

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Multiple Correlation Of Reading Skill And Grammar Mastery Toward Speaking Achievement For First Year Students Of Senior High School

Profil Pertanyaan Mahasiswa Pada Materi Hakikat Profesi Kependidikan

Choral Repetition To Teach Vocabulary

Membangun Sekolah Unggul Berdaya Saing Melalui Kepemimpinan Transformatif

A Study On The Implementation Of Project Based Learning In Teaching Writing To English Education Department Students Of STKIP PGRI Blitar Academic Year 2018/2019

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Pentingnya Membangun Solidaritas Komunitas Pedagang Kaki Lima

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Analisa Dampak Metode Peta Konsep Pada Prestasi Dan Minat Belajar Siswa Dalam Pembelajaran Akuntansi

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Kemampuan Mahasiswa Dalam Menyusun Gagasan Belajar Dan Pembelajaran Untuk Pelajaran Matematika

Pengembangan Modul Pembelajaran Berbasis Masalah Untuk Membantu Meningkatkan Berfikir Kreatif Mahasiswa

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The Influence Of Post Task Activities On Undergraduates Students At STKIP PGRI Tulungagung

CAKRAWALA PENDIDIKAN
Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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**IMPROVING STUDENTS' WRITING THROUGH BILINGUAL
COOPERATIVE INTEGRATED READING AND COMPOSITION
(BCIRC)**

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UNIVERSITAS NAROTAMA SURABAYA

Abstrak: Tujuan dari penelitian ini adalah untuk mendeskripsikan proses pembelajaran *Bilingual Cooperative Integrated Reading and Composition (BCIRC)* untuk meningkatkan kemampuan menulis siswa dan bagaimana cara meningkatkan kemampuan menulis siswa. Metode yang digunakan adalah penelitian Tindakan Kelas dengan menerapkan model siklus seperti yang disarankan oleh Kemmis dan Robin Mc Taggart (1998). Model ini mencakup empat langkah. Yaitu: *planning, acting, observing, and reflecting*. Subyek dalam penelitian ini adalah mahasiswa Universitas Narotama berjumlah 32 mahasiswa. Hasil dari penelitian ini adalah para mahasiswa senang mengikuti kelas karena mereka dapat belajar dan berbagi bersama dengan teman mereka di dalam kelompok mereka. Selain itu, mereka sangat antusias memperhatikan penjelasan guru. Akibatnya, para mahasiswa aktif dan mereka bisa memahami materi dengan baik. Sebagai hasilnya, skor menulis mahasiswa meningkat dari siklus 1, ke siklus 2. Skor rata-rata dalam siklus 1 adalah 73,75%, dan pada siklus 2 adalah 82,00%. Itu berarti bahwa *Bilingual Cooperative Integrated Reading and Composition* dapat meningkatkan kemampuan menulis siswa.

Kata Kunci: *Bilingual Cooperative Integrated Reading and Composition*, menulis

Abstract: The aim of this research was to describe the teaching process of *Bilingual Cooperative Integrated Reading and Composition (BCIRC)* to improve students' writing and how it can improve students' writing. The method used was Classroom Action research by applying cycles model as suggested by Kemmis and Robin Mc Taggart (1998). This model includes four steps. They are *planning, acting, observing, and reflecting*. The subjects of the research were the students of Narotama University numbering 32 students. The result of this research was that the students enjoyed attending the class because they could learn and shared together with their friend's in their group. Besides, they paid much attention to the teacher's explanation. As a result, the students were active and they could understand the material well. As a result, the score increased from the cycle 1, to cycle 2. The mean score in cycle 1 was 73.75% , and in cycle 2 was 82.00%. It meant that *Bilingual Cooperative Integrated Reading* could improve the students' writing ability.

Key Words: *Bilingual Cooperative Integrated Reading and Composition*, writing

INTRODUCTION

Many people in the world speak English for communication. In our country, English has been taught in schools, starting from lowest grade- kindergarten, until the highest grade, university. There are four main skills to study English. They are reading, listening, speaking and writing. Nowadays, writing is important to study and master well. Based on writing standard competence of the first semester of Narotama University, the students are expected to be able to reveal the meaning in the functional written text and very simple short essay in the form of descriptive text to interact closely with environment.

Based upon students' scores of writing achievement, the first semester of Narotama University still faced many difficulties in writing. Only 8 student from 32 students in class who got score >65, it meant that only 25% students who passed the passing grade. on the other words, the mastery learning of writing was not acheived, because the mastery learning of writing stated in the basic course outline stated that the minimum mastery learing of writing should be at least 75% from the total number of the studenst in the class got the score bigger than 65 or passed the passing grade.

The problems faced in the class were sometimes the students got difficulties to build and developed their ideas, choosed the right dictions and applied the grammar. Based on the questioner

and the lecture's observation, the cause of the bad score got by the students was method applied by the lecture, that was conventional one, where the lecture only explained, gave examples and evaluated without giving opportunity to the students to explain their ideas. Teacher-student interaction did not exist among students. So, most students were passive during the process of teaching and learning. They just sat and listened to the teacher's explanation.

Based on that problems, the the lecture assumed that students needed a lot of factors to support them, for example, teacher's motivation, teaching process, and learning activities. It was important for lecture to find and to choose the best teaching method in teaching learning process, especially in writing ability.

Bilingual Cooperative Integrated Reading and Composition (BCIRC), one of cooperative theory types, is a suitable teaching method to be applied because it teaches students to cooperate with other students in overcoming their problem and motivate them to deepen in understanding their lesson. Furthermore, it teaches them to compete in their achievement in

group and uses bilingual language, the students will be active to use English, this method also give much chance for the students to discuss their task in group, based on the above statements, The researcher would like to carry out Classroom Action Research entitled “Improving student’s writing ability on descriptive Text through Bilingual Cooperative Integrated Reading and Composition (BCIRC), by proposing the research problems as follows: How is the teaching process of Bilingual Cooperative Integrated Reading and Composition (BCIRC) to improve students’ writing and how can Bilingual Cooperative Integrated Reading and Composition (BCIRC) improve students’ writing.

Theoretical Bases

Definition of Writing

There is the idea given by language experts in defining writing. Writing is a communicational system that supposedly secures a series of phonetic sequences (single sounds, syllables, or words) of an individual language on an established space (possibly on a surface) utilizing more or less permanent marks “in such a way that it can be recovered more or less exactly without the intervention of the utter” (Daniels 1996: 3).

The Process of Writing

A process is a sequence of operations or actions by which something is done. In writing, writers are supposed to know the process thoroughly. Then, they divide into its steps or stage. Finally, they need to

explain each step into details so that readers will see how it works. Longitudinal brain research using neural imaging techniques demonstrates that whereas speech is very natural developmental process in human cognition, reading and writing require specific training to achieve sophisticated development (Plug et al, 2000). Studies to date indicated that the writing process is one effective way to teach students to be good writers.

Process approach allows the learners to develop the ideas of the topic they will write and change the ideas before a final product. When a writer writes, he or she does not always start with a clear idea of what he or she wants to say or how to say it. The process of writing will naturally generates its meaning and form (Zamel in Long 1987 in Sri Wilujeng 2005) as quoted by Tarmuji’s thesis.

Process writing is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the product themselves. In the end, learners surely need to and are required to complete their products, yet the writing process itself is stressed more. By focusing on the writing process, learners come to understand themselves more, and find how to work through the writing. They may explore what strategies conform to their style of learning. (Brown, 2001, p.336) states that writing is a thinking process, a writer produces a final written

product based on their thinking after the writer goes to the thinking process.

Definition of BCIRC

The Bilingual Integrated Reading and Composition (BCIRC) program was designed to help students develop proficiency and literacy in their first language and then successfully transition into English. Adapted from the cooperative Integrated Reading and Composition (CIRC) program designed for monolingual English speakers (Steven & Durkin, 1992), BCIRC uses explicit instruction in reading comprehension, language and literacy activities, and integrated languages arts and writing tasks (Calderon, Hertz-Lazarowitz, & Slavin, 1998).

BCIRC integrates language arts instruction and writing into teacher instruction and encourages students to work together to share background knowledge and capitalize on their prior experience (Calderon et.al., 1998). Students have multiple opportunities to develop English in the classroom while the teacher uses student's first language knowledge of language development to scaffold their English language development. BCIRC gives students many opportunities for reading and language development, writing exercises, vocabulary activities, comprehension work, and native skill-building. Interactive student activities incorporate reading,

writing, speaking, listening, and thinking skills in students' native and second languages.

The Main Features of BCIRC

Grouping and teaming: students collaborate within and among reading groups, which allows students of varying reading abilities to learn from each other. Basal-related activities: conducted before, during, and after reading activities, writing workshop activities helps students engage meaningfully with texts. Assessment: every third class period, on average students take a comprehension assessment based on the story they read. The assessment includes writing meaningful sentences for vocabulary words and oral reading component. The results gauge student performance and guide further instruction. Homework: students must read a book at home and complete an in class book report every two weeks. Parents are encouraged to discuss the books with their children.

A number of studies examining the effects of BCIRC on ELL outcomes in Spanish and English reading have shown that students who spend more years in the program tend to demonstrate higher English reading performance levels, and have a greater tendency to meet criteria for exit from bilingual education (Calderon et al, 1998)

The Strategies of BCIRC

Strategies used in the Bilingual Cooperative Integrated Reading and Composition model include a variety

of interactive activities that build upon reading, writing, speaking, listening, and thinking skills in two languages. The program also allows for team building as the students work with peers and share background knowledge. The sequential activities are described as follows:

1. Building background and vocabulary

Teachers survey reading selections to identify content and language that might be unfamiliar to students, then with and for students, they develop semantic maps that become word banks for use in reading, writing, and discussion.

2. Making prediction

After a teacher models how to make and confirm predictions, students work with team members to examine the title and illustrations of a story to predict elements of the story, which are shared with the entire class.

3. Reading a selection

Students follow the text of the story as the teacher reads aloud and "whisper read" during the next reading

4. Partner reading

Sitting in pairs, ear to ear, students first take turns reading aloud alternating sentences. As time progresses, confidence builds and students read alternate paragraphs. They help each other with pronunciation and comprehension before reading the material silently on their own.

5. Treasure hunt :story

Reading partners discuss the answers to Treasure Hunt questions on story grammar, then work in teams of four to collectively answer questions from the teacher. Students compete against other teams and are called on randomly, so they make sure all group members know the material.

6. Story mapping comprehension

Next, each team creates a story map--a visual aid that organizes story elements such as the main idea, events, problems and conclusion of the story.

7. Story retell

Students retell the story to their partners, who evaluate them, then the pairs discuss what they like about the story. Students also recite their stories before the class and for parents at home.

8. Story related writing

In teams of two or four, students work to develop important elements of writing--character and plot development and the sequencing of events.

9. Words Out Loud and Spelling

Students help each other master new words and use them in meaningful sentences.

10. Partner Checking

Partners, who assess whether tasks have been completed, verify each other's progress on a Student Assessment Form, which tracks assignments.

11. Meaningful Sentences

The meanings of several selected words are discussed and teams "write and polish" a meaningful sentence that is displayed on the wall. Soon, students create meaningful sentences in pairs and then individually.

12. Tests

After three class periods, students are tested on their grasp of the story and write meaningful sentences. Test scores and evaluations determine team scores while tracking individual progress

13. Direct Instruction in Reading Comprehension

Comprehension skills such as identifying main ideas, drawing conclusions and comparing/contrasting is provided by the teacher throughout the lesson cycle; students practice these skills together before taking individual quizzes.

14. Writing Workshops

During a series of mini-lessons, students learn and practice techniques on how to complete writing assignments.

15. Independent Reading

Students are asked to select a book and read it at least 20 minutes each evening, while

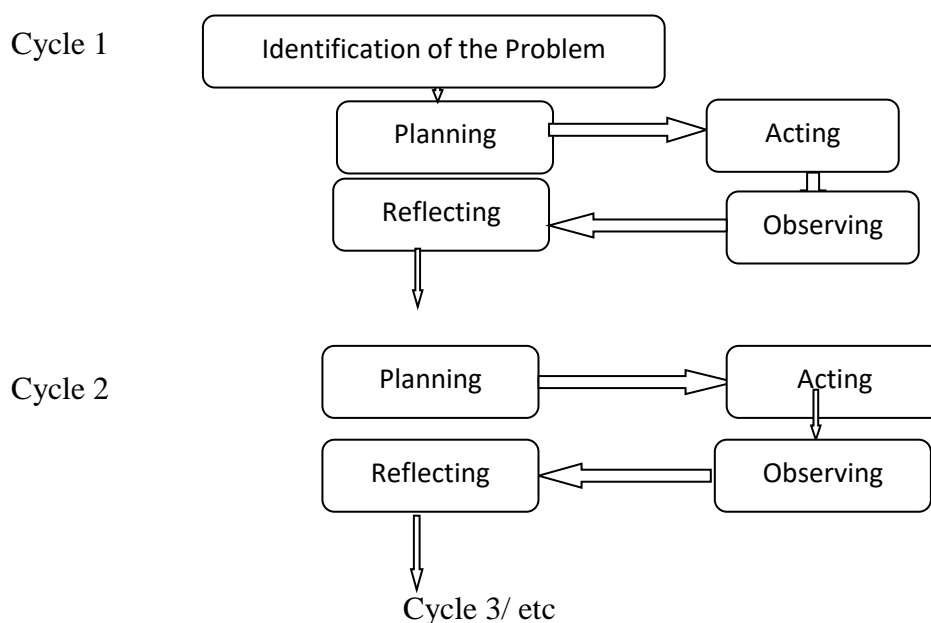
parents participate in discussion about the material and verify that students have devoted the required amount of time to reading. Students, who turn in book reports and completed forms, earn points for their team.

METHOD

The research applied Class Action Research (CAR). It is the process by which the practitioner attempts to study his problems scientifically in order to guide, correct, and evaluate their decision and action (Carney, 1953). It will be done in some cycles. The subject of the research is the first semester students of Narotama University. There were 32 students treated to be respondents consisting of 14 female students and 18 male students. The object of this study was the teaching of writing using BCIRC including preparation, implementation and result

In this classroom action research, the researcher uses the spiral model which consists of several cycles as suggested by Kemmis and Robin Mc Taggart (1998). This model includes four steps. They are planning, acting, observing, and reflecting. The spiral steps are as follows:

Figure 3.1. Classroom Action Research (CAR) Spiral



In identification of the problem in the classroom action research starts with the observation on the writing ability document score in the writing test and the result of teacher researcher interview the English teacher. The students were not interested in English lesson especially in writing because the method which is used by teacher is conventional method. It makes the students feel bored to study English, it makes the score of writing is low. Based on the identification of the problems above, the writer and the teacher planned to improve writing ability by using Bilingual Cooperative Integrated Reading and Composition (BCIRC). In acting, the teacher and teacher researcher do simulation to learn about how to implement

Bilingual Cooperative Integrated Reading and Composition (BCIRC) to improve the writing skill. In **Observing**, the teacher researcher observes the teaching learning process. The teacher researcher notes all the events or thing which is happened in class like the teacher's work, class situation, student's action and attitude. In **Reflecting**, the reflection is got from the description of the process of Analysis → interpretation → explaining → summarizing → next cycle.

Finding

Cycle 1

a. *Planning*

Teacher used Bilingual Cooperative Integrated Reading and Composition (BCIRC) to teach writing on descriptive text.

The students would be taught in a group consisting of four students in each group. The students would be given exercises by the teacher. They would be asked to make brainstorming first before they wrote a paragraph with their groups. The teacher helps the students when they face some problem both in brainstorming and writing a paragraph. The material that was used is taken from student worksheet. The researcher also prepared lesson plan to optimal the students' activities and participation.

b. Acting

This section described the teaching and learning activities on first cycle. The first cycle of this study consists of two meetings. Every meeting has 90 minutes. The activities would explain in these following details.

1) First meeting

First, the lecture entered the class. The students gave greeting to the lecture. They said Good Morning to the lecture and the lecture replied by saying Good morning. In this meeting the lecture gave explanation how to implemented BCIRC on writing descriptive text. second, lecture asked them about the previous lesson on writing descriptive text and she gave brainstorming related descriptive text: What's purpose of descriptive text? What are the generic structures of the descriptive text? All of students answer her

question well. Then she answer "Any question so far?". The students answer "No question miss" Third, the lecture divided the class into 8 Group each group consist of 4 students. During they were made a group the class become noisy, but the lecture could handle it. She pointed one of each groups to become the leader for their group. The lecture distributed text descriptive for each group. She gave example how to read the text well. Then the lecture asked one of students in group to read the text. When all of group had finished read the text the lecture asked all of group if they have any difficulties word and wrote it in the blackboard. Group 2 and group 4 raise their hands, they said that they have difficult word. They came in front of class and wrote the difficult word in the blackboard. Other groups tried to translate the meaning of difficult word and made a meaningful sentence from the word. Fourth, after the students finished it. The students and the teacher made conclusion about descriptive text. Group 1 tried to made conclusion but rather perfect then group 7 were added it. Fifth, the teacher explained the technique writing from reading descriptive before. In reading they got new word, know the generic structure, and tenses that used in descriptive text. It could use to writing simple paragraph descriptive. Then each group tried to write simple paragraph descriptive with free

topics. After all groups had finished the lecture asked the leader of each group to collect their assignment. Then they back on their seat. finally, the lecture advised to the students to learn BCIRC technique and practice writing at home.

2) **second meeting**

In this meeting the lecture gave post test 1 and interview the students about their appreciation and impression dealing with BCIRC. First, at the beginning phase, the lecture entered class, greeted to the students and checked the student's presence. Before the evaluation was begun, lecture and students reviewed and reflected the lesson that was studied in the first and second meeting. Tecture and students discussed students' mistakes on the groups' writing test. The lecture gave the result after giving mark of their mistakes in their work. The general mistakes that were found were like grammar, vocabulary and generic structure. Teacher directed the students to the right ones. They had sixty minutes to arrange the outline and develop it into a descriptive text individually. The topics were about "Friend's hobby". The students looked serious do the test. Although, there were few students did it confusedly. After the students done the test, teacher and students discussed the post test together. In the end the meeting, teacher and students conclude the activities on that day.

c. **Observing**

In the first cycle, the students divided into 8 groups. They had to work cooperatively each others in order to understand the material well. But there was one group which not paying attention because all of their groups are boys. They felt that their group needs other student who has clever enough because they did not sure with their group. They felt confused about writing and BCIRC method. But, lecture had an idea to exchange one of students with other. So, they could do the material well enough although the learning process situation was not good enough because it was the first time for the students to follow writing class using BCIRC. The result of students' learning achievement described as follow: The researcher used questionnaire, in order to know the student's ability. The researcher provided the questionnaire in the cycle 1. The result from the questionnaire and described as follows:

- 1) From 32 students, 29 students said that English was very important lesson, 3 students said that English was important enough.
- 2) From 32 students, 3 students liked study English and 29 students rather liked English lesson.
- 3) From 32 students, 8 students did the homework from the teacher, 21 students seldom did

- the task, and 3 students never did the homework.
- 4) From 32 students, 16 students liked when the teacher came to the class, 15 students rather liked, and 2 students did not liked when teacher came to the class.
 - 5) From 22 students said that their teacher seldom checked their book.
 - 6) From 32 students, 6 students did their homework by themselves, 19 students seldom did their homework by themselves, and 7 students said that never did their homework by themselves.
 - 7) From 32 students, 12 students said that took course at home, and 20 students never took course at home.
 - 8) From 32 students, 22 students like to write English text and 20 did not like.
 - 9) From 14 students asked to the teacher when got the difficulties, 14 students seldom asked to the teacher, and 4 students did not ask to the teacher.
 - 10) From 9 students could make descriptive text, 16 students little bit, 7 students did not make descriptive text.

Quantitative Data of Cycle 1

The lecture got the Quantitative Data from pre test and Post Test 1.

Quantitative Data from Pre Test:

$$\text{Mean Score of Pre test} = \frac{\text{total skor of pre test}}{\text{total student}} \times 100\%$$

	Score	Category	Number	Percent
1.	0-64	Bad	12	37.5%
2.	65-74	Enough	10	31.3%
3.	75-79	Good	6	18.8%
4.	80-89	Very good	4	12.5%
5.	90-100	Excellent	-	-

The Students' Score of Pre Test

Quantitative Data from Post Test 1:

Score of Post Test cycle 1:

$$\text{Mean Skor of Posttest} = \frac{\text{total skor of post test}}{\text{total student}} \times 100\%$$

	Score	Category	Number	Percent
1.	0-64	Bad	-	-
2.	65-74	Enough	15	46.9%
3.	75-79	Good	10	31.3%

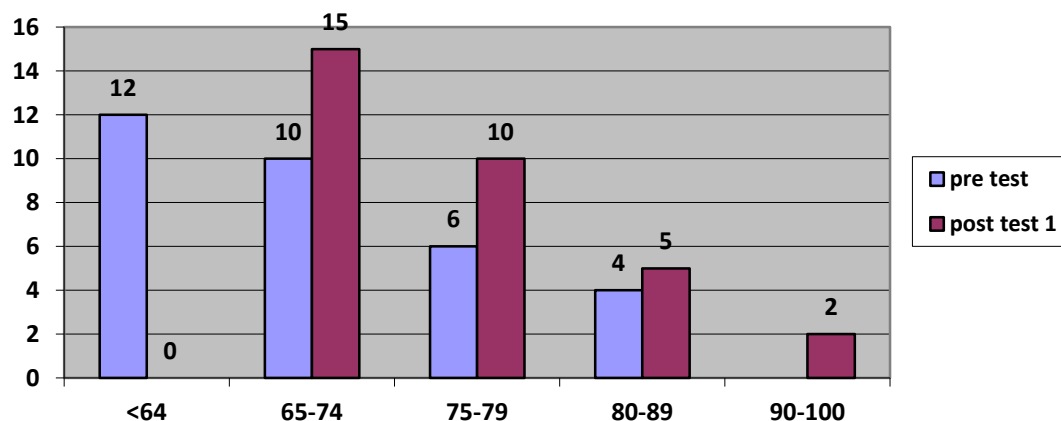
4.	80-89	Very good	5	15.6%
5.	90-100	Excellent	2	6.3%

The Students' Score of Post Test Cycle 1

The lecture researcher analyzed the result of the students' learning achievement on post test 1, it was known that the score was not satisfying enough because it was still out of target. There were only 17 students who succeeded in writing scores. It meant that only 53,2% student who passed the minimum standard of passing grade Although

the students' post test score was better than their pre test score, however there were many students who got low scores. There are 12 students who got low scores, that was 46,8%, it was still far from the target of mastery learning

The score between the pre test and post test in cycle 1 could be seen in chart the following chart



Reflecting

Problem based on cycle 1

When the teaching learning processes was being carried out, a few students could not be active. They just kept silent; they were not ready yet with the Bilingual Cooperative Integrated Reading and Composition (BCIRC) that the teacher applied. They also could not absorb the material well. Most of students could not write well, they did bad grammar. It was due to lack of practice, whether in the school or

at home. The class condition was crowded when BCIRC was applied, because it was a big class and the total all of students in class are 32 students. The students who sat in back talked each other, moreover they joked each other, because they felt the teacher did not gave them him attention, only students who sat in front got more attention.

The result of post-test in cycle I showed that the mean was 73.75 %. It was better than the mean in the pre-test. The mean of pre-test was

69.25%. It was rather increased. Although it was any significant improvement, but there should be 80 % of students who got score 75. Therefore, it was necessary to do cycle II to improve students' writing ability through Bilingual Cooperative Integrated Reading and Composition (BCIRC)

2. Re – Plan

Based on the problem in cycle 1, the lecturer decided to continue her research in cycle 2, She wanted to make all of the students could be active in learning process and expected to write descriptive text in order to increase their score in writing descriptive text. On cycle 2, the t lecturer prepared the material well. It was also supported by lesson plan to improve the students' actives and participation well. It was expected that the students were able to understand the material well.

Cycle II

a. Planning

Based on the problem in cycle 1, the researcher and the teacher prepared the steps that would be done in learning process of writing ability used Bilingual Cooperative Integrated Reading and Composition (BCIRC). This cycle focused on the implementation of the Bilingual Cooperative Integrated Reading and Composition (BCIRC) to improve students' score. The activities are as follow:

b. Acting

1) First Meeting

First, in the beginning phase, the researcher entered class, greeted to the students and checked the student's presence. Second, the teacher researcher asked them about the previous study about descriptive text. After that she asked students about previous lesson. She also explained the competences that had to be achieved as well as the advantages of the learning process that would be studied. Third, the teacher divided the class into 8 Group each group consist of 4 students. She pointed one of each groups to become the leader for their group. The teacher distributed students' worksheet for each group. Then the students discuss and tried to write a simple descriptive text. After the students finished teacher asked to the students presented their work in front of class. The meeting was closed by giving appreciation to group which had good collaboration and to all groups that had shown much achievement.

2) Second Meeting

Greeting the students and checked the student's presence. She also asked them to prepare a piece of paper because they would do post test 2. He also reminded them to write their name on it. The students followed this instruction.

Before they did the test teacher gave explanation about the material by giving the steps to make a descriptive text, there were identification and description and she had a new topic "Syahrini". They enjoyed the topic, they felt happy. Because they knew more about syahrini from TV. So, they can describe her. Third, lecturer gave the post test of the cycle II. teacher gave free topics for students to make descriptive text. They did not complain to receive it. Then, they enjoyed to do test, and there was no student who disturbing their friends. The students did cycle II. She motivated them to finish the test on time. when one of student got the difficulties she asked to the teacher about it. They finished the test on time. Then they collected the paper to the teacher.

c. Observing

1. The class was silent through the learning process.
2. The most of students felt enjoy to did the test.
3. The students have motivation to study English when the teachers enter the class.
4. All of the students gave attention to the teacher's explanation.
5. All of the students were active to did it.

6. All of the students paid attention when one of the students asked some questions about he material.
7. When the teacher asked the students about the material discussed, almost all of them felt confident to answer it.
8. When the teacher gave the text to the students, they were enthusiasm to receive it.
9. The students felt that they can write descriptive text in the cycle II easily.
10. The students finished their test on time.

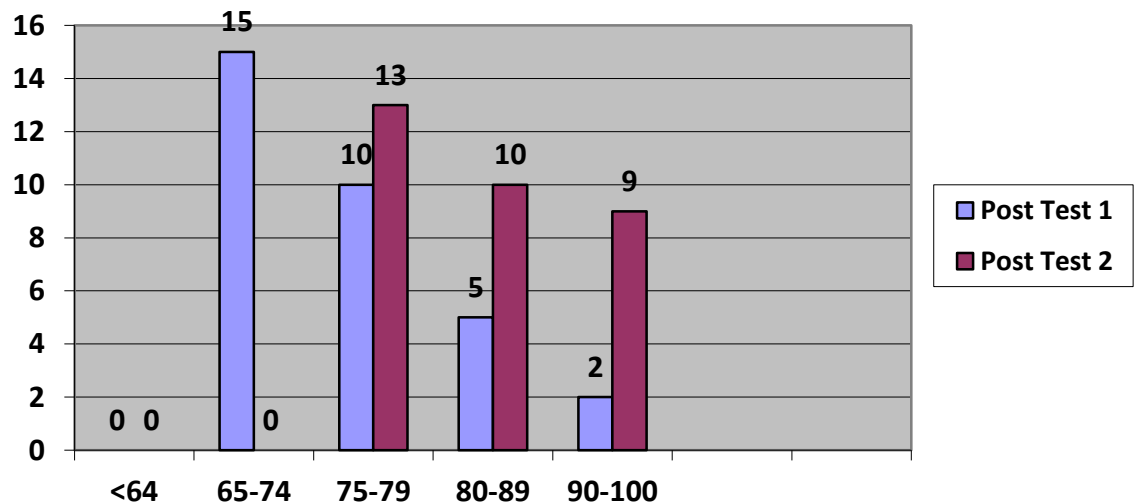
d. Reflecting

Based on the observation on the analysis of cycle II, it showed that the students were almost active to write and felt so comfort to enjoy the steps. The average in cycle I is 73.6% and in cycle II. The students' score in cycle II is higher than cycle I and it almost success. It means that their writing ability, especially on descriptive text is increase. There were only few students who needed more motivation and guidance from teacher. From this observation, the used Bilingual Cooperative Integrated reading and Composition (BCIRC) in teaching writing could improve the students' ability also their score. The differenced the score between score in post test

1 in cycle 1 and post test in cycle 2 as follows:

Score	Cycle 1	Cycle 2
0-64	-	-
65-74	15	-
75-79	10	13
80-89	5	10
90-100	2	9

The Score of Post Test 1 and Post Test 2



The Students' Score between Post Test 1 and Post Test 2

Discussion

According to the pre test score, the researcher saw that the student's ability in writing still low. It's proved from the students recorded score on the table 4.1. because of that, the researcher decided to apply BCIRC in Cycle I.

In cycle I, the students' motivation was low. The class was crowded when the teacher gave explanation. The students were passive. They felt afraid when the

teacher gave a test to them. Therefore, the researcher decided to do cycle II in order to improve students' writing ability on descriptive text, so that the students' score could reach the mastery learning. In cycle II, the students' motivation was increased. They studied at home before they had a test. They felt confident to come forward when the teacher asked them to write on the whiteboard. All of them paid attention to the teacher's

explanation. They were also active through learning process.

In cycle I, the students' score was better than the score of pre-test. The mean of pre-test was 69.25%, and the mean of post test in cycle I was 73.75 %. However, it could not reach the mastery learning of Writing. In cycle II, the result of improving writing ability on descriptive text through BCIRC was satisfied. The mean of post test was 82.00%, it meant that the students' score could reach mastery learning of writing. In cycle I and cycle II BCIRC was applied well. The result showed that there was significant improvement in each cycles. Moreover, it could improve students' writing ability on descriptive text. As a result, the students' score was increased and it could reach the mastery learning.

CONCLUSION

Before doing Cycle I, The lecturer found some identification of the problems, such as, most of students thought that English was a difficult subject. The class became crowded when one of the students disturbed his friends. Most of students were not ready yet with this technique. They just kept silent when the teaching learning process was running. Because they did not understand and follow the material that the teacher gave. The students are passive. They could not be active and looked bored, because they felt that the teacher just gave attention

only to the students who sat in front. Therefore, they did not paid attention to the teacher explanation. They preferred to talk each other, or to joke with their friends. Their motivation to study was very low.

The condition above could not raise the learning motivation of the students. As a result, their score became low. So, the lecturer decided to do cycle I by using Bilingual Cooperative Integrated Reading and Composition (BCIRC) to improve the reading comprehension on narrative text. she also prepared the lesson plan on narrative text that was based on KTSP (*Kurikulum Tingkat Satuan Pendidikan*). The writing material was taken from the internet and student worksheet

In the cycle I, Bilingual Cooperative Integrated Reading and Composition (BCIRC) could not ran well. And the score was not satisfying because it could not reach the mastery learning. The mean was 73.75%. Although the students' post test score was better than their pre test score, but there were 16 students got low scores. In addition, their motivation is very low. Therefore the researcher decided to conduct cycle II.

In cycle II, the teacher and researcher could apply Bilingual Cooperative Integrated Reading and Composition (BCIRC) to improve reading comprehension on narrative text better than in cycle I. She also motivated students to study. The students could understand the material easily and could enjoy to

read the text by doing discussing in a group. When they found the difficulties, they asked to their teacher or their friend. The students looked enjoy because they can work and share together with their friend's group. Besides, they paid much attention to the teacher's explanation. As a result, the students were active and they could understand the material well. The score in the cycle II was satisfied. It could reach the mastery learning. The mean was 82.00%.

The mean in cycle I was 73.75% , and in cycle II is 82.00%. It meant that Bilingual Cooperative Integrated Reading could improve the students' writing ability on descriptive text. It also could increase students' motivation to study. As a result, the students got a good score.

SUGGESTION

Based on conclusion stated above, the researcher gave some suggestions, which are essential to the teacher and students.

a. Suggestion for the Teacher

1. The English teacher should has other books as the source to improve the student's writing ability.
2. The English teacher must be able to find the various descriptive text to improve the students' writing ability.
3. The English teacher must be able to motivate the students in learning process.

4. The teacher must have an innovative technique to teach English writing.
5. The teacher could be creative in applying the Bilingual Cooperative Integrated Reading and Composition (BCIRC) on descriptive text.

b. Suggestion for Students

1. The students have to improve their English ability by studying together or discussing and sharing with their friends.
2. The students have to study hard and prepare the next material.
3. It is important for students to read English text regularly.
4. The students must be active through learning process.
5. Students must pay much attention to the explanation of the teacher.
6. If the teacher gives homework, the students must do it at home.

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