

**THE APPLICATION OF CIRC (COOPERATIVE
INTEGRATED READING AND COMPOSITION) ON
LEARNERS WRITING OF DESCRIPTIVE TEXT
(A Study at Mts NU Nurul Huda Kudus
in the Academic Year of 2016/2017)**

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of
Bachelor of Education in English Language Education



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DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to my beloved parents (Mr. Muhammad Baderun and Mrs. Munjaro'ah) and my lovely brothers (Rifqi Dwi Cahyo and Ery Widya Chandra), who always support me with prayer, love, and patience.

MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ

“... Allah will raise those who have believed among you and those who were given knowledge, by degrees ...”¹

“... rise up Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) Knowledge.”

“The best time in a person’s life is his time using his freedom he has captured himself”²

“Don’t say I can’t, but say I’ll learn ‘till I can”

¹ ‘Abdullah Yusuf Ali, *The Holy Qur’an: Text and Translation*, (Kuala Lumpur: Islamic Book Trust, 2005), P. 690.

² Pramoedya Ananta Toer, *Jejak Langkah*, (Hasta Mitra, 1985), p. 113.

ADVISOR NOTE

Semarang, 07th June 2017

Honorable the Dean of Tarbiyah and Teacher Training Faculty
Islamic State University of Walisongo
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Assalamu'alaikum Wr. Wb.

By this note it is informed that I have done in giving guidance, direction, and connection to this final project:

Title : **The Application of CIRC (Cooperative Integrated Reading and Composition) on Learners Writing of Descriptive Text (A Study at MTs NU Nurul Huda Kudus in the Academic Year of 2016/2017)**
Writer : Leily Widyaningrum
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I saw that this final project has been able to be submitted to Tarbiyah and Teacher Training Faculty and to be tested in Munaqosyah session.

Wassalamu'alaikum, Wr. Wb.

Advisor


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Shalawat and Salam for the Prophet Muhammad who bring us from the darkness to the brightness.

I realize that I cannot complete this final project without to help from others. Many people have helped me during writing this final project and it would be impossible to mention all of them. In this chance, the writer would like to express the deep appreciation to:

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11. Posko 47 KKN-MIT 3th Gondang, thanks you for your unforgettable moments.

Finally, I realize that this thesis is still far from the being perfect; therefore, I will happily accept constructive criticism in order to make it better. I hope that this thesis would be beneficial to everyone, Amen.

Semarang, June 7th 2017
The Writer,

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ABSTRACT

Title : **The Application of CIRC (Cooperative Integrated Reading and Composition) on Learners Writing of Descriptive Text (A Study at MTs NU Nurul Huda Kudus in the Academic Year of 2016/2017)**

Writer : Leily Widyaningrum

Student Number : 133411092

This thesis discussed the application of CIRC on learners writing of descriptive text at MTs NU Nurul Huda Kudus. Based on interview did by the researcher with English teacher in preliminary research that teacher used CIRC to teach writing of descriptive text. Because the researcher is unfamiliar with the technique, so the researcher conducted this research to know how the application of CIRC (Cooperative Integrated Reading and Composition) is. The purpose of this study is: "How is the application of CIRC (Cooperative Integrated Reading and Composition) on learners writing of descriptive text at the eighth grade of MTs NU Nurul Huda Kudus?" This study used qualitative approach because the data were analyzed using sentences. The data were collected by three techniques; observation, interview, and documentation. Process of data analysis involved three activities; data reduction, data display, and conclusion drawing or verification. Descriptive qualitative analysis was used to present the result of study in the form of descriptive explanation. These descriptions were analyzed based on the principles of CIRC (Cooperative Integrated Reading and Composition) on learners writing of descriptive text. CIRC is a technique of cooperative learning, is designed to teach reading and writing for junior high school learners. This technique is developed by Steven & Slavin. In CIRC, the students learn the material cooperatively. The main goal of CIRC is to utilize the cooperative's groups to assist the educated people to learn the ability and comprehend the reading which can be applied broadly. Based on

the observation, it can be concluded that the application of CIRC used by English teacher in MTs NU Nurul Huda Kudus is really useful for teaching writing, especially in descriptive text. The application of CIRC that students as center learning stimulated the students to ask for questions and give opinion to the teachers. Beside the students understand and analyze the descriptive text theoretically; generic structure, language features, and social function. Students are also able to make paragraph of descriptive text based on the object thing they find directly around the school. It can help students in describing objects easier. Students can make a descriptive text by using a real object. Mostly each student made about 3 up to 4 sentences in each paragraph. The application of CIRC also can help students to work with a discussion group.

Keywords: Writing Skill, Descriptive Text, CIRC (Cooperative Integrated Reading and Composition)

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CHAPTER I

INTRODUCTION

A. Background of the Research

English has become one of international languages, because of this reason most of countries in the world try to master English well. In Indonesia, English as a foreign language and to master English as a foreign language, people need to learn the four language skills; listening, speaking, reading, and writing. They have to master all those four skills well in order to interact easier in the society.

Writing skill had to be given more attention, because writing is the most difficult than other skills. When someone wants to speak, he may ignore the grammar rules, whereas, when he wants to write, he must pay attention to the grammar rules, the organization, the diction, the mechanics, etc.¹

Writing is very important for English learners in addition to the other skills, it is essential for the students to develop their writing skills in English. Allah stated in Al-Qalam verse 1:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

“Nun, By the pen and the (Record) which (men) write,”²

¹Adrian Wallwork, *English for Writing Research Papers*, (New York: Springer Science+Business Media, LLC, 2011), p.3.

² ‘Abdullah Yusuf Ali, *The Holy Qur'an: Text and Translation*, (Kuala Lumpur: Islamic Book Trust, 2005), p. 722.

From the verse above, we know that writing has an important role in human life. Writing is words in paragraphs, and also to obtain information for scientific purposes or just relaxation. Through writing, students can enlarge their point of view of their atmosphere and knowledge. They can also convey or write their ideas, imagination, and experiences into a paragraph and it can be explored to become histories.

In teaching learning process, students may still have problems in writing. There are many factors that influence someone's difficulties in writing, such as in mastering vocabulary to arranging the structure or grammar.³ According to J.B. Heaton (1975), Mirza (2011) stated that: in writing language components such as grammar, punctuation and word meaning is obviously appraised.⁴ Writing skill is complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment.

There are a lot of techniques in teaching writing skills, one of them is practicing to write some paragraph in English. Teacher should teach writing skill in form of group discussions, so the students can share their idea with their friends based on their own

³ Barli Bram, *Write Well Improving Writing Skill*, (Yogyakarta: Kanisius, 1995), p. 25.

⁴ Mirza Rusdiana, *The Use of Peer Lesson Technique to Improve Students' Skill in a Writing Hortatory Exposition Text at Eleventh Grade Students of Mas Simbang Kulon Pekalongan in the Academic Year of 2010/2011*, Thesis, (Semarang: Walisongo State Institute for Islamic Studies, 2011 Unpublished), p.2.

thinking. Because to write a well-structured in good clear English, students need to have a strategy. If they didn't have a good strategy they may waste a lot of time having to re-plan and re-write entire sections of tasks.⁵

One of the teachers at MTs NU Nurul Huda Kudus used a technique to teach writing skills in descriptive text that aimed to improve students' writing. The technique used was CIRC (Cooperative Integrated Reading and Composition), one of technique in teaching model of cooperative learning. Based on the preliminary research by the researcher, that teacher used CIRC to teach writing of descriptive text. Because the researcher unfamiliar with the technique, so the researcher conducted this research to know how the application of CIRC (Cooperative Integrated Reading and Composition) is.⁶

From the reason above, the researcher wants to know how the application of CIRC in MTs NU Nurul Huda Kudus to teach writing of descriptive text. The researcher conducted this research through responses of students who got the technique. Because of, the researcher would discuss about "The Application of CIRC (Cooperative Integrated Reading and Composition) on Learners Writing of Descriptive Text (A Study at MTs NU Nurul Huda Kudus in the Academic Year of 2016/2017)".

⁵ Adrian Wallwork, *English for Writing ...*, p. 3.

⁶ Result of dialogue in pre-research with Mrs. Dina as English teacher at Sunday, 16th May 2016 at the Teacher Room.

B. Research Question

This thesis is guided through the following major question:

1. How is the application of CIRC (Cooperative Integrated Reading and Composition) on learners writing of descriptive text at the eighth grade of MTs NU Nurul Huda Kudus?

C. Objective of the Research

According to the research question, the objective of this research can be stated as follow:

1. To describe the application of (Cooperative Integrated Reading and Composition) on learners writing of descriptive text at the eighth grade of MTs NU Nurul Huda Kudus.

D. Significances of the Research

The researcher expected that this study would be able to give advantages as follows:

1. Theoretically

The study will enrich the technique of English teaching and learning.

2. Practically: the result of the study were expected to be as follows:

- a. Teacher

The result of this research will give information for about her teaching performance in the class, and students' opinion about it. So that problems that students and

teacher face in the teaching learning process can be minimized.

b. Students

This research is expected to improve student's social skill in doing task in group and improve their writing skills. Moreover, to give high motivation on learning English, so the teaching learning process will run successfully.

c. Readers

This research could give knowledge and the result of the study is expected to be a reference for the next researcher.

d. Researcher

The researcher got some knowledge in teaching learning, especially in teaching writing.

CHAPTER II
CIRC (COOPERATIVE INTEGRATED READING AND
COMPOSITION) ON LEARNERS WRITING OF
DESCRIPTIVE TEXT

A. Theoretical Review

1. General Concept of Writing

a. Definition of Writing

Writing is a combination of process and product.⁷ The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. According to Hornby, “writing is making letters or other symbols (e.g. ideographs) on a surface, esp. with a pen or pencil on paper.”⁸

O’Malley and Pierce stated that: writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics.⁹ So, it prosecutes students to formulate goals and plans for creating an organized structure in their compositions.

⁷ E-book: Ken Heyland, *Teaching and Researching Writing*, (Pearson: Longman, 2002), p. 20.

⁸ E-book: A. S Hornby, *Oxford Advanced Learners’ Dictionary of Current English*, (New York: Oxford University Press, 1995), p. 1382

⁹ E-book: J. Michael O’Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*, (Great Britain: Longman, 1996), p. 136.

The writing process is learned by and large in an environment social criticism, social thinking, creative use of language, and repeated failure.¹⁰ 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:¹¹

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 idea easily.

2) Cohesion

Another characteristic 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 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

¹⁰ E-book: Ken Heyland, *Teaching ...*, p. 34.

¹¹ E-book: Ken Heyland, *Teaching ...*, p. 35.

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, students have to know steps of writing, especially for beginners. Citing Donald Graves (1983), Andrew P. Johnson stated that, there are five steps of writing:¹²

1) Prewriting

Students brainstorm to generate their ideas for writing. They can use clustering, brainstorming, etc. It can help students to develop word list for writing.

2) Drafting

Drafting is the students attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. It has purpose for students to focus on their ideas.

¹² E-book: Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, (USA: The Rowman & Littlefield Publishing Group, Inc, 2008), p. 179.

3) Revising

This is the heart of writing process. Here a piece is revised and reshaped many times. Students can share their writing to their friends. Each of friends makes suggestion to their friends for improvement.¹³

4) Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. The students work with teacher or peers to correct all their mistakes.

5) Publishing and Sharing

This is where student's writing is shared with an audience. Students publish their writing by making a copy in their neatest handwriting or using computer. They can publish their writing in their personal book, newspaper, etc.¹⁴

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

¹³ E-book: Andrew P. Johnson, *Teaching Reading* ..., p. 180.

¹⁴ E-book: Andrew P. Johnson, *Teaching Reading* ..., p. 181.

thinking and solve problem, self-actualization, and control of personal environment.¹⁵

1) Writing is for communication

Through writing we express our feeling, our arguments, and 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.¹⁶

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. Through writing we can explore our deepest thought and feelings. According to Heyland, “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.”¹⁷ 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

¹⁵ Jane B. Hughey, *Teaching ESL Composition and principles and Techniques*, (Cambridge: Newbuy House Publisher, 1987).

¹⁶ E-book: Ken Heyland, *Teaching ...*, p. 30.

¹⁷ E-book: Ken Heyland, *Teaching ...*, p. 34.

is contemplative, ever-developing skill to explore different aspects in ourselves as unique individuals. This ability to realign, clarifies, and reshape information make possible the never ending discovery of new ideas.¹⁸

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 Elements of Writing

According to Stephen Wilbers, there are five elements of effective writing:¹⁹

1) Central Idea

This element of good writing involves focusing on clear, manageable idea, argument, or thesis around which to organize your material. It includes selecting subordinate ideas that support and reinforce your control idea.

Checkpoints:

¹⁸ E-book: Ken Heyland, *Teaching ...*, p. 38.

¹⁹ Stephen Wilbers, *Use Five Elements of Writing to Evaluate Your Effectiveness*, retrieved from www.wilbers.com, on September 1th 2016.

- a) Purpose or central idea is sufficiently limited for meaningful discussion.
 - b) Central idea is clearly stated, normally in the opening.
 - c) All subordinate ideas relate clearly to the central idea.
- 2) Organization

This element of writing has to do with coherent arrangement of material. It involves keeping the reader oriented to the central and subordinate ideas. Good organization is logical and sequential. It guides the reader between divisions of the material.

Checkpoints:

- a) Introduction orients the reader to the central idea and the line of reasoning.
 - b) Material is arranged in a logical and coherent sequence; subordinate ideas are effectively identified.
 - c) Transitions are clear and helpful.
 - d) Conclusion or closing summarizes the argument, emphasizes the central idea, and leaves the reader with a sense of completion.
- 3) Supporting Material²⁰

²⁰ Stephen Wilbers, *Use Five Elements ...*,

Explanations, examples, statistics, and quotations make the ideas and information presented meaningful and memorable for the reader. In exposition, the role of supporting material is to clarify; in argument, to persuade.

Checkpoints:

- a) Examples are relevant, specific, detailed, sufficient, and persuasive.
 - b) Quotations support the argument.
- 4) Expression, Word Choice, and Point of View

Language is clear specific, accurate, and appropriate to the audience, purpose, and material. Variety in sentence and length creates emphasis.

Checkpoints:

- a) World choice is clear, specific, accurate, unassuming, and free of clichés and misused jargon.
 - b) Sentences are free of wordiness and ambiguity.
- 5) Spelling, Grammar, and Punctuation²¹

The element of good writing counts only when it's wrong. Fair or not, the reader will notice your spelling, grammar, or punctuation only when you make a mistake.

Checkpoints:

²¹ Stephen Wilbers, *Use Five Elements ...*.

- a) Spelling, including technical terms and proper names, is correct.
- b) Correct words are use to convey the intended meaning.
- c) Generally accepted rules of grammar and syntax are followed, including pronoun/noun agreement, subject/verb agreement, appropriate verb tense, pronoun case, possessive forms, parallel construction, etc.
- d) Punctuation, particularly comma placement, reflects standard usage.
- e) Copy is free of mechanical errors and mistakes in proofreading.

e. Assessing Writing

Assessment designates four related processes: deciding what to measure, selecting or constructing appropriate measurement instruments, administering the instruments, and collecting information.²²

Assessment is an ongoing process that encompasses a much wider domain. When the students respond to a question, give comment or try out a new word or structure,

²² E-book: James D. Williams, *Preparing to Teach Writing*, (New York: Pearson Education. 2003), p. 297.

the teacher will make assessment. It is on the students' performance.

Writing assessment must consider students' writing ability. It is not simple task for the teachers. It requires teachers to consider a complex array of variables, the teacher need to be clear about the objective and the criteria of assessment. There are some aspects that must be considered in writing, they are content, organization, vocabulary, language use, and mechanics.

Good assignments take time and planning.²³ They have measurable outcome objectives that are linked to broader goals and objectives defined by the course and by the series of courses in which writing instruction occurs. Educators generally differentiate goals and objects on the basis of specificity.

Goals tend to be expressed in terms of mastery, whereas outcome objectives tend to be expressed in terms of performance or demonstrable skill. James (2003) found that there are some key features in outcomes statement for good writing assignment, they are:²⁴

- 1) Rhetorical Knowledge

²³ E-book: Williams, *Preparing to Teach...*, p. 279.

²⁴ E-book: Williams, *Preparing to Teach...*, p. 281-282.

The first composition course should help students demonstrate a range of rhetorical skills. They should be able to:

- a) Have a purpose when writing.
- b) Recognize that different audiences have different needs.
- c) Use writing conventions that are appropriate to a given situation and/or audience.
- d) Use a level of formality that is appropriate to the task. Recognize and use different genres.

2) Critical Thinking

Critical thinking is crucial for effective writing.

The composition course should help students:²⁵

- a) Use critical thinking to understand texts and to produce writing that addresses complex topics.
- b) Understand that writing assignments require a variety of tasks, including but not limited to collecting information using primary and secondary sources, analyzing those sources and determining whether they are appropriate to the assignment, and using these sources to support the claims of the paper.
- c) Use sources to support their own ideas and claims.

²⁵ E-book: Williams, *Preparing to Teach...*, p. 281.

3) Writing as Process

The composition course should help students:

- a) Understand that revision is a central factor in effective writing.
- b) Develop strategies for writing, revising, and editing texts that are based on audience and purpose.
- c) Recognize that writing is a social action that usually involves collaboration.
- d) Develop the ability to analyze their writing critically and to implement effective strategies for revision.
- e) Work collaboratively with others on writing tasks.

4) Writing Conventions

The composition course should help students:²⁶

- a) Master the formats for writing in science, social science, and humanities.
- b) Master the most widely used documentation styles (APA, MLA, and scientific method).
- c) Have ample practice in using documentation in their writing.

²⁶ E-book: Williams, *Preparing to Teach...*, p. 282.

- d) Master academic conventions related to surface features, including usage, punctuation, paragraphing, and organization.

f. Scoring Technique in Writing

To establish the validity of data, the writer used the scoring element of writing and used more than one element. The scoring techniques can be seen on table below:²⁷

Table 2.1
Scoring Guidance and the Explanation of Criterion

Items Analysis	Score	Criterion of Scoring
Content	18-20	Excellent: knowledgeable-substantive, etc.
	14-17	Good: some knowledgeable of subject-adequate range.
	10-13	Fair: limited knowledgeable of subject-little substance.
	7-9	Very poor: does not show knowledgeable of subject-non substantive.
Organization	18-20	Excellent: fluent expression-ideas clearly stated.

²⁷ Burhan Nugiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: BPFY Yogyakarta, 2001), p. 307-308.

	14-17	Good: somewhat choppy-loosely organized but main ideas stand out.
	10-13	Fair: not fluent-ideas confused or disconnect.
	7-9	Very poor: does not communicate-no organization.
Vocabulary	18-20	Excellent: sophisticated range-effective word/idiom choice and usage.
	14-17	Good: adequate range-occasional of word/idiom form, choice, usage, but meaning is not obscured.
	10-13	Fair: limited range-frequent errors of word/idiom form, choice, usage.
	7-9	Very poor: essentially translation-little knowledge of English vocabulary.
Grammar	18-20	Excellent: effective complex grammar construction.
	14-17	Good: effective but simple constructive in grammar.
	10-13	Fair: a major problem is simple/complex construction in grammar.
	7-9	Very poor: virtually no

		mastery of sentence construction rules.
	18-20	Excellent: demonstrate mastery of construction.
	14-17	Good: occasional errors of spelling, punctuation, capitalization.
	10-13	Fair: frequent errors of spelling, punctuation, and capitalization.
	7-9	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.
Total of Score	1-100	

g. Strategy in Teaching Writing

There are three strategies in teaching writing:²⁸

1) Contextual Teaching and Learning

In this strategy, the teaching learning process does not transfer the knowledge from the teacher to the students by memorizing a number of concepts but

²⁸ Munjizatul Milah, *The Implementation of Problem Based Learning to Improve Writing Skill in Discussion Text*, Thesis, (Semarang: Walisongo State Islamic University, 2015), p. 20.

it facilitates the students to touch the real life of their daily life.

2) Collaborative Learning

Collaborative learning is a learning strategy where the students learn together in the group. One communicates the idea to the other in the group. They share their experience to their friend relates to the material.

3) Thematic learning

Thematic Learning is an integrated model of learning that uses thematic approach involved several lessons to give meaningful experience for the students. The thematic concept is that the teacher and the students are together to choose a theme in the learning process.

h. Teaching Writing for Junior High School

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judge mental elements.²⁹ Teaching English for Junior High School encompasses the four language skills. They are taught in

²⁹ E-book: J. B. Heaton, *Writing English Languages Test*, (Now York: Longman, Inc., 1990), p. 135.

explicit manner; therefore it cannot separate them from one another because they are related to each other.

Students in this transition – period are change of physical, intellectual, emotional and social. Studies show that brain growth slows down during these years, so cognitive skills of learners may expand at a slower rate; however refinement of these skills can certainly be reinforced.

So, to teach students at Junior High School, teacher's role is needed to motivate students in teaching learning process while students in transition period. They have some characteristics, they are:³⁰

- 1) Curious and willing to learn things they consider useful.
- 2) Focused on themselves and how they are perceived by their peers.
- 3) Beginning to think critically.
- 4) Enjoy solving “real-life” problems and they would be much happier if such problems didn't exist.
- 5) Resists adult authority and asserts independence.
- 6) They have great capacity to learn, have a great potential for creativity and passionate commitment to things, which interest them.

³⁰ Munjizatul Milah, *The Implementation...*, p. 17.

2. Genre

a. The Definition of Genre

The term “genre” is prefers to distinctive category type, spoken or written. Ken Heyland states:

Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Every genre has a number of features which make it different to other genres: each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture.³¹

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.

Based on Hartono (2005), the term genre is used to refer particular text types, not to traditional varieties of literature. It is type or kind of text, defined in terms of its social purpose also the level of context dealing with social purpose.³²

The concept of genre is based on the idea that members of community usually have a little difficulty in recognizing similarities in the text they use frequently and are able to draw on their repeated experiences with

³¹ E-book: Ken Heyland, *Teaching ...*, p. 15.

³² Rudi Hartono, *Genre Based Writing* (Semarang: English Department of Semarang State University, 2005), p. 35.

such texts to read, understand, and perhaps write in relative easily.

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 of a culture interact.³³

b. Kinds of Genre

Actually, they are two different kinds of genres. Moreover, every kind of genre has different social function, different schematic/generic structure, and different languages features.

Table 2.2³⁴
Kinds of Genre

Story Genre	Factual Genre
1.Narrative	1. Procedure
2. News Story	2.Explanation
3. Exemplum	3. Report
4. Anecdote	4.Exposition
5. Recount	5. Discussion
6.Spoof	6. Description
	7. Review
	8. News Item
	9. Commentary

³³ Entika Fani Prastikawati and Siti Musarokah, *Writing 3 (Handouts and Assignment)*, (Semarang: IKIP PGRI Semarang, 2010), p. 10.

³⁴ Entika Fani Prastikawati and Siti Musarokah, *Writing 3 ...*, p. 11.

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:³⁵

1) Description

It is a kind of genre that social function to describe a particular person, place, or thing. .

2) Recount

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

3) Explanation

Explanation is kinds of genre that has social function the processes involved in the formation of natural or socio cultural phenomena.³⁶

4) Narrative

Reflecting on experience of why and what happened and how it ends.

³⁵ Prastikawati and Siti Musarokah, *Writing 3...*, p. 12.

³⁶ Rachmat Wahidi, *Genre of...*, p. 11.

5) Procedure

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

6) Report

Report is a genre which has social function to describe the way things are, with reference to a range of natural, man-made and social phenomenon in our environment.³⁷

7) Discussion

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

8) Hortatory Exposition

It is a kind of genre that social function to persuade the reader or listener that something should not be the case.

9) Spoof

Spoof is genre which has social function to retell an event with a humorous twist.

10) Anecdote

Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident.³⁸

³⁷ Rachmat Wahidi, *Genre of ...*, p. 5.

³⁸ Rachmat Wahidi, *Genre of ...*, p. 2.

11) Review

Review is a kind of genre that social function to critique/complain about an artwork or public performance.

12) News story/item

News item is a genre which has social function to inform the readers, listeners, or viewer about events of the day which are considered newsworthy or important.³⁹

13) Commentary

How the processes of something involved in evolution.

3. The Strategy for English Learners Writing

To the greatest extent possible, you should provide opportunities for students to select writing topics that they care about, topics that invite them to say what it is they want to say. This will create greater motivation to write, which, in turn, will improve students' writing and communicating skills and result in a more interesting and engaged classroom or tutoring session. However, if students aren't used to selecting their writing topics they may need a little help. There are some strategies to help English learners students:⁴⁰

³⁹ Rachmat Wahidi, *Genre of ...*, p. 13.

⁴⁰ E-book: Johnson, *Teaching Reading and Writing...*, p. 180.

a. Teacher Writing Prompt

It is appropriate for the teacher to provide a writing prompt or unfinished sentence. The trick in designing good teacher-direct writing prompts is to make them specific, universal, and open-ended.⁴¹

An example of a poor writing prompt would be “Describe a favorite family vacation.” This is a poor writing prompt because you cannot assume that every student (a) has a family, (b) feels comfortable with his or her family, (c) has had a family vacation, (d) wants to go on a vacation, or (e) enjoys family vacations. With this writing prompt you are telling students, “You must have a family you enjoy and you must have enjoyed a vacation someplace.”⁴²

b. List of Things

Here students designate a page in a writing journal or portfolio where they keep lists of things. These things have the potential to produce stories. Students should be encouraged to add to their list as they think of new things or new writing ideas. The steps for creating a list of things are as follows:⁴³

- a) Designate a page in your journal or writing log.
- b) List ideas that sound interesting.

⁴¹ E-book: Johnson, *Teaching Reading and Writing* ..., p. 181.

⁴² E-book: Johnson, *Teaching Reading and Writing* ..., p. 181.

⁴³ E-book: Johnson, *Teaching Reading and Writing* ..., p. 182.

- c) List things you notice.
 - d) List interesting or important events.
 - e) List things that make you sad, happy, angry, or bored.
- c. Noticing Tours

Noticing tours can be done two ways. First, actually go outside and notice things. Look for sights, sounds, smells, textures, and feelings. Have students take their writing logs with them.⁴⁴ Direct them to notice things for each sense: “What do you hear? Write it down. What does it remind you of? What do you see? What’s interesting about it? What does it make you think about?”

The second way to do a noticing tour is through imagery.⁴⁵ Start with something simple like “Think back to your trip to school today. What did you notice?” Then, just like above, take the students through each of the senses. Or you could ask students to think of a favorite place, an interesting place they’ve visited, or a place they’d like to visit.

4. Descriptive Text

- a. The Definition of Descriptive Text

Descriptive text is a text which says what a person or a thing is like.⁴⁶ Description is used in all forms of

⁴⁴ E-book: Johnson, *Teaching Reading and Writing...*, p. 183.

⁴⁵ E-book: Johnson, *Teaching Reading and Writing...*, p. 183.

⁴⁶ Prastikawati and Siti Musarokah, *Writing 3...*, p. 40.

writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is special. In other words, description text is to describe a particular person, place, or thing.⁴⁷

When the writers write a description, they should use the sensory words. It is words that relate to the sense of sight, sound, touch, smell, and taste. The writers will be helped by sensory words to imagine what writers are describing. In example, when writers describe about person, writers describe about the physical characteristics such as height, weight, and hair color.

Ann Hogue mentions that, there are two keys to make good description writing:

The first key is using space order. In space order, writers could describe something from left to right. In example, when describing a person, writers could start by the person's head and end with the person's feet. The second key to write a good description is using specific details. While describing something, writers like paint a picture using words. The purpose is to make the readers imagine or see what the writers have described. The writers in this way should use a lot of specific details.⁴⁸

⁴⁷ Rachmat Wahidi, *Genre of The Text*, Retrieved from rachmatwahidi.wordpress.com, on September 13th 2016, p. 14.

⁴⁸ Ann Hogue, *First Step in Academic Writing*, (USA: Longman, 1996), p. 72.

b. Social Function of Descriptive Text

Descriptive is a written English text in which describes a concrete or abstract object. It can be a person, animal, school, or house. Descriptive has a social function which describes a particular person, place, or thing.⁴⁹ As drawing anything into canvas, writing descriptive must show that anything described in detail. The text must describe thing or phenomenon actually. Describing an object means bring reader to imagine or see a thing or phenomenon described. Writer describe thing or object which he has visited or known.

c. Generic Structure of Descriptive

Descriptive is text containing two components, identification and description by which a writer describes a person, animal, or house.⁵⁰

1) Identification

Identification introduces and identifies anything or phenomenon which is described. It has a function to bring reader to introduce what will be discussed. Like orientation of other genres, identification is usually put in first paragraph. It is an introduction to reader to read next paragraph. Identification usually

⁴⁹ Prastikawati and Siti Musarokah, *Writing 3...*, p. 40.

⁵⁰ Prastikawati and Siti Musarokah, *Writing 3...*, p. 40.

answers the questions; what is the topic of the text, and what is the text above.⁵¹

2) Description

Description is part of generic structure that consist of particular phenomenon or thing. It is main of issue that has a characteristic which distinguish with other genres. The description has function to describes parts, qualities, and characteristic of the parts of the object. It is put after identification or next paragraph of identification until final paragraph. In example, if you describe the class room, you mention parts of classroom as its doors, chairs, table, and walls. You mention characteristic of the classroom as big (size), green(color),or clean (quality).

d. Grammatical Pattern of Descriptive Text

Besides paying attention the generic structure, we can identify descriptive from the grammatical pattern or language features. By understanding language features, we can identify or arrange descriptive easily. It is part of characteristics to distinguish descriptive with other genres.

⁵¹ Rachmat Wahidi, *Genre of ...*, p. 15.

Grammatical patterns of descriptive are; using certain nouns, simple present tense, noun phrase to give information about subject, adjectives, relative verb to give information about subject, thinking and feeling verb to express the writer's perception about subject, action verb, adverbial to give additional information about subject, and using figurative language style.⁵²

e. Model of Descriptive Text

The example of descriptive text is as follow:⁵³

Coconut

Identification: Coconut is common name of the fruit of a tree the palm family.

Description: People usually call the tree coconut palm. Coconuts grow well in tropical countries. They can grow up to 30m high. They have a single cylindrical trunk. At the top of the trunk, there is a crown of leaves. The leaves are long. They are about 3 to 4.5m long. The fruit grow in cluster there are about 10-20 coconuts. The fruit is oval and about 30cm long. It has a thick husk and a hard shell. Inside the shell there is a white oily meat. Inside the shell there is also a sweet fluid.

Coconut palms are very useful plants. People can use every part of the tree in their lives. They dry coconut meat into

⁵² Rachmat Wahidi, *Genre of ...*, p. 15.

⁵³ E-book: Kementrian Pendidikan dan Kebudayaan RI, *Bahasa Inggris: When English Rings a Bell*, (Balitbang, Kemendikbud: Pusat Penelitian dan Kebudayaan), p. 14.

copra. After they can get oil from it and use it in the daily cooking or make it into soaps or candles. People also use the trunk to built houses. For the roof, the dry leaves. People can also make rope and doormats.

5. (CIRC) Cooperative Integrated Reading and Composition

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

CIRC (Cooperative Integrated Reading and Composition) is one of the techniques of cooperative learning can be use teacher to teach reading and writing skill.⁵⁴ This technique is developed by Steven & Slavin. In CIRC, the students learn the material cooperatively. CIRC is a comprehensive technique to teach reading and writing in junior high learners. CIRC refers on students' cooperation with group discussion. The application of CIRC demanded students to analyze a text.⁵⁵

Citing Açıkgoz, (1992); Yaman, (1999), Durukan stated that:CIRC is designed to teach reading and writing..⁵⁶ The main goal of CIRC is to utilize the cooperative's groups to assist the educated people to

⁵⁴ Agus Suprijono, *Cooperative Learning: Teori dan Aplikasi PAIKEM*, (Yogyakarta: Pustaka Belajar, 2010), p. 130.

⁵⁵ E-book: Robert E. Slavin, *Educational Psychology: Theory and Practice*, (USA: Pearson Education, Inc, 2006, 8th ed.), p. 258.

⁵⁶ Erhan Durukan, *Effects of Cooperative Integrated Reading and Composition (CIRC) Technique on Reading-Writing Skills. Educational Research and Reviews*, (Vol. 6 (1), pp. 1 02-1 09, January/2011), p. 103.

learn the ability and comprehend the reading which can be applicated broadly.⁵⁷

Reading and writing are interrelated each other. Critical reading needs the skill of reading so that students can recast what they have read into a good writing. CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques.

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

According to Slavin (2010), the main activity in applying CIRC technique during learning process, as follow: (1) Teacher asks students to make a group consist of 4-5 students, (2) Every single member of group reads the text given by teacher, (3) Making a prediction or interpretation the content of the text, including writing what they have been known from the text, (4) Every single group corrects each other related to the result of their discussion.⁵⁸

⁵⁷ Slavin, R. E., *Cooperative Learning: Teori, Riset dan Praktik*, (Bandung: Nusa Media, 2010), p. 200.

⁵⁸ Slavin, R. E., *Cooperative Learning...*, p. 200.

c. Principles of CIRC (Cooperative Integrated Reading and Composition)

CIRC is conducted based on the several principles in teaching and learning processes. Citing Slavin (2005), Eko (2015) mentions four principles of CIRC involving effective use of follow-up activities, oral reading, reading comprehension activities, and writing processes.⁵⁹

1) Follow-up activities

While the teacher is working with one reading group, the other students in the class should be occupied with activities they can complete with teacher directions. Students work within cooperative teams on these activities, which are coordinated with reading-group instruction, in order to meet objectives in such areas as reading comprehension, vocabulary, decoding, and spelling.

2) Oral reading

Oral reading is a reading aloud activity which can increase students' ability to decode more automatically and therefore focus more on

⁵⁹ Eko Wahyu Darmawan, *The Comparison Between CIRC (Cooperative Integrated Reading and Composition) And Jigsaw To Teach Recount Text*, Thesis, (An Experimental Research at 11th Grade Students of SMA N 1 Pegandon in the Academic Year of 2014/2015), (Semarang: UNNES, 2015), p. 25.

comprehension.⁶⁰ In CIRC, students will get more opportunities to read aloud and receive feedback on their reading by having students read to teammates and by training them on how to respond to one another's reading.

3) Reading comprehension skill

CIRC uses cooperative teams to help students learn applicable reading comprehension skills such as summarizing, questioning, clarifying and predicting skills.⁶¹ Students also learn the critical features of texts.

4) Writing and language arts

CIRC also asks students to try composing the text. It is a proof that students really understand about the material.⁶²

B. Previous Research

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

1. The thesis has entitled "The Use of CIRC (Cooperative Integrated Reading and Composition) to Improve the Students' Reading Comprehension and Writing", by Dian

⁶⁰ Eko Wahyu Darmawan, *The Comparison ...*, p. 26.

⁶¹ Eko Wahyu Darmawan, *The Comparison ...*, p. 26.

⁶² Eko Wahyu Darmawan, *The Comparison ...*, p. 27.

Mefita Sari, student number: 2201407157, (2011) English Department of Languages and Arts Faculty at Semarang States University. The results show that the comparing result between pre-cycle, and post-cycle for experimental group. The result of the pre-test showed that the mean score of reading in the pre-test was 72.87 while in the post-test was 78.75.

The similarities both of these thesis is the researcher study about CIRC (Cooperative Integrated Reading and Cooperation) technique. The difference between these theses is the researcher wants to describe the application of CIRC on learners writing of descriptive text by English teacher, but the research wants to improve reading comprehension and writing by applying CIRC. And other different is the participant of the thesis, the participants of the research is 11th students of SMA Negeri 1 Banjarnegara in the academic year 2010/2011.

2. The thesis entitled “The Comparison between CIRC (Cooperative Integrated Reading and Composition) and Jigsaw to teach Recount Text” by Eko Wahyu Darmawan, student number: 2201410120 (2015) English Department of Languages and Arts Faculty at Semarang States University. The control class was taught by the teacher using Jigsaw method, but the experimental class

was taught by the researcher using CIRC. The results show that there is a significant difference in the achievement between the students who are taught by using CIRC and the students who are taught by using Jigsaw to teach recount text. It is proven by: the posttest mean score of experimental group is higher than the posttest mean score of control group. T-test shows that t-value (6.67) is higher than t-table (1.67).

The similarities both of the theses are the researcher study about applying CIRC (Cooperative Integrated Reading and Composition). The difference this thesis is the researcher used descriptive qualitative study, but this research use experimental research. And other different is the participant of the thesis, the participants of this research is 11th students of SMA Negeri 1 Pegandon 2014/2015.

3. The journal has entitled “Effects of Cooperative Integrated Reading and Composition (CIRC) Technique on Reading-Writing Skills” by Erhan Durukan (2011) publish on Academic Journal. The journal aimed to know the effects of CIRC technique and traditional teaching method on primary school students’ reading comprehension and written expression skills, produced results in favors in CIRC technique. Regarding the findings obtained in relation to reading comprehension

skill; Arithmetic RCAT pre-test mean of the experimental of the experimental group was 13.52. It rose to 23.29 in the post-test and decreased to 19.92 in the retention test. Mean scores of the control group, on the other hand, were 13.52, 19.95 and 16.86 in the pre-test, post-test, and retention-test, respectively.

The similarities both of the research is the researcher used CIRC (Cooperative Integrated Reading and Cooperation) technique in the study. The difference between these thesis is the researcher used descriptive study in applying CIRC (Cooperative Integrated Reading and Composition) by English teacher, and this research used experimental research to know the effect of CIRC technique and traditional teaching method on primary school students' reading comprehension and written expression skills.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Approach

Research method is a scientific way to get the data with the certain objective and utility.⁶³ Research is systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, and (3) analysis and interpretation of data.⁶⁴

In this research, the researcher used descriptive qualitative research. Descriptive qualitative research is a research that carried out with the main aim to given description about a condition objectively. According to Djama'an and Aan (2012) qualitative research is a research approach that reveal certain social situations by describing the real correctly, the shape of the words based on techniques of collecting and analyzing relevant that the gain from the natural situation.⁶⁵

B. Research Setting and Time

The research conducted in MTs NU Nurul Huda Kudus. It is located at Kedungdowo village, Kaliwungu Kudus. The subject

⁶³ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, RD)*, (Bandung: Alfabeta, 2010), p. 5.

⁶⁴ David Nunan, *Research Method in Language Learning*, (USA: Cambridge University, 1992), p. 3.

⁶⁵ Djama'an Satori dan Aan Komariah, *Metodologi Penelitian Kualitatif*, (Bandung: ALFABETA CV, 2012), p. 25.

of this research was the eighth grade students of MTs NU Nurul Huda Kudus in academic year of 2016/2017. The researcher collected the data on 17th October until 30th October 2016.

C. Focus of Research

Qualitative research has some problem to be researched. Citing Spradley, Sugiyono (2010) stated that “A focused refers to a single cultural domain or a few related domains”.⁶⁶

The object of this research was eighth grade of MTs NU Nurul Huda Kudus that received CIRC (Cooperative Integrated Reading and Composition) by English teacher on writing skill of descriptive text. And the focus of this research was VIII-E class.

D. Source of Data

In this research, the source of data was the subject where data obtained. Someone who responded, given information or answered the researches’ question is the source of data. Observation and documentation were also used to collect the data. The sources of the data in this research were:

- 1) The headmaster of MTs NU Nurul Huda Kudus.
- 2) The English teacher who teaches in eighth class.
- 3) Students in VIII-E class.
- 4) MTs NU Nurul Huda Kudus’ documents.

⁶⁶ Sugiyono, *Metode Penelitian...*, p. 286.

E. Data Collection Technique

Data collection techniques are methods used by researchers to collect data. Techniques of data collection conducted by researchers in this research were as follows:⁶⁷

1. Observation

Observation is observing an object. Observation as a data collection tool can be also performed spontaneously to a questionnaire that had been prepared beforehand.⁶⁸

Observation method is how to collect data to go directly to the field to the object under study. Through these observations the authors in addition to the documentation also know the process and how to the actual field conditions.

Observation was carried out in order to determine the work and duties of CIRC (Cooperative Integrated Reading and Composition) in applying on learners writing of descriptive text at MTs NU Nurul Huda Kudus. Observation was conducted in order to find out data relating to expectations, and application of the CIRC method.

⁶⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek (Edisi Revisi V)*, (Jakarta: PT RINEKA CIPTA, 2006), p. 201-206.

⁶⁸ Suharsimi Arikunto, *Prosedur Penelitian ...*, p. 204.

2. Interview

One of the techniques of data collection through interviews, which is an activity undertaken to obtain information directly by revealing the questions to the respondents.⁶⁹ Meaningful face to face interview between the interviewer (s) with the respondent, and activities conducted orally.⁷⁰

The researcher used this technique with a purpose to ask about students' statement after in teaching learning process using CIRC (Cooperative Integrated Reading and Composition) of descriptive text.

3. Documentation

The documentation is used to look for the data concerning matters or the variable that looks from of the note, transcript, book, newspaper, magazine, inscription, ledger, agenda, etc.⁷¹ Documentation is the other way to get data from respondent. Thus, a researcher had to use both of the documentation resources accurately, in order to get real information. It refers to the archival data that helps the researcher to collect the needed data.

⁶⁹ Suharsimi Arikunto, *Prosedur Penelitian ...*, p. 202.

⁷⁰ Suharsimi Arikunto, *Prosedur Penelitian ...*, p. 203.

⁷¹ Suharsimi Arikunto, *Prosedur Penelitian ...*, p. 206.

In this research, the researcher got the data from the school. The researcher got the syllabus, report of students' task, the photographs of students' activities at VIII-E.

F. Data Analysis Technique

The next research step is the analysis of the data. Analysis is the sophistication of researchers in data processing system as an effort to find a systematic relationship between study books, notes field results, interviews, and other materials to gain a deep understanding of the application of CIRC (Cooperative Integrated Reading and Composition) on learners writing of descriptive text.

However, qualitative data analysis can be carried out simultaneously with the process of data collection, data interpretation, and writing of the other narrative.⁷² In this study, in conjunction with the data collection process has been performed the data analysis. The stages in the data useful analysis are:⁷³

1. Data Reduction

During the stages of data collection, researchers made data collection, which aimed to select relevant data and meanings here in after presented. Reduction of the data in

⁷² Haris Herdiansyah, *Metodologi Penelitian Kualitatif*, (Jakarta: Salemba Humanika), p. 161.

⁷³ Sugiyono, *Metode Penelitian...*, p. 337.

this study essentially simplified and organized the data systematically on.⁷⁴

In this study, the data reductions was applied by way of summarizing, and focus on the things that are important, and discarded data that are found to be important both from the observation, interview, and documentation obtained from research in MTs NU Nurul Huda Kudus.

2. Data Display

The results were presented in the form of reduction then display the data. This in its own qualitative research data presentation could be done in the form of brief descriptions, charts, and relationships between categories, flowchart, and the like.

The activity of data display was important. The awkward mass of information that you would normally collect to provide the basis for analysis cannot to be easily understood when [resented as extended text, even when coded, clustered, and summarized, etc.⁷⁵

In this research activity carried out by making a display of data descriptions, or charts the data reduction results. By such reason, researchers couldn't more easily

⁷⁴ Sugiyono, *Metode Penelitian...*, p. 338.

⁷⁵ Sugiyono, *Metode Penelitian...*, p. 341.

understand what is happening, and then from that further work is planned based on what is already understood.

3. Conclusion Drawing / Verification

The next step was to make inferences and or verification. Based on this model, it was deemed that there was an interactive relationship between the changes process major components of the analysis. According to Sugiyono (2010), the verification step in this research was done by looking back at the data reduction and display so that the conclusion does not deviate from the data analyzed.⁷⁶

In this research conclusion drawing / verification was done by analyzing the findings in the field, then the conclusions drawn previously checked and searched a valid facts to support the conclusion first. So the conclusion was drawn that could be said to be a credible conclusion.

⁷⁶ Sugiyono, *Metode Penelitian...*, p. 345.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Profile of MTs NU Nurul Huda Kudus

a. General Description

MTs NU Nurul Huda Kudus was established on May 7th 1983 under the auspices of BPPM NU Sultan Kamaluddin foundation. The school was established about 33 years and during that also changed the principal for three times. The school located at Kedungdowo Village, District Kaliwungu, Kudus, 59361, phone (0291) 435532.⁷⁷

On Sunday up to Thursday MTs NU Nurul Huda began at 07.00 a.m. until 01.35 a.m., while on Saturday began at 07.00 a.m. until 01.45 a.m. Each grade was six classes, divide into two types; boy and girl class. In each class, there are whiteboard, blackboard, and LCD to support the teaching learning process.⁷⁸

b. Vision and Mission

1) Vission

⁷⁷ Result of Documentation at Thursday, October 27th 2016.

⁷⁸ Result of Observation in MTs NU Nurul Huda Kudus at Monday, October 17th 2016.

“Superior in achievement courteous in manner, maintain the quality, the human form of Islamic”

2) Mission

Conducting the education which orients the quality's in academic performance accomplishment, Islamic and social attitude, so that are able to prepare, create, and develop the Islamic human resource and the quality of good attitude on IPTEK dan IMTAQ.

3) Goals

- a) Optimiz the teaching learning process by using active learning approach (PAKEM, CTL).
- b) Improving the academic achievement in the science of religion.
- c) Developing the potential academic of interests and talents through guidance and counseling services and extracurricular activities.
- d) Preparing the youth of Muslim who are intelligent, skilled, and had *akhlaqul karimah*.⁷⁹

⁷⁹ Result of Documentation at Thursday, October 27th 2016.

2. The Application of CIRC (Cooperative Integrated Reading and Composition) by English Teacher on Learners Writing of Descriptive Text

a) The steps of applying CIRC (Cooperative Integrated Reading and Composition) by English teacher at MTs NU Nurul Huda Kudus

The steps of applying CIRC (Cooperative Integrated Reading and Composition) by English teacher at the eighth grade of MTs NU Nurul Huda Kudus, are as follows:⁸⁰

- 1) Teacher asks students to make a group consist of 5 members
- 2) Teacher asks each group to open the book on page 7
- 3) Teacher gives stimulation to students by some questions
- 4) Teacher asks students to make conclusion based on the text
- 5) Teacher gives instruction to out of the class to find an object “animal or plant” in the school’s yard
- 6) Teacher asks students to back to the class

⁸⁰ Result of Observation in MTs NU Nurul Huda Kudus at Monday, October 24th 2016.

- 7) In the class, teacher asks each group to mention the object they have found
- 8) Teacher asks each group to describe the object on descriptive text
- 9) Each group presents their tasks in front of the class

b) English language teaching learning process by applying CIRC (Cooperative Integrated Reading and Composition) on learners writing of descriptive text at MTs NU Nurul Huda Kudus

The research was conducted on class eighth grade E were 35 students who followed in the teaching learning process. The teaching learning process was continued on 90 minutes. The theme was “Plant and Animal”. In this activity, teacher began the teaching learning process by giving instruction to make a group consist of five students. After the students gathered with their group, teacher asked all of the groups to open their handbook on page 7 (the text can be seen on appendix) and asked them to read the text. Then teacher stimulated students by giving some questions that related to the material. For example: What is genre used of the text? What are the generic structures of the text? Most of students could answer accurately. Then teacher continued the

explanation of the descriptive material refers to the text, at that time teacher also told them that after the section they would go of the class to find plant or animal.

Then teacher gave instruction to all of the groups to leave the class in order to find object; animal or plant in the school's yard. Then, all of the groups leave the class and found the object. In this section, teacher accompanied and controlled the students in the location. After the group finished the task, teacher asked students to get back to the class.

In the class, teacher asked each group mentioned the object they have found. Based on the object, teacher gave instruction to each group to describe the object and make into descriptive text in the paper of sheet. During the students made a descriptive text, teacher becomes a facilitator.

After they were finished their writing of descriptive text, teacher asked each group to perform in front of the class, and teacher asked the other group to give question or opinion for the text that has been created by the group. After all of the groups presented their work, teacher reviewed the material has been taught.⁸¹

⁸¹ Result of Observation in MTs NU Nurul Huda Kudus at Monday, October 24th 2016.

c) The problem faced in applying CIRC (Cooperative Integrated Reading and Composition) of Descriptive Text

In each process definitely has problems happened, as well as in MTs NU Nurul Huda Kudus with applying CIRC on learners writing of descriptive text at the eighth grade. According to observation in teaching learning process (see on appendix), the problem faced are as follows:⁸²

1) Students

Based on the observation above, the problem faced in applying CIRC are studentswerenot brave enough to give question when they didnotunderstand yet. During writing descriptive text about theme, students appeared puzzlement to describe the object. The main problems are students still felt difficult to mention their thought into English and make it into sentences of descriptive text. At last, the students could not describe the object maximally.

2) Teacher

Problem found during the teaching learning process was the lack of preparation on the

⁸² Result of Observation in MTs NU Nurul Huda Kudus at Monday, October 24th 2016.

application of CIRC. Because there were many stages in using CIRC technique, so the teacher cannot maximize the use of CIRC. The stage in outdoor class to find the object thing describe directly make the teacher isn't able to monitor all of the students.

d) Students' response to the application of CIRC (Cooperative Integrated Reading and Composition) in writing descriptive text

Based on students' response, students had not maximal yet in group working, because half of students felt working in group not helped them in created the descriptive text. It happened because they could not mention their thought into English. Besides, in the middle of the teacher explanation about descriptive, teacher gave instruction to leave the class to find and object, and in that time the class started to be crowded and students' concentration divided in finding the object. Students thought the time is less in making descriptive text because they use too much time outside the classroom to find the object as a description material.⁸³

⁸³ The Result of Students' Interview at Monday, October 24th 2016.

B. Discussion

1. Analysis of applying CIRC (Cooperative Integrated Reading and Composition) on Learners Writing of Descriptive Text at the Eighth Grade of MTs NU Nurul Huda Kudus

Based on observations in the application of the CIRC, students could understand the descriptive material; generic structure, language features, and social function. Students were also able to analyze the descriptive text requested by the teacher correctly, which they can distinguish parts of the identification and description. By the application of the CIRC, students were able to mention the parts contained in the object properly, because they could know the object directly not just imagine it.

Based on the observation above, the researcher knew that the method took a long time in setting the students in outdoor class. In the other hand, there are some students busy with their own group or their activity in teaching learning process. So, this method requires more controlled from teacher and requires a lot of time.

Based on the result of observation by the researcher, it can be seen that were some students whom more active than the other students in a group, and students who are shy to be a representative. Students also described the object in simple

sentences. The students only listened to the group were present their task of descriptive text. It would be better if the teacher gave reward to the group were active, so students motivated to give questions or opinion for the group were present their task of descriptive text.

2. Analysis of the Problem Faced in Applying CIRC (Cooperative Integrated Reading and Composition)

a) Students

From the researchers' observation, it showed that students only enthusiastic in the school's yard to find the object. The result of observation shows that only half of students' enthusiastic in teaching learning process, they just followed the teachers' instruction and listen the teachers' explanation related to the material.

Based on the result of observation above, it would be better if students were given motivation by teacher for practice in writing. Teacher also could motivate students to increase their vocabulary like asked them to write the English of their activity in daily life in their book note. It would help them to increase their English vocabulary. So when they practiced in writing skill, they would not felt difficult to mention their thought into English.

b) Teacher

The researchers' observation shows that the lack of application of CIRC is the teacher didn't use lesson plan to manage the time. So, teacher could not control the time well. Teacher also had difficulties in managing and controlling students in the school's yard when they found an object.

From the observation above, it shows that teacher felt difficult to control the students. In the other hand, teacher also used more time in the school's yard and it makes students have no more time to arrange the descriptive text with their group discussion.

According to the result of observation above, it can be concluded that in the next meeting, teacher could arranged lesson plan before conducted a method in teaching learning process. So teacher can control the time well. Besides, teacher also should utilize the infrastructure class like LCD to give example of the material via picture or video. So, teacher could use the time effectively and control the students well.

3. Analysis of Students' Response to the Application of CIRC (Cooperative Integrated Reading and Composition) in Writing Descriptive Text

The result of students' interview shows that students still felt difficulty in translated their thought into English.

Half of students felt that group discussion could not help them yet in arranging a descriptive text, because most of them still low in English vocabulary. Students also could not concentrate in teacher's explanation because most of them were direct in discussing with their group to find an object. Based on the interviews above, students didn't maximal yet in teaching learning process, and they were difficult in English vocabulary. So students were not maximal enough in arranging descriptive text.

According to the result of students' interview, teacher should change the step to find an object in school's yard with giving direct title for each group or show object via video or picture, so students have more time in arranging descriptive text. Students should also bring dictionary to help them in changing the word into English.

C. Limitation of the Research

The researcher realized that there were some hindrances and barriers in conducting this research. The hindrances and barriers which occurred were not caused by inability of the researcher but caused by the limitation of the research like time, and equipment of the research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

In this chapter, the researcher would conclude this thesis from the previous chapters that have been discussed. The conclusion is:

CIRC is a technique of cooperative learning, is designed to teach reading and writing for junior high school learners. Based on research conducted by the researcher, the application of CIRC that students as center learning stimulated the students to ask for questions and give opinion to the teachers.

The application of CIRC in the teaching of writing of descriptive text for second grade of MTS NU Nurul Huda Kudus, are as follows; (1) Teacher asks students to make a group consist of 5 members, (2) Teacher asks each group to open the book on page 7, (3) Teacher gives stimulation to students by some questions, (4) Teacher asks students to make conclusion based on the text, (5) Teacher gives instruction to out of the class to find an object “animal or plant” in the school’s yard, (6) Teacher asks students to back to the class, (7) In the class, teacher asks each group to mention the object they have found, (8) Teacher asks each group to describe the

object on descriptive text, (9) Each group presents their tasks in front of the class

In addition, based on the observation, it can be concluded that the application of CIRC used by English teacher in MTs NU Nurul Huda Kudus is really useful for teaching writing, especially in descriptive text. Beside the students understand and analyze the descriptive text theoretically; generic structure, language features, and social function. Students are also able to make paragraph of descriptive text based on the object thing they find directly around the school. It can help students in describing objects easier. Students can make a descriptive text by using a real object. Mostly each student made about 3 up to 4 sentences in each paragraph. The application of CIRC also can help students to work with a discussion group.

B. SUGGESTION

According to the result of this research, the researcher would like to propose some suggestions as follow:

1. The teacher

The application of CIRC (Cooperative Integrated Reading and Composition) used by English teacher on learners writing of descriptive text run procedurally. The theme has been appropriate to the students' knowledge. Even though, the teacher should use other media that can

make students easier in receiving the materials, such as video or picture. The teacher should also develop the technique in order to makes students more enthusiastic in teaching learning process.

2. The students

Students should practice continuously to make good paragraph or arrange text. They should enrich vocabularies as supporting to arrange a good text. Students also can observe their environment and write the result of observation into paragraph. The more student practice the more they will have good result.

3. The readers

After reading this thesis, the researcher hopes this thesis will be useful for the readers and as the reference to conduct a deeper research to solve every problem in English learning process in MTs NU Nurul Huda Kudus, especially in teaching writing of descriptive text. Because the researcher realizes this thesis has not been perfect yet. Researcher hopes that this research could be a reference to apply CIRC in the teaching writing or other skills in English.

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Appendix 1

STUDENTS' NAME LIST

No	Name	Students Code
1	Afifah Silvi Silviana	E-1
2	Ahsanu Nadiyya	E-2
3	Arsa Salma Mufida	E-3
4	Dita Salima Astari	E-4
5	Fatia Faizanur Fatimah	E-5
6	Fiki Khikmatul Ulya	E-6
7	Henikasa Putri	E-7
8	Ilya Wahidatur Rohimah	E-8
9	Indah Ayu Ningtiyas	E-9
10	Indah Mayangsari	E-10
11	Izza Para Miswara Septiani	E-11
12	Khoirun Nisa'	E-12
13	Lilies Khoirun Nisa	E-13
14	Luthfiyatul Azizah	E-14
15	Naela Nikmatul Illiyyanah	E-15
16	Naili Sa'adah	E-16
17	Netty Puma Lestari	E-17
18	Nia Ananta Deviani	E-18

19	Nia Wulandari	E-19
20	Nor Faridatul M	E-20
21	Nur Aini Luthfiyatul Jannah	E-21
22	Nur Khalimah	E-22
23	Putri Zafronul Azni Syafi'i	E-23
24	Riski Marina Ramadhon	E-24
25	Risma Anggira	E-25
26	Salsabila A'isyah	E-26
27	Seeptiani Eka Safitri	E-27
28	Shinta Aflichah	E-28
29	Shintia Rahardini	E-29
30	Silfia Faticha Ulfa	E-30
31	Sinta Nuriyatul Mualifah	E-31
32	Siti Sulisyani	2-32
33	Siti Uswatun Khasanah	E-33
34	Zeni Rahmawati	E-34
35	Lexy Khamlatussa'adah	E-35

Appendix 2

SILABUS PEMBELAJARAN

Sekolah : MTsN NU Nural Hada
 Kelas : VIII (Delapan)
 Mata Pelajaran : BAHASA INGGRIS
 Semester : 1 (Satu)
 Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dengan berinteraksi dengan lingkungan sekitar	<p>1. Teks fungsional pendek berupa :</p> <ul style="list-style-type: none"> • Undangan • Pengumuman • Pesan Singkat <p>2. Tera Bahasa</p> <ul style="list-style-type: none"> • Kalimat sederhana • mengulang • menyampaikan pesan <p>3. Kosak kata</p> <ul style="list-style-type: none"> - Kata terkait tema dan jenis teks 	<p>1. Tanya jawab berbagai hal terkait kosakata teks fungsional yang akan dibahas</p> <p>2. Pengisian kosakata dan tata bahasa terkait jenis teks fungsional</p> <p>3. Mernulis kalimat sederhana terkait jenis teks</p> <p>4. Menulis teks fungsional pendek berdasarkan komunikasi</p>	<p>1. Menuliskan tentang teks fungsional pendek</p> <p>2. Menyusun kata menjadi teks fungsional yang bermakna</p> <p>3. Mernulis teks fungsional pendek</p>	<p>Melengkapi rumpang</p> <p>Meyusun kata acak</p> <p>Essay</p> <p>Tes tulis</p>	<p>1. Complete the following sentences / use suitable word/ words</p> <p>2. Arrange the word into good sentences.</p> <p>3. Write simple sentence based on the situation given</p> <p>4. Write an invitation / message / statement / notice based on the situation given.</p>	4 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Gambar yang menggambarkan penggunaan SBES</p> <p>3. Gambar yang relevan</p>	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Cesah Instrumen		
6.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	4. Tanda baca 5. Spelling 1. Teks rumpang berbentuk - <i>descriptive</i> - <i>recount</i> 2. Tita bahasa Kalimat sederhana - Simpel present tense - Simpel past tense - past cont tense 3. Kosak kata - kata terkait tema dan jenis teks - kata penghubung <i>and, then, after</i> <i>before</i> dan 4. Tanda Baca, Spelling before dan 4. Tanda Baca, Spelling	1. Review ungkapan-ungkapan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i> . 2. Menulis kalimat yang berdasarkan teks terkait jenis teks <i>descriptive</i> dan <i>recount</i> gambar/media. 3. Melengkapi rumpang dalam teks <i>descriptif</i> dan <i>recount</i> dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks <i>descriptif</i> dan <i>recount</i> yang terpadu. 5. Membuat draft teks <i>descriptive</i> dan <i>recount</i>	1. Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i> 2. Menyusun kalimat menjadi teks yang berbentuk <i>descriptive</i> dan <i>recount</i> .	Tes tulis Tes tulis Tes tulis	1. Completion 2. Jumbled sentences 3. Essay	1. Complete the paragraph using the suitable words. 2. Rearrange the following sentences correctly. 3. Write an essay a. describing a zoonwing or a certain place. b. Telling what you did last Sunday	4 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Penugasan Kepraktisan	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		<p>acara mandiri.</p> <p>6. Mengelompokkan deskripsi dan rekonstruksi yang ditulis di kelas.</p>						
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness) Bersikap hormat dan perhatian (respect) Tekun (diligence)</p>								

Appendix 3

LESSON PLAN

School	: MTs NU Nurul Huda Kudus
Grade/Semester	: VIII/ I
Subject	: English
Material	: Descriptive Text
Skill	: Writing
Time Allocation	: 90 minutes (45 minutes x 2)

I. Standard of competence

2. Understand the meaning of functional oral text and short simple monologue descriptive and recount form to interact with their environment

II. Basic competence

- 2.2 Responding to the short simple monologue accurate, fluent and acceptance to interact with their environment on text form of descriptive and recount

III. Indicator

1. Students are able to explain the meaning and information of descriptive text
2. Students are able to identify purpose and rhetorical steps of descriptive text

3. Students are able to arrange descriptive text based on language features

IV. Skill focus reading

Writing

V. Teaching Materials

1. Descriptive text

Descriptive text is a text which says what a person or a thing is like. Description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is special. In other words, description text is to describe a particular person, place, or thing.

2. Social function of descriptive text

Descriptive is a written English text in which describes a concrete or abstract object. It can be a person, animal, school, or house. Descriptive has a social function which describes a particular person, place, or thing. As drawing anything into canvas, writing descriptive must show that anything described in detail.

3. Generic Structure of Descriptive

a. Identification

Identification introduces and identifies anything or phenomenon which is described. It has a function to bring the reader to introduce what will be discussed. Like orientation of other genres, identification is usually put in the first paragraph. It is an introduction to the reader to read the next paragraph.

b. Description

Description is part of the generic structure that consists of a particular phenomenon or thing. It is the main issue that has a characteristic which distinguishes it from other genres. The description has a function to describe parts, qualities, and characteristics of the parts of the object.

4. Grammatical Pattern of Descriptive Text

Besides paying attention to the generic structure, we can identify descriptive text from the grammatical pattern or language features. By understanding language features, we can identify or arrange descriptive text easily. It is one of the characteristics used to distinguish descriptive text from other genres.

5. Example of descriptive text

My pet

Identification : I have a pet. It is a dog, and I call it Brownie.

Description : Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur felt soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning, I give her milk and bread. When I am at school, Brownie plays with my cat. They got a long well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

VI. Learning Method

CIRC (Cooperative Integrated Reading and Composition)

VII. Learning Process

1. Pre-Activities (5 minutes)

- Teacher greets the students
- Teacher persuades the students to pray
- Teacher checks the students attendance

2. Main Activities

a. **Exploring** (25 minutes)

- 1) Teacher asks students to make a group consist of 5 members
- 2) Teacher asks each group to open the book on page 7
- 3) Teacher gives stimulation to students by some questions
- 4) Teacher asks students to make conclusion based on the text

b. **Elaborating** (45 minutes)

- 1) Teacher gives instruction to out of the class to find an object “animal or plant” in the school’s yard
- 2) Teacher asks students to back to the class
- 3) In the class, teacher asks each group to mention the object they have found
- 4) Teacher asks each group to describe the object on descriptive text in front of the class

c. **Confirmation** (10 minutes)

- 1) Teacher gives feedback to the students based on the material

3. Post-Activities (5 minutes)

- 1) Teacher give motivation to the students
- 2) Teacher closes the meeting

VIII. Learning Media

- School's environment
- Board marker
- Whiteboard

IX. Learning Source

- Book

X. Assessment

- Technique: written test
- Form : essay

XI. Scoring guide

- Maximum score: 100
- Students score:

$$Score = \frac{\sum \text{Achievement of Score } X}{100}$$

Appendix 4

The Interview of Preliminary Research

- Researcher : Assalamu'alaikum bu.
- Mrs. Dina : Wa'alaikumsalam mbak. Silahkan duduk mbak.
- Researcher : Oh iya bu, terimakasih. Maaf bu, saya disini mau bertanya tentang mata pelajaran bahasa Inggris bu, bisa nggeh bu? Tadi saya sudah izin sama pak kepala sekolah.
- Mrs. Dina : Bisa mbak.
- Researcher : Begini bu, saya berencana untuk penelitian disini sebagai tugas akhir kuliah saya. Jadi saya mau tahu siswa itu masih kurang dalam *skill* apa ya bu?
- Mrs. Dina : Siswa itu kebanyakan kurangnya di bagian *speaking* sama *writing* mbak, kan memang dua *skill* tersebut susah kalau tidak dibiasakan.
- Researcher : Lalu proses pengajarannya selama ini seperti apa bu?
- Mrs. Dina : Proses pengajarannya ya hampir sama dengan sekolah lain, dengan mencoba memusatkan pada keaktifan siswa.
- Researcher : Apa dalam proses pembelajaran tersebut ibu memiliki tehnik sebagai variasi pembelajaran bu? Atau sekedar diskusi kelompok?
- Mrs. Dina : Ada mbak, tehniknya itu pake *CIRC*. Itu salah satu dari model pembelajaran kooperatif. Nanti Jenengan coba lihat tehniknya di internet.
- Researcher : Iya bu. Apa ketika ibu menggunakan tehnik tersebut murid aktif bu selama proses pembelajaran?
- Mrs. Dina : Oh iya mbak. Hampir semua siswa ya aktif mbak, mereka juga menyukainya, tapi kalau mengenai keaktifan siswa itu bisa dilihat sendiri nanti mbak.

- Researcher : Seberanya begini bu, saya kan mau mengajukan judul, dan rencananya nanti saya mau meneliti di sekolah ini. Tapi sebelumnya saya mau bertanya terlebih dahulu kepada ibu selaku pengampu mata pelajaran bahasa Inggris jadi nanti tidak ada kesalahpahaman ketika judul saya sudah diterima.
- Mrs. Dina : Sebenarnya sih mbak saya setuju-setuju saja, cuman saya juga kan sudah menggunakan metode *CIRC* untuk teks untuk mengajar teks deskriptif, jadi saya juga kasihan sama murid kalau harus mendapat tehnik pembelajaran baru. Mungkin mbak nya bisa mencoba melakukan penelitian lainnya tapi masih tetap di sekolah ini.
- Researcher : Kalau saya berganti untuk meneliti proses pengajaran ibu dengan *CIRC*, apa bu Dina keberatan? Nanti saya meneliti tentang bagaimana proses pembelajaran ibu, dan bagaimana respon dari siswa.
- Mrs. Dina : Boleh mbak, monggo.
- Researcher : Nanti penelitian saya berfokus pada pengaplikasian ibu dalam menggunakan *CIRC*, apa ibu keberatan?
- Mrs. Dina : Ndak mbak, silahkan.
- Researcher : Saya juga kan belum tahu bu seperti apa tehnik *CIRC* itu, jadi siapa tahu nanti bisa menambah referensi bagi saya untuk kedepannya.
- Mrs. Dina : Oh iya mbak, gitu juga tidak apa-apa kok. Saya sih senang-senang saja.
- Researcher : Iya bu, terimakasih untuk info dan kesediaannya. Wassalamu'alaikum.
- Mrs. Dina : Wa'alaikumussalam.

quite tall

 **Reading**
Text Challenge

Read the text carefully, find any mistyped words/phrases, then make necessary correction!

Dolphins is very intelligent animals and they are benign to humans. This water mammals are able to fascinate us in many different ways. These mammal live in a group. They have been known to help humans in a variety of circumstances including rescue and fishing. There are 36 species of dolphins that have been found. 32 species are sea dolphins, they are already well known by the people and 4 species are river dolphins. It's very interesting to see and learns about the dolphin species. Dolphins can be very entertaining. They can jump out of the water. Some of them can jump up to 30 feet in the air. The dolphins are grayish blue and his skin was very sensitive to human touch and other objects. Although the dolphins have 100 teeth, they don't use their teeth to eat. They use it to get fish then they swallow the fish. They can consume fish up to 15 kg per day. They always gather in a group to hunt fish.

Source: <http://www.spekalahbahasainggris.com>

Task 1 Read the following text loudly!

Komodo dragon is the world's heaviest lizard, weighing 150 pounds or more. The largest Komodo ever measured was more than 10 feet (3 meters) long and weighed 366 pounds (166 kg) but the average size of komodo in the wild is about 8 feet (2.5 meters) long and 200 pounds (91 kg) Komodo has gray scaly skin, a pointed snout, powerful limbs and a muscular tail. They use their keen sense of smell to locate decaying animal remains from several miles away. They also hunt other lizards as well as large mammals and are sometimes cannibalistic.



Source: rebusanventure.blogspot.com

The Komodo dragon's teeth are almost completely covered by its gums. When it feeds, the gums bleed, creating an ideal culture for virulent bacteria. The bacteria that live in the Komodo dragon's saliva causes septicemia or blood poisoning, in its victims. A dragon will bite its prey, then follow it until the animal is too weak to carry on. This lizard species is threatened by hunting, loss of prey species and habitat loss.

Task 2 Answer the questions below based on the text above!

1. How long was the largest komodo ever measured?

Answer:

2. What do the Komodo use to locate decaying animal remains?

Answer:

3. Where does it live?

Answer:

8. Jawablah SMP/MTs kelas XI

Appendix 6

Learning Media in the Class

No	Media
1.	LCD
2.	Projector
3.	Whiteboard
4.	Board marker

Appendix 7

The Result of Teaching Learning Process

No	Indicators	Fact		Note
		Yes	No	
1.	The students are enthusiastic in the teaching learning process	√		Students are enthusiastic in the teaching learning process.
2.	Students activeness in asking questions		√	Based on the observation, there were some students are participated by giving questions to the teacher.
3.	The students are enthusiastic in responding the teachers' questions	√		Most of the students are enthusiastic in responding the teachers' questions.
4.	The students are active in each group discussion.	√		Students are actively engaged with their group discussion in arranging a descriptive text.
5.	The students could work together with their group discussion	√		Students could work well with other in their group discussion.
6.	The students are enthusiastic to give question or opinion to the group was performing		√	The students only listened to the group were present their task of descriptive text.

7.	The students are be able to give feedback of the material	√	Students understand well about descriptive text and most of them are able to give feedback of the material.
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Appendix 8

Students Score

No	Students Code	Students Score
1	E-1	88
2	E-2	78
3	E-3	85
4	E-4	85
5	E-5	80
6	E-6	85
7	E-7	75
8	E-8	85
9	E-9	75
10	E-10	80
11	E-11	73
12	E-12	85
13	E-13	73
14	E-14	78
15	E-15	75
16	E-16	78
17	E-17	70
18	E-18	80
19	E-19	80

20	E-20	70
21	E-21	75
22	E-22	75
23	E-23	70
24	E-24	88
25	E-25	70
26	E-26	88
27	E-27	80
28	E-28	88
29	E-29	88
30	E-30	78
31	E-31	73
32	2-32	73
33	E-33	75
34	E-34	70
35	E-35	78

Appendix 9

Interview Guidelines for Students

1. Bagaimana menurut kamu tentang metode yang tadi diajarkan, apakah menyenangkan?
2. Apakah kamu lebih memahami materi ketika digunakan metode tersebut?
3. Apakah metode tersebut lebih menyenangkan ataukah membosankan?
4. Apakah menurut kamu metode tersebut bisa membuat kamu lebih mudah dalam memahami susunan dari teks deskriptif?
5. Menurutmu, apa yang masih perlu dibenahi dari metode tersebut?
6. Didalam metode pembelajaran tersebut diharapkan siswa bisa menjadi lebih aktif. Menurut kamu, kamu lebih suka siswa yang aktif atau guru yang lebih aktif?
7. Dari proses pembelajaran dengan metode tadi kan ada beberapa tahap, mulai guru meminta kalian membaca teks, kemudian berkelompok, keluar kelas, diskusi untuk membuat teks deskriptif, dan maju mempersentasikan hasil tulisan kalian, menurut kamu bagian mana yang paling susah? Kenapa?
8. Apakah kalian bisa bekerjasama dengan baik saat bersama kelompok kalian untuk berdiskusi?
9. Apakah dengan bekerjasama dalam kelompok kalian bisa lebih mudah dalam mengerjakan teks bahasa Inggris?

Appendix 10

Sample of Students' Interview

Sample 1

1. Iya menyenangkan, karena metode pembelajarannya tidak membosankan.
2. Iya, saya memahami.
3. Menyenangkan, karena metodenya tidak membosankan.
4. Nggeh.
5. Siswa masih kurang serius dalam mendengarkan penjelasan dari guru karena kita ramai saat disuruh untuk keluar kelas.
6. Saya lebih suka dua duanya yang aktif, jadi tidak hanya gurunya, tetapi juga siswanya.
7. Pada tahap berdiskusi untuk menulis teks deskriptif, karena harus menggambarkan secara detail. Karena kita gak tahu kalimat dalam bahasa Inggrisnya.
8. Iya.
9. Tidak, masih belum terlalu membantu. Karena kurang kosakata.

Sample 2

1. Iya menyenangkan, karena model pembelajaran yang telah diajarkan mudah dipahami.
2. Iya, saya memahami materi teks deskriptif dengan metode tersebut.
3. Lebih menyenangkan, karena metodenya tidak membosankan sehingga mudah dipahami.
4. Ya.
5. Siswanya kurang mendengarkan.
6. Saya lebih nyaman kalau siswa dengan guru untuk lebih aktif.
7. Pada saat description, karena harus menggambarkan gambaran secara detail.
8. Ya, saya bisa bekerjasama dengan baik.

9. Ya, karena bisa menuangkan ide-ide menulis, jika tidak bisa, bisa bermusyawarah.

Sample 3

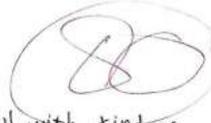
1. Ya menyenangkan, karena tidak membosankan.
2. Ya, saya memahami materi itu.
3. Menyenangkan, karena pada materi deskriptif kita tidak hanya belajar di dalam ruangan, kita juga belajar di luar ruangan.
4. Ya.
5. Para murid harus memperhatikan.
6. Lebih suka para siswa yang aktif.
7. Ketika menggambarkan secara detail.
8. Ya, bisa bekerjasama dengan baik.
9. Tidak.

Sample 4

1. Ya sangat menyenangkan, karena kita belajar tidak hanya belajar saja, tapi dapat bercanda tawa bersama.
2. Ya, saya memahami materi teks deskriptif dengan metode tersebut.
3. Metode tersebut lebih menyenangkan karena saya dapat memahami.
4. Ya.
5. Menurut saya ada, murid tidak mendengarkan ataupun tidak memperhatikannya.
6. Saya lebih nyaman dengan proses pembelajaran siswa untuk lebih aktif dengan gurunya.
7. Saat mendeskripsikan, karena harus menggambarkan gambaran yang detail.
8. Ya, saya bisa bekerjasama untuk mengisi apa pertanyaan yang ditanyakan.
9. Ya, karena kita saling menuangkan ide-ide yang ada dipikiran kita dengan metode kelompok yang terbaik.

Appendix 11

Butterfly



This is butterfly. It is look so beautiful with kind of colour. we can find at flower part.

The butterfly has antenna on its head, it has beautiful wings, it always compute honney in top flower, it life in good smell place and it many kind of colour wings ^{life} _{has}

Nama Kelompok :

- 1) Fatia Faizanur Fatimah
- 2.) Nia wulandari
- 3.) Nia ananta deviani
- 4.) Indah mayangsani
- 5.) Septia Eka Safitri

Nama Kelompok:

1. Arsa Salma Mayjida
2. Liya Wahidatur Rahmah
3. Khoirun Nisa'
4. Dita Salima Astari
5. Fiki Khikmatul Ulya

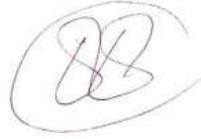
85

RABBIT

Rabbit is mammalia. Its a cute animal. It has ^{soft} soft and white fur. Rabbit has long ears. Rabbit also has ~~around~~ eyes. it has four legs. Rabbit likes carrot. Rabbit has a small body.

Nama Kelompok :

1. Afifah Rizvi Silwana
2. Shinta Afikhah
3. Shintia Raharini
4. Rizki Marina R
5. Salsabila Aisyah



Bird

I have a bird at home. it is beautiful. It has long beak.
Bird has long tail. It has beautiful fur. Bird have many colours.
It has loud voice. I like the voice. The bird eat¹⁷ lettuce. I give
the bird lettuce in every morning.

Nama kelompok

- Nur Khalimah
- Henitasa Putri
- Indah Ayu Ning Tiyas
- Nur Aini Luthfiyyatul Jannah
- Naela Nikmatul Ilyana

75

Rabbit

This is rabbit. Rabbit has four legs. It has ^{long} ear long. Rabbit eat carrot. It has soft feather with white and brown colour. Rabbit can run quickly.

75

CAT



This is a cat. Cat is a pet's animal. Cat has four paws. It has long tail. It has mustaches. Cat has sharp claws. The ~~fur~~ fur is soft. It has many colours, such as white, orange, and many more. Cat likes to eat^{ing} salted fish. Cat is a good pet. Cat is funny and cute.

Groups =

1. Lixy Khamlatrus Sa'adah
2. Ahsanu Nadiyya
3. Silfia Faricha Ulfa
4. Luthfiyatul Azrah
5. Nelli Sa'adah

Appendix 12

Documentation

Students is listened the teachers' explanation



Students gathered with their group



Students look for an object in the school's yard



Students arrange the object into descriptive text



Students perform in front of the class to present their task





**BADAN PELAKSANA PENDIDIKAN MA'ARIF NU
MADRASAH TSANAWIYAH NU NURUL HUDA KUDUS
TERAKREDITASI : A**

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SURAT KETERANGAN

Nomor : 138.k/MRF/NH/E.8/XII/2016

Yang bertanda tangan di bawah ini :

Nama : Zaenuri, S.Pd.I
Jabatan : Kepala MTs NU Nurul Huda Kudus

menerangkan dengan sesungguhnya bahwa :

Nama : **Leily Widyaningrum**
NIM : 133411092
Fakultas : Ilmu Tarbiyah dan Keguruan UIN Walisongo
Prodi : Pendidikan Bahasa Inggris
Judul : **The Application of CIRC (Cooperative Integrated Reading and Composition) on Learners Writing of Descriptive Text (A Study at MTs NU Nurul Huda Kudus)**

dalam rangka penyusunan skripsi, mahasiswa tersebut telah melaksanakan penelitian di MTs NU Nurul Huda Kudus selama 14 hari, pada tanggal 17 Oktober 2016 sampai dengan 30 Oktober 2016.

Demikian Surat Keterangan ini diterbitkan untuk menjadikan maklum bagi semua pihak yang berkepentingan dan guna seperlunya.

Kudus, 3 Desember 2016



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- MTs NU Nurul Huda Kudus Kec. Kaliwungu Kab. Kudus
- SMA NU Al-Ma'ruf Kudus Kec. Jati Kab. Kudus
- English Education Department UIN Walisongo Semarang

Non-Formal Education : -

Academic Achievement : -