



COOPERATIVE INTEGRATED READING AND COMPOSITION BASED ON SCIENTIFIC APPROACH TO IMPROVE WRITING ACHIEVEMENT

Farida Ariyani^{1*}, Cucu Sutarsyah², Muhammad Sukirlan³

Magister Pendidikan Bahasa Inggris, Universitas Lampung

Jl. Prof. Dr. Ir. Sumantri Brojonegoro No.1, Kota Bandar Lampung, Lampung, 35141

E-mail: faridaariyani678@gmail.com*

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Abstract

Writing is a crucial aspect of individuals' lives, especially for students, as it involves both the process and product of language. This study explores the challenges students face in writing, including the impact of teaching methods and the effectiveness of the Cooperative Integrated Reading and Composition (CIRC) method based on the Scientific Approach (CIRSA) in enhancing students' writing skills. This study employs quasi-experimental pretest-posttest design to investigating the significant difference both of methods with 30 samples in the experiment class and 30 samples in the control class. Through the independent sample t-test hypotheses are formulated and tested (α values are 0.05), providing a structured framework to draw meaningful inferences about the populations studied. The empirical findings of this study aimed to discern significant differences in writing achievement between the CIRSA and CIRC models (sig. $0.002 < 0.05$). Aligned with educational theories, the N-gain score was utilized to evaluate students' progress during the learning process. So, The CIRSA Model (N-Gain 41%) is more effective than CIRC (N-Gain 32%). Then, this study explored the significant correlation between students' perceptions of the CIRSA model and their writing achievement (t-value of $6.268 > 1.701$).

Key Words : Teaching Methods, CIRC, CIRSA, English Writing Achievement

1. INTRODUCTION

One of the most important aspects of living for people, particularly for students, is writing. Writing relates to process and product the language. According to Nunan et al. (2003) it is as process of actuating the thought or ideas to the written context that consist of some sentences or paragraphs. It means that when someone will write something he has to think or imagine in building up the concept or draft based on his purpose. In same line, according to Harmer (2004) writing is as product of language. It can be seen that the outcome of writing is a text that has finished after several steps of its product. In short, writing is product of language from several steps to draw up the thoughts, ideas or opinion in construct the concept of writing product or text. But, nowadays the problem is the students' low level of English proficiency, particularly in writing, which comes from their lack of understanding of the language's significance and the little number of writing assignments they receive. In contrast to the learning activity, the teacher provided the students more writing proficiency assessments.

Rarely the teacher provides criticism on the students' writings. The teacher seldom provides criticism on the students' essays. In general, he assigns the students a topic to write on, instructes them to turn in their papers, and then simply returned the marked copies without further discussion. In addition, students struggle to organize their thoughts, apply sentence structures, pick the right words, and decide what to write about. The amount of

students who left their sheets blank is evident from the time it took them to write a text. So, to ensure that the learning process works effectively and the students are able to comprehend the material presented, qualified teachers must be able to master the subject matter and design methods, media, models, and learning strategies. One of the learning developments can be done by integrating one method with other methods and/or techniques. Each learning method directs the teacher in designing learning steps to help students' difficulties in such a way as to achieve their goals.

Nono and Ansel (2023) state that students who are in the middle class should have better writing abilities due to the Cooperative Integrated Reading and Composition (CIRC) method that is being used. For it takes learning that can make students more engaged, inventive, productive, and enjoyable for them to build their writing abilities. By studying it, students can develop their creative writing abilities. In line, Zainuddin (2015) states that CIRC presents a learning structure that not only increases opportunities for direct instruction in reading but also for use in writing composition. Telaumbanua et al. (2022) state that CIRC is a cooperative-based learning method. In line with it, Zainuddin (2015) states that CIRC presents a learning structure that not only increases opportunities for direct instruction in reading but also for use in writing composition. This method supports group discussion-based reading skills. It seems that, in this context CIRC is appropriate for improving the English writing skill of each student.

Previous research has confirmed that CIRC has a positive effect on student learning outcomes. According to Royani et al. (2020) CIRC has not only a positive effect in students' achievement but also an effective way to improve students writing. Nurul (2017) states that CIRC is effective to teach writing of descriptive text for the eighth grades students of junior high school students. Moreover, Mubarak and Rudianto (2018) state that CIRC help each student in performing basic skill-building activities (such as oral reading, contextual guessing, asking questions, summarizing, writing a composition based on the story, revising-correcting composition). Additionally, CIRC is based on group reading skills Miarsyah et al. (2021), it requires speed in solving problems so that it is efficient in processing. Furthermore, CIRC gives the opportunities to the students to improve their skills since the process to the end of learning process.

In other sides, the CIRC not only stimulates students in the cognitive field, but in the psychomotor and affective fields of students Yamin & Amalia (2022) . In the academic field, CIRC is very appropriate for improving skills in solving problem solving questions. In addition, this method stimulates student motivation to be competitive in group work Ristanto et al. (2021). In short, this method is able to accommodate diverse (low or high) abilities and willingness of students through group systems and challenging learning. However, CIRC's accuracy in improving reading comprehension skills, there are still several weaknesses in its application Febriyanto (2021). The results of a review of several literatures indicate that effectiveness and efficiency still need to be developed. In same view (Supriyadi, 2018) states that the teacher must choose the appropriate approach and technique that will be implemented. Consequently, CIRC is method that has several weaknesses. The teacher can modify or integrate it with other technique that appropriate to solve the problem. Besides, Susilo (2021) states that the effectiveness of cooperative learning in enhancing students' writing abilities is the subject of numerous prior studies, but there is limited published research on how to use the cooperative learning principles to foster students' critical thinking and self-expression in Indonesian EFL writing classrooms. Thus, this method supports group discussion-based reading skills. It seems that, in this context CIRC is appropriate for improving the English writing skill of each student.

Cause of CIRC is cooperative learning, the teacher should have more efforts to make the students more active and improve english writing. The development of CIRC to uncover

some problems above, the teacher can use one approach namely scientific approach. The teacher regards the students as the topic of the learning in a student-centered approach. The teacher should concentrate on the students' activities throughout the teaching and learning process and encourage them to be active learners by asking questions, developing and expanding their knowledge, exchanging ideas, and engaging in dialogue with one another. The observation, inquiry, justification, experimentation, and network-building processes for all topics were referred to as the teaching and learning process in the scientific approach and it is effective to build the students active in classroom activities to improve their skills Zaim (2017).

In addition, CIRC based on Scientific Approach (CIRSA) can be implemented by the teacher to improve students' active and skills. It is relevant with Ristanto et al. (2021) they state that CIRSA model can develop students understanding, skills and experiences. Based on the previous research findings, it can be inferred that the CIRSA learning model has proven to be more effective in enhancing students' achievement. In same research Djamahar et al. (2019) also states that CIRSA model can improve students' active and metacognitive skills. It means that the students will improve their knowledge and skills that can be influence their achievement. The previous research results can be used as recommendations to expected that CIRSA learning model could be implemented in a larger population and other subject. However, previous research has not looked at student perceptions of the implementation of the CIRSA learning model.

Furthermore, those previous researches indicate that CIRSA model can improve students' knowledge, skills, and achievement. But those are focus on science materials, not in English ones. Thus, the researcher will investigate the implementation of Cooperative Integrated Reading and Composition based on Scientific Approach to improve students' writing achievement. Based on background of the problem mentioned previously, the questions asked in the current research are to see if there is a significant difference between the independent and dependent variables. Thus, the research question of this study is there a significant difference between the students' writing achievement who are taught using CIRSA and CIRC learning models.

In relation to the statement of the research question above, the objective of this research is to find a significant difference between the writing achievement of students who are taught using CIRSA and CIRC learning models. The uses of this research based on theoretically are expected to give the contribution of the new theory of teaching and learning English that can be beneficial to support on teaching and learning English and to give the recommendation for the further research. While based on practically, it can be a consideration for English teachers that exploring the effect of Cooperative Integrated Reading and Composition based on Scientific Approach (CIRSA) in teaching writing at Junior High School level.

II. LITERATURE REVIEW

2.1. Concept of Writing

Writing is one of important skills which have to be mastered by the students because writing can help them to think critically and deeply to build a good writing. Writing also necessary component of education, livelihood, and functional basics in our society. By learning writing, the students will get knowledge how to write effectively, how to express ideas, how to share their thoughts with anyone else through writing.

Previous study states that there are some the importance of learning writing (Maskanah, 2020). Those can be seen in the following points: (1) writing is often not time-bound in the way conversation is. It means that in writing activities the students have longer time to think rather than in speaking activities. Thus, the students can choose the appropriate word that

will be used to express their ideas. They can also have longer time to check their grammar patterns; (2) writing encourage students to focus on accurate language use because they think as they write. It may provoke well development as they resolve problems which writing puts in their mind; (3) writing has always been used as a means of reinforcing language that has been taught. Teacher uses writing skill to make a note about recently learnt grammar in learning process; (4) writing is frequently useful as preparation for some other activities, in particular when students write sentences. The students are given the time to think the ideas and asked to write sentence; and (5) writing can also be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. The teacher asks students to write short dialogues which they will act out.

Writing achievement is the result score of writing ability of the students. Writing achievement has a standard score from the teacher to be passed by the students in writing. Writing achievement is measured by a holistically scored writing sample. Brown (2007) mentions that there are five aspects of writing process that need to be taken into account in order for authors to be successful in their writing, they are content, organization, grammar, vocabulary, and mechanism. In same line, Heaton (1988) states that the aspects of writing are mentioned below: (1) *Content*, it is the substance of writing. It can be identified by paying attention to the topic sentence. Therefore, the topic sentence should accurately reflect the paragraph's key idea; (2) *Organization*, it refers to how the content is arranged logically (coherence). It has to do with how thoughts should flow organically together within a paragraph; (3) *Vocabulary*, it covers the use of words that are appropriate for the content. The diction employed to provide the reader the intended meaning might be used to identify it; (4) *Language use*, it emphasizes the employment of proper grammatical structure and syntactic pattern. It may be recognized by the way a well-formed phrase is constructed; and (5) *Mechanics*, it addresses the usage of illustrative language conventions. By emphasizing the paragraph's use of capitalization, punctuation, and spelling, it can be found.

2.2. Teaching Writing

According to Dwi (2019) the close relationship between writing and thinking makes writing a valuable part of any language course. Through writing we can express our ideas and thought in our attempt to make meanings. It means that not writing only, but we need to pay attention to several aspects of the writing, so the readers are able to getting point of ideas or messages.

In addition, Sofian (2021) claims that the teacher also must be able to describe the characteristics of written text types so that students can understand the differences between types of written text. And most importantly, the teacher must notify assessors to correct students' writing. This can be a note showing where they wrote well and where they went wrong. It provides feedback on student writing.

Nunan et al., (2003) assert that there are four instructional ideas for writing that can be applied in a variety of classroom situations in order to accomplish the above-mentioned purpose of teaching writing, as follows:

- 1) Fully understanding the reasons behind students' writing. The biggest problems with writing instruction arise when a teacher's objectives conflict with those of the students or with those of the school or organization where the student is enrolled. The learning objectives should be communicated to students in a way that makes sense to them.
- 2) Giving students several opportunities to write. Writing is a crucial skill that involves expressing one's ideas in written form. As a result, the instructor needs to assign writing assignments frequently. The students' writing skills will improve as they become more utilized to writing. As a result, the instructor should give students multiple opportunities to write by giving them different types of writing.

- 3) Making input valuable and meaningful. Students need to provide feedback. Assist students in developing their writing skills by giving them specific feedback. Editing and reworking should be discussed while providing feedback on a student's writing. The teacher may offer a summary of comments instructing students to recognize the problems and resolve them on their own in order to foster independent inquiry.
- 4) Clearly explain to students how their work will be evaluated. Students often think that the teacher evaluates their writing in a random way. This suggests that the writing standard and assessment should be known by the teacher. The teacher should consider various factors and ensure that each one is understood by students while assessing writing.

Moreover, Nurul (2017) states that teaching writing extends beyond only teaching language proficiency. Students are expected to learn how to write successfully by understanding the steps of the writing process. When writing, students have a limited number of words on their product and must think quickly. Additionally, Grammar, language features, and writing mechanics should all be covered in the classroom in order to help students become proficient writers. Therefore, an appropriate strategy should be used to manage the problems mentioned above.

2.3. CIRC Learning Model

The main concept of CIRC is cooperative or group method in teaching and learning process. It deals with Nurul (2017) that in CIRC, students work in pairs on a variety of cognitively stimulating tasks, such as reading aloud to one another, making ending predictions, summarizing stories, and honing their spelling, decoding, and vocabulary. The students will be required to write a descriptive prose using one of their group members as a model. Because they will really view the object rather than merely imagine it, it will be simple for the students to describe it.

It is expected that teaching students how to produce texts using the CIRC technique will inspire them to write as much as they can. During the learning process, students are encouraged to take an active role and be happy. Additionally, the CIRC technique, which prioritizes reading and group work more, makes learning more relevant. Thus, it is possible to maximize students' learning of how to write text. The following steps are required to implement the CIRC strategy as stated by Huda in (Syamsi et al., 2020) are:

Step 1: Introduction to Concepts. The teacher starts to present an original concept or piece of knowledge during this stage. The introduction can be found in textbooks, other media, or the teacher's knowledge.

Step 2: Exploration and Application. With the guidance of the teacher, this stage gives students the chance to demonstrate prior information, acquire new knowledge, and explain the events they experience. They must talk about it since it creates cognitive conflict. This phase's goals are to stimulate students' interest and curiosity and have them apply their foundational knowledge to learning activities. Writing exercises are used to put the notion into practice. Students are instructed to compile information on the topics they learn about into a draft (outline). Additionally, the draft is transformed into a finished piece of writing.

Step 3: Publication. Students can communicate the results of their writing throughout this stage. In order to enhance their work, students in this situation must provide and receive feedback in the form of criticism or ideas.

In line with it, Forstla (2018) states that CIRC involves two or more students or groups collaborating to complete a task through reading and writing. Each student in a group will be given a task, such as reading the story, identifying the subject or topic, and finding out the basic story. Then they develop a story's framework and present it to the class. Students create a new story that is relevant to the topic from the story's outline. Before presenting in front of the class, they collaborate to edit and revise their work. Students' thoughts will be

stimulated through collaborative integrated reading and composition techniques. They can exchange concepts that can serve as an opportunity for developing the confidence to put forward concepts and engage in group communication in English.

2.4. CIRSA Learning Model

CIRC is a comprehensive method for teaching reading and writing that assigns students to groups made up of pairs of students from two or more distinct levels. It means that CIRC can be implemented in teaching reading and writing by dividing the students into several groups or in pairs to find the solution or solve the problem related to the tasks or tests. Thus, the main characteristics of CIRC are derived from an examination of recent research on reading comprehension exercises, treasure hunt activities, and integrated language arts and writing teaching are all effective ways to teach writing at language skills. On the other hand, The scientific approach is recommended in the 2013 Curriculum in Indonesia. Indonesian educational process standard states that learning is conducted by selecting a scientific approach adjusted to competence characteristics and level of education. Several activities in the scientific approach include observing, asking, trying, reasoning, and communicating (Djamahar et al., 2018).

A scientific approach-based Cooperative Integrated Reading and Composition or known as CIRSA has been developed. Research results indicate that CIRSA model has been stated as valid and effective to be applied in teaching learning and has potential to empower 21st-century skills. CIRSA, as one of cooperative learning manifestation, is believed to be capable of empowering students to participate in learning process actively. The activity could be skills in decision making, evaluating, and commenting to one another so as it could enhance writing achievement. CIRSA is a student-centered learning design base on scientific approach on reading and compositioning the result through writing the new topic. The learning has proven to be able to improve students' skills (Djamahar et al., 2019).

In the CIRSA learning model conducted cooperatively, learners are required to cooperate in a small group to discuss, analyze to understand and solve a variety of problems and encourage learners to communicate and exchange ideas; thus, it has potential for writing ability empowerment. One of the essential elements in cooperative learning is the occurrence of social skill learning concerning leadership learning, decision making, building trust, communication, and handling problems together. In cooperative work, providing learners with an opportunity to think with their peers and conduct discussion makes the thinking process becomes open to all learners. Training students to think critically through problem analysis method repeatedly helps students to master complex contents as well as empowers the writing achievement. The CIRSA model would be difficult to implement in a large number of students since students will tend to be passive (Vakiroh, 2013). Also, there is time limitation regarding discussion process where large number of students require a more extended time. Therefore, the CIRSA model should be implemented in a class with number of students in a range of 20-35 students. A small number of students results in better discussion, and students tend to be active in question and answer.

The major objective of using the CIRC learning paradigm is to motivate students through cooperative groups created specifically to develop writing abilities. The steps of CIRSA are as follow:

Step 1: Conceptualizing in group division. In this phase, students are given the picture and text relates the topic of procedure text. They must read the text well base on the teacher instruction

Step 2: Organizing to observe and question through Reading and Composition. Students observe the picture and text that have given by teacher. They should understand them

whether the text is appropriate with the picture or not. After that, they observe the structure of the procedure text. They may give questions to get the information relates the text.

Step 3: Guiding to explore and associate concepts into new concept. In groups, students are given new pictures relates food or drink. They must select one as a material to make new text. They must understand the picture detail since they discuss each other. After that, they should arrange procedure well in written text.

Step 4: Presenting work with publication and discussion. At the end, their result of discussion must be corrected by another group. In addition, the teacher gives the assessment rubrics of accuracy and grammar to each group. It aims to give the chance for students to assess other text. After that, teacher and students will communicate the problems that they are faced during the process and assessment. In addition, teacher gives some feedback and motivation to improve their skills.

III. METHODS

3.1. Research Design

The approach designs in this research uses quantitative research. This research employs quasi-experimental pretest-posttest design to investigating the significant difference of students' writing skill after being taught through Cooperative Integrated Reading and Composition based on Scientific Approach (CIRSA). Thus, before the quasi-experiment was performed, reseacher prepared two syllabuses for the subject of writing prosedure text. The first syllabus included the modified CIRSA technique was used to treat the experimental group, whereas the second syllabus included the original CIRC technique was used on the control group. Therefore, if the researcher finds that one group performs better than the other on the posttest, it can rule out initial differences and normal development as explanations for the differences.

3.2. Population and Sample

The research population were all ninth-grade students at MTs Bustanul 'Ulum Jayasakti with a total of 218 students and spread into 8 classes. Each class received a similar learning opportunity yet different treatment based on the developed learning design. The sampling of students in this research used non-probability sampling technique. This technique is a data or sampling technique so that all data is not likely to be selected as a sample equally. Based on the researcher's policy in determining the sample elements to be used. An approach namely purposive sampling is used to decide the subject of the research. The researcher considers to get the sample by selecting the intact group as as the sample for the experimental group. Each research group represented one class, which was class using CIRC and CIRSA. In this study, IX D class is as the control class (using CIRC) with 30 students, while IX C serve as the experiment class (Using CIRSA) with 30 students. Both classes were regular classes at the same level. Moreover, the subjects chosen are those who are considered to be in intermediate level and were well-versed in their vocabulary and grammatical structures.

3.3. Data Collection Techniques

In primary collection techniques data, the researcher uses some methods which is test. The dependent variable instruments in this study employs two kinds of test namely pretest and posttest to obtain the data of students' writing achievement. Pretest is administered to the students at the first meeting before they receive treatment using both methods. Then, at the end of the lesson, the students are required to have posttest. Both the pretest and posttest are in the form of writing tests that will be done by control and experimental groups. Their writings then will be assessed by the two raters and the scores will be analyzed in order to answer the research question.

The students' writing achievement will be assessed by two raters, they are the researcher and an English teacher from MTs Bustanul 'Ulum Jayasakti. The raters will utilize a scoring rubric created by Heaton (1988) to get the final scores of students' works. This scoring system is chosen because it provides a comprehensive framework for assessing five writing aspects such as content (ideal score is 30), organization (ideal score is 20), vocabulary (ideal score is 20), language use (ideal score is 25), and mechanics (ideal score is 5). This instrument use for a clearer understanding the difference aspects of writing achievement in the both of class (experimental class by using CIRSA and control class by using CIRC).

3.4. Data Analysis

The research data obtained are analyze using descriptive statistics of average scores, deviation standard, and minimum and maximum values in each class. Meanwhile, statistical inference is more directed towards making conclusions, correlations, and conjectures based on existing data analysis. Hypothesis rerequisite tests include the normality test in the form of one-sample Kolmogorov-Smirnov test and homogeneity test using Levene's Test of Equality of Error Variance. Then, normalized gain or N-gain score aims to determine the effectiveness of using a particular method or treatment in quasi-experimental research. The N-gain score test is carried out by calculating the difference between the pretest value and the posttest value. N-gain score test can be used when there is a significant difference between the average posttest score of the experimental group and the posttest score of the control group through the independent sample t test.

IV. DISCUSSION

The sample size for the experimental class consists of 30 students, and similarly, the control class comprises 30 students. The experimental class employs the CIRSA learning model, while the control class utilizes the original model from CIRC. The ideal score for both pre-test and post-test is set at 100 (primary data refer to Appendix 5). The statistical calculations with SPSS 26 have indicated that all respondent data is valid, and there are no missing cases in the process. Referring to the N-gain values presented in percentage (%) and the descriptive output figure below.

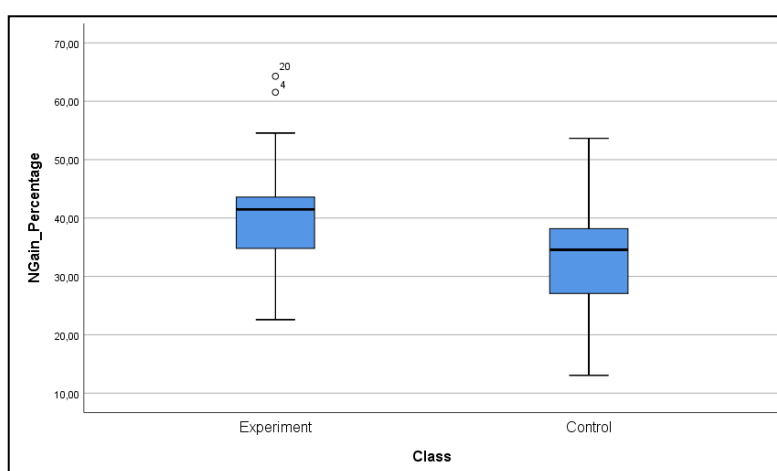


Figure 1. The N-Gain Score Test Percentage

Based on the results of the N-gain score test above, it is shown that the average N-gain score for the experimental class (CIRSA Learning Model) is 41.0238 or 41%, falling into the category of moderately effective. The N-gain score ranges from a minimum of 22.6% to a maximum of 64.3%. Meanwhile, the average N-gain score for the control class (original CIRC learning model) is 32.8385 or 32.8%, also falling into the category of moderately

effective. The N-gain score for the control class ranges from a minimum of 13% to a maximum of 53.7%.

Based on the results of the N-gain score categorization by Melzer (2008), it can be concluded that the use of the CIRSA learning model is moderately effective in improving the writing achievement of students in English, specifically in the material of Procedure Text with the Theme Recipe for Grade IX C at MTs Bustanul 'Ulum Jayasakti, Lampung Tengah, in the academic year 2023/2024. Meanwhile, the use of the CIRC Learning Model is also moderately effective in improving students' writing achievement for Grade IX D.

Thus, the independent sample t-test for N-gain scores is conducted based on the Sig. values provided in the Equal Variances Assumed table. Next, the method is by interpreting the output table labeled "Independent Samples Test" displayed on the figure below:

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
NGain_Percentage	Equal variances assumed	,318	,575	3,215	58	,002
	Equal variances not assumed			3,215	57,922	,002

Figure 2. The Result of Independent Samples T-Test

According to the output table "Independent Samples Test" above, the Sig. value (2-tailed) is $0.002 < 0.05$. Consequently, it can be concluded that there is a significant difference between the effectiveness of the CIRSA and CIRC learning models in improving the writing achievement of students in English, specifically in the material of Procedure Text with the Theme Recipe for Grade IX at MTs Bustanul 'Ulum Jayasakti, Lampung Tengah, in the academic year 2023/2024.

The objective involves scrutinizing whether a significant difference exists in the writing achievement of students instructed through the CIRSA model compared to those taught using the CIRC model. The research findings support the importance of adapting teaching methods to specific learning outcomes. The N-gain score categorization indicates that both models are moderately effective in improving writing achievement, reinforcing the significance of integrating theory-driven instructional strategies. This result has confirmed previous research (Aji, 2019; Durukan, 2011; Fibriani et al., 2016; Mubarak & Rudianto, 2018). The differences observed in the N-gain scores between the CIRSA and CIRC models underscore the relevance of considering diverse pedagogical approaches for optimal learning outcomes. This finding resonates with the idea of evidence-based decision-making in education, emphasizing the need for educators to critically assess and choose instructional methods supported by empirical evidence (Djamahar et al., 2019; Maskanah, 2020; Ristanto et al., 2020).

V. CONCLUSIONS

The study aimed to discern significant differences in writing achievement between the CIRSA and CIRC models. Aligned with educational theories, the N-gain score was utilized to evaluate students' progress during the learning process. The CIRSA Model, with its structured approach involving four step i.e (1) conceptualizing in group division, (2) organizing to observe and question by shared reading, composition of text elements, (3) collaborative writing of procedure texts into new concept, and (4) presenting work with discussion and publication, emphasizing constructivism and active learning, demonstrated effectiveness in enhancing writing achievement. Statistical analyses, including normality

testing and t-tests, provided robust evidence of a substantial difference between the two models.

The educational institutions may provide opportunities for teachers to engage in professional development activities that explore and integrate diverse instructional CIRC and CIRSA model. The educational institutions not only encourage initiatives that foster positive student perceptions, attitudes, and engagement, but also recognize the importance of student feedback and opinions in shaping effective instructional approaches. Then, the next researchers should investigate hybrid instructional models that integrate strengths from both CIRSA and CIRC models for a more comprehensive learning experience. Conduct longitudinal studies to explore the sustained impact of positive perceptions on writing achievement over an extended period. Then, investigate the interconnectedness of content, organization, grammar, vocabulary, and mechanics in effective written communication.

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