind, we created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (Not that ye may despise each other). Verily the most honored of you in the sight of God is (he who is) the most righteous of you. And God has full knowledge and is well acquainted (with all things)"[3]

Based on the verse above, Allah created man and woman with different nations and tribes. Allah also asked human to introduce with each others. The introduction needed to learn and has experiences which used to increase godfearing for Allah SWT.[4] In the world, Human has variety language. Every person, every tribes has different language. It made people which has to learn other languages to introduce with others and to increase their godfearing for their God.

Because variety of language, every race has different languages. Such as French, English, Dutch, Indonesian, Malaysian, Indian, Chinese, Japanese, etc. There are many languages; it is also many vocabularies in the world. There is English as international language to unite all of country in the world.

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[3]Abdallah Yousuf Ali, *The Glourious Kur'an*, (Beirut: Dar Al-Fikr, 2002), p.1407

[4] M. Quraish Shihab, *Tafsir Al-Misbah ,Vol 13,* (Jakarta: Lentera Hati, 2002), p. 262

As an international language, English is used by many countries in the world. It is first language which is used to communicate for others. English helped people in the world to communicate with others in business, working, embassy relationship, etc.

In Indonesia, English is one of Indonesian Education subject. Teacher must really teach English until students understanding. Teacher has responsibility to teach English for student consisting 4 skills, there are listening, speaking, reading and writing.

Listening skill is first skill whose students have to listen what native speaker says, how native speaker says. After students are able to listen, students hoped to speak English from what they listened. Other skills of English are reading and writing. Reading is not separated with writing. By using reading, we find idea to write. We know that Writing is one of English skill. It is also so important for English learners. Writing is skill to share ideas what they think. For students, writing is a primary medium through which demonstrate what they understand. Students will explore their idea, their understanding through writing and writing is a proof of their understanding. Besides that, writing is *knowledge transforming*. Knowledge transforming is considerably more cognitive complex than knowledge telling because writers do not merely retrieve information already available to them in memory, but derive it from reading and integrate with that already available

to become obtained knowledge.[5] Based on the opinion, writing is transferring writer's information and knowledge that they have from reading or others which it was changed in the word. Writing also expands their knowledge, bases and develops new knowledge by processing new information obtained the purpose of writing on a topic. When writing process, we must use right language, choosing word that appropriately with the topic, we also have to compose good sentences and organized well, we also make writing which can communicate with the readers and we also intend to interact the readers using written language, because the principal of writing is making readers understand

A child's thinking develops as a gradual growth of knowledge and intellectual skills towards a final stage of formal, logical thinking.[6] Every student has experiences in their life. Through their experiences, students can explore their knowledge, and used their experiences students can explore their experiences in written text. Students also can write their experience by using recount text. Recount text is text which retell past event. Through recount text, the researcher hopes that recount text is able to improve student writing ability. Recount text also helps students to find the topic or mind idea of writing through their experiences.

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[5]Eli Hinkel, *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar,* (USA: Lawrence Erlbaum Associates, 2004), p.12

[6]Lynne Cameron, *Teaching Languages to Young Learners,(*UK*:* Cambridge University Press, 2001), p.3

By using recount text Students can be easily write correctly and be organized.

SMP NU Hasanudin 6 is one of private junior High Schools in the Semarang. There is three grades. Each grade consists of three classes. Students of SMP NU Hasanudin 6 Semarang are heterogeneous. The researcher choosed SMP NU Hasanudin 6 because the researcher wants to help teacher to improve students' ability especially in writing skill. The characteristics of students SMP 6 Hasanudin are different. Most of students still didn't understand about text. Some of students felt that writing was difficult, some students also less vocabulary to arrange sentence into English. They are also still confused how to write correctly, how to understand the passage and how to conclude the passages. Students also did not apply grammar in the writing skill. Most of students often write the paragraph unorganized because students did not know language feature and generic structures of the text. Besides that, students did not have motivation to write in English. In the fact, students still have difficulties in arranging the sentences. They are still confused what they write and how they write. That is why the education need new curriculum to solve this problem, because education is as development. Curriculum is not to be thought of in terms of

activity and experience rather than of knowledge to be acquired and facts stored.[7]

Based on the phenomenon, the researcher used Cooperative Integrated reading and Composition (CIRC) method to improve students' writing skill. Cooperative Integrated Reading and Composition can help students to improve their writing skill, because Cooperative Integrated Reading and Composition (CIRC) method is one of cooperative learning methods used by discussing with their friends and sharing the material or knowledge. Beside this, Cooperative Integrated reading and Composition (CIRC) method also helps students to understand the passage what they read. Students also can share their comprehension reading, such as content the passage, and the meaning of the passages. In this study, the researcher also used classroom action research to improve students writing ability. Classroom Action Research was chosen by researcher to measure improving students' writing ability by using Cooperative Integrated Reading and Composition (CIRC) method and wants to improve students writing ability step by steps.

To improve students' writing ability, the researcher conducted a classroom action research under the title – improving students writing ability in recount text by using Cooperative Integrated Reading and Composition (CIRC) method (A

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[7]A.V. Kelly, *The Curriculum Theory and Practice*, (India: SAGE, 2009), p. 89

Classroom Action research at the Eight grade of SMP NU Hasanudin 6 Semarang in the academic year 2014/2015)

B. Reasons for Choosing The Topic

There are some reasons why the researcher has chosen the study:

1. Writing is one of English skills that have important skill to improve idea, knowledge, and experiences for students.
2. Recount text is one of English subjects at 8th grade of junior high school.
3. Cooperative Integrated Reading and Composition is one of cooperative learning methods to improve reading comprehension and language arts for students
4. The researcher wants to encourage the students improving English skill especially in writing.

C. Questions of The Study

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

1. How is the students' activeness in teaching writing recount text by using Cooperative Integrated Reading and Composition at the 8th grade of SMP NU Hasanudin 6 Semarang?
2. How is the improvement of students' writing ability in recount text by using Cooperative Integrated reading and Composition (CIRC) method at the 8th grade of SMP NU Hasanudin 6 Semarang?

D. Objectives of The Study

The objectives of the research are:

1. To find out students' activeness in teaching writing Recount text by using Cooperative Integrated Reading and Composition (CIRC) method.

2. To know improvement students' writing ability in recount text by using Cooperative Integrated Reading and Composition (CIRC) method.

E. Limitation of The Study

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

1. The participants of this study are the students of 8th grade of SMP NU Hasanudin 6 Semarang in the academic year 2014/2015.

2. This study discussed about improving students writing ability in recount text using Cooperative Integrated Reading and Composition.

F. Pedagogical Significance

The researcher hopes that this study can be used to:

1. Teacher

   This research hopes that the research can:

   a. Help teacher to improve their teaching-learning in the classroom.

b. Teacher gets innovative technique to enhance teaching learning process.

2. Students

The researcher hopes that the research can:

a. Help student to understand easily about recount text using Cooperative Integrated reading and Composition (CIRC) method.

b. Improve students' writing skill to compose recount text or others texts.

c. Students understand about means of passage.

3. Writer

The researcher hopes that the study could improve her knowledge to teach in the classroom by using the best method.

G. 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. The program represents a bold attempt in principles of cooperative learning.[8] The program of CIRC consists of three elements principals: direct reading

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[8]Spencer Kagan, Miguel Kagan, *Cooperative Learning,* (San Clemente: Kagan Publishing, 2009), p.17.21

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comprehension, treasure hunt activities, integrated language art and writing.[9] CIRC method helps students to read comprehensively and understand content of passage. CIRC also helped students to improve language art in writing skill.

2. **Recount text**

Recount text is kind of text that retell past events or experiences. The purpose of recount text is to inform and to entertain the readers.

3. **Writing**

Writing is one of active English skill. Writing requires and combines more basic skills than any other basic area. Writing is one way of making meaning ideas or experiences in sentences to inform and to share for readers. Written text has number of conventions which separate it out from speaking. Parts of written text are grammar, vocabulary. Besides that, the researcher also must look punctuation, topic and structure of text.

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[9]Margarita Espino Calderon, et.al, *Adapting Cooperative Integrated Reading and Composition to meet the needs of bilingual students*, *the journal of Educational Issues of Minority Language* (Boise: Boise State University Press, 1992), p.80

CHAPTER II

COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD IN WRITING RECOUNT TEXT

A. Theoretical Review

1. Cooperative Integrated Reading and Composition (CIRC) method

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

Cooperative Integrated reading and Composition (CIRC) method is one of cooperative learning methods. As cooperative learning, Cooperative Integrated reading and Composition (CIRC) method teach for students by using grouping in a team. CIRC is a comprehensive program in teaching reading, writing, vocabulary, and language arts for students. CIRC help students to read more comprehensively. There are some activities that including of CIRC method:

1) Follow-up

Students have to follow up all of class activity from the beginning until the end. Students must be active students in the class, they have to ask question and participate in the class.

2) Oral reading

CIRC is one of methods in teaching learning. Being appropriate with steps of CIRC, CIRC can try students to active reading. It also tries pronunciation of students.

3) Reading comprehension skill

CIRC can improve reading of students. Students have to read the passage comprehensively to understand about the passage and grammatical the passage.

4) Writing and language arts

CIRC also ask student to try composing the text. It is a proof that students really understand about the material.

Cooperative Integrated Reading and Composition (CIRC) method is a school-based program that targets reading, writing, and language arts in grades 2 through 6. The three principle program elements of CIRC are direct instruction in reading comprehension, story-related activities, and integrated language arts/writing instruction. Each student is paired with another student and then assigned to a group of students at the same or different reading level. These learning teams work cooperatively on program-related activities. All activities follow a cycle that involves teacher

presentation, team practice, peer pre-assessment, additional practice, and testing. Students are encouraged to cooperate and help one another, because students' scores on individual assessments are summed to form team scores.[1]

A unique aspect of CIRC is its focus on cooperative team learning. However, it is also done in traditional reading programs, CIRC teachers use anthologies, basal readers, and/or novels as instructional tools. Students work in pairs on activities that include reading to one another; predicting how stories will end; identifying characters and settings; summarizing stories for each other; writing responses to stories; and practicing spelling, decoding words, and vocabulary. Students also write drafts, revise, and edit each other's work, and prepare to "publish" their writing. Students then work in teams of four to five to better understand main story ideas and to improve other general comprehension skills. Measurement of individual students' contributions to their teams are based on quiz scores and independently written compositions.[2]

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[1]http://www.promisingpractices.net/program.asp?programid=142, retrieved on December 22, 2014. 10.38 am.

[2]http://www.promisingpractices.net/program.asp?programid=142, retrieved on December 22, 2014. 10.32 am.

Cooperative Integrated Reading and Composition is one of cooperative learning methods which improve reading comprehension, writing and language arts for students in pairs or team.

b. The History of Cooperative Integrated Reading and Composition (CIRC) method

Cooperative Integrated Reading and composition was originally developed to be used with monolingual English students by John Hopkins researcher (Stevans, madden, and Slavin). It consist of a variety of instructional practices with develop social, academic and communication skill. The principals features of CIRC stem from an analysis of recent research on effective reading, writing and language instructions.[3]

Kagan explained that CIRC was developed by Madden, Slavin and Stevans. The method was designed to accommodate students' ability level. The program represent a bold attempt to apply the principals of cooperative learning and other research to the area

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[3]Margarita Espino Caderon, et.al,*Adapting Cooperative Integrated Reading and Composition to meet the needs of billingual students, journal of Educational Issues of Minority Language*, (Boise : Boise State University, 1992), p.83

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reading, writing, spelling and English language mechanics.[4]

Cooperative Integrated Reading and Composition was developed by Slavin, Stevans and Madden. Cooperative integrated Reading and composition was designed to improve reading comprehension, writing, and language art for students.

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

"A Major of CIRC is to use cooperative teams to help student learn broadly applicable reading comprehension skill".[5]

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.[6]

The purpose of CIRC is reading comprehensive through writing and language arts. CIRC also help

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[4]Spencer Kagan, Miguel Kagan. *Cooperative Learning,* (San Clemente: Kagan Publishing, 2009), p.17.21

[5]Robert, A.Slavin, *Cooperative Learning: Theory, Research, and Practices,* 2nd Ed (USA: Allyn and Bacon:1995), p.104

[6]Robert, A.Slavin, *Cooperative Learning: Theory, Research, and Practices,* 2nd Ed (USA: Allyn and Bcon:1995), p.105

students to learn together and make easy for students to understand the lesson well.

d. Steps of Cooperative Integrated Reading and Composition (CIRC) method

Cooperative Integrated Reading and Composition (CIRC) method is one of cooperative learning method which use in teaching learning process at classroom. There are some steps of Cooperative Integrated Reading and Composition, they are:[7]

1) Students divide into some groups

2) Each of groups consist of 4-6 heterogeneous students

3) Teacher gives passages based on the material

4) Students cooperate with their team to read the passage and to find out mind topics of the passage. And then students give arguments about the passage and write down on the paper.

5) Students read result of discussing.

6) Teacher gives a conclusion.

2. Kinds of Genre (text types)

The term "genre" is prefer to distinctive category type, spoken or written.[8] Thus, genre is a term of grouping

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[7]http://jurnalbidandiah.blogspot.com/2012/04/model-pembelajaran-circ-cooperative.html Retrieved on Friday, January 09, 2015

[8]John M Swales, *Genre Analysis: English in Academic and Research Setting,* (New York: Cambridge,1990), p. 33

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text together, representing how to written typically use language to respond to recurring situation. Genre or text type always appropriately with context or social situation. When we speak or write, we always do in particular situation. This means language is used in those situations, not only what we say but also how we say.

Genre always included text. Text is always produced in context. While text is produced by individual, individual always produce those text as social subject. In the words, text is never completely individual or original, they always relate in social environment. Because of that, there are many text or text type based on individual context or social environment, they are: [9]

a. Recount text

Recount text is kinds of genre that has social function to retell the events for the purpose of informing or entertaining.

b. Explanation

Explanation is kinds of genre that has social function the processes involved in the formation of natural or socio-cultural phenomena.

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[9]Entika Fani Prastikawati, Siti Musarokah, *Writing 3: Handouts and Assignment,* (Semarang: IKIP PGRI Semarang, 2010), p.12

c. Narrative

Narrative is kinds of genre that has social function to amuse, to entertain, and to deal with actual or various experiences in different ways.

d. Procedure

Procedure is kinds of genre that has social function to describe how something is accomplished through a sequence of actions or steps.

e. Description

Description is kinds of genre that has social function to describe a particular person, place or thing.

f. Report

Report is kinds of genre that has social function to describe the way things are with reference to arrange or natural, manmade, and social phenomena in our environment.

g. Discussion

Discussion is kinds of genre that has social function to present (at least) two points of view about an issue.

h. Hortatory Exposition

Hortatory exposition is kinds of genre that has social function to persuade the readers or listeners that something should or should not be case.

i. Analytical Exposition

Analytical Exposition is kinds of genre that has social function to persuade the readers or listeners that something is the case.

j. Spoof

Spoof is kinds of genre that has social function to retell event with humorous twist.

k. Anecdote

Anecdote is kinds of genre that has social function to share with others an account of unusual or amusing incidents.

l. Review

Review is kinds of genre that has social function to critique an art work, event for a public audience. Such as, movie, novel, TV shows, books, etc.

m. News item

News item is kinds of genre that has social function to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

3. **Recount Text**

   a. **Definition of Recount text**

   Recount text is text which retells experience or past event.[10] Recount text is text to retell past event or

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[10]http://thinkquantum.wordpress.com/2009/11/11/recount-text/, retrieved on Friday, January 9, 2015

experience that the researchers have. Usually, recount text retells their experiences, such as holiday, daily activity, etc. The purpose of recount text is to inform and to entertain the past event for readers.

b. **Types of Recount text**

Recount text is spoken or written text which retell past event. Recount text is used to relate experiences or retell events for entertain or inform the readers. There are some types of recount text, they are:[11]

1) Personal recount

Personal recount is Retelling an activity that the researcher has been personally involved in and may be used to build the relationship between the researcher and the reader. e.g.: anecdote, diary journal, personal letter.

2) Factual recount

Factual recount is Reporting the factual of an incident by reconstructing factual information. Usually, factual recount is biography, autobiography and history.

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[11]Department for Education and Child Development Journall,, *Engaging in and Exploring Recount Writing.* (Department for Education and Child Development Journal: Australia, 2012), p.1

3) Imaginative recount

Applying factual knowledge to an imaginary role in order to interpret and recount events. Imaginative recount is imaginative of person mindset to imagine their life.

4) Procedural recount

Procedural recount is Recording the steps in an investigation or experiment thereby providing the basis for reported results or findings.

5) Literary recount

Literary recount is to retell a series of events for the purposes of entertaining.

c. **Language Features of Recount text**

Recount text is one of the kind texts which retell past events. There are language features of recount text:

1) The recount text has a tittle which summarized the text.

2) The recount text has specific participants

3) The basic of recount text consists three parts : orientation, events in chronological order, concluding comments expressing a personal opinion regarding the events described.

4) Events are described using past tense and adverbs to add more detail to the verbs.

d. Generic structure of Recount text

Genre can be recognized from three rhetorical structures. They are social function, schematic structure, and language features. Genre differs in terms of their social purposes for which a cultural interacted. They also differ with respect to the stages or schematic structures through the social processes are achieved.

The social function of recount text is to retell past events or experiences. There are generic structures of recount text:

1) Orientation

Provide the setting and produces participants. It provides information about 'who', 'where', and 'when'

2) Events

Telling what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and evaluative remarks, which are interspersed throughout the record of events.

3) Re-orientation

Optional-closure of events. It is 'rounds off' the sequence of events

4. General Concepts of Writing

a. Definition of writing

Writing to communicate dates back thousands of years. Writing started as symbols on a cave wall, and then, about 3,500 years ago, people began to use alphabets.[12]

Writing is skill of English which share the ideas into written. Besides, the learners must be able to speak; they also must be able to write their language. Writing is a social act in which writers have to be aware in the context in which they are writing.[13]. By using detailed observations of acts of writing, participant interviews, analyses of surrounding practices and other techniques, researchers have developed interesting accounts of local writing contexts. These descriptions give significant attention to the experiences of writers and to their understandings of the demands of the immediate context as they write.[14] Writer is not an act of an isolated individual but a joint endeavor between writers and

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[12]Cynthia Abroadman, Jia Frydenberg, *Writing to Communicate: Paragraph and Essays* (USA: Pearson Longman, 2008), p, XV

[13]Tony Dudley- Evans , Maggie Jo St John, *Developments in English for Specific Purposes a Multi-Disciplinary Approach*, (UK: Cambridge university press, 1998),p, 116

[14]Key, Heyland. *Teaching and Researching Writing*. (Pearson: Longman, 2002), p. 35

readers, co-constructed through the active understanding of rhetorical situations and the likely responds of readers.[15]

The writing process is learned by and large in an environment social criticism, social thinking, creative use of language, and repeated failure. For writing was truly acceptable. To write well, the researcher has to know characteristics of good writing. There are some characteristics of good writing, they are:[16]

1) Coherence

A paragraph has to coherence when the supporting sentences are ordered according to principle. The sentences put in ordering so that the reader can understand the ideas easily.

2) Cohesion

Another characteristics good writing is cohesion. When a paragraph has cohesion, all the supporting the sentences connect to each other in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. For important cohesive devices

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[15]Key, Heyland, *Teaching And Researching Writing*, (Pearson: Longman, , 2002), p. 35

[16]Chintya A Boardman, *Writing to Communicate Paragraph and Essay,3rd* (Pearson: Longman,2008), p,18

are connectors, definite articles, personal pronoun and demonstrative pronoun.

3) Unity

The last characteristics good writing is unity. All the supporting sentences should relate to the topic sentences. A sentence has belongs in a paragraph. And each paragraph has to correlate with other sentences.

b. The process of writing

As an English Student language, writing is the important skill to improve their language. Students can increase their vocabulary and improve grammatical through writing. Before writing, firstly students have to know steps of writing, especially for beginners. There are steps of writing for young learners:[17]

1) Prewriting

Children brainstorms to generate their ideas for writing. They can use clustering, brainstorming, etc. it can help children to develop word list for writing.

2) Rough draft

After children find out word list what they needed. Children can write what their idea. They can obey capitalization, punctuation, grammatical

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[17]Becky L. Spivey, *What is Writing Proses Journal.* unpublished

of the text. It has purpose for students to focus on their ideas.

3) Peer editing

After children did rough draft, result of rough draft was shared for their friends. Each of friends makes suggestion to their friends for improvement. 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

After children got suggestions. They can improve their writing by revising the result of rough draft.

5) Editing

The children work with teacher or peers to correct all mistakes in grammar and spelling.

6) Final draft

Children produce a copy of their writing with all corrections made from editing stage and then discuss this final draft with their teacher. The teacher gives the last suggestions for improvement at this point.

7) Publishing

Children publish their writing by making a copy in their neatest handwriting or using computer. They can publish their writing in their personal book, etc.

c. Purposes of writing

Writing is one of communication tool, so that writing is a life skill. Because, its help people to learn about themselves and the world around them. Writing has some purposes for the learner, they are: communication, critical thinking and solve problem, self-actualization, and control of personal environment.[18]

1) Writing is for communication

Through writing we express our feeling, our arguments, our ideas. We explained to others who we are and what we believe and what we understand. For students writing is a primary and medium through which they demonstrate their understanding and interpretation of concepts and theories studies.

2) Writing is for critical thinking and solve problem

Written words serve not only as bridges for our thoughts but also as barometer for our thoughts.

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[18]Jane B Hughey, *Teaching ESL Composition and Principles and Techniques,* (Cambridge: Newbury House Publisher, 1987).

Through writing we can explore our deepest thought and feelings. Writing can help us to discover gaps in our understanding and flaws in our thinking. It can tell us when we need information, rethink question. Writing is the way of defining ourselves and our problems, clarifying our knowledge and our ideas.

3) Writing is for self-actualization

Writing is the way of discovering and developing ourselves, it is a mean for self-actualization. Writing is contemplative, ever-developing skill to explore different aspects in ourselves as unique individuals. This ability to realign, clarify, and reshape information make possible the never ending discovery of new ideas.

4) Writing is for control of personal environment

ESL students often see speaking the language being able to communicate with others as the only worthwhile goal of the language. But they also recognize that writing in a second language through writing.

d. The importance of writing

Writing is one way of making meaning ideas or experiences in sentences to inform and to share for readers. In English, writing is important, because it is

one of English skills that must be had by students. When students could write clearly, they also could speak fluently. So, our speaking can be understood by listeners.

One of language skill, writing has given an important contribution to human work. The important writing can be seen in people daily activities and business activities. Because of writing activities people in big cities even in village may get newest information through written media of communication.

A lot of people can communicate to another over long distance only in short limit of time through writing. It also makes the possibility for people to send message because it can store the message as long we wished. Besides, writing activity has more and more meaning in daily life.

The researcher adds that there are some reasons why writing is important for the students. They are as follows:

1) Writing is a tool for discovery. When someone writes, he/she stimulates his/her thought throughout process by the act of writing, writing helps us "harvest" what we know

2) Writing helps someone to organize his/ her ideas. By writing down ideas, we can arrange them in coherent form.

3) Writing helps someone to absorb and process information, when he/she writers about topic, he/she learns it better.

4) Students get much of their knowledge through written materials like books, magazine, and newspaper. Especially in writing their paper or thesis, they must quote some important statement of expert to support their ideas.

5. **Cooperative Integrated Reading and Composition Method in Teaching Recount Text for Junior High School**

Recount text is one of text types must be learnt for students. Recount text is kind of texts which retell past events or experiences. As a material of eight grade students, students must know definition, language feature and generic structure of recount text.

Besides that, there are four English skills: listening, speaking, reading and writing. Writing is not difficult but in essay writing, students have to find good ideas to support their written text.

Writing is a personal act in which writers take ideas or prompts and transfer them into "self –initiated" topics.[19] In junior high school, students must be able to listen, to speak, to read and to write in English. Although, some students still think that English is difficult, Teachers have to change their mindset that English is funny. Because of that, teacher needs methods, strategies and games in teaching learning process. Methods, strategies and games also help students express and share their ideas.

For this reason, it is very important for the teacher to know how to teach writing English enjoyably and can make the students excited and more interested in study writing, actually writing recount text. And the alternative ways to teach writing recount text, in this study the researcher offers one of method used in writing class. It is teaching writing using Cooperative Integrated Reading and Composition (CIRC) method.

Cooperative Integrated Reading and Composition is one of Cooperative learning methods. As a cooperative learning methods, teacher are taught a general conceptual model of cooperative learning method that they use to tailor cooperative learning specifically for their circumstances,

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[19]J. Michael O'malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teacher* (USA: Longman, 1996), p,136

students and needs. In essence, teachers are taught an expert system of how to implement cooperative learning that they use to create unique adaptation.[20]

Cooperative integrated Reading and Composition is used for comprehensive reading and writing instruction in grade 2 through grade 8. CIRC includes story related activities, direct instruction in reading comprehension, and other reading comprehension. These are steps in writing recount text using Cooperative Integrated Reading and Composition:

a. Divide students into some heterogonous groups. And each group consists of 4 students.
b. Give passage for each group and ask students to read and identify language features and generic structures.
c. Representative of group come forward and explain the results of discussion.
d. Teacher gives conclusion for students about their method and lesson for students.
e. Teacher asks students to write recount text

Cooperative Integrated Reading and Composition taught students to share their knowledge and cooperate with their friends. Besides that, Cooperative Integrated reading

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[20]David W. Johnson, Roger T. Johnson, *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning, Fourth Edition*, (USA: Allyn and Bacon, 1994), p.17

and Composition also help students to compose texts especially in recount text.

An important point to remember is that students' writing ability may vary considerably depending on the purpose. That is, students who write excellent informative essays may not write good expressive essays.[21] In teaching writing recount text by using Cooperative Integrated Reading and Composition helped students to understand about recount text. In teaching learning, sometimes students were bored when they only listened teacher explanation. But, they also need new teaching learning situation. They also could interact with their friends and cooperate with their classmate.

In teaching recount text using CIRC, students could improve their ability in writing text. Because, the last steps of CIRC is composition. Composition in teaching writing recount text by using CIRC could help students to arrange sentences into paragraph in the English text, especially recount text.

B. Previous Researches

The researcher has some relevant previous research that support this research, they are:

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[21]J. Michael O'malley, Lorraince Valdez Pierce, *Authentic Assesment for English Language Learners: Practical Approaches for Teacher*, (USA: Longman, 1996), p.138

1. The thesis has entitled "the use of Cooperative Integrated Reading and Composition (CIRC) method to improve students' ability in composing recount text". By Ulya Himawati (063411011) English Department of Tarbiyah Faculty at Walisongo State Institute for Islamic Studies Semarang.[22] The results of research concluded that CIRC could improve writing students' ability especially narrative text. The results also show the comparing result of pre-cycle, first cycle, second cycle, and third cycle. The result of pre-cycle was 35, 8. The result of first cycle was 54, 25. The result of second cycle was 76, 3. And the result of third cycle was 80,6.

   The similarities both of the thesis are the researcher used classroom action research and Cooperative Integrated reading and Composition (CIRC) method. The differences this thesis is the researcher used narrative text but this research use recount text. And other different is the participant of the thesis, the participants of the research is 8th students of MTs Negeri Kudus in the academic year 2010/2011.

2. The thesis has entitled "the effectiveness of strip stories to help students' sequence event in recount writing". By Ninik

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[22]Ulya Himawati, *The Use of Cooperative Integrated Reading and Composition (CIRC) method to Improve Students' Ability in Composing Recount Text.* Final project of Tarbiyah faculty. (Walisongo State Institute for Islamic studies. 2011). Unpublished.

Kholifah (3104337) Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang.[23] The thesis used control class and experimental class. The control class was taught by the teacher using conventional method but the experimental class was taught by the researcher using strip stories. There was differences both of control and experimental class, the average post-test of experimental class was 74,39 which higher than average post-test of control class, it was 66,82.

The similarity both of the thesis is using recount text. The differences are the thesis used strip stories but this research will use Cooperative Integrated reading and Composition (CIRC) method. Besides that, research approach of this thesis used experimental research but the researcher used classroom action research.

3. The thesis has entitled " The use of mind mapping technique to improve students' writing of recount text" by Muhammad Fajrul Falah (093411040) Education and Teacher Training Faculty Walisongo State Institute For Islamic Studies. He stated that mind mapping technique could improve students' achievement in writing recount text. The aim of this study is

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[23]Ninik Kholifah, *The Effectiveness of Strip Stories to Help Students' Sequence Events in Recount Text*. Final project of tarbiyah faculty (Walisongo State Institute for Islamic Studies, 2009), unpublished

to describe the improvement of students' achievement in writing after taught by using mind mapping technique.

The similarities both of the thesis are the thesis used classroom action research and focus on writing recount text. The differences both of the theses are the thesis used mind mapping technique to improve writing recount text.

C. Action Hypothesis

Hypothesis is temporary answer toward problematic of research until it has proof through collecting data.[24] Thus, in conducting the study, the researcher proposed based on the following: Cooperative Integrated Reading and Composition can improve students' writing ability in recount text at the eighth grade of SMP Hasanudin 6 Semarang in the academic year 2014/2015.

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[24]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Rineka Cipta: Yogyakarta, 1998), p. 52

CHAPTER III
RESEARCH METHOD

A. Research Design

In this study, the researcher conducted the research by using Classroom Action Research. Classroom Action Research is one kind of researches to improve students understanding in the classroom. This study used quantitative approach to measure students' ability in recount text.

According to Eliot, Action Research is study of social context to improve quality of the activity. All of activity include prediction, diagnosis, planning, observing, and impact which needed.[1]

According to Car and Kemmis, action research is a form of selective enquiry undertaken by participants (teachers, students or principals, for example) in social (including educational) situation in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices, and the situation (and institution) in which the practices are carried out. [2]

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[1]Samsu Sumadayo, *Penelitian Tindakan Kelas,*(Yogyakarta: Graha Ilmu, 2013), p,20

[2]Suyadi, *Panduan Penelitian Tindakan Kelas*, *8 Ed*, (Jogjakarta: diva press, 2012), p. 21.

According to Ebbut, action research is systematic study that combines action and reflection with the intention of improving action.[3]

According to Suyanto, action research is the reflective research that was done by researcher using certain of action in order to repair and improve practicing learning at the classroom professionally.[4]

According to Arikunto, action research is one of type investigation that has characteristics: reflective participant, collaborative, and spiral that has purpose to repair and to increase process, method, substance, competence and situation.[5]

Action Research is one of researches to increase students' achievement at the classroom which taught by collaborative with teacher or not.

Suharsimi explained that there are some opinion about models of action research, but most of the opinion there are four steps in action research. They are (1) planning, (2) action, (3) observation, and (4) reflection.[6] Steps of action research were

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[3]Louis Cohen, et.al. *Research Method in Education, sixth ed*. (New York: Rouletdge, 2007), p.297

[4]Masnur Muslich, *Melaksanakan PTK itu Mudah (Classroom Action Research) Pedoman Praktis Bagi Guru Profesional*, (Jakarta: PT Bumi Aksara, 2009), p. 9

[5]Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p.104

[6]M. Saekan Muhith, et.al, *Classroom Action Research*, (Semarang: RaSAIL Media Group, 2009), p. 53

done many times. And finally, turning out some action in the classroom action research.

Planning		
Reflecting	CYCLE I	Action
	Observing	
	Planning	
Reflecting	CYCLE II	Action
	Observing	
	?	
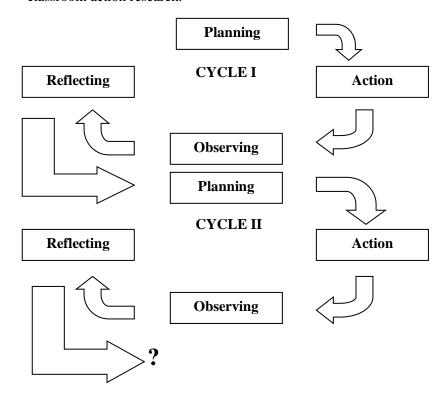
Figure 3.1. Classroom Action Research cycle[7]

There are four steps to conduct in the classroom Action Research:

1. Planning

Planning is first step of classroom Action Research, the researcher explain what, when, where, and how the action

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[7]Suharsimi Arikunto, *Penelitian Tindakan untuk Guru, Kepala Sekolah dan Pengawas,*(Yogyakarta: Aditya Media, 2010), p.17

will be done. In this step, the researcher made action planning in the research. According to Arikunto, in order to the research completely, teacher or the researcher must prepare project of teaching a) what have to do by students, b) when and how long the research have done, c) where the research did, d) what the media or source in the teaching is, e) what the next action after the cycle have done.[8]

2. Action

   Action is implementation of planning. In this step, the researcher must pay attention a) concord between actions and planning, b) what the action was done by students fluently, c) how the situation of action, d) what students were enthusiasms e) how all result of action.

3. Observation

   In this step, observation is done when the action is done. When the teacher does action, the other teacher does observation. As long as teaching learning process the researcher collaborated with teacher to observe the research process. The researcher observed classroom situation, students' enthusiasm and students' attention in teaching learning process.

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[8]Suharsimi Arikunto, *Penelitian Tindakan untuk Guru*, *Sekolah dan Dosen,* (Jogjakarta: Rineka Cipta, 2007), p. 24

4. Reflection

In this step, the researcher and teacher evaluated past action. The researcher and teacher discussed the results of test and observation data. If the previous result was not satisfied, the researcher and teacher can do next cycle.

The four steps in action research are component to form a cycle. Each cycle must include planning, action, observation and reflection. So that, each cycle teacher must prepare teaching planning: lesson planning, teaching media, and things that needed in teaching learning process. After teacher prepared them, the researcher did what they plan in the action and teacher also observed students' activity, students' enthusiasm and teacher activity in teaching learning process. The last, teacher did reflection, it helped teacher to know inadequacy in teaching learning process. When, the first cycle was not satisfied. Teacher have to review the method until the results was satisfied.

B. **Research Setting**

The researcher did the research at SMP NU Hasanudin 6 Semarang. The located in the Jl. Walisongo KM 9 Semarang, Tugurejo, Tugu, Semarang. The school was one of schools that monitored by Ma'arif Education institute. The researcher choosed this school because students didn't have motivation to write. Some students said that written in English is difficult.

C. Participant of The Study

This study did the researcher at SMP NU Hasanudin 6 Semarang. The subject of this research was the 8th grade students of SMP NU Hasanudin 6 Semarang in the academic year 2014/2015. There were three classes (A-C). Every class consists of 23-24 students. The class that was used to the research was 8A. The number of students was 24. They were 16 males and 8 female. This research conducted in the second semester, on 10 February 2015 – 03 March 2015.

D. Collaborator

Collaborator in the Classroom Action Research is the people who help researcher to collect the data. The collaborator in this research is Mrs. Eis Sukarsih, S.Pd. She was English Language Teacher who teaches 8A grade students in SMP NU Hasanudin 6 Semarang.

E. Variable and Indicator

Variable is the attribute or characteristics or value from people, object, or activity which has variation was decided by researcher to be studied and concluded.[9]

This study improved students' writing ability in recount text by using Cooperative Integrated Reading and Composition has two variables, they are:

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[9]Sugiyono, *Statistik Untuk Penelitian*, (Bandung: Alfabeta, 2010), p. 3

1. Dependent Variable

   Dependent variable in this study is students' achievement in writing recount text with indicator that students are able to write recount text well.

2. Independent Variable

   Independent Variable in this study is the use of cooperative Integrated Reading and Composition method in teaching recount text with indicators that following :

   a. Students were able to identify language features and generic structure of recount text.

   b. Students were able to write recount text using language feature and generic structure

   c. Students were able to express their idea by well-organized writing.

F. Technique of Data Collection

The researcher collected data by using observation and test.

1. Observation

   Observation is mainstay of action research. It enables researcher to document and reflect systematically upon classroom interactions and event, as they actually occur rather than as we think they occur. The term observations are being used here in the sense of taking regular and conscious notice of classroom actions and occurrences which are particularly

relevant to the issues or topic being investigated.[10] In this step, the researcher observed students' classroom behaviors and students' achievement during teaching learning process.

Robson said that what people do may differ from what they say they do, and observation provides a reality check. Observation also enable a researcher to look afresh at everyday behavior that otherwise might be taken for granted, expected or go unnoticed.[11]

In this observation, researcher limited to know how the implementation cooperative Integrated Reading and Composition (CIRC) method in teaching writing recount text. In this research observation, the researcher used observation checklist. It used to know the condition of class and obstacles during teaching learning process and it also used to see students' activeness, problems and understanding about material given.

2. Test

Test is a method of measuring a person's ability, knowledge, or performance in a given domain.[12] As we know, there are three domains which education has. There are

[10]Anne Burns, *Collaborative Action Research for English Language Teachers*, (UK: Cambridge University Press, 1999), p.80.

[11]Louis Cohen, et al, *Research Methods in Education,* (New York: Rouletdge, 2007), p. 396

[12]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (USA: Longman, 2004), p. 3

cognitive domain, affective domain, and psychomotoric domain. Test was done by teacher to measure students' achievement in teaching writing recount text. In this research, the researcher used test every cycle. Test of every cycle was writing recount text based on the picture which the researcher gives. The researcher asked students to write recount text based on the pictures. The pictures helped students to find their ideas, because in the previous test didn't find their idea to write recount text and they had difficulty in vocabulary.

G. Data Analysis Technique

1. Technique measuring data from observation

Observation Data is results of the researcher observation as long as the research was done. In the data observation, collaborator observed students' activity, students' achievement, and teacher activity. The collaborator observed it every cycle to get obstacles which have to be changed. Observation data was collected in every cycle to know students' achievement and students' responding in teaching learning process. After observation data collected, the researcher counted by using formula:[13]

$$Mxc = \frac{\Sigma\, xc}{S_{max}} \times 100\,\%$$

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[13]Sutrisno Hadi, *Statistic Second Series,* (Yogyakarta: Andi offset, 2004), p.272

Where
Mxc : the level mastery of content
$\sum xc$: the students' score of content
S_{max} : Maximum score of content.

2. Technique measuring data from test

   a. Measuring the students individual ability

   After the researcher did the cycle, the researcher gave test to measure understanding for students. The results of test would analyze using scoring. There are some aspect was analyzed in teaching writing recount text, they are: grammatical, vocabulary, content, organization, and mechanics.

Table 3.1. Scoring of Aspects

Aspects	Scores	Criteria
Grammatical	25-22	Excellent: complex constructive, few error of agreement.
	21-18	Good : simple constructive, several error agreement
	17- 11	Fair: simple constructive, frequent error agreement, obscured
	10-5	Poor: no mastery of sentences, dominated errors, not communicate
Vocabulary	20-18	Excellent: effective word and usage, master word forming.
	17-14	Good: occasional errors of word, meaning not obscured.
	13-10	Fair: frequent errors of word, meaning obscured.

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	9 -7	Poor: essentially translation, little knowledge of English vocabulary
Organization	20-18	Excellent: ideas clearly, well-organized, cohesive.
	17-14	Good: loosely organized but main ideas stand out, limited support.
	13-10	Fair: non-fluent, ideas confused.
	9-7	Poor: does not communicate, no organization.
Content	30-27	Excellent : knowledgeable, substantive
	26-22	Good : some knowledge of subject, adequate range
	21-17	Fair : limited knowledge of subject, little substance.
	16-13	Poor : does not knowledge of subject, non-substantive.
Mechanics	5	Excellent: demonstrated mastery of capitalization, punctuation, paragraphing.
	4	Good: occasional meaning of capitalization, punctuation, paragraphing, but meaning not obscured.
	3	Fair: frequent errors of capitalization, punctuation, paragraphing.
	2	Poor: dominated errors of capitalization, punctuation, paragraphing.

b. Achievement level

To know students' achievement in writing test, the researcher makes achievement level of students' understanding. Achievement level of students explained in the table below.

Table 3.2. Achievement level

Scoring of test	Achievement level
100 – 80	Excellent
79 - 65	Good
64 – 45	Fair
44 – 20	Poor
19 – 0	Very poor

c. Measuring the mean

All of students' score calculated to measure the mean in every cycle. It did to compare students' improvement on writing recount text. To measure the mean, the researcher use formula:[14]

$$X = \frac{\sum f}{n}$$

X   = the Mean

$\sum f$ = The Sum of Offset Score

n   = A Number of Students

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[14]Riduwan, Sunarto, *Pengantar Statistika untuk Penelitian Pendidikan Ekonomi, Komunikasi, dan Bisnis*, (Bandung: Alfabeta, 2009), p.38

H. Research Procedure

This study is Classroom Action Research conducted in three cycles. Before doing the research, the researcher did pre-cycle. It used to measure students' ability in recount text. After pre-cycle, the researcher implemented Cooperative Integrated Reading and Composition (CIRC) method in three cycles.

1. Pre-cycle

Pre-cycle began when the researcher observed students' classroom to know situation. Pre-cycle conducted at Tuesday, 10 February 2015. In this steps, teacher taught recount text using conventional methods. teacher explained definition of recount text and asked them to read example of recount text. The researcher also observed how situation of the class during teaching learning process.

After the teacher taught by using conventional method, the teacher gave written test for students to write experiences that they have. The test conducted to measure students' ability in recount text.

2. Cycle I

Cycle 1 conducted on February 14, 2015. Before cycle 1 begun, the researcher evaluated result of written test in the pre-cycle. Based on the test, students did not understand generic structures and language features of recount text. Because of that, The researcher taught recount text by using Cooperative Integrated Reading and

Composition (CIRC) method based on the difficulties of students in teaching learning.

a. Planning
   1) Arranging lesson planning
   2) Preparing checklists observation
   3) Preparing passages for students
   4) preparing groups of discussion
   5) Preparing worksheet
   6) Preparing the teaching material.

b. Action
   1) The researcher asked students about their experiences, such as: birthday party, recreation, etc.
   2) The researcher explained definition of recount text
   3) The researcher explained languages features and generic structures of recount text.
   4) The researcher gave example of recount text about experiences in the school; it is vomited in the classroom.
   5) The researcher divided students into six groups
   6) The researcher gave passages for each of groups.
   7) The researcher asked students to discuss generic structures and languages features of recount text.
   8) The researcher asked representative of groups to present the results of discussion.
   9) The researcher gave conclusion.

10) The researcher gave written test about recreation in the zoo.

   c. Observation

      1) Teacher observed students' activeness such as students asked to teacher, students answered the questions, and students' attention in the teaching learning process.

      2) Teacher observed students who involved in their group and cooperated with their group.

      3) Teacher observed the researcher activity during teaching learning process

      4) Teacher observed obstacles in teaching learning process.

   d. Reflection

      1) The researcher and teacher evaluated results of 1st cycle.

      2) The researcher and teacher evaluated obstacles in teaching learning process.

      3) The researcher and teacher discussed solves of obstacles in teaching learning process.

3. Cycle II

Cycle II is begun by researcher after students did test of 1st cycle. Cycle II conducted on 21 February 2015. In this cycle, the researcher reviewed the material about recount text and explained more about past tense.

a. Planning

    1) Preparing lesson planning

    2) Preparing passage for students

    3) Preparing discussion groups

    4) Preparing observation checklist

    5) Preparing worksheet

b. Action

    1) The researcher gave result of students' test

    2) The researcher explained some mistakes from students' answer.

    3) The researcher reviewed language features of recount text.

    4) The researcher explained more past tense.

    5) The researcher reviewed generic structures of recount text.

    6) The researcher divided students into 6 groups

    7) The researcher gave envelope for each of groups

    8) The researcher asked group to open the envelope.

    9) The researcher asked students to arrange the sentences into good sentences.

    10) The researcher asked students to identify generic structures and language features of the text.

    11) The researcher asked leader of team to presents results of discussion

    12) The researcher gave conclusion

13) The researcher gave written test for students

c. Observation

1) Teacher observed students' activeness in teaching learning process.

2) Teacher observed students' enthusiasm in teaching learning process.

3) Teacher observed the researcher activity during teaching learning process.

4) Students cooperated in their teamwork.

d. Reflection

1) The researcher and teacher evaluated results of written test in cycle II.

2) The researcher and teacher evaluated obstacles in teaching learning process.

3) The researcher and teacher discussed problem solving of obstacles in teaching learning process.

4. Cycle III

Cycle III is begun by researcher on February 28, 2015. In this cycle, the researcher reviewed about recount text and explained more the generic structure of recount text.

a. Planning

1) Preparing lesson planning

2) Preparing passage for students

3) Preparing discussion group

4) Preparing observation checklist

5) Preparing worksheet

b. Action

1) The researcher gave results of test.

2) The researcher asked students to analyze mistakes of their results.

3) The researcher explained some mistakes of the results.

4) The researcher gave example of recount text.

5) The researcher asked students generic structure of recount text

6) Students explained generic structure of recount text

7) Students mentioned generic structure of the example

8) Teacher asked students language features of recount text

9) Students explained language features of recount text

10) Students mentioned language features of the example.

11) Teacher asked students' understanding.

12) Teacher divided students into 6 groups

13) Students arranged sentences into good paragraph.

14) Students identified generic structure the passage.

15) Students identified language features the passage.

16) Leader of group presented the result of discussion

17) The researcher gave conclusion

18) The researcher gave a test.

c. Observation

1) Teacher observed students' activeness in teaching learning process.

2) Teacher observed students' enthusiasm in teaching learning process.

3) Teacher observed students' cooperative in their teamwork

4) Teacher observed the researcher activity in teaching learning process.

d. Reflection

1) Teacher and the researcher evaluated 3rd cycle

2) Teacher and the researcher discussed results of 3rd cycle test.

This research, the researcher used three cycles. The researcher used three cycle based on the results of students in cycle 3rd was satisfied when students were able:

1) To identify language features and generic structure of recount text.

2) To write recount text using language feature and generic structure.

3) To express their idea by well-organized writing.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding

This study is Classroom Action Research on improving students' writing ability in recount text by using Cooperative Integrated reading and Composition (CIRC) method. In this chapter, the researcher wanted to describe the use of Cooperative Integrated Reading and Composition and analyzed the results of this research that was conducted in three cycles.

1. Pre-cycle

This activity was done on February 10, 2015. In this step, the teacher explained recount text as usual. The teacher explained definition of recount text and generic structure of recount text. After it, the teacher asked students to open their English handbook. The teacher showed text which is example of recount text in the book. The teacher also asked students to translate the text into Indonesian. After it, the teacher identified generic structures *(orientation, events and re-orientation)* and language features the text together with students. In the last activity, the teacher asked students to write their best experience. It is done to measure students' ability in recount text.

After students finished their work, the teacher checked students' written in recount text. Based on the result test, students writing ability in recount text is:

$$X = \frac{\Sigma f}{n}$$

$$X = \frac{966}{24}$$

$$= 40{,}25$$

Where:

X : The average of student score

Σf : Total score

n : The number of students

From results above, the mean of students in writing recount text was 40,25. Based on the students' answer, students was still low to reach vocabulary, students didn't have main idea to write. Besides that, students also didn't understand generic structures and language features of recount text.

2. Cycle I

This activity was done on Saturday, 14 February 2015. Based on the results of pre-cycle was not satisfy enough, the teacher and the researcher decided to use Cooperative Integrated Reading and Composition (CIRC) method.

a. Planning

In this step, the researcher and teacher arranged lesson plan. Lesson planning was arranged by the researcher and teacher based on the problem was identified. The researcher and the teacher prepared checklists of observation in order to teacher could observe

students be easily. The researcher also prepared passages for students to use Cooperative Integrated Reading and Composition by title vomited in the classroom. Besides that, the researcher prepared group of discussion. The researcher grouped students based on the result of pre-cycle. Because the groups are homogenous group, so each of groups have students who high score and low score. And the last, the researcher prepared worksheet for students. The researcher and teacher gave pictures with theme "in the zoo" to compose story into recount text.

b. Action

In this step, teacher opened the class by using salaam, and gave motivation for students. And then, teacher explained definition of recount text, generic structures of recount text and language features of recount text. After that, teacher also gave example of recount text and identified generic structures and language features of the text. Teacher explained one by one language features of recount text, the researcher reviewed past tense such as *went, taught, visited, passed, got, etc*. After it, Teacher divided students into some groups and each of group consists of 4 students. Teacher divided students' groups based on the results of pre-cycle. It helped students to share their knowledge with their friends.

After that, the teacher gave the passages for each group by tittle "vomited in the classroom" and asked students to read the passage and to understand the passage. Next, the researcher asked students identified generic structures and language features the paragraph one by one. The researcher asked students to cooperate with their teamwork. After students finished discussion with their friends, the leader of team presented results of discussion. The leader of team read the results of discussion about generic structures of text. The last, The teacher gave conclusion and gave written test.

c. observation

During teaching learning process, the teacher observed that some students could be active and paid attention for the researcher. When the researcher explained the material, some students paid attention for her, and could answer the researcher's questions. But, there were some students talked with their, they did not pay attention and made noisy in the classroom. Some students asked to the researcher about the material. Students also asked about vocabulary of the passage. It means that, some students were interested in teaching learning process.

In the teamwork, some students shared their knowledge and cooperated with their friend. But, there were groups that could not cooperate with their teamwork,

students still talked with their friend and some task of group only was done by individually students. It became the process of Cooperative Integrated Reading and Composition method is not run-well. When the leader of team presented results of discussion, some students didn't pay attention for their friends. The Other observation's results was that most of students didn't know vocabulary the text but they were active to ask meaning of vocabulary and looked for the meaning in the dictionary.

d. Reflection

In this step, the researcher and teacher discussed the results of 1st cycle. Based on the result of test, students writing ability in recount text is:

$$X = \frac{\sum f}{n}$$

$$X = \frac{1492}{24}$$

$$= 61{,}54$$

From the result above which the students' average was 61,54. The researcher and teacher identified students' mistakes of the results. The results showed that some students still used present tense (verb 1) and verb + ing (*travelling, walking*). They were confused to use past tense in writing recount text. The researcher and teacher also gave more motivation for students in teaching learning process. But, students made students could not be seriously

and still made noisy. Because of that, the researcher and the teacher wanted to do the second cycle to make students' writing of recount text be better.

3. Cycle II

This activity was done on 21 February 2015. Based on the results of cycle I was not satisfied. The researcher and teacher decided to teach using Cooperative Integrated Reading and Composition (CIRC).

a. Planning

In this step, the researcher and teacher arranged lesson plan. Lesson planning was arranged by the researcher and teacher based on the problem was identified, because of the 1st cycle some students did not understand past tense, the researcher would explain more about past tense. Besides that, the researcher and teacher prepared checklists observation to be easily teacher observing. The researcher also prepared passages for students to use Cooperative Integrated Reading and Composition. Besides that, the researcher prepared group of discussion. The researcher grouped students based on the result of 1st-cycle. And the last, the researcher prepared worksheet for students. The researcher and teacher gave pictures with theme "last Sunday activity" to compose story into recount text.

b. Action

In this step, teacher started teaching learning process by using Salam. The teacher asked students who absent today. The teacher gave results test for students and explained some mistakes what students did. After that, the researcher explained recount text. The researcher identified generic structures and language features. In this step, the researcher explained more about past tense. The researcher gave examples of past tense and formula of past tense. The researcher also explained verb 2 *(regular and irregular verb)*, such as : cut, watch, swim, take, etc. The researcher also explained to be *(am, is, are)* when they used in recount text. After that, the researcher gave examples of recount text and identified language features and generic structures. The researcher identified specific participants of the text, temporal conjunction was used in the text and past tense. Teacher asked students to find out past tense in the example. Besides that, the researcher asked students to mention other past tense in the text one by one.

Next, the researcher divided students into some groups. Each group consists of 4 students. The researcher gave envelope for each group. The envelope contains some sentences. The researcher asked students to arrange the sentences into good paragraph and could be read. In this step, students were enthusiastic in their teamwork. They

could cooperate with their teamwork. After students finished to arrange the sentences, the teacher asked students to read the passage. The passage of cycle II was by title camping. After students read the passage, students identified generic structure and language features. After finished it, the representative of groups presented the result of discussion. The last, the researcher evaluated their presentation and gave a written test.

c. Observation

In this step, most students paid attention for the researcher explanation. Students were enthusiastic to answer the researchers' questions and asked question to teacher. Students also more understood about past tense when teacher asked for students to mention past tense of the text, such as *built, went, spent, got, held, played, danced, performed, and packed.* Students could differentiate regular and irregular past tense in the sentences although they still difficult to remember verb 2 the word, *like as* read, swim, etc.

In the teamwork, Students could cooperate with their teamwork although some students talked with their friends but there was not previous cycle, this cycle only some students made noisy in the classroom and the others was enthusiastic. Because students were enthusiasm to arrange the sentences, each of groups could arrange the

sentences into paragraph and answered the questions. Students also enthusiastic to find out meaning the passage, it was showed when students asked the meaning of vocabulary and found the meaning of vocab in the dictionary. In the presentation, some of groups paid attention for the other groups but there was group which did not pay attention for others.

d. Reflection

In this step, the researcher and teacher discussed the results of second cycle Based on the result of test, students writing ability in recount text is:

$$X = \frac{\Sigma f}{n}$$

$$X = \frac{1719}{24}$$

$$= 71{,}62$$

From the result above the students' average was 71,62. The results of second cycle showed that students were able to use past tense, but some students were not able to write recount text clearly. Some students forgot to write re-orientation of recount text and they didn't know how to introduce and to close their story. But, most of students were able to write recount text clearly. Some of students also could improve their story more interested although their sentences still used Indonesia-English translate.

Besides that, the result of test is enough and nearby KKM. Because of that, the researcher and teacher wanted to continue third cycle in writing recount text.

4. Cycle III

The activity was done on 28 February 2015. Because the result of 2nd cycle was nearby KKM, the researcher and teacher decided to use Cooperative Integrated Reading and Composition (CIRC) method.

a. Planning

In this step, the researcher and teacher arranged lesson plan. Lesson planning was arranged by the researcher and teacher based on the problem identified. Based on the previous chapter, students could not write recount text clearly. The researcher would explain more generic structure of recount text. The researcher and teacher prepared checklists observation in order to teacher could observe students easily. The researcher also prepared passages for students to use Cooperative Integrated Reading and Composition. Besides that, the researcher prepared group of discussion. The researcher grouped students based on the result of cycle II. And the last, the researcher prepared worksheet for students. The researcher and teacher gave pictures with theme "go to Dufan" to compose story into recount text.

b. Action

In this step, the researcher gave the result of test for students. The researcher asked students to analyze mistakes of their results. The researcher asked students about their mistakes. After they knew their mistakes, the researcher asked students to say their mistakes. Next, the researcher gave example of recount text. The researcher asked students about language features of recount text and then the researcher identified language features of the text one by one. The researcher asked specific participant of the text, temporal conjunctions in the text and past tense of the text. The researcher reviewed the formula of past tense. The researcher asked past tense of the text. After that, the researcher explained more about generic structure the text. How to write orientation, events, and re-orientation until students understood about them. And then, students identified them together with students.

After the researcher's explanation, the researcher divided into some groups. Each group consists of 4 students. After that, the researcher gave passages for each group. In this cycle, the researcher gave the different passages for students. It has purpose to measure students' achievement in teaching recount text and to know students' understanding in reading recount text. After students got the passage, students discussed the passage. Students identified

language features and generic structures the text. Then, the representative of group presented the results of discussion. Next, the researcher evaluated and gave written test for students.

c. Observation

In this step, students paid attention when the researcher was explaining and identifying generic structure and language features of recount text. Students could mention past tense of the text. Students also could answer the researcher's questions and asked questions for the researcher. This step, students involved in teaching learning process.

In the cooperative learning, students were able to share and cooperated with their teamwork. Each of groups was enthusiastic in teamwork process. Students were not being noisy and they cooperated with their team to be the best team in the class. In the presentation, all of group paid attention for others. They listened to their friend present the results of discussion. Students also were enthusiasm in teaching learning process and did written test.

d. Reflection

After the researcher gave treatment, the researcher also gave written test to measure students' achievement in writing recount text. Then, the researcher and teacher

discussed the results of third cycle. Based on the test, students' writing ability in recount text is:

$$X = \frac{\Sigma f}{n}$$

$$X = \frac{1878}{24}$$

$$= 78{,}25$$

From the results above students average was 78,25. The results also showed that student were able to write recount text well-organized. Students were able to understand recount text. They were able to identify generic structure and language features recount text. In writing recount text, students were able to write recount text by used past tense. Students were they were able to improve main ideas in the topic and reached vocabulary and organization of the written was well.

B. The Finding of The Result

After the researcher implemented the Cooperative Integrated Reading and composition in teaching writing, the researcher got the data, it was analyzed of pre cycle, first cycle, second cycle, and third cycle. the researcher got the result of Classroom Action Research.

1. Pre-cycle

In this cycle, the teacher taught writing text as usual. In the last activity, the teacher gave writing test to measure students' ability in writing recount text. The researcher counted the results all of aspects in writing. There are: grammatical, vocabulary, content, organization, and mechanics. The results of pre-cycle are:

Table 4.1 Score Test of Pre-Cycle

No.	Students' code	Score	Grade
1.	A-1	40	Poor
2.	A-2	34	Poor
3.	A-3	48	Fair
4.	A-4	41	Poor
5.	A-5	45	Fair
6.	A-6	34	Poor
7.	A-7	39	Poor
8.	A-8	41	Poor
9.	A-9	39	Poor
10.	A-10	49	Fair
11.	A-11	37	Poor
12.	A-12	35	Poor
13.	A-13	41	Poor
14.	A-14	41	Poor
15.	A-15	34	Poor
16.	A-16	36	Poor
17.	A-17	50	Fair
18.	A-18	41	Poor
19.	A-19	41	Poor
20.	A-20	41	Poor
21.	A-21	35	Poor
22.	A-22	47	Fair
23.	A-23	39	Poor
24.	A-25	38	Poor

$$X = \frac{\Sigma f}{n}$$

$$X = \frac{966}{24}$$

$$X = 40{,}25$$

From the pre-cycle results above, it can be concluded that the students' ability in writing recount text was poor. Most of students did not pass the standard minimum success criteria (KKM) that was regulated by the school. In this case it was 70. The high score of students was 50 and the low score of students was 34. Their average score were just 40,25 and it was still too far to fulfill the requirement.

Because the students' achievement level this pre-cycle was poor and their score was still under KKM, the researcher and teacher conducted to teach writing recount text by using Cooperative Integrated Reading and Composition.

2. Cycle I

Cycle 1 was conducted by the researcher on February 14, 2015 and February 17, 2015. In this cycle, the researcher started to implement Cooperative integrated reading and composition in teaching recount text. After the researcher and teacher implemented CIRC in teaching recount text, they also gave written test. There is cycle I result of students:

Table 4.2 Score Test of Cycle I

No.	Students' code	Score	Grade
1.	A-1	62	Fair
2.	A-2	58	Fair
3.	A-3	70	Good
4.	A-4	59	Fair
5.	A-5	70	Good
6.	A-6	53	Fair
7.	A-7	56	Fair
8.	A-8	65	Good
9.	A-9	67	Good
10.	A-10	67	Good
11.	A-11	60	Fair
12.	A-12	60	Fair
13.	A-13	60	Fair
14.	A-14	67	Good
15.	A-15	56	Fair
16.	A-16	61	Fair
17.	A-17	64	Fair
18.	A-18	63	Fair
19.	A-19	66	Good
20.	A-20	61	Fair
21.	A-21	62	Fair
22.	A-22	63	Fair
23.	A-23	63	Fair
24.	A-24	59	Fair

$$X = \frac{\sum f}{n}$$

$$X = \frac{1492}{24}$$

$$X = 61{,}54$$

From the results above, it can be concluded that the students' score was fair. However, there was a lot of them did not pass the standard minimum success criteria that were

regulated by the school that was 70 because the high score of students was 70 and the low score was 53. The average score was only 61,54 and it was still not enough to fulfill the requirement. In this cycle only two students passed the KKM there were A-3 and A-5 by the score 70. Besides that, teacher observed students in teaching learning process at classroom by using observation checklist. This observation was done in teaching learning recount text by using Cooperative Integrated Reading and Composition. It could be seen in the table below:

Table 4.3 Observation Results in cycle I

No	Indicators	Total of students	Percentage
1	Cooperating with their teamwork	8	33,33 %
2	Enthusiastic in teaching learning	11	45,83 %
3	Paying attention	11	45,83 %
4	Responding other groups presentation	5	20,83 %
5	Asking questions	12	50 %

From the data above, it would be analyzed by calculating the percentage to the observation checklist below:

Table 4.4 Score of Observation in Cycle I

No	Indicators	None (0%)	A few (< 20%)	Half (20%-49%)	Many (50%-69%)	Majority (>70%)	Total of score
		1	2	3	4	5	
1	Students cooperative in group			V			3
2	Students are enthusiastic in teaching learning process			V			3
3	Students pay attention in teacher's explanation			V			3
4	Students concern toward other group presentation			V			3
5	Students activeness in asking question				V		3
	Total of score				15		15

$$Mxc = \frac{\Sigma \; xc}{S_{max}} \; x100 \; \%$$

$$Mxc = \frac{15}{25} \; x100 \; \%$$

$$= 60 \; \%$$

According to the results of the observation above, it can be concluded that the teaching learning process was sufficient. Although there were some students made noisy in the classroom, students did not cooperate with their teamwork and did not pay attention teacher explanation.

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3. Cycle II

Cycle II was conducted on February 21, 2015 and February 24, 2015. Because the results of cycle I was fair and still under KKM. The researcher and teacher conducted teaching recount text by using Cooperative Integrated reading and composition. After implemented the method, the researcher and teacher also gave written test to know students' achievement in writing recount text. There is result of cycle II:

Table 4.5 Score Test of Cycle II

No.	Students' code	Score	Grade
1.	A-1	72	Good
2.	A-2	69	Good
3.	A-3	78	Good
4.	A-4	76	Good
5.	A-5	77	Good
6.	A-6	68	Good
7.	A-7	68	Good
8.	A-8	70	Good
9.	A-9	73	Good
10.	A-10	73	Good
11.	A-11	68	Good
12.	A-12	68	Good
13.	A-13	69	Good
14.	A-14	76	Good
15.	A-15	69	Good
16.	A-16	69	Good
17.	A-17	74	Good
18.	A-18	76	Good
19.	A-19	76	Good
20.	A-20	70	Good
21.	A-21	72	Good
22.	A-22	72	Good
23.	A-23	69	Good
24.	A-24	67	Good

$$X = \frac{\Sigma f}{n}$$

$$X = \frac{1719}{24}$$

$$X = 71{,}63$$

From the results above, it can be concluded that the students' score was good. However, some students did not pass the standard minimum success criteria that was regulated by the school that was 70 because their score were 67,68, and 69 and it was still enough to fulfill the requirement. In this cycle, there were 10 students did not pass the KKM and other students could pass KKM. Based on the result, the lowest score is 67 and the highest score is 78.

Besides that, teacher observed students in teaching learning process at classroom by using observation checklist. This observation was done in teaching learning recount text by using Cooperative Integrated Reading and Composition. It could be seen in the table below:

Table 4.6 Observation Results in Cycle II

No	Indicators	Total of students	Percentage
1	Cooperating with their teamwork	12	50%
2	Enthusiastic in teaching learning	15	62,5 %
3	Paying attention	15	62,5 %
4	Responding to other groups presentation	9	37,5 %
5	Asking questions	14	58,33%

From the data above, it would be analyzed by calculating the percentage to the observation checklist below:

Table 4.7 score of observation in cycle II

No	Indicators	None (0%) 1	A few (< 20%) 2	Half (20%-49%) 3	Many (50%-69%) 4	Majority (>70%) 5	Total of score
1.	Students cooperative in group				V		4
2	Students are enthusiastic in teaching learning process				V		4
3	Students pay attention in teacher's explanation				V		4
4	Students concern toward other group presentation			V			3
5	Students activeness in asking question				V		4
	Total of score	0	0	3	16	0	19

$$Mxc = \frac{\Sigma\ xc}{S_{max}}\ x100\ \%$$

$$Mxc = \frac{19}{25}\ x100\ \%$$

$$= 76\ \%$$

According to the results above, it can be concluded that students could cooperate with their teamwork more. A number of students were more enthusiastic in teaching learning process. Besides that, students concern toward other groups, it showed that the representative of group presented the discussion results although some students still talked in the classroom.

4. Cycle III

Cycle III was conducted on February 28, 2015 and March 3, 2015. Because the previous research whom students did not pass KKM, the researcher and teacher would conduct Cooperative Integrated Reading and composition in teaching recount text.

Table 4.8 Score Test of Cycle III

No.	Students' code	Score	Grade
1.	A-1	80	Excellent
2.	A-2	75	Good
3.	A-3	85	Excellent
4.	A-4	76	Good
5.	A-5	83	Excellent
6.	A-6	74	Good
7.	A-7	75	Good
8.	A-8	80	Excellent

No.	Students' code	Score	Grade
9.	A-9	78	Good
10.	A-10	82	Excellent
11.	A-11	75	Good
12.	A-12	75	Good
13.	A-13	75	Good
14.	A-14	84	Excellent
15.	A-15	74	Good
16.	A-16	74	Good
17.	A-17	81	Excellent
18.	A-18	84	Excellent
19.	A-19	84	Excellent
20.	A-20	76	Good
21.	A-21	75	Good
22.	A-22	75	Good
23.	A-23	83	Excellent
24.	A-24	75	Good

$$X = \frac{\sum f}{n}$$

$$X = \frac{1878}{24}$$

$$X = 78,25$$

Based on the results, the average score of students is good. In this cycle, all students could pass the standard minimum success criteria. The highest score is 85 and the lowest score is 74. It means that students were able to write recount text well. Besides that, teacher observed students in teaching learning process at classroom by using observation checklist. This observation was done in teaching learning recount text by using Cooperative Integrated Reading and Composition. It could be seen in the table below:

Table 4.9 Observation Results in Cycle III

No	Indicators	Total of students	Percentage
1	Cooperating with their teamwork	16	66,67 %
2	Enthusiastic in teaching learning	17	70,83 %
3	Paying attention	19	79,17 %
4	Responding to other groups presentation	11	45,83%
5	Asking questions	12	50 %

From the data above, it would be analyzed by calculating the percentage to the observation checklist below:

Table 4.10 Score of Observation in Cycle III

No	Indicators	None (0%)	A few (< 20%)	Half (20%-49%)	Many (50%-69%)	Majority (>70%)	Total of score
		1	2	3	4	5	
1.	Students cooperative in group				V		4
2	Students are enthusiastic in teaching learning process					v	5
3	Students pay attention in teacher's explanation					V	5
4	Students concern toward other group presentation			V			3
5	Students activeness in asking question				V		4
	Total of score	0	0	3	8	10	21

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$$\text{Mxc} = \frac{\Sigma\ xc}{S_{\max}} \times 100\ \%$$

$$\text{Mxc} = \frac{21}{25} \times 100\ \%$$

$$= \quad 84\ \%$$

According to the results, it can be concluded that most of students paid attention for teacher's explanation. Students concerned toward to their friend presented the results and they more cooperate with their teamwork although there are some students did not cooperate with their friends. It means that students were more enthusiastic in teaching learning. However, students who asking question were less than previous cycle.

5. The analysis of the whole test

The result of test from pre-cycle until cycle III can be seen briefly as follow:

Table 4.11 Comparison Percentage of Students Enthusiastic in Teaching Learning Proses

No.	Cycle	Total score	Percentage
1	Cycle I	15	60%
2	Cycle II	19	76%
3	Cycle III	21	84%

Table 4.12 The Results of The Whole Test

No.	Students' code	Pre-cycle	Cycle I	Cycle II	Cycle III
1	A-1	40	62	72	80
2	A-2	34	58	69	75
3	A-3	48	70	78	85
4	A-4	41	59	76	76

No.	Students' code	Pre-cycle	Cycle I	Cycle II	Cycle III
5	A-5	45	70	77	83
6	A-6	34	53	68	74
7	A-7	39	56	68	75
8	A-8	41	65	70	80
9	A-9	39	67	73	78
10	A-10	49	67	73	82
11	A-11	37	60	68	75
12	A-12	35	60	68	75
13	A-13	41	60	69	75
14	A-14	41	67	76	84
15	A-15	34	56	69	74
16	A-16	36	61	69	74
17	A-17	50	64	74	81
18	A-18	41	63	76	84
19	A-19	41	66	76	84
20	A-20	41	61	70	76
21	A-21	35	62	72	75
22	A-22	47	63	72	75
23	A-23	39	63	69	83
24	A-24	38	59	67	75
Sum		966	1492	1719	1878
Average mean		40,25	61,54	71,63	78,25
Lowest score		34	53	67	74
Highest score		50	70	78	85

From the table above, it can be concluded that Cooperative Integrated Reading and Composition could improve students' writing ability in recount text. So, the implementation of Cooperative Integrated reading and Composition in this Classroom Action Research was successfully. It can be seen from the results of each table.

The improvement of students' achievement in writing recount text had been seen by the diagram as follow:
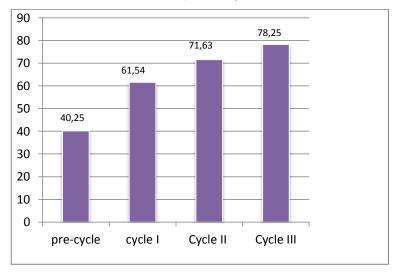
Figure 4.1 Diagram of the Whole Test

From the diagram above, the researcher concluded that there was improvement students' writing ability in recount text by using Cooperative Integrated Reading and Composition method. it can be seen the average result of each cycle. In the pre-cycle, the average result is 40,25. It showed that the average was low because of score for KKM is 70. In cycle I showed that there was improvement up to 61,54. In cycle II was 71,63 and in cycle III was 78,25. It means that there was improvement in every cycle after using Cooperative Integrated Reading and Composition in teaching recount text.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusion is presented according to data which be analyzed in the previous chapter. From all of the data analysis in improving students' writing ability in recount text by using Cooperative Integrated reading and composition with VIII A grade students of SMP NU Hasanudin 6 Semarang in the academic year 2014/2015 can be concluded that:

1. This research showed that students' activeness in teaching writing Recount text by using Cooperative integrated reading and Composition was increasing. It can be seen observation results of each cycle. First cycle, students' activeness was 60%. This cycle, some students made noisy, did not cooperate with their teamwork and did not pay attention teacher's explanation. Second cycle, students' activeness was 76%. This cycle, students cooperate with their teamwork but they did not respond to concern toward other groups. Third cycle, students' activeness was 84%. This cycle, students enthusiastic in teaching learning process, students cooperate with their teamwork and pay attention although there was some students talked with their friends.

2. This research showed that there was improvement teaching recount text by using Cooperative Integrated Reading and Composition. It can be seen average of each cycle. Before the teacher taught recount text by using Cooperative Integrated Reading and composition, the average is 40,25. This pre-cycle showed that students have no idea to write recount text and they are less vocabulary to arrange Recount text. After teacher taught recount text by using Cooperative Integrated Reading and composition, students' writing in recount text was improving. It can be seen the average students in each cycle. In the first cycle, the average score of students is 61,54. The first cycle showed that students were able to understand recount text but they were still confused to use past tense. The second cycle, the average score of students is 71,63. This cycle showed that students were able to use past tense although they are difficult to remember irregular verb. In the third cycle, the average score of students is 78,25. This cycle showed that students were able to use past tense well and they were able to improve their idea to compose recount text.

B. Recommendation

From the conclusion above, there are some suggestions:

1. Teacher should motivate students writing' interest by giving writing material.

2. Teacher should use method in teaching learning process in order to students were more interested to learn the lesson.
3. Cooperative Integrated Reading and Composition can help students easier to understand text and compose sentences.

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http://www.promisingpractices.net/program.asp?programid=142, retrieved on December 22, 2014. 10.32 am.

Appendix 1

List students of SMP NU Hasanudin 6 Semarang

No.	Name	Students' code
1	Ahmad Mustofa	A-1
2	Aldha Meilidya	A-2
3	Amalia Pridaning Sari	A-3
4	Ardiansyah Saputra	A-4
5	Bagas Putra Tahappare	A-5
6	Cahyo Suryaman	A-6
7	Devon Erlangga Putra	A-7
8	Dimas Okka Firmansyah	A-8
9	Ega Bagas Pangestu	A-9
10	Elsa Rizki Feriani	A-10
11	Erlangga Nalatama	A-11
12	Febby Burhanuddin Irsyad	A-12
13	Ibnu Musthofa Kamal	A-13
14	Isnan Tri Wibowo	A-14
15	Kharisma Putri Damardjati	A-15
16	Kristy Kurnisari Dewi	A-16
17	Mareta Salsabilla	A-17
18	Moh. Fuadchasan Sholih	A-18
19	Mudtohar Maulana	A-19
20	Muhammad Nizar	A-20
21	Novita Dwi Handayani	A-21
22	Nur 'Ainun Barokah	A-22
23	Panji Kristian	A-23
24	Rizky Adi Saputro	A-24

RESEARCH JOURNAL IN CLASSROOM ACTION
RESEARCH

Teacher   : Eis Sukarsih, S.Pd

Researcher   : Fatimatuz Zahrotun Nisa'

Class   : VIII A of SMP NU Hasanudin 6 Semarang

No	Activities	Date
1.	Meet the headmaster to give research permission letter	January 12th 2015
2.	Meet the English teacher to make sure the start of the research	February 9th 2015
3.	Pre-cycle	February 10th 2015
4.	Cycle I	February 14th 2015
5.	Cycle II	February 21st 2015
6.	Cycle III	February 28th 2015

Appendix 3

LESSON PLANNING CYCLE I

School : SMP NU Hasanudin 6 Semarang

Subject : English

Skill focus : Writing

Theme : Recount text

Class/Semester : VIII/2

Time allotment : 5 x 40 minutes

A. Standard of Competence

6. Expressing the meaning of written text functionally and simple short essay in descriptive and recount text to interact with the surrounding environment.

B. Basic Competence

6.1 Expressing the meaning of the text functional in the simple short writing by using a variety of a written language accurately, fluently and acceptable to interact with the surrounding environment.

6.2 Expressing the meaning and rethorica steps of simple short essay by using variety of written language accurately, fluently and acceptable to interact surrounding environment in the *descriptive text* and *recount text*

C. Indicators

1. Students are able to understand recount text.
2. Students are able to write recount text clearly.
3. Students are able to improve writing ability.

D. Learning aim

By the end of the lesson, students will have been able to write short experience correctly.

E. Teaching Material

<div align="center">

Recount text

</div>

1. Definition and purpose of recount text

   A recount is a type of spoken or written text that deals with past experiences.

   The purpose of recount text is retelling some events that happened in the past for certain purposes; to inform or to entertain the listeners or readers.

2. Language features

   a. Focus on individual participants

      E. g; *I, he, Mr. john, Anne, etc.*

   b. Focus on a temporal sequence of events.

      E. g; *then, after, next, etc*

   c. Using past tense

      E. g: *sat, visited, taught, etc.*

   d. Using action verb

      E. g; *sat, went, write, etc.*

3. Generic structures

   a. Orientation : an introduction that provides the setting and introduces participant

   b. Events : account that tells what happened, in a sequence

   c. Reorientation (optional) : Closing of event**s**

4. Example

Go to Italy

Last summer, the writer of a famous novel went to Italy. He visited museums. He sat in a public garden, and a friendly waiter taught him a few Italian words. He thought about postcards yesterday. His holiday passed quickly. On the last day, he got up early and bought 37 cards. He was in his room all day, but he did not write a single card.

F. Learning Technique

- Three-past technique
- Cooperative Integrated Reading and Composition method

G. Learning activities

1. Pre- Activities

   a. Apperception

      - Teacher greets students by using "assalamu'alaikum"
      - Teacher stimulates students by asking past experience

   b. Motivation

      - Teacher motivates students based on experience that they happened.

2. Main Activities

   a. Exploration

      - Teacher relates students' experience with recount text
      - Teacher explains definition, purposes, language features and generic   structures of recount text.
      - Teacher gives example of recount text
      - Teacher identifies language features and generic structures of example recount text.

- Teacher explains one by one language features of recount text
- Teacher reviews past tense, such as *went, visited, got, etc.*

b. Elaboration

- Teacher divides class into some groups
- Each of groups consist 4 students
- Teacher gives a passages for each of groups by tittle "vomited in the classroom"
- Teacher asks students to identify language features and generic structures of the passage
- Teacher asks students to write down discussing results
- Teacher asks representative each of group to read the results in front of their friends.
- Teacher gives conclusion the material

c. Confirmation

- Teacher reviews the material
- Teacher gives a written test

3. Post Activities

- Teacher gives support for students to study hard
- Teacher closes the class

H. Media and Sources

1. Media

- Paper
- White board

2. Sources

- Widiati, Utami, et.al. *Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama/ Madrasah Tsanawiyah kelas VIII, 4th Ed.* Jakarta: pusat perbukuan Departemen Pendidikan Nasional. 2008.
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I. Assessment

1. Form　　　　　 : written Test
2. Technique　　　 : students write last holiday in the zoo.
3. Aspect　　　　 : content, grammatical, organization, vocabulary, mechanic.
4. Scoring Guidance : Content + grammatical + organization + vocabulary + mechanic.

　　　　　　　　　　　　　　　Semarang, 10 February 2015

English Teacher　　　　　　　The Researcher

Eis Sukarsih, S.Pd.　　　　**Fatimatuz Zahrotun Nisa'**
　　　　　　　　　　　　　　　 NIM 113411060

LESSON PLANNING CYCLE II

School : SMP NU Hasanudin 6 Semarang

Subject : English

Skill focus : Writing

Theme : Recount text

Class/Semester : VIII/2

Time allotment : 5 x 40 minutes

A. Standard of Competence

6. Expressing the meaning of written text functionally and simple short essay in descriptive and recount to interact with the surrounding environment.

B. Basic Competence

6.1 Expressing the meaning of the text functional in the simple short writing by using a variety of a written language accurately, fluently and acceptable to interact with the surrounding environment.

6.2 Expressing the meaning and rethorica steps of simple short essay by using variety of written language accurately, fluently and acceptable to interact surrounding environment in the *descriptive text* and *recount text.*

C. Indicators

1. Students are able to understand recount text.

2. Students are able to write recount text clearly.

3. Students are able to improve writing ability.

D. Learning aim

By the end of the lesson, students will have been able to write short experience correctly.

E. Teaching Material

<div align="center">

Recount text

</div>

1. Definition and purpose of recount text

   A recount is a type of spoken or written text that deals with past experiences.

   The purpose of recoun text is retell some events that happened in the past for certain purposes; to inform or to entertain the listeners or readers.

2. Language features

   a. Focus on individual participants

      e.g; *I, he, edward, alice, etc.*

   b. Focus on a temporal sequence of events.

      e.g; *then, after, last, etc.*

   c. Using past tense

      e.g; worked, remembered, cut, tried, etc.

   d. Using action verb

      e.g; worked, cut, went, etc.

3. Generic stuctures

   a. Orientation   : an introduction that provides the setting and introduces participant

b. Events   : account   that   tells   what happened, in a sequence

c. Reorientation (optional) : Closing of event**s**

d. Example

<div align="center">

Our Trip **to the Blue Mountain**

</div>

On Friday we went to the Blue Mountains.

We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

In the afternoon we went home.

F. Learning Technique

- Three-past technique
- Cooperative Integrated Reading and Composition method

G. Learning activities

1. Pre- Activities

- Teacher greets students by using "assalamu'alaikum"
- Teacher asks students who absent today
- Teacher stimulates students by asking past experience

2. Main Activities

a. Exploration

- Teacher gives results of cycle I

- Teacher explains recount text
- Teacher explains definition, purposes, language features and generic structures of recount text.
- Teacher explains more about past tense
- Teacher explains regular and irregular verb
- Teacher gives example of recount text
- Teacher identifies language features and generic structures of example recount text.
- Teacher identifies specific participants , temporal conjunction of the text.
- Teacher asks students to find out pat tense of the text.

b. Elaboration
- Teacher divides class into some groups
- Each of groups consist 4 students
- Teacher gives envelope for each group
- Teacher asks to arrange the sentences into good paragraph
- Teacher asks students to identify language features and generic structures of the passage
- Teacher asks students to write down discussing results
- Teacher asks representative each of group to read the results in front of their friends.
- Teacher gives conclusion the material

c. Confirmation

- Teacher reviews the material
- Teacher gives a test

3. Post Activities
   - Teacher supports students to study hard
   - Teacher closes the class

H. Media and Sources

1. Media
   - Paper
   - White board

2. Sources
   - Widiati, Utami, et.al. *Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama/ Madrasah Tsanawiyah kelas VIII, 4th Ed.* Jakarta: pusat perbukuan Departemen Pendidikan Nasional. 2008.
   - Wartono, Ardiman. *English In focus 2: For Grade Junior High School (SMP/MTS).* Jakarta : Pusat Perbukuan Pendidikan Departemen Nasional 2008.
   - Education, Department of school, *A genre-based approach to teach writing, years 3-6;an approach to writing K-12,*Australia : Literacy and Education Research Network and the directorate of studies. 1990

I. Assessment

1. Form   : written Test
2. Technique   : students write past activity.
3. Aspect   :content, grammatical, organization, vocabulary, mechanic.

4. Scoring Guidance :

        sum all of writing aspects

Content + grammatical + organization + vocabulary + mechanic.

Semarang, 21 February 2015

English Teacher   The Researcher

Eis Sukarsih, S.Pd.   **Fatimatuz Zahrotun Nisa'**
NIM 113411060

LESSON PLANNING CYCLE III

School : SMP NU Hasanudin 6 Semarang

Subject : English

Skill focus : Writing

Theme : Recount text

Class/Semester : VIII/2

Time allotment : 5 x 40 minutes

A. Standard of Competence

6. Expressing the meaning of written text functionally and simple short essay in descriptive and recount text to interact with the surrounding environment.

B. Basic Competence

6.1 Expressing the meaning of the text functional in the simple short writing by using a variety of a written language accurately, fluently and acceptable to interact with the surrounding environment.

6.2 Expressing the meaning and rethorica steps of simple short essay by using variety of written language accurately, fluently and acceptable to interact surrounding environment in the *descriptive text* and *recount text*

C. Indicators

1. Students are able to understand recount text.
2. Students are able to write recount text clearly.

3. Students are able to improve writing ability.

D. Learning aim

By the end of the lesson, students will have been able to write short experience correctly.

E. Teaching Material

Recount text

1. Definition and purpose of recount text

A recount is a type of spoken or written text that deals with past experiences.

The purpose of recoun text is retell some events that happened in the past for certain purposes; to inform or to entertain the listeners or readers.

2. Language features

a. Focus on individual participants

e.g; *I, we, my family and I,etc.*

b. Focus on a temporal sequence of events.

e.g;. *then, next, after, first, second, etc*

c. Using past tense

e.g; *sang, sat, went,*

3. Generic structures

a. Orientation : an introduction that provides the setting and introduces participant

b. Events : account that tells what happened, in a sequence

c. Reorientation (optional) : Closing of event**s**

d. Example

<p align="center">**Visit mount Ciremai**</p>

Last weekend, my family and me went for a holiday, the goal of the tourist attractions in Mount Ciremai, our family is really like when on vacation to the mountains, after me and my family was getting ready we immediately take a trip to get there by car. after a few hours, we finally got there, I immediately felt happy family, the parents we see the beautiful scenery, and my brother played games in Swift, there is very cool air once, and do not forget we also take pictures. after we are satisfied, my family and I finally came home, it was a nice holiday.

F. Learning Technique

- Three-past technique
- Cooperative Integrated Reading and Composition method

G. Learning activities

1. Pre- Activities
   a. Apperception
      - Teacher greets students by using "assalamu'alaikum"
      - Teacher stimulates students by asking past experience
   b. Motivation
      - Teacher motivates students based on experience that they happened.
2. Main Activities
   a. Exploration

- The researcher gives results of test.
- The researcher asks students to analyze mistakes of their results.
- The researcher explains some mistakes of the results.
- The researcher gives example of recount text.
- The researcher asks students about language features of recount text
- The researcher identifies language features of the text one by one.
- The researcher asks specific participant of the text, temporal conjunctions in the text and past tense of the text.
- The researcher reviews the formula of past tense.
- The researcher asks past tense of the text.
- The researcher explains more about generic structure the text.
- The researcher gives example about orientation, events, and re-orientation
- Teacher asks students' understanding.

b. Elaboration
- Teacher divides students into some groups
- Students arranges sentences into good paragraph.
- Students identifies generic structure the passage.
- Students identifies language features the passage.

- Teacher asked the representative of group presents the result of discussion
- The researcher gives conclusion
- The researcher gives a test.

c. Confirmation
- Teacher reviews the material
- Teacher gives a test

3. Post Activities
- Teacher supports students to study hard
- Teacher closes the class

H. Media and Sources

1. Media
- Paper
- White board

2. Sources
- Widiati, Utami, et.al. *Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama/ Madrasah Tsanawiyah kelas VIII, 4th Ed.* Jakarta: pusat perbukuan Departemen Pendidikan Nasional. 2008.
- Wartono, Ardiman. *English In focus 2: For Grade Junior High School (SMP/MTS).* Jakarta : Pusat Perbukuan Pendidikan Departemen Nasional 2008..
- Education, Department of school, *A genre-based approach to teach writing, years 3-6;an approach to writing K-12,*Australia : Literacy and Education Research Network and the directorate of studies. 1990

I. Assessment

1. Form   : written Test

2. Technique   : Students write holiday to dufan.

3. Aspect   : Content, grammatical, organization, vocabulary, mechanic.

4. Scoring Guidance : Content + grammatical + organization + vocabulary + mechanic.

Semarang, 28 February 2015

English Teacher   The Researcher

Eis Sukarsih, S.Pd.   **Fatimatuz Zahrotun Nisa'**
NIM 113411060

Appendix 6

Passages of 1st Cycle

Vomitted in the classroom

One day Sandra Dewi felt sick in the middle of the English lesson. All the students did reading tasks. Suddenly Sandra Dewi vomited. All other students stopped writing.

Mrs. Lidia helped her immediately. The chairman of the class sent for the school's doctor. In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure. Then he took her temperature. "I'm afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough, too. I'll give her some pills for her malaria, some tablets for her fever, and syrup for her cough. She needs a week's rest", said the doctor.[1]

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[1] *English In focus 2: For Grade Junior High School (SMP/MTS).*

Appendix 7

Passages of cycle II

Camping

Last weekend, my friends and I went camping.
We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp. The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home.[2]

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[2] *English In focus 2: For Grade Junior High School (SMP/MTS).*

Appendix 8

Passage of cycle III

Vacation to the beach anyer

The last holiday, my family went to Anyer beach for a picnic, we leave in the morning, because of our house to the beach anyer took a 4 hour drive, so we can play and have fun there longer, we were off to the beach anyer.

After arriving at the beach anyer, we just took a walk because the beach is in front of the hotel. We walked along the seashore, played water and sand. Actually we also wanted to swim in the beach but the lifeguard didn't allow us. Besides doing many activities we also watched some foreign tourist's activities. They were lying on the beach, while others were having massage or surfing.

When we felt tired, we took a rest to have some meals and drinks, and at 5:00 pm we came home his end, this is a memorable holiday, next time we will visit again.[3]

Fantastic Holiday

Last summer I got a fantastic holiday. I visited some great place, I went to an airport and was going to fly to

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[3] *Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama/ Madrasah Tsanawiyah kelas VIII, 4th Ed.*

Cleveland. I was spending there two days. I liked to see some Cleveland Cavaliers basketball matches.

Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO and Columbia – had studios in Hollywood.

I did not want to leave but I had to.

After that, I went to New York city. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing, The places made me feel at home but I have to go home. Next time I would return to them.[4]

My Bad Day on Sunday

I had a terrible day yesterday.

First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks. Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to

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[4] *Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama/ Madrasah Tsanawiyah kelas VIII, 4th Ed.*

discover that it was Sunday!

I hope I never have a day as the one I had yesterday.[5]

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[5] *Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama/ Madrasah Tsanawiyah kelas VIII, 4th Ed.*

Appendix 9

ULANGAN HARIAN I MATERI RECOUNT TEXT
SMP HASANUDIN 6 SEMARANG
TAHUN PELAJARAN 2014/2015

NAME   :

CLASS   :

NUMBER OF STUDENTS   :

WRITE DOWN RECOUNT TEXT BASED ON THE PICTURES !!!

Appendix 10

ULANGAN HARIAN II MATERI RECOUNT TEXT
SMP HASANUDIN 6 SEMARANG
TAHUN PELAJARAN 2014/2015

NAME   :

CLASS   :

NUMBER OF STUDENTS   :

WRITE DOWN RECOUNT TEXT BASED ON THE PICTURES !!!

Appendix 11

ULANGAN HARIAN III MATERI RECOUNT TEXT
SMP HASANUDIN 6 SEMARANG
TAHUN PELAJARAN 2014/2015

NAME   :

CLASS   :

NUMBER OF STUDENTS   :

WRITE DOWN RECOUNT TEXT BASED ON THE PICTURES !!!

Appendix 12

Name = ISNAN. TRI WIBOWO.
Kelas = 8 A

No.

Date :

* Experience that unforgottable moment in Jakarta - Bandung with my friend and teacher.

I and my friend to clib ICE AGE and Niegara - gare. after I and my friend go to banding to Buy ~~giftes~~ givt Iyem, Dodol and T-Shirt.

(41) poor.

Pengalaman.

·) At then moment me and friends. Viseted world far
me and frieds ~~play~~ ~~there are~~ play, there are very
beautiful. me like inthey.

·) friends me play mode that rich Disel.

~~Me and friends go the into stady tour~~ st

I < Me and friends stady-tour jakarta - Bandung. I Arivied ~~12.30~~ at 12.30. pm
I Looked water siom and I suiming with best friend in the after
I < me and friends rode biangiala. next me and friends rode tornado, halilintar
and I took a picture with Badut dufan after satified graunde dufan and
Playing ther I had lunch with my friends. after that to beach and looked sunset
and the last I looked sali sofemr. I bought sofenir
and at 07.00 pm. I came beck to home.
I very very happy. looked ~~scenary~~.
in there scenary.

→ Event.

(75)

Reorientation.

→ Orientation.

~~[crossed out]~~ Last week, I went travelling in Dufan, I rode school bus with my friends. I Arrived from Semarang ~~[crossed out]~~ at eight o'clock. when I was there, I comernued (to) (suam) with my friends. ~~after~~ after Suam, I rode Branglala. Then I rode Tornado. after down head I felt counfius. Then I rode Helilintar with my friends. after that I took a picture with dolls. than I ~~rode hungry~~ Had lunch with my friends in restaurant. after that I went in beach. I ~~looked~~ scenary that beautiful. Then I bought souvenir to Family. after that I came back From there at seven oclock.

(84)

~~Very Happy I felt Happy~~
I felt very Happy ~~once~~.

Appendix 13

DOCUMENTATION

Teaching learning situations

The group discuss the passage

Student presents the results of discussion.

Students are doing the test

Nomor	: In.06.3/J4/PP.00.9/6281/2014	Semarang, 27 November 2014
Lamp	: -	
Hal	: Penunjukan Pembimbing Skripsi	

Kepada Yth:

1. Dra. Ma'rifatul Fadhilah, M.Ed
2. Titik Rahmawati, M.Ag

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Tadris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa,

Nama   : Fatimatuz Zahrotun Nisa'

NIM   : 113411060

Judul   :**Improving students' writing ability in Recount Text by using Cooperative Integrated Reading and Composition (A Classroom Action Research at the Eighth Grade of SMP NU Hasanudin 6 Semarang in the Academic Year of 2014/2015)**

dan menunjuk saudara:

1. Dra. Ma'rifatul Fadhilah, M.Ed sebagai pembimbing materi
2. Titik Rahmawati, M.Ag sebagai pembimbing metodologi

Demikian atas kerja sama yang diberikan kami ucapkan terima kasih.

Ketua Prodi Bahasa Inggris

Siti Tarwiyah, M. Hum
NIP. 19721108 199903 2 001

Tembusan:
1. Dekan Fakultas Tarbiyah IAIN Walisongo (sebagai laporan)
2. Mahasiswa yang bersangkutan
3. Arsip

Nomor : In.06.3/D.1/TL.00/ 0573/2015   Semarang, 26 Januari 2015
Lamp. : 1 (Satu) Proposal
Hal   : Mohon Izin Riset

A.n   : Fatimatuz Zahrotun Nisa'
NIM   : 113411060

Yth.   :
Kepala SMP NU Hasanudin 6
di Semarang

Assalamu'alaikum wr. wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama   : Fatimatuz Zahrotun Nisa'
NIM   : 113411060
Alamat   : Ds. Jleper Rt.01 Rw.03, Kec. Mijen, Kab. Demak
Judul Skripsi : Improving Students' writing ability in recount text by using
                Cooperative Integrated Reading and Composition (CIRC) method
Pembimbing   : 1. Dra. Ma'rifatul Fadlilah, M.Ed
                2. Titik Rahmawati, M.Ag

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diijinkan melaksanakan riset selama satu bulan, mulai tanggal 10 Februari 2015 sampai dengan tanggal 3 Maret 2015.

Wassalamu'alaikum wr. wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

Dr. H. Wahyudi, M.Pd.
NIP: 19680314 199503 1 001

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan KeguruanUIN Walisongo Semarang

SURAT KETERANGAN

No. 174/I03.1/SMP HAS 6/III/2015

Yang bertanda tangan dibawah ini, Kepala SMP Hasanuddin 6 Semarang, menerangkan bahwa :

Nama : Fatimatuz Zahrotun Nisa'

NIM : 113411060

Fakultas/jurusan : FITK/ Tadris Bahasa Inggris

Keterangan : telah melakukan Penelitian skripsi dengan judul "Improving Students Writng ability In recount text by using Cooperative Integrated Reading and Composition (CIRC) method" di SMP Hasanuddin 6 Semarang pada tanggal 10 Februari 2015 - 03 Maret 2015

Demikian surat keterangan ini dibuat dengan sebenarnya.

Semarang, 03 Maret 2015

Kepala Sekolah

Prihatin Lestari, S.Pd

KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI (UIN) WALISONGO

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. DR. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. **7615387 Semarang** 50185

SURAT KETERANGAN

Nomor : In.06.3/D.3/PP.009/4508/2015

Assalamu'alaikum, Wr. Wb.

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo dengan sesungguhnya, bahwa:

Nama	: Fatimatuz Zahrotun Nisa'
Tempat, tanggal lahir	: Demak, 10 April 1993
NIM	: 113411060
Program/Semester/Tahun	: S.1/8/2015
Jurusan	: Pendidikan Bahasa Inggris
Alamat	: Desa Jleper RT 01/III Kec. Mijen Kab. Demak 59583

Adalah benar-benar telah melakukan kegiatan Ko-Kurikuler dan nilai dari kegiatan masing-masing aspek sebagaimana *terlampir.*

Demikian surat keterangan ini dibuat, dan kepada pihak-pihak yang berkepentingan diharap maklum.

Wassalamu'alaikum, Wr. Wb.

Semarang, 27 Februari 2015
A.n Dekan
Wakil Dekan
Bidang Kemahasiswaan dan Kerjasama

Dr. H. Fatah Syukur, M.Ag.
NIP. 19681212 199403 1 003

TRANSKRIP KO-KURIKULER

NAMA   : Fatimatuz Zahrotun Nisa'
NIM   : 113411060

No.	Nama Kegiatan	Jumlah Kegiatan	Nilai Kum.	Presentase
1.	Aspek Keagamaan dan Kebangsaan	9	15	14,15%
2.	Aspek Penalaran dan Idealisme	17	56	52,84%
3.	Aspek Kepemimpinan dan Loyalitas	11	15	14,15%
4.	Aspek Pemenuhan Bakat dan Minat Mahasiswa	3	10	9,43%
5.	Aspek Pengabdian Kepada Masyarakat	5	10	9,43%
	Jumlah	**45**	**106**	**100%**

Predikat   : (Istimewa/Baik Sekali/Baik/Cukup)

Semarang, 27 Februari 2015
A.n Dekan
Wakil Dekan
Bidang Kemahasiswaan dan Kerjasama

Dr. H. Fatah Syukur, M.Ag.
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CURRICULUM VITAE

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Background of Education:

- ❖ MI Miftahul Huda Jleper graduated in 2005
- ❖ MTs Miftahul Huda Jleper graduated in 2008
- ❖ MAN Demak graduated in 2011
- ❖ UIN Walisongo Semarang in 2011 period.

Semarang, June 19th 2015

The Writer

Fatimatuz Zahrotun Nisa'
NIM. 113411060