

CHAPTER I

INTRODUCTION

In this chapter, the author provides a comprehensive introduction related to the study. This introduction includes several key components: the background information that sets the context for the study, the specific problem that the study aims to address, the objectives or goals that the study seeks to achieve, and the significance or importance of the study. Additionally, this section defines the key terms used throughout the study, outlines the scope and limitations of the research, and identifies any gaps in the existing research that this study aims to fill.

A. Background of Study

Writing is an essential skill in the realm of language learning, particularly within academic context. It serves as a fundamental tool for students to express their thoughts, convey arguments, and demonstrate their understanding of various subjects. Hardianti et al (2023) finds that among the different types of academic writing, analytical exposition text hold a significant place. This text are designed to present arguments and evidence in a structured and logical manner, which is crucial for developing students' critical thinking and writing abilities. Analytical exposition text requires students to analyze information, construct coherent arguments, and support their claims with relevant evidence, thereby enhancing their overall

academic proficiency.

Despite the importance of analytical exposition texts in developing students' critical thinking and persuasive writing skills, many tenth-grade students at SMAN 1 Kandat face significant obstacles in mastering this genre. Based on interviews with English teachers and classroom observations, it has been identified that one of the main problems is the inability to organize ideas in a coherent and structured manner. Students often find it difficult to construct a clear thesis, support it with logical arguments, and arrange their points sequentially to build a persuasive case. This results in fragmented and confusing texts that lack a strong argumentative flow.

Another prominent challenge is the limited vocabulary range among students. Their struggle to select precise, contextually appropriate words weakens the clarity and impact of their writing. Many rely heavily on repetitive or overly simple language, which undermines their ability to express nuanced viewpoints and weakens the persuasive force of their texts.

The Cooperative Integrated Reading and Composition (CIRC) method offers a promising solution to these problems. As a cooperative learning strategy, CIRC encourages students to work collaboratively in diverse groups where they can engage in reading comprehension, vocabulary building, and joint writing tasks. Through structured peer discussions and feedback, students learn to identify main ideas, analyze text structures, and practice outlining arguments before writing. This

collaborative planning process strengthens their ability to organize content logically. CIRC integrates systematic vocabulary enrichment activities that expose students to varied and sophisticated language in meaningful contexts. By reading, discussing, and rewriting texts as a group, learners are more likely to internalize new vocabulary and apply it accurately in their own writing. Through repeated exposure and peer interaction, they gain greater confidence in selecting the right words to convey their ideas effectively

In addition, Mafuroh (2019) stated that maintaining coherence throughout an analytical exposition text is another critical aspect that students often find difficult. Coherence refers to the logical flow and connection between ideas, ensuring that the text is easy to follow and understand. Without coherence, even well-structured arguments can become confusing and lose their impact. Students need to develop skills in using transitional phrases, maintaining a consistent tone, and ensuring that each part of their text contributes to the overall argument. These skills are not only important for academic success but also for effective communication in various professional and personal contexts.

Given these challenges, it is essential to explore and implement effective instructional strategies that can support students in improving their writing ability. By integrating reading and writing activities in a cooperative learning environment, Cooperative Integrated Reading and Composition (CIRC) encourages students to work together, share ideas, and provide

feedback to each other. Qamariah (2019) approved that this collaborative approach can help students overcome the difficulties they face in organizing their ideas, expanding their vocabulary, and maintaining coherence in their writing. Also research by Ibriza (2017) has demonstrated the effectiveness of CIRC in enhancing students' writing ability, making it a valuable method for educators to consider in their teaching practices.

The CIRC was developed by Slavin and Madden (1987) at Johns Hopkins University, CIRC is designed to integrate reading and writing activities within a cooperative learning framework. This method involves students working in small, heterogeneous groups where they engage in various activities such as reading to each other, predicting story outcomes, summarizing texts, and responding to questions posed by the teacher. These collaborative activities not only improve reading comprehension but also provide a solid foundation for writing by encouraging students to discuss and refine their ideas collectively.

One of the key strengths of the CIRC method is its ability to foster a deeper understanding of the text among students. By working together, students are able to share diverse perspectives and insights, which enhance their comprehension and critical thinking skills. This collaborative environment also allows students to give and receive feedback, which is crucial for improving writing quality. Through peer assessments and discussions, students learn to identify strengths and weaknesses in their writing, leading to more well-organized and coherent arguments. Research

of Bramlet (1994) has shown that such cooperative learning strategies can significantly improve students' writing content, as they become more adept at constructing logical and persuasive arguments.

Moreover, the CIRC method emphasizes the integration of reading and writing as interconnected processes. This holistic approach ensures that students are not only practicing writing in isolation but are also developing their skills in the context of meaningful reading activities. For instance, students might read a story and then write a summary or an analytical exposition based on the text. This integration helps students to see the relevance of their writing tasks and motivates them to engage more deeply with the material. Stevens and Slavin, (1991) have demonstrated that this method leads to improved writing outcomes, as students are better able to organize their thoughts, use appropriate vocabulary, and maintain coherence in their writing.

Previous studies have consistently demonstrated the effectiveness of the CIRC method in various educational settings. For instance, research conducted by Alfiah (2024) explored the impact of project-based learning, which shares several similarities with the CIRC method, on students' writing abilities. This study was conducted with tenth-grade students at SMK Al Wahyu and utilized a classroom action research approach. The findings revealed that project-based learning significantly improved students' abilities to write analytical exposition texts. The study highlighted that students showed marked improvements in organizing their ideas, using

appropriate vocabulary, and maintaining coherence in their writing. The average scores of students increased notably from the pre-test to the post-test, indicating the effectiveness of integrating project-based learning strategies in enhancing writing skills.

Similarly, Salima et al. (2023) conducted a study to investigate the impact of contextual teaching and learning (CTL) on students' writing skills. This research was carried out with eleventh-grade students at a vocational school in Garut and employed a pre-experimental design. The study found that the CTL approach, which emphasizes the integration of reading and writing activities, had a positive effect on students' writing abilities. The researchers observed that students were more engaged and motivated when learning through contextualized tasks that connected their writing activities to real-world contexts. The results showed significant improvements in students' writing performance, particularly in their ability to develop and organize ideas, use varied vocabulary, and maintain coherence throughout their texts.

The integration of reading and writing activities, as emphasized in both the CIRC and CTL methods, plays a crucial role in enhancing students' writing skills. By engaging in collaborative reading and writing tasks, students are able to deepen their understanding of the texts and improve their ability to construct well-organized and coherent arguments. These methods encourage students to work together, share ideas, and provide feedback to each other, which fosters a supportive learning environment.

The positive outcomes observed in the studies by Alfiyah (2024) and Salima et al. (2023) underscore the importance of incorporating integrated and contextualized learning strategies in the classroom to enhance students' writing ability.

Research by Mustafa and Samad (2015) demonstrated that the CIRC technique significantly improves the content and organization of students' writing. Their study conducted with junior high school students in Indonesia, found that students who participated in CIRC activities showed greater improvement in writing scores compared to those who did not. Similarly, Bramlett (1994) found that CIRC method positively impacted reading comprehension and writing skills among elementary school students, highlighting its potential for broader application.

Collaborative writing, a key component of CIRC, has also been shown to enhance writing performance. Anshu and Yesuf (2022) found that EFL students who engaged in collaborative writing tasks produced paragraphs with better content and coherence compared to those who wrote individually. This suggests that the collaborative nature of CIRC can help students generate more ideas, organize their thoughts more effectively, and produce higher-quality writing content.

While previous studies have demonstrated the effectiveness of the CIRC method and other integrated approaches in improving students' general writing skills, there is limited research specifically focused on how the CIRC method influences the writing content of analytical exposition

texts among tenth-grade students in Indonesian senior high schools. Most existing studies target different grade levels, employ varying instructional frameworks, or emphasize broader writing outcomes. Consequently, this study seeks to fill that gap by investigating the targeted impact of the CIRC method on content development in analytical exposition writing within a specific educational and curricular context.

Given the encouraging outcomes observed in previous studies, this research is designed to explore the effectiveness of the CIRC method in enhancing the writing content of analytical exposition texts among 10th grade students at SMAN 1 Kandat during the 2024/2025 academic year. The study adopts a classroom action research approach, which involves iterative cycles of planning, acting, observing, and reflecting to implement and assess the CIRC method in a real classroom setting. By doing so, this research aims to provide valuable practical insights and actionable recommendations for educators. These insights will help in refining teaching strategies and improving students' writing proficiency through cooperative learning techniques. Ultimately, the goal is to contribute to the academic success of students by fostering a more collaborative and engaging learning environment that supports the development of their analytical exposition text writing ability.

B. Research Question

Based on the information stated in the background of study above, the author came up with the following question: “How can the implementation of CIRC method improve the students’ ability in writing analytical exposition text at 10th grade of SMAN 1 Kandat in the academic year 2024/2025?”

C. The Purpose of Study

The following is the goal of this study, which is based on how the problem was stated above: “To describe the implementation of CIRC method that can I prove the students’ ability in writing exposition text at 10th grade of SMAN 1 Kandat in the academic year 2024/2025.”

D. Significance of Study

The research results are expected to provide the following benefits:

1. For students

This research aims to enhance students’ writing ability, particularly in analytical exposition text, through the CIRC method. By applying this approach, students are expected to gain several benefits. First, they will develop better idea organization, allowing them to structure their thoughts more effectively and present arguments with improved coherence. Additionally, the method encourages expanded vocabulary, enabling students to learn and use new words accurately in their writing. Another key advantage is improved coherence, ensuring a logical flow and connection between ideas, making their exposition more

structured and readable. Lastly, increased confidence in writing emerges as a result of constructive peer feedback, helping students refine their work while building self-assurance in their ability to express ideas clearly and persuasively. Through these improvements, students can develop stronger writing ability and become more proficient in composing analytical exposition text.

2. For Teachers

The research results are expected to offer valuable insights for teachers in improving their instructional strategies. One key benefit is adopting effective methods, particularly the Cooperative Integrated Reading and Composition (CIRC) method, which integrates reading and writing to enhance students' analytical exposition skills. Additionally, the study emphasizes the importance of facilitating cooperative learning by creating an interactive classroom environment that encourages student engagement, discussion, and peer feedback. Through this approach, students can improve their ability to organize ideas and maintain coherence in writing.

Furthermore, teachers will benefit from identifying common challenges in students' writing, allowing them to address difficulties and refine their instructional techniques. By recognizing obstacles such as logical flow or idea development, educators can implement targeted strategies to support student progress. Lastly, the findings contribute to enhancing professional development by offering teachers innovative

strategies to improve writing instruction. By applying CIRC, educators can continuously refine their teaching methods, create a more interactive learning atmosphere, and strengthen their ability to guide students toward academic success.

3. For Future Researchers

This study holds significant value for future researchers as it provides a foundation for further exploration of cooperative learning strategies in writing instruction. By expanding knowledge in this area, researchers can examine different techniques that enhance student engagement and writing proficiency. Additionally, they can explore new variables by investigating the impact of the Cooperative Integrated Reading and Composition (CIRC) method in various educational contexts, ensuring its adaptability across different learning environments.

Moreover, this research opens opportunities for developing new instructional approaches based on cooperative learning, allowing educators to refine existing methods and introduce innovative strategies for teaching analytical exposition texts. Finally, the study contributes to educational theory by providing evidence-based recommendations for improving writing instruction. Future research can build on these insights to shape more effective teaching models, ultimately enhancing students' ability to express ideas with clarity and coherence.

This research aims to provide practical insights and recommendations for enhancing students' ability in writing analytical

exposition text through the CIRC method.

E. The Scope and Limitation

The study focused on 10th grade students at SMAN 1 Kandat during the 2024/2025 academic year, aiming to improve their ability in writing analytical exposition text through the cooperative integrated reading and composition (CIRC) method. Conducted over a specified period within the academic year, the research involves cycles of planning, action, observation, and reflection, with effectiveness evaluated through pre-test, post-test, and observation. However, the study's generalizability is limited by its sample size, the short duration may not reveal long-term effect, and external factors like students' prior knowledge and motivation could influence outcomes. Additionally, the success of the CIRC method hinges on consistent implementation by the teacher, and the reliability of assessment tools may affect the accuracy of findings.

F. Definition of The Key Terms

The author defines some key terms used in this study to avoid misinterpretation. The explanations about key terms are described as follow:

1. Analytical Exposition Text

An analytical exposition text is a type of academic writing that presents arguments systematically to support a point of view. This text structure is commonly used to develop logical reasoning and critical analysis skills, making it valuable for both academic and communication.

A well-written analytical exposition text consists of a thesis statement,

arguments, and reinforcement, ensuring that ideas are clearly conveyed and supported by strong evidence that will persuade the reader.

2. Cooperative Integrated Reading and Composition (CIRC) Method

The Cooperative Integrated Reading and Composition (CIRC) method was developed by Slavin and Madden (1983) as a collaborative learning strategy that integrates reading and writing activities in small groups. CIRC encourages students to engage in peer discussions, text summarization, prediction activities, and composition exercises, which help improve both reading comprehension and writing proficiency. By working together, students refine their ideas, build confidence in their writing, and enhance their analytical skills.

3. Writing Ability

In the context of this study, “writing ability” refers to the substance and quality of the ideas, arguments, and information presented in students’ analytical exposition text. This includes several key aspects: clarity, coherence, organization, relevance, depth, and development. Clarity involves the use of precise language to ensure the writing is understandable and free from ambiguity. Coherence refers to the logical connection and smooth flow ideas, supported by appropriate transitions. Organization pertains to the structure of the text, including the logical arrangement of ideas and effective use of paragraphs. Relevance is about staying on topic and providing information that supports the main

argument. Depth involves the thoroughness and complexity of the ideas, with detailed development of arguments. Development includes the elaboration of main points and supporting details with examples, explanations, and evidence.

Essentially, “writing ability” is about how effectively students can convey their thoughts and arguments in a structured and meaningful way.