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## RESEARCH ARTICLE

# The Challenges in Teaching Writing Through Cooperative Integrated Reading and Composition (CIRC) Strategy

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**Abstract:** This research aimed to know the challenges in teaching Cooperative Integrated Reading and Composition (CIRC) in teaching writing. The researcher applied a qualitative research design. The instruments of the research were an observation sheet and an interview guide. The participants of the research were two teachers in second grade at SMP Telkom Makassar. The result showed that the implementation of CIRC in teaching writing is good and by the actual procedure, during the process implementation of CIRC had challenges when that strategy was applied to teaching writing skill in the classroom. The teacher must prepare teaching materials that will be discussed in class, the material must be by the needs for implementing this strategy, and the teacher must make time efficient in the class, because the implementation process with the CIRC strategy is applied systematically and the teacher must manage the class in a conducive manner, because of the collaborative implementation of the CIRC strategy. The teachers also modify this strategy in implementing CIRC the teachers apply placement tests before making a group based on characteristics and also group selection that is formed in high, medium, and low-ability students. These indicators include benefits such as strengthening students' public, assisting them in being more critical thinkers, and also increased motivation and writing skill. CIRC can contribute to developing students' abilities to be more creative, independent, collaborative, communicative, and self-confident CIRC can also improve vocabulary mastery, familiarize students with conveying ideas by extending the topic, and build students' self-confidence in the area of writing skill. As a result, they can communicate and improve their writing skill. The other indicator is the difficulties that students face in implementing CIRC, such as taking a long time to apply it in class optimally

**Keywords:** CIRC, Challenges, Teaching Experience, Writing Skill.

## 1. Introduction

Many teachers of English criticize the lack of their students' can apply what they are learning. It is evident from the errors their students made when responding to questions in English. The ability of students to apply English concepts could not be improved given the regular oral and written assignments given to them. Students, on the other hand, found the teacher's lessons boring and did not want to study them. To encourage and inspire students to study English, the teacher must provide an engaging and enjoyable exercise or task. In the lesson plan, teachers are expected to execute management tactics by putting learning models into place to assess the accomplishments that students are capable of making. It



implies that teachers must possess the necessary skills for organizing activities as well as a thorough knowledge of the fields involved in learning management. Activities that promote learning are essential to the educational process. Teachers play a crucial role in implementing education and ensuring student achievement. Teachers also play a significant role in the effort to boost pupils' motivation. Students, curriculum, educational personnel, prices, facilities, and infrastructure, as well as environmental elements, all play major roles in how successful educational programs are when they are taught and learned in formal educational institutions like schools. If these conditions can be met, it undoubtedly simplifies the teaching-learning process, encourages the best possible learning outcomes and ultimately raises the standard of instruction.

The cooperative integrated reading and composition (CIRC) technique, one of the learning techniques based on cooperation, is designed to develop reading and other language skills in the upper grades of primary education. The CIRC approach offers a framework that expands options for both direct instruction in reading and writing as well as the applicability of composition writing strategies. The (CIRC) technique was created to support the "skill-based reading groups" approach that has been employed for years. In the classroom, reading groups are first formed. After that, groups are divided into pairs of students. Couples attempt to teach each other useful reading and writing abilities by utilizing the reciprocal learning strategy when the teacher works with a reading group. In basic skill-building exercises (such as oral reading, contextual guessing, asking questions, summarizing, writing a composition based on the story, revising-correcting composition, etc.), they assist one another. Team booklets are often released after this procedure. Teams are rewarded based on the collective performance of their members for all reading and writing tasks. Thus, the realization of personal responsibility is ensured by equitable change for achievement, group support for achievement, and performance, all fundamental elements of cooperative learning.

The use of cooperative learning created a nice relaxed atmosphere of teaching and learning. They did not depend on the teacher to teach them English because the emphasis of the teaching and learning was on the students. Students can assist friends in completing the assignment and comprehending the information. Based on the background above, the researcher formulated a research question in this study as follows: What are the challenges in teaching cooperative integrated reading and composition in teaching writing?

## 2. Literature Review

The CIRC learning method is a part of cooperative learning. CIRC stands for Cooperative Integrated Reading and Composition. Slavin (2005, p. 16) explains that CIRC is a program comprehensive to teach reading and writing to students. Cooperative Integrated Reading and Composite is one of the early cooperative learning models is an integrated cooperative teaching of reading and writing is a comprehensive and complete program of instruction reading and writing for elementary and high school classes. Focus the main activities of Cooperative Integrated Reading and Composition are make more effective use of time. Learners conditioned in cooperative teams which are then coordinated with the teaching of reading groups, to fulfill other purposes such as reading comprehension, vocabulary, message reading, and spelling. In this way, students are motivated to work together a team (Slavin, 2010: 200), CIRC is defined as a cooperative model that introduces the latest techniques of practical training curriculum on teaching reading. CIRC is a comprehensive program for teaching and reading the art of writing (Darmayanti, 2014). CIRC learning model is a special learning model Indonesian subject in order to read and find the main idea, subject Based on the expert suggests, it can be concluded that the CIRC is learning that combines the teaching of reading and writing based on cooperation. This model is done in groups, thereby reducing the dominance of the teacher in the classroom. The Cooperative Integrated Reading and Composition Model has three principal elements, namely: 1) activities related to stories, 2) direct instruction in reading comprehension; and 3)

writing and art unified language. In Cooperative Integrated Reading learning and Composition, each student is responsible for the task group. Each group member issues ideas to each other to understand a concept and complete the task (task), so long-standing understanding and learning experiences are formed. CIRC has three principal elements: activities related story, direct instruction in reading comprehension and integrated language arts/writing. This model carries out learning based on cooperation aimed at developing reading and writing skills in an integrated manner. Furthermore, Slavin (2005: 205-209) also mentions the main elements in the CIRC are:

- a. A group reading
- b. Teams
- c. The activities related to the story
- d. The examination by the couple
- e. Test
- f. Direct instruction in reading comprehension
- g. The art of speaking and writing is integrated.

### *2.1. The Procedure CIRC in Teaching Writing*

According to Durukans (2011), the procedures of Cooperative Integrated Reading and Composition CIRC are as follows:

#### a. Introduction

By teacher, first of all, teacher shares basic information to the students in the classroom.

#### b. Groupwork

Four or five student groups were established. Worksheets and other materials prepared by teacher were handed out to group members. Depending on the content of the work, students can collectively answer the questions and answers can be checked by each member and covered to other groups. Other numbers also control the answers and the process continues this way.

#### c. Assessment

Depend on the features of the selected technique, skills or information learnt by students in relation to course content is accessed by students individually or cooperatively.

#### d. Detection of successful group

Steps of CIRC type of cooperative learning models are as follow: Individual and group assessment of the student score are entered on a group scoreboard and the resulting score are summed. The group with the highest final score is rewarded.

### *2.2. Implementation Process of CIRC Technique*

Durukan (2011) say that Firstly of all, teacher shares basic information with classroom:

- a. Group work 4 or 5 student groups were established. Worksheets and other materials prepared by teacher were handed out to group members. Depending on the content of the work, students can collectively answer the questions and answers can be checked by each member and conveyed to other groups. Other members also control the answers and the process continues this way.

- b. The grouping must be based on the abilities possessed by the learners. It can be known by educators to pay attention to the value of the learners in the learning activities previously.
- c. Creativity. Strive educators able to provoke creativity possessed by the learners. This can be done by assigning the tasks to the learners.
- d. Learning group. There are times in the learning activities are groups that need the help of labor educators. Because of this, then here the role of educators is more sensitive to the group that requires attention and assistance in times of difficulty in performing the tasks assigned.
- e. Assessment, depending on the features of the selected technique, skills or information learnt by students in relation to course content are assessed by students individually or cooperatively.
- e. Give rewards to groups that have studied the work of a good group. Thus, it will provoke a reaction from the other groups to try to get a similar award so that there will be a new motivation in learning activities.

### *2.3. The Procedure of CIRC Technique*

- a. Make groups consist of 4 members heterogeneously
- b. Teacher give text with of topic learning
- c. Students cooperate read to each other, find main idea, and give opinion to text. At the end, the students write the result on the paper.
- d. Make presentation or read to the result from groups discussion
- e. Teacher and Students make summary together
- f. Closing

From describe in above that conclude steps of CIRC in learning process. Students work in a group to understand the main idea and master other comprehension skills. They work on materials appropriate to their reading level. They have equal opportunities for success. CIRC provide a structure for teacher to teach and students to learn which help all students become more effective readers and writers.

## **3. Research Method**

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

## **4. Results**

In the process teaching writing using CIRC strategy both of teachers and students get some challenges. Based on the teaching process in the classroom along with the challenges that the teacher gets:

- a. The teacher must prepare teaching materials that will be discussed in class, the material must be in accordance with the needs for implementing this strategy.



- b. The teacher must make time efficient in the class, because the implementation process with the CIRC strategy is applied systematically.
- c. The teacher must manage the class in a conducive manner, because of the collaborative implementation of the CIRC strategy.
- d. Student must be collaborative and active during the learning process, because the division of groups is carried out heterogeneously. students are required to share and study together to read and answer assignments.

According to Slavin, 2005 the purpose of CIRC learning is to use cooperative teams to help students learn reading comprehension skills that can be applied. In addition, students are motivated to work together in activities based on the learning of all team. Slavin also said there were weaknesses to this strategy (Slavin, 2005) need a lot of time, it is difficult set class to silent so the situation class noisy, the teacher must able and good at managing time and control the conditions of the class. this is in accordance with the results of the researcher's observations in the classroom, the researcher found several challenges that the teacher had when implementing this strategy.

To get the data about the implementation of CIRC in teaching writing, the researcher has observed the activities during the teaching and learning process and interviewed the teachers there. The result of finding showed that the implementation of CIRC in teaching writing have some of challenges. from the results of the observation in the classroom, the researcher can conclude that the implementing CIRC in teaching writing a challenge for teachers as implementers of the strategy. The teacher must prepare teaching materials that will be discussed in class, the material must be in accordance with the needs for implementing this strategy, the teacher must make time efficient in the class, because the implementation process with the CIRC strategy is applied systematically and the teacher must manage the class in a conducive manner, because of the collaborative implementation of the CIRC.

The observation implementation of CIRC in teaching writing in the classroom the researcher also found This strategy can develop students' thinking skills for writing, and increase vocabulary knowledge, CIRC strategy can develop student social interaction, such as cooperation, tolerance, communication, and respect for other people's ideas.

## 5. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes that CIRC is implemented well in the class, students like this strategy and enjoy the process of activities learning that is given to them because the teacher makes groups for learning and students' activities are make the students' self- confident, focus, responsible, cooperation, and improve writing skill.

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