

CHAPTER II

LITERATURE REVIEW

This chapter focuses on reviewing the literature relevant to this study. The review includes the definition of writing, the writing ability, the concept of good writing ability, the definition of teaching writing, the definition of analytical exposition text, the generic structure of analytical exposition text, an overview of CIRC method, the function of CIRC method, the procedures for CIRC method, the advantages and disadvantages of CIRC method, and previous studies to the field of this research. .

A. Definition of Writing

Writing is a way to produce language that comes from our thought, inform something in written form. When someone writes something, he or she has purposes for writing. Each writer has his own purpose, in accordance with the text of which was planning. Writing is the ability to convey ideas, experiences, and emotions through written language. Students are expected to articulate their thoughts, feelings, and creativity in written form.

Dalman (2015:3) describes writing as a communicative activity that involves delivering message through written text, incorporating elements such as the writer, the content, the medium, and the audience. According to Anisatun (2018:93), writing involves the process of

translating ideas into written language, which is carried out in several stages as part of a comprehensive system. From these descriptions, it can be concluded that writing is a multi-stage process of expressing ideas to communicate with readers through written text.

B. Definition of Writing Ability

Writing ability refers to how the ideas and information are developed and explained within a piece of writing. It can also be seen as the central topic or subject matter of the discussion, which can be derived from facts, opinion, and personal experiences. According to Roza et al (2011), content can be understood as the method by which an individual develops their ideas into written form. Many writers encounter challenges in generating ideas and organizing them effectively in their writing. This difficulty often stems from a lack of knowledge about the subject matter. Alfaki (2015) identifies this struggle to develop content as cognitive difficulty.

Writing content encompasses the information and ideas presented in a writing work. It includes various elements such as themes, arguments, evidence, and overall message that the author aims to convey. In educational research, writing content is particularly important as it reflects the students' depth of understanding and their analytical skills.

Writing ability is not merely about the amount of information provided but also about the quality and relevance of ideas presented. It involves the ability to organize thoughts coherently,

present arguments logically, and support claims with appropriate evidence. According to Poem Analysis, content in literature includes the moral, theme, and all other written elements the author incorporates. This definition aligns with the educational objective of developing students' abilities to construct well-organized and meaningful texts.

C. The Concept of Good Writing Ability

According to Rosidi (2009: 10-11), good writing possesses certain qualities. These include: the title's appropriateness given the content of the writing; the precise use of grammar and punctuation; sentence structure correctness; coherence, coherence and thoroughness in every paragraph. Writing is the foundation of good writing that has the capacity to convey ideas that are meaningful to someone and give proof of the written statements. The significance of the writing's clarity provides support for the writing. If the reader can understand the writing at a set reading speed and understand the meaning, the writing is considered clear. Good writing has cohesion in addition to the meaning and clarity and moral rectitude.

A written work is considered complete and solid if it is easy for the reader to follow. This is as a result of a distinct organization of the writing follows the outline, and each section is connected to the others. Well-written writing avoids overuse of words. Furthermore, the writing is straightforward and well-founded. Writing well always comes after grammatical follows conventions and speaks in standard language,

which is what most knowledgeable people in the community and anticipates others using it in official or unofficial correspondence.

Effective and efficient writing is therefore defined as being objective, coherent and coherent, clear and meaningful, and consistently adhering to grammatical rules. This will clarify for the reader what the purpose as expressed by the writer.

Furthermore, according to Suryadi (Folse, Solomon, Clabeaux, Heinle, 2010), good writing consists of several essential components that contribute to its effectiveness. First, purpose plays a crucial role, as students must understand why they are writing and what they aim to achieve. Whether, it is inform, persuade, or entertain, having a clear purpose ensures that the writing reminds focused and meaningful. Next, audience is equally significant; student must consider whom they are addressing and tailor their writing accordingly. Understanding the need and expectations of the audience enhances the impact of the message.

Additionally, clarity is fundamental in good writing, as it ensures that ideas are communicated in a straightforward and understandable manner. Writing should be concise and free of unnecessary complexity so that readers can easily grasp the intended meaning. Moreover, unity is essential for constructing well-organized paragraphs. Students should ensure that all sentences in a paragraph support the main idea, contributing to a cohesive and structured piece of writing. Lastly, coherence is crucial for maintaining a logical flow throughout the writing. Effective transitions and logical connections

between ideas help readers navigate the content smoothly. Students who are mastering these five components, purpose, audience, clarity, unity, and coherence can significantly improve their writing and communicate their thoughts effectively.

D. Teaching Writing

Teaching writing in a high school might be hard. Before starting the teaching and learning process, educators should consider appropriate strategies, unambiguous instructions, and captivating approaches. Instructing in writing, Prima (2017) cites Coffin, et al. (2003: 78) as the teacher's attempt to aid students in understanding the basics of writing. Focus on the language employed and the organization of the text, including the arrangement of arguments punctuation, grammar, and together. To put it another way, in order to write well, correct grammar is an important factor to take into account when writing. In order for the students to improve their writing skills, the teacher in this case must help them with the writing process.

Furthermore, Prima (2017) cites Bright (2007:13) as saying that in instruction. In addition to sharing their own experiences in writing, educators should comprehend their pupils' emotions. One of the essential elements supporting the process of teaching and learning takes a customized approach. Instructing in writing, Teachers' tasks will be made easier by implementing a customized approach.

Additionally, there are a few general guidelines for teaching writing such as realizing the motivations behind writing, providing students with numerous chances to write and providing insightful and helpful feedback.

E. Analytical Exposition Text

Analytical exposition text is highlighted as a crucial component of expository writing. The primary purpose of an analytical exposition is to persuade the reader through a well-reasoned argument. This involves a detailed analysis of a topic, presenting evidence to support the writer's viewpoint. The goal is to convince the reader of the validity and importance of the writer's perspective.

The structure of an analytical exposition text is methodical and clear. It begins with a thesis that introduces the topic and states the writer's position. This is followed by arguments, which are the core of the exposition. Each argument is supported by facts, examples, or explanation, providing a solid foundation for the writer's thesis. Finally, reiteration restates the writer's position and summarizes the main arguments, reinforcing the thesis and leaving a lasting impression on the reader.

The language features typical of analytical exposition texts include the use of causal conjunctions such as "because" and "therefore" which help in linking arguments logically. Relational processes and the simple present tense are also commonly used to present ideas clearly and assertively.

An Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding it. The social function is to persuade the reader that the idea is an important matter and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

An analytical exposition text is structured to present and justify an argument in a clear and logical manner. It consists of three main points as its generic structure. The first section is thesis which introduces the topic and establishes the writer's point of view. It serves as the foundation of the argument, ensuring that the reader understand the issue being discussed. A strong thesis statement clearly expresses the writer's stance and sets the stage for supporting arguments that follow. The second section is argument, this is the core of the exposition, where the writer elaborates on their position using logical reasoning and supporting evidence. Each argument should be presented coherently and backed by facts, examples, or expert opinions to reinforce its validity. Well-developed arguments make the text persuasive and help the reader grasp the significance of the topic. The final section, reiteration which is reinforce the writer's opinion or viewpoint, summarizing key arguments and restating the thesis to strengthen the overall message. This part ensures that the reader is left with a clear understanding of the writer's position and why it is justified.

An Analytical exposition text aims to convince the reader of a particular viewpoint by presenting well-structured arguments. To achieve this, they often use relational processes, such as “is,” “represents,” or “constitutes,” to establish relationships between ideas. Additionally, internal conjunctions like “furthermore,” “in addition,” and “on the other hand” help to connect supporting arguments within the text. Causal conjunctions such as “because,” “therefore,” and “as a result” are crucial for expressing cause-and-effect relationships that strengthen the reasoning behind the argument. Moreover, analytical exposition texts predominantly utilize the simple present tense, as they discuss facts, opinions, and general truths rather than events occurring at a specific time. In conclusion, using relational process, using internal conjunction, using causal conjunction, using simple present tense are the language features of analytical exposition text.

F. CIRC (Cooperative Integrated Reading and Composition) Method

1. Definition of CIRC Method

The cooperative integrated reading and composition (CIRC) method is a cooperative learning strategy designed to enhance language proficiency in reading and writing. Durukan (2011) highlights that CIRC method integrate reading and writing activities in a cooperative setting, promoting significant improvement in students’ language skills. Aziz and Cahyani (2022) describe CIRC as pedagogical strategy that fosters teamwork and interaction among learners, building trust between students and teacher (p.306). This

method encourages students to work together, engage deeply with texts, and collaboratively compose written responses.

Gupta and Ahuja (2015) explain that cooperative learning involves students working in groups to complete academic tasks based on shared goals. They emphasize that group member debate and discuss their perspectives to solve problems, enhancing critical thinking and learning. Slavin (1996) adds that cooperative learning allows students to achieve their goals more effectively by working together, as collaboration often leads to better understanding and problem solving.

The CIRC method is one of cooperative learning strategies that aim to enhance language proficiency in reading, writing, and other areas. (Durukan's, 2011). The researchers state that "CIRC categories as a pedagogical strategy aim to encourage teamwork and interaction between learners in cooperative learning. Cooperative learning also created trust between learners and teachers" (Aziz and Cahyani, 2022).

Regarding cooperative, integrated, reading, and integrated composition (CIRC), Gupta & Ahuja (2015) argue that cooperative learning is a type of approach in learning that emphasizes students to work together in groups to complete academic work based on the group's goals. Furthermore, Gupta & Ahuja (2015) said that the members of the group carried out a debate process from their respective points of view to resolve the problems raise in the group

assignments. Students are not charged to work as they are in a team but to learn something as a team. Slavin (1996) stated that in a cooperative learning strategy, the students are left to learn something as a team, but they are not required to be a continuous team beyond the group. Therefore, students can achieve their learning goals when working in groups only. Working together in two heads is better than in just one because we can help each other in learning instructional alternatives.

The CIRC method is a cooperative learning strategy designed to enhance language proficiency in reading and writing. Durukan (2011) highlights that CIRC method integrates reading and writing activities in a cooperative setting, promoting significant improvement in students' language skills. Aziz and Cahyani (2022) describe CIRC as pedagogical strategy that fosters teamwork and interaction among learners, building trust between students and teacher (p.306). this method encourages students to work together, engage deeply with texts, and collaboratively compose written responses.

In summary, the CIRC method leverages the benefits of cooperative learning to improve students' writing skills. By working in groups, students can share knowledge, support each other, and achieve their learning object more effectively. This approach not only enhances academic performance, but also builds essential social and collaborative skills.

2. The Procedures of CIRC method

The CIRC method provides a series of engaging activities in which students will be able to improve their ability to read and comprehend the given several kinds of texts with other students in an assigned group work activity. The features of CIRC are integrated within a lesson cycle which, according to Slavin (1991), is started from forming teams, conducting basal-related activities as follows; partner reading in which the students sit side by side in pairs and read the text. As they read, they cooperatively underline the new or difficult words they found in the text. The second activity is word meaning, then Treasure Hunts or text comprehension.

The CIRC method emphasizes on group work where the students will have a series of activities including partner reading, Treasure Hunt activity, word meaning, story retell, and direct instruction in reading comprehension (Slavin, 1991). Assigning team activities in CIRC is considered a suitable way to promote reading comprehension since in working cooperatively in pairs, team, and groups, the students will be able to maximize their learning process. In the CIRC method, the students are put in mixed-ability cooperative teams with one high, two medium, and one low achieving student in each team. This is done so that there will be an exchange of information among the students in a team in which each student is accountable for their own learning and also

facilitate students' contribution in the learning of others.

CIRC has three principal elements: activities related to 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: (1) a group reading; (2) teams; (3) The activities related to the topic; (4) The examination by the couple; (5) test; (6) direct instruction in reading comprehension; (7) the art of speaking and writing integrated.

3. The Advantages and The Disadvantages of CIRC Method

The Cooperative Integrated Reading and Composition (CIRC) method offers numerous advantages in the teaching and learning process. According to Slavin (in Halimah, 2014), this cooperative learning model is highly effective in improving students' understanding of the learning material. One of its key benefits is the reduction of teacher dominance, allowing students to take a more active role in their education. Additionally, students become more motivated to work carefully in groups, fostering teamwork and collaboration.

Through CIRC, students can better comprehend the meaning of questions or instruction and verify their answers or actions, leading to deeper learning. This method is particularly beneficial for students who struggle with assigned tasks, as peer support

within the group helps bridge learning gaps. Furthermore, CIRC enhances overall learning outcomes, particularly in solving challenges posed by teachers. It also encourages students to express their thoughts freely, training them to collaborate effectively and respect the opinions of others. These advantages make CIRC an excellent approach for promoting engagement and improving academic success.

While the CIRC method has its advantages, it also presents several challenges or disadvantages in the teaching and learning process. One notable drawback is the potential time inefficiency, as group activities can sometimes take longer than expected, especially when some students are unwilling to cooperate effectively. Additionally, lack of involvement in discussions remains a concern, with passive students often disengaging from the conversation while more active students dominate the group. This imbalance can lead to tension, as some students may feel unheard or undervalued due to unequal participation.

Furthermore, distractions within the classroom can hinder the effectiveness of CIRC, with students occasionally straying from the discussion and focusing on unrelated topics instead of the assigned task. Another significant issue is student confusion regarding teacher instructions, making it difficult for some learners to follow the method properly. Aziz (2020) highlights that certain students struggle to grasp the role distribution in CIRC, which can

cause misunderstandings and disrupt the learning process. Despite these challenges, careful planning and structured facilitation can help mitigate these disadvantages, ensuring a more productive implementation of the CIRC method in classrooms.

G. Previous Studies

Comparing research conducted by the author with research conducted by others is a common task in the compilation of research, known as previous study. This process aims to identify patterns and distinctions in the research, so that it can subsequently be used as an input in the author's research.

Research conducted by Salima, Surtiana, and Hidayat in 2020 with the title “Developing Students’ Writing Skill in Analytical Exposition through Contextual Teaching Learning (CTL)” The paper studies Contextual Teaching and Learning (CTL) effects. Participants were 30 eleventh-grade vocational students. CTL significantly enhances analytical exposition writing skills. The researcher suggests that the teachers should apply effective teaching approaches for writing. Therefore, the author tries to apply other approaches to improve the content of writing analytical exposition texts for students, namely applying the CIRC method.

Research conducted by Mustafa, Marlina, Samad in 2015 entitled “Cooperative Integrated Reading and Composition Technique for Improving Content and Organization in Writing” examines the CIRC technique for writing improvement, Focuses on content and

organization in recount texts. The research employed a quantitative true experimental design. It involves 60 junior high school students in Indonesia. CIRC technique outperformed traditional teaching methods, Encourages collaboration and idea sharing among students. This research found that CIRC technique improves students' writing in content and organization. It is more effective than traditional teaching method. Extensive interaction enhances fluency and comfort in writing. CIRC fosters problem-solving and collaborative learning among students. Teachers should find suitable techniques for enjoyable learning. Further research should involve larger student populations. The similarity with this research is that the author equally analyzes the implementation of CIRC method to improve students writing content. However, the difference is this research employed quantitative true experimental research design while the author conducts CAR to revealed same topic.

Research conducted by Narulita and Armadi in 2023 entitled “Improving Writing Ability through Cooperative Integrated Reading and Composition (CIRC)”. In this study, the researchers reported that using CIRC and group discussion can improve writing ability. Cooperative Learning strategy effectively improves students' writing ability. Group Discussion and CIRC models enhance collaborative learning. Students actively engage in discussions and share ideas. Enjoyment in learning writing is significantly increased. Criteria for successful essay writing were achieved by all students. The researcher

suggests the future research should explore other essay types using this strategy. In this case the author tries to do a research in order to explore implementation of CIRC method to improve students' ability in writing analytical exposition text.

Research conducted by Wulandari, Usman, and Budi in 2022 with the title "The Implementation of CIRC in Improving Students' Writing Skill" The research investigates CIRC's impact on writing skills. Participants were eighth-grade students at SMP Negeri 4 Palu. Quasi-experimental design with experimental and control groups was used. Pre-tests and post-tests measured writing skill improvements. This research found that the implementation of CIRC technique significantly improved students' writing skills and the students showed enthusiasm and enjoyment using CIRC method. Based on those previous studies, the author intends to conduct similar research with a different method. The author will propose Classroom Action Research design and engage senior high school students (10th grade of SMAN 1 Kandat), as the research participants.

Research conducted by Nostaria Fitri in 2019 entitled "The Implementation of Cooperative Integrated Reading and Composition Technique to Improve Students' Writing Ability In Explanation Text" The research focuses on the CIRC technique for teaching writing. Students are divided into groups for collaborative learning. Students read, summarize, and write explanation texts. Presentations are conducted after writing tasks are

completed. The study assesses students' writing improvement and perceptions. CIRC improves students' writing ability in explanation texts. Significant difference found between CIRC and non-CIRC teaching methods. CIRC engages students through group discussions and presentations. Students faced difficulties due to lack of background knowledge. Traditional methods led to student boredom and lack of interest.

Although previous studies have demonstrated the effectiveness of the CIRC method and other integrated approaches in enhancing students' general writing skills, there remains limited research specifically examining how the CIRC method impacts the students ability in writing analytical exposition texts among tenth-grade students in Indonesian senior high schools. Unlike earlier research that focused on students' perceptions or overall writing improvement across various grade levels, this study adopts a different methodology by concentrating ability, thereby offering a more targeted exploration within a specific curricular and educational context.