Enchancement of Grade IV Students Writing Description Skill through Process Approach and Cooperative Integrated Reading and Composition

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Abstract—Bahasa Indonesia includes four skills, namely the skills of listening, speaking, reading, and writing. Writing is one of the four language skills. The purpose of this research is to improve the writing description skill through process approach and Cooperative Integrated Reading and Composition (CIRC) grade IV Mas Mansur SD Muhammadiyah Sapen academic year 2017/2018. This research is a classroom action research (PTK). The subject of this research is the fourth-grade students of Mas Mansur SD Muhammadiyah Sapen Yogyakarta. Data collection techniques used in this study were test of writing descriptions, field notes, and observation. The instruments of data collection used in this research were writing description, field note sheet, and observation sheet of learning activity. In this study, it is found that the application of CIRC can improve the skills of writing description. This can be seen from the increasing of several indicators. Based on the value of students' writing skill, there is an increase in the students' score achievement from before the action after cycle I and cycle II. Indicator of product success from this research is that if the achievement of student average score reaches 75% or more from minimal score criterion (KKM). Thus, it can be concluded that this research succeeded in improving the skills of writing description by fourth grade students of SD Muhammadiyah Sapen.

Keywords—Writing description; CIRC; Process approach.

I. INTRODUCTION

Based on Permendikbud no.22 of 2016, the learning process in educational unit is held interactively, inspiring fun, challenging, motivate learners to participate actively, and provide enough space for initiative, creativity, and independence according to talents, interests, and physical development and psychology of learners. Language has a very important role in human life. Through language, human can provide information, convey desire, opinion, and establish relationships in order to fulfill the desire of life.

Writing activity must be supported by language proficiency so that the ideas expressed are clear and intact. Writing is complex and more difficult than other language skills [1]. The same thing expressed by [2] writing is a very complex skill performing a number of processes. Thus, teaching writing for elementary school students is emphasized on the skills of expressing feelings and thoughts in writing, depicting information according to context and situation, improving penchant for writing, and improving science so that it can be useful in everyday life.

Referring to the nature of its continuity, writing is a process, reasoning activity, transformation activity, communication activities, and a skill. The first characteristic of writing as a process, which consists of writing a series of activities to plan, draft writing, improving the draft, editing and publication [3]

Learning writing in grade IV Mas Mansur Muhammadiyah Sapen Gowongan elementary school contains a weakness in improving writing description skill. This is obtained from the observation of decption writing to fourth grade students of Mas Mansur in Muhammadiyah Sapen Gowongan Elementary School. held on 21 to 28 July 2016. The writing ability of fourth grade students of Mas Mansur SD Muhammadiyah Sapen in Gowongan which consists of 30 students obtained a score of 60.00. Based on the results of the writing description test there are 15 students who have not reached the Minimum Criteria of Mastery (KKM). While KKM for Indonesian content is 75.

Mistakes that many occur in fourth grade students of Mas Mansur on aspects of spelling, punctuation, and neatness writing. In addition to source from the limitations of students, it is also influenced by the ability of teachers in both management and in the utilization of limited learning resources and the use of appropriate approaches, media and teaching methods for students. Hence, indirectly it affects the learning outcomes obtained by students. Another thing is the fact that more students learn memorizing lessons than practice, including making up. Other causes are that students find it difficult to understand unknown topics, students are confused to express it into essay, and consequently students are not able to continue writing activities. Students will find it difficult, even writing activity is felt as a heavy burden. When the practice of writing in the classroom, once encountered in two hours of learning students only write a title and a few sentences only, not up to a paragraph. Students consider writing is difficult. In addition, many students are less concerned when described the correct writing steps. Students are busy chatting with their friends. Another cause is the student co-operation in learning Indonesian content material in writing descriptions with a process approach is
still low. The result of the observation indicates the low ability of the students in: 1) accepting the division of group tasks, 2) giving and accepting opinions by others, 3) maintaining group cohesiveness, 4) accepting and agreeing on the results of the discussions and 5) working on the tasks that have become his responsibility. In the group it is required a good tolerance among students. But, when the group work is held, there are still some students lack tolerance to their friends. This is marked by the frequent offended students with one another. There was even a fight between students.

Teachers so far in delivering effective writing skills rarely use a varied learning model. Learning model used were lectures and discussions. In addition, when learning took place, students had difficulties to think creatively and had poor ideas and thoughts in the form of writing. Students had less control over the material on the use of good and correct spelling. Students also appreciated less to other students, especially to students who had special needs. Therefore, the teacher in conveying the material should use an interesting model of learning and help to understand and improve student skills. To anticipate this, it is necessary to make use of a model and instructional media which gives opportunity to student to process. Since writing is a skill that requires continuous training, an approach that would be able to accommodate is CIRC (Cooperative Intelligible Reading and Composition) process approach and the character of tolerance. The CIRC-based process approach in writing learning is a teaching approach that gives students the opportunity to participate in the process of discovery or the preparation of a concept as a skill.

To improve the skills of writing descriptions, many approaches and learning models have been developed but not many elementary school teachers have applied them. This is known from preliminary studies conducted in schools that will be the object of research. Therefore, it is necessary to apply CIRC-based process skills and Social Character in grade IV Students of Mas Mansur SD Muhammadiyah Sapen Gowongan Yogyakarta.

The Cooperative Integrated Reading and Composition (CIRC) based process approach is one of the learning models that can be useful for practicing writing or writing skills. This is supported by the findings [4] that CIRC affects the students' academic achievement in skills such as writing, comprehension, and reading aloud. A learning model which is variative can make students not to get bored and experience difficulty in following the learning in school. Therefore, teachers should be able to choose the learning model in accordance with the material to be delivered so as to achieve the learning objectives.

Model of process approach based on Cooperative Integrated Reading and Composition (CIRC) or cooperative integrated approach to reading and writing is a comprehensive learning model by reading and writing that involves the cooperation of each member. Cooperation can foster the character of tolerance in students. Each student will appreciate the difference of opinion from other students. The success of the group is largely determined by the success of each individual in the group.

There are several reasons for the use of learning. The process-based approach model is very important in educational practice, which is to increase students' learning outcomes, develop intergroup relationships, and acceptance of low academic-achievement classmates [5]. This is supported by the results of research [6], namely the implementation of Cooperative Integrated Reading and Composition (CIRC) can improve student learning outcomes.

With the model of Cooperative Integrated Reading and Composition (CIRC), it will bring the idea and creativity of students in writing description. Learning activities will not be boring. Students will enjoy the learning of writing a description. A writing skill of description by students' class IV of Mas Mansur SD Muhammadiyah Sapen has not been maximized, namely student which not yet to fulfill KKM by 80.6%.

a. The results of this study are expected to contribute thoughts to determine the direction in choosing the appropriate approach to essay writing, especially for elementary students.

b. How to improve the writing skill of description through a CIRC-based process approach with the theme of "Beautiful Togetherness."

c. This study aims to improve the skills of writing description essay through a CIRC-based process approach in class IV Mas Mansur SD Muhammadiyah Sapen in the academic year 2017/2018.

This research will be focused on fourth grade students of Mas Mansur SD Muhammadiyah Sapen academic year 2017/2018. The study material in this research is writing description with theme "Beautiful Togetherness."

The rest of this paper is organized as follow: Section II presents the literature review. Section III presents the data and following by proposed method. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

II. LITERATURE REVIEW

A. Writing Description

Writing is a communication activity or related in the form of delivery of a written message to another party through the written language as a tool or media. Writing activity involves the author's element as a messenger or the content of writing, channel or media of writing and the reader or audience is the recipient of the message [7]. Brown in [8] revealed that, Simply the graphic representation is much like oral performance, the only difference, the only difference lying in graphic instead of auditory signals.

Writing is a form of representation of other languages. This understanding indicates that the competence that must be possessed in writing is not the same as the competence required to speak.

Other opinions expressed by Meredith and Stele in [9] writing means that someone is involved in a conversation. Through the conversation the developing writer will begin to see the power of his writing. Writing is a skill that must be developed by someone, because by writing a person can bring ideas, thoughts, feelings, and ideas to others without face-to-face with other people. The same thing according to Tarigan [10] suggested writing is a language skill used to communicate indirectly, not face to face with others. Writing is an activity that requires a complex ability. Required
capabilities include regular and logical thinking skills, the ability to express thoughts or ideas clearly, using effective or targeted language, and the ability to apply proper steps of writing [11]. The ability to write is one type of writing skill that is productive meaning it is the ability to produce a writing [11]. While writing according to [12] is communicating, planning, thinking, imagining, recollecting information gathering information or pouring ideas in memory. Writing is a communication activity in the form of delivery of a written message to another party. Writing activity involves several elements, the writer as a messenger, message or content, written media and readers as recipients of the message [13].

Writing can be interpreted as a process of transforming thoughts and ideas into tangible forms of writing. In addition, many people choose to write as an effective and efficient way of communicating information to be conveyed in a way such as sending letters, business letters and important information in a company's products. Writing can also mean an entire brain activity to convey and communicate a goal to the reader and present it on a piece of paper [14]. Among the four language skills taught in schools, writing is the most difficult skill to learn. Writing requires special skills including the ability to express the writer's opinions or thoughts clearly and efficiently [15]. The same thing is also expressed by [16] that writing is the most complicated skill, students transform their opinions into written statements.

Writing skills on students can be obtained through a long process. Prior to the skilled level of writing a student should start from the sound symbols to be remembered as the basis of the writing skill. Writing skill acquired at this starting level will be the basis for the upgrading and further development of student skills. Writing skill has a very important role in the context of language usage and learning. Writing is the most concrete and systematic language skills [17]. The more skillful a person to write, the more systematically the person's overall language is used. Meaning that they can speak, read, and listen more accurately and effectively. Writing is a way of expression. Of the skills of language, reading and writing are the first skills to be learned. Reading and writing are two basic language skills important to learn since entering the early phase of primary education.

In addition to that opinion, [18] argued that writing skill is a skill in organizing thoughts, ideas, and experience using good and correct written language. In this case, an article is said to be good if it is communicated in accordance with the objectives and situation of the language, while the writing can be said to be true if it is in accordance with the purpose and situation of the language, while writing can be said as correct if they are in accordance with the rules, norms and rules of the applicable language or according to EYD.

From some of the above opinions, it can be concluded that writing skill is a skill of a person to express his thoughts into written language well, accurately and precisely. There are various definitions of description discourse. [19] which stated "description discourse is also called the discourse of painting, which describes what is seen in front of the author or by sight. Another opinion of description essay [20] is an essay that describes a person or something using words to the reader as clearly as possible based on observation. When compared with other types of essays, a descriptive essay requires sharply interesting details.

Another opinion about the descriptive essay according to [21] is an article that describes a person, place, or object that can make the reader imagine what is being described. Descriptive essay is an article that describes a specific person, place or event in detail, [14]. This is in line with opinion of [22] that descriptive essay describes incident, place, person, or experience something in detail. Descriptive essay is an essay which is a clear description. Thus, readers will feel as though they were seeing directly or experimenting with what is in the essay. Descriptive essay tries to convince an object in such a way that readers are as if to see for himself the object described. Objects may be in the form of things, experiences, people, or something that writers experienced.

In a descriptive essay, the writer transfers his impressions, transfers his observations and feelings to readers, and displays the observable properties of the object. The goal to be achieved in the description discourse is to create imaginations or images to readers, as if they were to see the object as a whole as the writer [23]. In this research, it is focused in writing descriptive essay. The purpose of descriptive essay is to invite readers to enjoy, feel, use the best of objects, scenes of people's activities or moods that have been experienced by the writer. Therefore, the qualities demanded by the description writing is a sharp catch and the versatility of using adequate diction [10]. Hence, the purpose of descriptive essay is to make the readers feel what the writer absorbed through the senses. Thus, the reader can experience directly. The object described could be a landscape, city streets, sewer rats, face of a beautiful person, a desperate person, music, thunderstorms and so on. In descriptive essay it takes more attention to the development of ideas, coherence, and some sentences related ideas and functions with less attention to the preparation [24].

Descriptive essay is more emphasis on disclosure through words. Creating a good descriptive essay, the writer must establish an identification first. By knowing the characteristics of the object claim, the writer can describe verbally objects that want to be introduced to the reader. It is as if the reader sees, hears, or experiences directly about the object. Object of descriptive essay may be objects, people, events, atmosphere and more. From some of the above descriptions can be concluded that descriptive essay is a composition that depicts an object thus readers as if to see, hear, and feel things written by the writer. The purpose of writing descriptive essays is to create an image of the object with the senses used to view, hear, and feel objects. As for those assessed in the descriptive essay the contents of the essay can describe objects clearly, organization, diction, structure or use of language, and spelling and grammar (mechanics).

B. CIRC

Cooperative Integrated Reading and Composition (CIRC) or an integrated composer reading, and writing was first developed by Slavin in [5]. This model is a comprehensive learning model by reading and writing involving student collaboration in a group where the success
of the group depends on the success of each individual group [5].

During CIRC learning, students are placed in heterogeneous groups, consisting of four or five students. In this group they are not distinguished by sex, ethnicity, or level of student intelligence. Hence, in this group there should be students who are smart, moderate, or low in academics, and each student feel comfortable with each other thus it would facilitate the process of learning. Each group will be assigned with the same material. However, its member will develop the assignment according to their ability.

This is similar to the opinion [25] each pair has different abilities. Couples with higher abilities will help their friends with low ability to learn. Scores will then be given to each member who has completed the three major language activities. Each member’s score is counted towards the group’s score each week. Rewards are given to the group whose scores meet a required standard. The CIRC model, one of the cooperative learning models, is designed to develop reading, writing and other language skills in elementary school students. The CIRC model presents a structure that not only increases the opportunity for direct reading and writing but also the application of writing techniques [17].

The learning process in the delivery of a subject matter is very supportive element to student achievement. In a learning process, teachers use the model to deliver the subject matter to the students. Cooperative learning as an active way of learning can be an appropriate and promising strategy to help improve effectiveness and provide students with collaborative, cooperative, sharing, and social skills [26]. Cooperative learning is an efficient technique for turning students into active learners in the classroom and this teaching learning is more satisfying, important, enjoyable and effective. Group learning is now recognized as one of the most promising practices in education. In group activities, individuals seek out results that can help themselves and also help the rest of the group. Group learning is the instructional application of small groups thus students work together to improve each other's learning as well as other members [27]. The same thing is also expressed by [28], class members are grouped into small groups after receiving instruction from the teacher. Students do the work until all group members are able to understand and solve them. The same thing is also expressed by [5], that in cooperative learning backgrounds, students work together to gain group goals rather than working individually or in a competitive way. Students discuss the subject matter, help each other in learning, and encourage or motivate each member of the group. The key elements of group learning include: positive interdependence where each student must believe that they have an important role to play in a group, each student in the group must be responsible for mastery of the content presented, the existence of award to groups and provision of stimuli for the group so that they can cooperate well, [5]. In the field of language, cooperative learning appreciates the interactive view of the language known as a component developed from the structural and functional view of language. Cooperative learning views language as a tool of social relations. Students are given an authentic context for meaning negotiation through the use of language. Cooperative learning facilitates and deepens learning. This results in a higher understanding and leads to the development of critical thinking, and increased long-term memory accuracy [26].

In addition, in cooperative learning students have a key role in the group, each student is also responsible for the mastery of the instructional content presented [27]. One of the models that can be used in the learning process of writing is model of learning Cooperative Integrated Reading and Composition (CIRC).

The CIRC model is one of the cooperative models for primary and junior secondary schools (grades 2-8), a comprehensive learning program to teach reading and writing to higher grade students as well as in secondary schools [5]. Similar opinions are expressed by [28] who argued that CIRC is a comprehensive approach to intrusions in reading and writing classes by dividing students into heterogeneous groups to carry out a series of joint activities. Basically, CIRC has three basic elements, namely activities that relate to the story, direct instruction in reading comprehension, and integrated writing about what has been read.

The Canadian Council above states that the recently used CIRC is a method that includes the formation of study groups, consisting of several students (usually four students) with different abilities, creative writing process, grouping, identifying key elements in the story , and retelling stories, and activities directed to the practice of basic literacy skills (including pronunciation, translation of meanings, and vocabulary).

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive cooperative learning program for learning to read and write at the upper levels of elementary school. The composition of the group was almost the same as other cooperative learning, only the form of assignment is adjusted to the typical task of language lessons. The development of the CIRC model was implemented to overcome the problems of reading, writing, and learning of traditional literature [29] Reward or award given to the group based on the average performance of all group members on all reading and writing activities [30]. From some of the above opinions it can be concluded that CIRC is one of the types of cooperative learning for comprehensive reading and writing lessons applied to classes 2-8. Hence, it makes the teaching and learning process is more successful and effective.

III. MATERIAL & METHODOLOGY

A. Data

Data collection techniques used in this study, among others: test of writing descriptive essay, field notes, and observations. Test of writing descriptive essay is used to measure students’ skills in writing descriptive essay. The test
is used to obtain data about the skills of writing descriptions through the application of a CIRC-based process approach. The form of test is the writing descriptive essay test presented in the student worksheet. Field notes are used to describe the conditions that occur during the learning process of writing a description takes place. All activities of students and teachers are written in the field notes so that one day researchers do not forget. These records range from pre action to action with a CIRC-based process approach in cycle I and the next cycle.

Observation is conducted by observing the learning process of writing description, both pre action and the action is taken. Observation activity is conducted by researchers using field notes and observation guidelines focused on the student learning process. The criteria of success in this study is that if students are said to achieve completeness if the obtained score has reached the Minimum Mastery Criteria (KKM) ≤ 75 with a range of 1-100. Classes are said to have reached completeness if the number of students who have achieved KKM is ≥ 75% of the total students (source: reference KKM SD Muhammadiyah Sapen 2017/2018).

Data analysis technique in this research is done qualitatively and quantitatively. Qualitative analysis is done to describe student learning activity in narrative form. Quantitative analysis is done to calculate the minimum of writing descriptive essay students.

B. Method

This research is included in classroom action research (PTK) where conceptual framework scheme is described in Figure 1.

Fig. 1. Conceptual Framework Scheme

Classroom action research conducted by Kemmis and Taggart is a research conducted in the form of cycles. The cycle consists of four steps, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection is as follows:

1. **Drafting Action Plan (planning)**

   The stage of drafting the action is formulated in the classroom. The problems that arise in the learning process is about the writing of descriptive essay through the CIRC-based process approach to develop the tolerance character and then the researchers develop the action plan of learning to write the description through the CIRC model-based process approach to develop the character of tolerance.

2. **Implementation of Action (act)**

   The action here is a conscious and controlled action, which is a careful and prudent variation of practice, so it contains innovation or renewal, however small, that is different from what it used to be. In this regard, the practice recognized as an idea in action and action is used as a foothold for the development of subsequent actions, namely action with the intention to improve the situation [32]. At this stage, the action is carried out in accordance with the lesson plan that has been developed to overcome the problem of bad writing of descriptive essay.

   1. The teacher is able to apply process approach with CIRC.
   2. The learning quality in writing descriptive essay is improved.
   3. The product of writing descriptive essay is improved.
3. **Stage of Observation**

During observation stage, the researchers observe the students’ activities during the learning process by using the observation sheet instrument and record all the activities in the field notes. Researchers also use the documentation tool images (cameras) to visually document the activities that take place in the study.

4. **Reflection**

Reflection is done systematically during the learning process takes place. At this stage there is a systematic reflection on the activities undertaken by learners during the learning process. Reflection is done on the activity of learners in learning and learning outcomes of learners. Reflection aims to know and evaluate the progress that occurs with the action that has been implemented. Excess or positive thing during the research will be maintained. Meanwhile, shortcomings and constraints during the study will be drawn and sought as the solution for the next cycle.

In this study, the party who performs the action is the teacher who conducts process action. Peers as collaborators who identify problems that hinder learning. Based on observations on pre action, teachers only use lecturing methods and giving tasks in the learning process. If the teacher gives students the opportunity to write essays, students are confused to develop the essay. Teachers should stimulate and motivate students to write descriptive essay. Descriptive essay writing skill is not mastered by children in just one swoop but need to be trained gradually in accordance with the characteristic of each individual student so that it can develop optimally. Writing skill is obtained by the practice of writing a composition of description one of them is using CIRC model.

The research was conducted in second semester of academic year 2017/2018. Preparation of research in the form of observation and preparation of proposals has been implemented since August 2016. Research instruments and various supplies of teaching materials such as syllabus, lesson plans, materials, evaluation tools and others declared ready to be used for research on February 13, 2018. As for the action of first cycle I was held on 15 and 17 February 2018. Since the action of first cycle I has not been fulfilled, it was continued to the second cycle on 22 and 24 February 2018. This research was conducted in Class IV Mas Mansur SD Muhammadiyah Sapen Yogyakarta. SD Muhammadiyah Sapen is located at Jalan Bimo Kurdo Number 33 Yogyakarta. This school is a private school accredited A.

The subject of this research is the fourth grade students of Mas Mansur SD Muhammadiyah Sapen Yogyakarta. Class IV Mas Mansur totaling 31 students consisting of 20 male students and 11 female students. Characteristics of fourth grade students of Mas Mansur mostly have average intellectual intelligence level. Students have a habit of speaking but not yet well structured. Students cannot work with friends and are still picky in selecting friends. The classroom action planning stage is carried out as follows:

- Conduct curriculum analysis to determine indicators to be used as a benchmark of Indonesian language learning and Social Sciences
- Preparing teaching materials for the subject matter of 7 Indonesian Civilization History Sub theme of 1 Islamic Kingdom in Indonesian Learning 6 Indonesian language and social science lessons.
- Develop a Lesson Plans
- Preparing teaching aids and instructional media for theme material of 7 Indonesian Civilization History, sub-theme of 1 Islamic Kingdom in Indonesia Lesson 6 Indonesian Language Learning and Social Sciences.
- Preparing a student worksheet for the material of Indonesian Language Studies and Social Science.
- Making test questions for the subject matter of 7 Indonesian Civilization History, sub-theme of 1 Islamic Kingdom in Indonesia Learning 6 Indonesian language and social science lessons.
- Guidelines for Student Activity Observation for the theme material of 7 Indonesian Civilization History, sub-theme of 1 Islamic Kingdom in Indonesia Lesson 6 Indonesian language teaching and social studies.
- Provide explanations, socialization and training to partner teachers

5. **Stage of Action Implementation**

- **Initial Activity**
  - Students pay attention when teachers give appreciation
  - Students pay attention to teachers when conveying basic competencies and learning objectives
  - Students pay attention to teacher’s explanation regarding learning plan to student
  - Students pay attention to teachers delivering learning objectives
- **Main Activity**
  - Students create groups of 4 or 5 according to the teacher's direction.
  - Students listen to the teacher's explanation of descriptive essay
  - Students listen to the teacher's explanation of the aspects focused in the descriptive essay writing skill assessment
  - Students determine a topic related to the theme of Beautiful Togetherness poured in a form of descriptive essay.
  - Students make rough drafts that emphasize content rather than grammar. The first student makes the first sentence. The second student continued until all the students got their turn to write descriptive essay.
  - Students revise their writing by sharing writing to friends. Students implement self-correction in writing and correcting the writing done by friends.
  - Students participate constructively in discussions about their friends' writing in a group or class.
  - Students change their writing by observing reactions and comments, both teachers and friends.
  - Make substantive changes to the first draft, and in the next draft to produce the last draft.
  - At the editing stage students correct their own writing. In addition, students help with the errors of language and grammar done by classmates. If students have difficulty at this stage, the teacher acts as a motivator. Students re-correct their own writing through spelling,
punctuation, sentence structure, terms or word selection.
- The last stage is publication. This publication can be done by presenting the results of their writing in front of the class.

- Final Activity
  - Students pay attention to teachers giving reinforcement

6. Stage of Observation

Observations made during the learning process on the cycle of action with the observer fill out the observation sheet of student learning activities. Observations made are documented by using the camera and video to know the results of research action.

7. Stage of Reflection

- The researchers analyze the results of the implementation and observation to make a tentative conclusion to the implementation of teaching cycle I.
- The researchers and teachers discuss the results of the analysis of the implementation of cycle I research action. The researchers ask teachers to execute the result of discussion on the implementation analysis and result of action in cycle I to take corrective action on the execution of research activity for further cycles.

IV. RESULTS AND DISCUSSION

A. Result

Cycle I

a) Writing Descriptive essay

Writing descriptive essays is measured by writing descriptive essay test. The indicators of writing descriptive essays that will be measured include: (1) title selection background, (2) similarity of writing with object, (3) drafting / main idea in the description paragraph, (4) development of sentences into paragraphs of description, (5) use of cohesion and coherence, (6) use of effective sentences, (7) use of vocabulary, (8) word writing, (9) use of punctuation.

**TABLE I. RESULTS OF DESCRIPTIVE ESSAY WRITING IN CYCLE I: TEST RESULTS OF DESCRIPTIVE ESSAY WRITING IN CYCLE I**

<table>
<thead>
<tr>
<th>Score Interval</th>
<th>Interpretation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 75</td>
<td>Not Fulfilling KKM</td>
<td>10</td>
<td>32%</td>
</tr>
<tr>
<td>75-100</td>
<td>Fulfilling KKM</td>
<td>21</td>
<td>68%</td>
</tr>
</tbody>
</table>

Based on the Table I above, the score of writing descriptive essay that has met the KKM is 68% and the score of writing descriptive essay that has not met the KKM is 32%. This means that the score of writing descriptive essay in cycle I using CIRC based approach mostly fulfill the KKM, however descriptive essay writing score still needs to be improved especially for students who have not fulfilled KKM namely students number 2, 5, 6, 7, 8, 9, 12, 20, 27, and 28. The successes and shortcomings of learning in cycle I serve as a basis for improving students' descriptive writing skill in cycle 2. Some improvement plans in cycle 2 include teachers needing to refine in the CIRC-based process approach stage, more conducive group formation, teachers must improve performance during learning, and teachers should approach personal students who have not been maximal in the work.

**Cycle 2**

**TABLE II. RESULTS OF DESCRIPTIVE WRITING SCORE IN CYCLE II**

<table>
<thead>
<tr>
<th>Score Interval</th>
<th>Interpretation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 75</td>
<td>Not Fulfilling KKM</td>
<td>2</td>
<td>6.4%</td>
</tr>
<tr>
<td>75-100</td>
<td>Fulfilling KKM</td>
<td>29</td>
<td>93.6%</td>
</tr>
</tbody>
</table>

Based on the Table II above, the score of writing descriptive essay that has fulfilled the KKM of 93.6% and the value of writing descriptive essay that has not met the KKM of 6.4%. This means that the score of writing descriptive essay in cycle II using CIRC-based process approach has mostly fulfilled the KKM, however descriptive essay writing score still needs to be improved especially for students who have not fulfilled KKM by students’ number 9 and 12. Implementation of cycle II using CIRC-based process approach progresses is better than cycle I. Teacher performance is increasing and mastery of learning techniques with CIRC-based process approach is growing well. Teachers are able to master the learning process well and able to motivate students to be more active and more cooperate in completing group tasks that have been given by teachers. Teachers are able to create a more conducive learning atmosphere so that students are enthusiastically following the learning by CIRC method.

The result of writing a descriptive essay by student is reinforced by the test data of writing description. The improvement of descriptive writing by students in Cycle I compared to Cycle II can be seen in the following Table III.

**TABLE III. COMPARISON OF DESCRIPTIVE WRITING SKILL ON CYCLE I AND CYCLE II**

<table>
<thead>
<tr>
<th>Score Interval</th>
<th>Interpretation</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 75</td>
<td>Not Fulfilling KKM</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Fulfilling KKM</td>
<td>32%</td>
<td>6.4%</td>
</tr>
<tr>
<td>75-100</td>
<td>Fulfilling KKM</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>68%</td>
<td>93.6%</td>
</tr>
</tbody>
</table>

Based on the above table it is known that the results of the evaluation of writing skills in the first cycle students who have reached the completeness criteria of at least 68% amounted to 21 students who have reached KKM. Students who have not reached KKM amounted to 10 students. From the data it is concluded that the result of student writing skill evaluation has not achieved the success as expected. Therefore, it is necessary to continue in cycle II. The result of writing skill in cycle II that has reached KKM 93.6% amounted to 29 students who have reached KKM. Students who have not reached KKM amounted to 2 students. From the data it is concluded that there is an increase number of students who reached KKM in cycle I to cycle II. The results of writing descriptive essay students are also reinforced by the average teaching and learning of students. An increase in student writing scores on Cycle I compared to Cycle II can be seen in the following Table IV.
Based on the Table IV above it is known that the results of the evaluation of writing skill in the first cycle averaged 68 and on cycle 2 the average is 80. There is an average increase of 5.

B. Discussion

Based on the analysis of observation results, it can be reflected that cycle II has achieved the expected results with better results compared to the results in cycle I. Descriptive essay written test results showed that the score of writing descriptive essay by students in cycle I use CIRC-based process approach is equal to 68% of students have been able to meet the KKM and only 32% of students who have not been able to meet the KKM. Written test result data also showed that the score of writing descriptive essay by students in cycle II using CIRC-based process approach increased by 93.6% student have been able to fulfill KKM and only 6.4% student that have not fulfill KKM. Based on the results of research and data analysis it can be concluded that the skills of writing description can be increased through the CIRC model. In the process of implementation of learning cycle, I and II it is found that the CIRC model impacts the improvement of descriptive essay writing skill. The steps of CIRC-based process approach are as follows:

1. Introduction to the concept of descriptive essay.
2. Teachers form heterogeneous student learning groups each group consists of 4 or 5 students.
3. The teacher notifies that each group takes a specific set of activities based on a series of CIRC-based process approach, the teacher supervises the group work.
4. Students determine one topic related to the character of tolerance and the theme of Beautiful Togetherness poured in a form descriptive essay.
5. Students make rough drafts that emphasize content rather than grammar. The first student makes the first sentence. The second student continues until all the students get their turn to write descriptive essays.
6. Students revise writing by sharing their writings to friends. Students carry out self-corrections in writing and correcting friends’ writing including:
   a. Students participate constructively in discussions about the writings with group mates or classmates.
   b. Students change their writing by observing reaction and comments, both teachers and friends.
   c. Make substantive changes to the first draft, and in the next draft to produce the final draft.
7. During editing stage students correct their own writing. In addition, students help with the errors of language and grammar done by classmates. If students have difficulty at this stage, the teacher acts as a motivator. Students re-correct their own grammar which includes spelling, punctuation, sentence structure, terms or word selection.
8. The last stage is publication. This publication can be done by presenting the results of their writing in front of the class.

Improved writing skills can be seen from the average score of descriptive essay writing skill by students scored 75 and after the first cycle, it changed to 80 on cycle 11. From the results of this study it can be concluded that CIRC-based process approach can improve students’ descriptive writing skills.

This is based on observation data and writing description test of all indicators of writing skill on the first cycle of writing skill level of descriptive essay by students have mostly reached KKM amounted to 68%. Skill to descriptive writing by student increased in cycle II equal to 93.6%.

V. Conclusion

The results of research have shown that the CIRC-based process approach can improve the skill of writing description. The implication that happened in this research is the practical implication. This implication occurs in students and teachers. The implication is among others; planning, implementing and evaluating CIRC-based process approach by teachers has implications for classroom management. Implementation of learning by using CIRC-based process approach has implication on behavior and attitude of student in following lesson. In addition, it also has implications on the achievement of minimum mastery criteria (KKM).

REFERENCES


