

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theory Description**

##### **1. English Writing Skills for Junior High School Students**

###### **a. Definiton of English Writing Skill**

English is taught in junior high school as a compulsory subject. The students learn all basic components and English skills. The English skills are learnt by students including listening, reading, writing, and speaking. Writing is one of the English skills learnt by the students. Huy (2015) states that writing is a complex metacognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes. In addition, Huy claims that writing is one of the ways to transmit thoughts or ideas to the other people. Writing is also the important skill in studying English (Zuhri Dj & Sukarnianti, 2015), which need great investment from the students. Many students in high school do not know the important of writing, so they only spend a few times

for it. It is not true because good at writing can help them study other skills in English more effectively.

Writing is one of productive English skills that should be masterly skilled by English as Foreign Language (EFL) students in Indonesia especially Junior High School students. This importance is due to the fact that it reinforces grammatical structures and vocabulary that educators strive to teach their students. It is the area in which learners need to be offered adequate time to develop their writing skill, therefore more time should be devoted to it in classrooms containing ELLs so that they will be prepared to effectively communicate in real life as well as academic situations (Ismail, 2007). Exposing them to the writing process itself through various venues is an excellent way to reach this goal. Additionally, writing skills can be developed when the learners' interests are acknowledged and when they are given frequent opportunities to actually practice writing (Ismail, 2007).

Writing is an activity to make a note or information on a media using characters. Writing is usually done on paper using

tools such as pens or pencils. But with the development of technology as it is today, writing can also be done using a computer or laptop. Many definitions or understandings of writing are explained by experts. For more information about the meaning of writing according to experts, please see the article below Each child's writing ability is different, an action forms a different ability. Writing is one of the language skills. In the division of language skills, writing is always placed last after listening, speaking, and reading skills. Even though it is always written last, it does not mean that writing is an unimportant skill. In writing all elements of language skills must be fully concentrated in order to get really good results. Tarigan (1986) states that writing can be interpreted as an activity of expressing ideas/ideas by using written language as a medium of delivery.

Writing is an activity of expressing ideas, ideas, thoughts or feelings into language symbols. Meanwhile, according to Suparno et al., (2008), writing is an activity of conveying messages (communication) by using written language as a medium or tool. Meanwhile, skill is a person's ability to do

something that is specific, focused but dynamic, which requires a certain amount of time to learn and can be proven. Therefore writing skills can be interpreted as a person's specific ability to express in writing ideas, ideas, opinions, thoughts or feelings.

### **B. Concept of Writing**

In English, writing is one of the four skills that must be mastered and very important to be improved. There are many definitions of writing skill. Writing is hard work for almost everyone. It is painful to do the intense and active thinking that clear writing demands and writing is a skill. Writing is a skill like driving, typing, or even preparing a good meal. Writing is one production of graphic symbols to form words in a sequence of sentence arranged in a particular order and linked together in certain ways, also writing is the process of encoding a message to transfer meaning to reader (Langan, 2007). Many language researchers have their own definitions of writing skill. Writing is the expressing of ideas. In writing we try to demonstrate the material we have so far mastered.

However, there are other reasons for writing: it is a tool for discovery, it generates new ideas by helping us to make connections and see relationship, it helps us organize our ideas and clarify concepts, it helps us arrange ideas in coherent form, it helps us to distance ourselves and evaluate ideas, and it also helps us to connect ideas using correct structure. Writing is the most popular and prevalent method of creating connections among people. As a means of building links between individuals and within communication, writing serves as the flexible foundation for almost every type of communications media. Print, video, audio, speech and interactive web media all begin with writing. Writing connects people across time, space and culture.

The content of the composition had some knowledge of subject, adequate range and limited development of thesis. We must recognize our subject and we must choose the topic that relevant with our subject and we must develop the theme that we choose. So, we have to develop and find about anything, which is relevant and could make our composition, is very important for the reader. In composition, we will write an idea in paragraph.

Good organized will help us to make writing understandable, because the sequence of expression of everything about the subject is organizing that one sentence of other is connected. And each of paragraph have unity, completeness, order and coherent.

Vocabulary is very important in our write, because without vocabulary we cannot show our sentences and paragraph. So, we have to master in vocabulary to avoid monotonous word. A good language use consists of several errors of agreement, tense, number, word order/function, article, pronoun, and preposition. We have to combine them in our composition. In mechanic, there is regular error spelling, punctuation and capitalization, paragraph that we show in our writing, so, writing can be defined as organizing an idea that is content of writing by using correct vocabulary, grammatical rules and mechanism. Based on the explanation above the researcher conclude that writing skills is a specific abilities which help writers put their ideas and transfer their knowledge into words in a meaningful form and to mentally interact with the message

involving content, organization, vocabulary, language use and mechanic.

### **C. Writing Skill In English As Foreign Language**

It's about how the writer uses the rules or conventions in writing correctly, such as where should place full-stop, coma, capital letter, etc (punctuation mark). The writer should place all punctuation marks correctly, so it will not make an ambiguous text for the readers and they will be easier in finding out the content and idea inside the text

Related to the current curriculum, the researcher took a theory from another book. It mentioned that there are five components of writing; they are organization, content, grammar, mechanics, and vocabulary. The five components above are (Brown, 2004):

#### **a. Organization**

It consists of introduction, body, and conclusion. It's about how the writer makes a good relationship between the titles, introductory paragraph, and the topic, the body of paragraph, generalization, and conclusion. Its about whether all

of the components above are support each other and composed orderly by the writer or not.

b. Content

Content here is about logical development of ideas. The ideas concrete and thoroughly developed or not, whether the essay addressed the issue or not, is there any extraneous material present or not in the text.

c. Grammar

It's about all the rules language application used by the writer. For example, native- like fluency English grammar, correctness of using relative clause, prepositions, modals, articles, verb forms and tense sequencing, etc.

d. Mechanics

It's about the punctuation, spelling, and all of the graphic convention of the language. It's about correctly using English writing conventions; all needed capitals, paragraph intended, using coma, full-stop, etc.

e. Vocabulary

It's about style and quality of expression. How the writer



use precise vocabulary, parallel structures, word choosing, etc.

#### **d. The Purpose of Writing**

The purpose of writing will also help to establish a particular register : for example, is the students writing to entertain, inform or explain (Heaton, 1998). A piece of continuous writing may take the form of a narrative, description, survey, record, discussion or argument. In addition to the subject and the format, the actual audience (e.g. an examiner, a teacher, a student, a friend) will also determine which of the various register is to be used. Consequently, the use of appropriate register in writing implies an awareness not only of a writing goal but also of a particular audience.

Writing has evolved in society as a result of cultural changes creating communicative needs which can not be ready met by the spoken language. In modern world, written language serves a range of function in everyday life, including the following: (1) Primarily for action, (2) Primarily for information, (3) Primarily for entertainment (Halliday, 1991).

Writing will also help to establish a particular register. Writing is also a mean of communication in which the people express the feelings, ideas, and thought in writing form. The general aim of writing instruction are to help children to write legibly and neatly without undue strain, and to teach them to express their ideas adequately through this medium (Heaton, 1998).

As a complex activities, writing consists of many steps. There are four components of writing process, first is prewriting, second is writing the first draft, third is editing the first draft, and the last is final writing (Hogue, 2008). Prewriting is an activity when the students show their ideas in prewriting techniques. The forms of prewriting techniques are listing forms, brainstorms, and the other forms. This activity will help them in showing many ideas related to the students' topic. It also has an important role to help the students to go to the next steps.

The next step is writing the first draft. Writing the first draft is a process when the students write the text in draft form. It based on their ideas in prewriting process. In this process the

students will write a text without worrying about some terms like right vocabulary and the unity and coherence. Next is editing the first draft. Editing the first draft is a process when the students will edit their writing. In this activity, they will look over the text that they have been written. They will delete the unimportant information of the text, the wrong grammar, and the bad choosing of vocabulary. They will also added some information that important to add in their text.

The last step is final writing. Final writing is an activity when the students check the elements that should be written in their text. They will cross unimportant sentence, add some important information, and check the coherence of the text. Writing is one of the most important skill in English, it is important because writing has purposes to communicate writer's ideas that they will teach or certain the reader, to inform and to persuade the audience to learn while reading.

The purpose of writing will also help to establish a particular registes : for example, is the students writing to entertain, inform or expalin. There are two reasons why writing is

important. First, someone writes to fulfill communicate needs. Therefore, Halliday makes limitation for the second reason that writing is done because of limited time to communicate in spoken language and to include wider audience (Halliday, 2010)

### **E. Aspects Of Writing Skill**

There are 4 aspects of English writing skill for junior High School students. Briefly, the criteria are as follows:

- a. Task fulfillment or also called Task Achievement and Task Response. (answer the question in full)
- b. Coherence and Cohesion. (Words, Sentences, Paragraphs blend together subtly. Everything is sequential logically)
- c. Lexical Resources. (Vocabulary)
- d. Grammatical Range dan Accuracy. (Grammar).

### **F. Benefits Of English Writing For Junior High School**

Many benefits can be obtained from writing activities for junior high school students. By writing, students will gain knowledge that is very beneficial for their social, reasoning, and emotional growth and development. Without having adequate

writing skills, any knowledge gained will be in vain. Therefore, writing skills are very necessary and must be taught from an early age in order to increase growth and development someone in increasing the power of reason, social life with the environment and emotional.

According to Suparno (2009) stated the benefits of writing are to increase intelligence, develop initiative and creativity, foster courage, and encourage willingness and ability to collect information. According to Tarigan (2008), writing is a language skill that is used to communicate indirectly, not face to face with others.

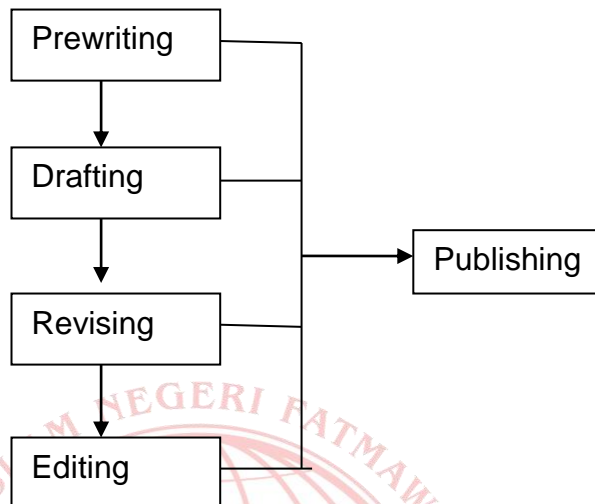
The first benefit of writing for junior high school students is to generate curiosity (curiocity) and train sensitivity in seeing a reality around. Second, it encourages us to look for references such as books, magazines, newspapers, journals, and the like. Third, we are trained to organize our thoughts and arguments in a coherent, systematic and logical manner. Fourth, psychologically it will reduce the level of tension and stress.

### **G. Factors Influencing Writing Learning**

Writing skill is a complex ability, many factors influence it. Many factors affect writing ability, both writing problems and writing articles and other types. According to Leaner (1998), there are several factors that influence a child's ability to write, namely motorcle, behavior, perception, memory, ability to carry out modal crosses, Use of the dominant hand, and instruction ability. Moreover, Yasin (2011) asserts “some factors which influence the junior high school students in learning are detected through doing observation and interview”. Such the materials, media, classroom activities, classroom management, teaching approach, and teaching strategy are the proper factors that can lead the improvement the students’ achievement in learning language including in learning writing.

### **H.The Writing Process**

Writing is a process that includes several different activities. Learning to write a matter of learning about the stages and about efficient methods of working through each stage and combining them into an efficient process. In the rest of this section we will investigate the stages in the writing process.



( Tribble's Model Of Writing )

From the figure above, it shows that the writing process is recursive. Recursive means that writing has several stages and these can be performed from the initial to the final stages, and can proceed through again, until the final product is presented. The writer at any point in the preparation of a text, they can return to see which is need to replan or revise stages they had completed.

There are four main stages in the writing process: prewriting, planning, writing and revising drafts, and writing the final copy to hand in. After the writers have chosen a topic and narrowed it to specific focus, the next prewriting step is to

generate ideas. This is done by a process called brainstorming. Although these brainstorming activities may seem unnecessary at first, after doing them a few times, we will realize their usefulness. Brainstorming for ideas can get we started writing more quickly and save we time in the later stages of the writing process. Three useful brainstorming techniques are listing, freewriting, and clustering.

a. Listing

Listing is a brainstorming technique in which you think about your topic and quickly make a list of whatever word or phrases come into your mind. Your purpose is to produce as many ideas as possible in a short time, and your goal is to find a specific focus for your topic. Follow this procedure: write down the general topic at the top of your paper, then make a list of every idea that comes into your mind about that topic. Keep the ideas flowing. Try to stay on the general topic; however, if you write down information that is completely off the topic, don't worry about it because you can cross it out later, use words, phrases, or sentences, and don't worry about spelling or grammar.



## Example of listing

Now that you know the three types of rocks to look for, it's time to gather or purchase the necessary tools:

Collecting bag  
Gloves  
Handheld rock pick  
Hand trowel  
Hard hat  
Safety goggles  
Rock chisel

*Lead-in to the list punctuated  
with a colon*

*No bullets—Items require no  
emphasis*

## b. Freewriting

Freewriting is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus. While you are writing, one idea will spark another idea. As with listing, the purpose of freewriting is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization. Remember, the more you freewrite, the more ideas you will have. If the writer's mind seems to run dry, the writer does not despair. Just keep the pencil moving. Follow this procedure: write the topic at the top of your paper, write as much as you can about the topic until you run out of ideas. Include such supporting items as facts, details, and examples that come into your mind about the subject, after you have run out of ideas, reread your paper and

circle the main idea that you would like to develop, take that main idea and freewrite again.

### c. Clustering

Clustering is another brainstorming activity that you can use to generate ideas. Here is how to use this technique: in the center of your paper, write your topic and draw a “balloon” around it. This is your center, or core, balloon. Then write whatever ideas come to you in balloons around the core. Think about each of these ideas and make more balloons around them.

#### Example of clustering



Another opinion from, there are five the writing process :

### a. Prewriting

If we are like many people, we may have trouble getting started with writing. A mental block may develop when we sit down before a blank sheet of paper. We may not be able to think of an interesting topic or thesis. The following pages describe five prewriting techniques that will help you think about and develop a topic and get words on paper :

#### 1). Freewriting

Freewriting means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. See if you can write nonstop for ten minutes or more. Do not worry about spelling or punctuating correctly, about erasing mistakes, about organizing material, or about finding exact words. Instead, explore an idea by putting down whatever pops into your head. If you get stuck for words, repeat yourself until more words come. There is no need to feel inhibited, since mistakes do not count and you do not have to hand in your freewriting.

#### 2). Questioning

In questioning, you generate ideas and details by asking questions about your subject. Such questions include Why ? When ? Where ? Who ? and Who ? Ask as many questions as you can of.

### 3). Making a list

In making list, also known as brainstorming, you collect ideas and details that relate to your subject. Pile these items up, one after another, without trying to sort out major details from minor ones or trying to put the details in any special order. Your goal is just to make a list of everything about your subject that occurs to you

### 4). Clustering

Clustering, also know as diagramming and mapping, is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual away. In clustering, you use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to you.

#### 5). Preparing a scratch outline

A scratch outline is an excellent sequel to the prewriting techniques. A scratch outline often follows freewriting, questioning, listmaking, or diagramming: or it may gradually emerge in the midst of these strategies.

#### b). Writing a First Draft

When you write a first draft, be prepared to put in additional thoughts and details that did not emerge during prewriting. And do not worry if you hit a snag.

#### c). Revising

Revising is a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means freewriting a paper, building on what has already been done, in order to make it stronger.

#### d). Editing

After revise your paper for content and style, you are ready to edit- check for and correct- errors in grammar, punctuation, and spelling. Students often find it hard to edit a paper carefully. They have put so much, or so little, work into

their writing that it is almost painful for them to look at the paper one more time. You may simply have to will yourself to perform this important closing step in the writing process.

e). Publish

The writing piece is rewritten in a published or presentable form, in a student-made book, on special paper, and or on a computer so that it can be displayed or shared.

These explanations above are 5 steps in writing process that should be done if someone wants to write easily. Before we write we have to prepare our mind to write properly. Then they have to check, is it the ideas logical. After that the writer has to check all by reading repeatedly to find these errors. Finally, the writing is ready to publish. So that, the text is better produced.

Based on the explanation above, it can be concluded that writing is one of the language skills that must be mastered by junior high school students. To be master in writing skill, Junior high school students in Indonesia as EFL learning must know about role in writing and also how to put them on the correct language. writing, students will gain knowledge that is very

beneficial for their social, reasoning, and emotional growth and development. There are five indicators of effective writing for Junior High School students: content (the ideas), organization (language structure), language use, mechanic (convention, quotation), and vocabulary.

## **2. Beyond Center And Circle time (BCCT) Method in Teaching English at Junior High School**

### **a. The Definition of the method BCCT (Beyond Center And Circle time) in Teaching English at Junior High School**

Learning is an accumulation of teaching concepts. The emphasis lies on the combination of the two, namely on the growth of student activity. A model is simply a "picture" designed to represent reality. Models are also defined as mental images that help us to explain something more clearly to something that cannot be seen or experienced directly. According to Snelbecker argued that the model is the embodiment of a theory, or represents the processes and variables included in the theory (Khadijah, 2017).

In learning activities, a model can be interpreted as a pattern or description that explains various forms, views related to learning activities. The value of a learning model is determined in the context used. The model has a specific purpose for the user, offers a solution to the learning load and provides focus and direction to achieve better results. The learning model is a plan or pattern that is used as a guide in planning classroom learning to determine the learning tools used which include: books, computers, curriculum, and others (Dedy Husrizalsyah, 2013).

Based on learning models, educators can choose learning models that are appropriate to the situation, educators can choose and apply learning models that suit their needs, the same as in life where they have to apply something according to needs. the BCCT (Beyond Center And Circle time) model is a method or approach in organizing early childhood education that is a blend of theory and practical experience (Khadijah, 2017). Learning resources that are appropriate to the right curriculum for different levels of ability of children in one class.



The BCCT (Beyond Center And Circle time) model or what is commonly called the Senling method (center and circle method) is a model used to train children's development by using a play model. This model requires the right approach in order to optimize the full potential of children's development, especially "growing" the potential of children's intelligence. The curriculum used in this approach is based on the assumption that children learn through playing with objects and people around them (environment).

According to Sujiono (2010:216) "BCCT is an internal approach implementation of early childhood education and is a combination of theory and empirical experience." Suyadi (2010:306) says that "This approach tries to stimulate children to play actively gaming centers". Play activities have an important role, with Carrying out play activities increases the growth and development of children increases, children are trained to cooperate with the environment, Children are able to grow and develop social skills. Beyond centers and Circle Time (BCCT) is an approach learning adopted from Creative for Childhood

Research and Training (CCRTC). The inventor and developer of this approach is Dr. Pamela Phelps. This learning approach has been practiced for more than 30 years in Florida, United States and adopted by the Indonesian PAUD Directorate in 2004. In Indonesia the BCCT approach is better known as center and circle.

According to Nidar (2009: 53) "in its implementation children are required to be active and creative in activities at the centers, meaning that children are active carry out experiments and research yourself so that children learn from the experience he has gained." This is in accordance with Suyadi's opinio (2010: 306) that "in this approach children are stimulated to be active and creatively carry out play activities with objects and people surrounding. Meanwhile, educators play more of a role as facilitators, motivators and support providers."

Suyadi (2010: 244) states that "to stimulate development child to a higher stage, this approach uses 4 steps, namely footing in the play environment, footing before playing, footing during play, and footing after playing". Apart from using 4 types of

footing, according to Sujiono (2010: 217) BCCT approach uses 3 types of play activities, including: (1) sensory play, children play with objects to build perception, (2) role playing, children play with objects for help present the concept he already has, (3) play development, children play with objects to realize ideas or ideas built in his mind into a form real.

Method Beyond Centers and Circles Time (BCCT) Method is an organized and well thought out way of achieving a goal. According to Mahmud Yunus's opinion quoted by Armai Arief, method is "the path that someone wants to take so that someone achieves a certain goal, both in a corporate, commercial environment, as well as within the scope of science and others". Throughout the author's search, the following understanding was obtained that Beyond Centers and Circles Time (BCCT) is a learning concept in which the teacher brings the real world into the classroom and encourages students to create relationships between the knowledge they have and its application in everyday life.

### **b. Principles Learning with BCCT**

The principles of learning with the BCCT approach according to the Ministry of National Education (2006: 5-6) are as follows:

- 1) The entire learning process is based on theory and empirical experience.
- 2) Every learning process must be aimed at stimulating the whole aspects of children's intelligence (plural intelligences) through play planned and directed as well as support from educators (teachers/cadres/pamong) in the form of 4 types of footing.
- 3) Placing the arrangement of the playing environment as a starting point stimulate children to be active, creative, and continue to think intelligently explore your own experience.
- 4) Using standard operational standards in the process learning.
- 5) Requires educators (teachers/cadres/pamong) and managers program to attend training before implementing this method.
- 6) Involve parents and families as a unified process learning to support children's activities at home.

### **c. Steps to Implementing the BCCT Beyond Center And Circle Time Learning Model in Teaching English at Junior High School**

The steps for implementing the BCCT Beyond Center And Circle Time learning model are:

- a) Learning preparation, namely the daily learning implementation plan (RPP), which is a design activity that will be carried out by educators every day according to the semester program that has been formulated previously. Rpp includes competency standards, basic competencies, subject matter/learning, learning activities, competency achievement indicators, assessments, time allocation, and learning resources. In (Permendikbud No. 22 of 2016) Learning Implementation Plans (RPP) are face-to-face learning activity plans for one or more meetings. RPP was developed from the syllabus to direct students' learning activities in an effort to achieve Basic Competence (KD).

b) The play environment foothold, the play environment foothold contains activities for arranging materials and learning tools to be used in learning activities in the classroom. The playing environment is carried out by educators and before children carry out learning activities.

Based on the theory above, this study can conclude that beyond the center and circle time in learning English in junior high schools in this research text is the teacher's efforts in carrying out English learning can be presented and understood more easily by students so as to create effective English learning in class management at SMPN 18 Bengkulu City. BCCT method is a method of learning in education that focuses on studentscentred used in the teaching and learning process where the students were able to work in group to discuss so that they could improve their knowledge. There are several indicators implemented in BCCT method, namely; students welcome, transition period, play opening, early activity of playing, main activity of playing, play ending activity, and play closing.

According to Hornby (2005) in Alfaidar (2021), English is the language originally of England, now spoken in many other countries and used as a language of international communication through out the world. It means that English is the first international language used to interact with other people around the world, so that English has a big influence in gaining access to information, absorption and development of science, technology and related to art and culture.

Furthermore, according to Howard (2015) in Alfaidar (2021), teaching is an activity to give, to help, to guide someone gets, to change or develop some ideas. Teaching is involvement of teachers and students in the interaction of teaching and learning process. Teaching is effort of the of the teacher in leading his students to change the situation in the sense of progress in the process of intellect development in particular and the process of mental development, attitudes personal and skill in general. Based on the understanding above can be said that teaching is an effort made by teachers through teaching materials

directed to the students in order to bring well changes in cognitive, affective and psychomotor.

Furthermore, teaching is the way to convey information about a topic that would be learned by the students. The purpose of the teaching learning process is to make students get knowledge and able to understand the knowledge. To achieve the purpose of teaching, the teacher is as a key that should be creative in choosing the materials and strategies of teaching to make the students easy to understand the knowldege. Besides that, the role of the teacher is also very important to made learning process well.

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebabal & Kahssay, 2011). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. In the traditional epoch, many teaching practitioners widely applied teacher-centered methods to impart knowledge to learners comparative to student-centered methods. Until today, questions about the effectiveness of teaching methods on student learning have consistently raised considerable interest in the thematic field



of educational research. Moreover, research on teaching and learning constantly endeavour to examine the extent to which different teaching methods enhance growth in student learning.

However, related to the language learning the most important thing to understand is that learning a language is a process of acquisition with the goal of achieving the ability to communicate. So, the English teaching is a teachers' conscious effort to get the students to learn, to know English according to the level of stages or levels and students are also taught relates to four language skills namely listening, speaking, reading and writing in English.

### **B. Previous Studies**

There were two previous studies related to this research. First, a study by (Jailani et al., 2018) entitled "Improving Speaking Skills Using the Beyond Centers and Circle Time (BCCT) Technique". The results showed that: (1) the BCCT technique was effective to increase the speaking skills of the pre-schoolers, which was proven by the result from the t-test, in which  $t_{count}$  (8.96) was higher than  $t_{table}$  (4.01); (2) the students generally had a positive response (80%) toward the use of the BCCT in their speaking classroom. Therefore, it can be concluded that the BCCT method was effective for improving the speaking skills of the pre-schoolers as well as providing many other advantages for them.

Second, a study by (Dj et al., 2020) entitled “Application of Beyond Centers and Circles Time Method to Improve Writing Skills and Scientific Attitude of Prospective English Learners”. The result shows the changing occurs in learners’ writing skill which means that there is an increasing in the pretests value to the posttest with an average N-Gain of moderate criteria is 0.56, from the test results the P-value is 0.000, if the P-value  $< 0.005$  can be concluded that the method Beyond Centers and Circles Time effectively applied to the course of writing, there is a percentage increase in scientific stance at each of the lowest meetings of 52.00% and the highest percentage of 84.80. Conclusion of the results that the implementation of the method of Beyond Centers and Circles Time was obtained that the increase in writing skill and the scientific attitudes of prospective lecturers and learners gave positive responses to the application of Beyond Centers and Circles Time method. riting Skills and Scientific Attitude of Prospective English Learners”.

#### **a. Conceptual Framework**

Improving writing skills in learning English using the beyond center and circle time method aims to make learning fun and productive. Students are expected to be able to produce good writing and be able to display it in groups in written form. The BCCT (Beyond Center And Circle Time) learning model is a model in the form of a center. The conceptual framework for this study is outlined in figure 1.

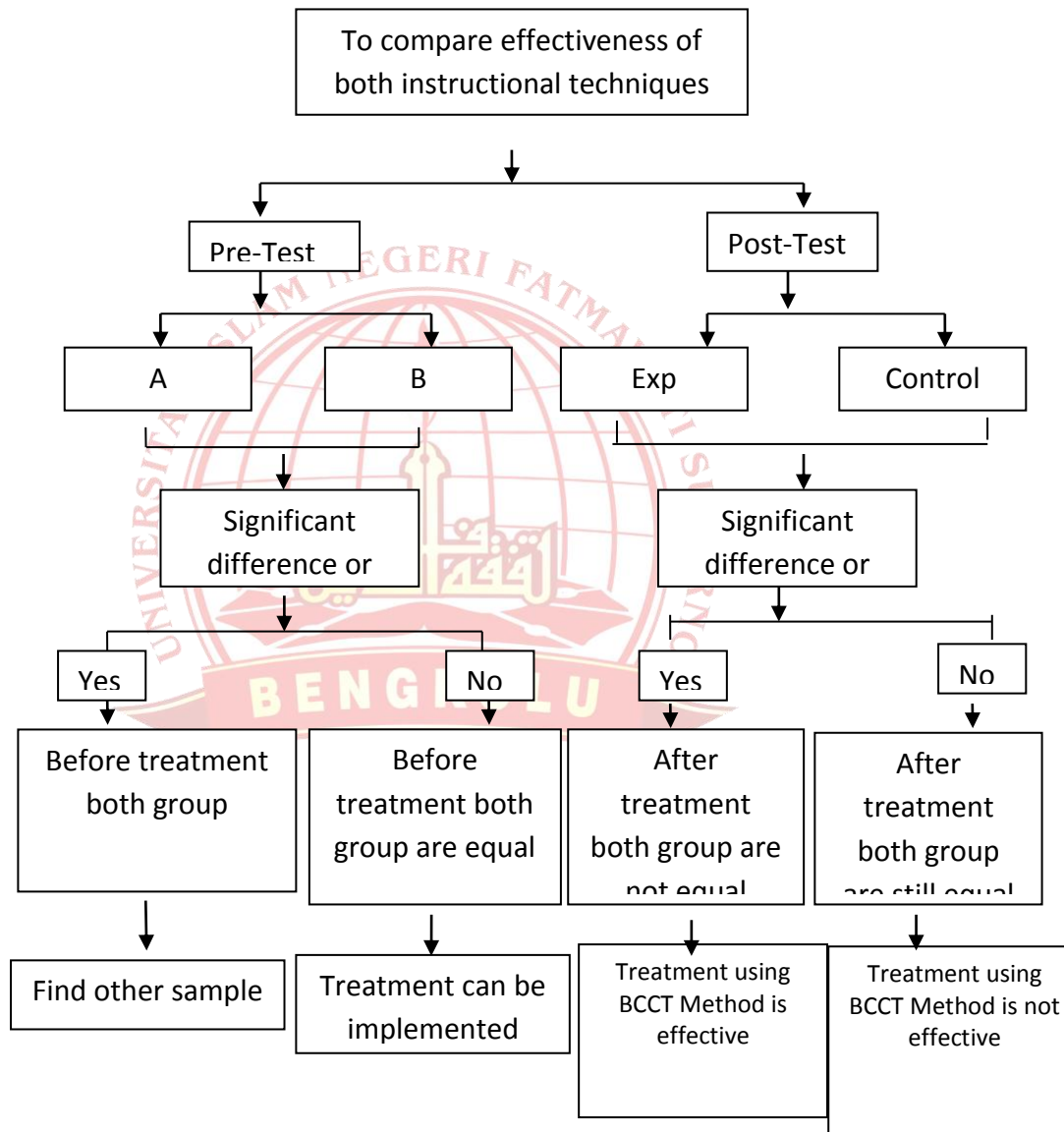


Figure 2.1. Conceptual Framework

### **C. Hypothesis**

Based on the formulation of the problem and research objectives, the hypothesis of this study is

H1: There is an effect of the BCCT (Beyond Center And Circle Time) learning model on students' writing skills at SMPN 18 Bengkulu City 2023/2024

H0: There is no effect of the BCCT (Beyond Center And Circle Time) learning model on students' writing skills at SMPN 18 Bengkulu City 2023/2024

