

ABSTRACT

COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) BASED ON SCIENTIFIC APPROACH (SA) TO IMPROVE STUDENTS' WRITING ACHIEVEMENT

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The objectives of this study are to find a significant effectiveness between the writing achievement of students who are taught using Cooperative Integrated Reading and Composition based on the Scientific Approach (CIRSA) and Cooperative Integrated Reading and Composition (CIRC) learning models, the correlation between students' perception and students' writing achievement, and the differences of writing aspect of CIRSA and CIRC.

This study employs quasi-experimental pretest-posttest design to investigating the significant difference of students' writing achievement in the two groups. There are 30 samples for both the control class (using CIRC) and the experiment class (Using CIRSA). Both classes were regular classes at the same level. The researcher uses i.e., pretest and posttest of writing test and students' perception questionnaire. Both instruments have been tested for their validity and reliability. Through the independent sample t-test, product moment correlation and paired sample t-test, hypotheses are formulated.

The empirical findings show that first, there is significant differences in writing achievement between the CIRSA and CIRC. It was seen from t-value of both classes was 0.002. Furthermore, it was revealed that CIRSA technique was more effective then CIRC. Second, there is significant correlation between students' perception and their writing achievement with r value 0.764. CIRSA makes students have positive perception and improve their writing achievement. Third, the consequences of aspects improvement in experimental class were content, mechanics, vocabulary, language use and organization. Meanwhile, there were language use, content, mechanics, vocabulary and organization in control class.

Keywords: *Cooperative Integrated Reading and Composition (CIRC), Cooperative Integrated Reading and Composition based on the Scientific Approach (CIRSA), Students' Perceptions, Students' Writing Achievement*