THE USE OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD TO IMPROVE WRITING ABILITY OF THE SECOND YEAR STUDENTS OF MTS AL FAJAR PEKANBARU

Mila Dwi Astuti, Eliwarti, Novitri
Email: dwiimila1296@gmail.com eliwarti@lecturer.unri.ac.id novitri_11@yahoo.com
Contact: 082383966700

Student of English Language Education Department
Faculty of Teacher's Training and Education
Universitas Riau

Abstract: *This research aimed to find out whether the use of CIRC method could improve the writing ability of the second year students of MTs Al Fajar Pekanbaru. This research used classroom action research design and collected the data by using test and observsation sheets. Test used to measure the students' progress in every cycle during the classroom action research. This test consisted of pre-test and post-test. Observation sheets used to observe the teacher's and students' activities in the classroom. There were 25 students as participants. The level of achievement in this research was 75, based on the standard minimum criteria of achievement of English subject in MTs Al Fajar Pekanbaru. The research finding showed that the implementation of applying CIRC method as the teaching method could improve students' writing ability at the first and second cycle. Based on the data analysis, the students' scores improved from 63,47 in pre-test to 78,61 in post-test. Thus, the implementation of CIRC method could improve students' writing ability of the second year students of MTs Al Fajar Pekanbaru.*

Keywords: CIRC Method, Writing Ability, Narrative Text.

PENGGUNAAN DARI METODE COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) UNTUK MENINGKATKAN KEMAMPUAN MENULIS PADA SISWA TAHUN KEDUA DI MTS AL FAJAR PEKANBARU

Mila Dwi Astuti, Eliwarti, Novitri
Email: dwiimila1296@gmail.com eliwarti@lecturer.unri.ac.id novitri_11@yahoo.com
No Hp: 082383966700

Mahasiswa dari Program Studi Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini ditujukan untuk mengetahui apakah penggunaan metode CIRC dapat meningkatkan kemampuan menulis pada siswa tahun kedua di MTs Al Fajar Pekanbaru. Penelitian ini menggunakan penelitian tindakan kelas dan mengumpulkan data dengan menggunakan tes dan lembar observasi. Test digunakan untuk mengukur perkembangan siswa di setiap siklus selama penelitian tindakan kelas. Test ini terdiri dari pre-test dan post-test. Lembar observasi digunakan untuk melihat aktifitas guru dan siswa didalam kelas. Ada 25 siswa sebagai peserta. Tingkat keberhasilan di penelitian ini adalah 75, berdasarkan KKM pada mata pelajaran Bahasa Inggris di MTs Al Fajar Pekanbaru. Hasil penelitian menunjukkan bahwa pelaksanaan dari penerapan metode CIRC sebagai metode mengajar dapat meningkatkan kemampuan menulis siswa pada siklus satu dan dua. Berdasarkan analisis data, nilai siswa meningkat dari 63,47 pada pre-test ke 78,61 pada post-test. Jadi, penerapan dari metode CIRC dapat meningkatkan kemampuan menulis pada siswa tahun kedua di MTs Al Fajar Pekanbaru.

Kata Kunci: Metode CIRC, Kemampuan Menulis, Teks Naratif.

INTRODUCTION

In teaching-learning English, there are four skills the students should be master it. The four skills are important and related to each other. They are listening, speaking, reading, and writing. Since almost every task for students is carried out in writing form such as exercise, homework, report, and even final exam, writing becomes one of a major skill for the students. The important of writing is supported by Harmer (2004), who states that in the context of education, writing is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge. In order to write well, students need to understand the aspects related to writing. Jacobs, et. al (1981), as cited in Ghanbari, et. al (2012), said that there are five general aspects in writing; they are content, organization, vocabulary, grammar, and mechanic. Content refers to the main idea is expressed; organization refers to the coherence of the content; vocabulary refers to the selection of words that are suitable for the content; grammar refers to the use of correct grammatical forms and syntactical pattern; and the last is a mechanic, which refers to the use of graphic conventions of the language.

In the School-Based Curriculum (Depdiknas, 2006), the target or expectation of the curriculum in English for junior high school students are expressing and understanding the meanings and follow rhetorical steps in narrative form for simple short essays. Based on the interview with the English teacher of second-year students at MTs Al Fajar Pekanbaru, the writer found that the students' writing ability was still low. They got a score under the Standard Minimum Criteria of Achievement (KKM), score 75. It was about 56% or 14 of 25 students still got the score under KKM. According to the English teacher, the problems lie in the lack of vocabularies and in organizing sentences to be a good paragraph. The students rarely revised their writing and tend to do it quickly because they want to play with their friends. Furthermore, they did not really interested in writing because they did not really know how to start their writing. The writer also interviewed some students of the second year students at MTs Al Fajar Pekanbaru. The result of the interviews, most of the students said that writing was difficult because they felt hard to express their ideas. They were confused to start their sentence and to use the appropriate vocabularies in writing a good paragraph. Thus, writing became a bored and uninterested activity.

Ramsay and Sperling (2015) stated that the material of narrative text is more common for students than other texts. Thus, it is possible for the students not only understand the text but also can rewrite the text using their own words to tell what the text is about through narrative text. However, the fact shows that the students still have the problem in writing narrative text. The main problem of the students is they feel confused about how to express their idea becomes a good writer. Thus, they are lazy to continue the writing.

In line with previous problems, the choice of appropriate method by the teacher can make the students more interest in writing. Moreover, it should make them understand how to express their ideas and get new vocabularies. Thus, related to those facts, the writer is interested to use Cooperative Integrated Reading and Composition (CIRC) method to solve the problems.

Slavin (2005) says that Cooperative Integrated Reading and Composition (CIRC) is a teaching program specifically designed to improve student performance in reading and writing. He adds that CIRC method more effective in teamwork because

students can discuss the material together. In addition, Durukan (2011) state that CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also the applicability of composition writing techniques. Furthermore, Slavin, Stevens, and Madden (1988), as cited in Slavin (2005), say CIRC method could improve the writing proficiency of students and it might be an effective way of teaching writing. Additionally, the CIRC method could play a very important role in the process of learning writing and could be beneficial to make better writing performances. This learning model might also increase the motivation of students by enabling them to share ideas with their partners or their group members. Thus, based on the previous explanation, the writer uses CIRC method as an appropriate method to improve writing ability of the second year students of MTs Al Fajar Pekanbaru.

METHODOLOGY

Participants of the Research

The participants of this research were the second year students of MTs Al Fajar Pekanbaru. The writer did the research on class VIII.B which consisted of 25 students. The writer selected this class because it was a class that had low the minimum criteria of achievement (KKM) in English subject.

Data Collecting Technique

There were two kinds of data collected by the writer in this research. They were quantitative data and qualitative data. Quantitative data collected by administered writing test to the students. In this research, the writer conducted pre-test to find out the students' writing ability before applying the CIRC method. It was written test which the students asked to write a simple narrative text by using the outline. After pre-test, the students taught by using CIRC method. Then, the writer conducted the post-test to find out the difference achievement of students' ability after they had been taught by using CIRC method. Moreover, qualitative data collected by using observation sheet was done by an observer who observed teacher's activities and students' activites during teaching and learning process. It was basic level which the purpose of observation sheets in this research was to know whether the teacher and students did the activities of the steps or not.

Data Analysis Technique

To analyze quantitative data, the writer used writing scoring system adapted from Hughes (2003) as follow:

Table 1. The Scoring System of Writing

No.	The Aspect of Writing to be Evaluated	The score range
1	Form (organization)	5 : 4 : 3 : 2 : 1
2	Fluency (style and ease of communication)	5 : 4 : 3 : 2 : 1
3	Vocabulary	5 : 4 : 3 : 2 : 1
4	Grammar	5 : 4 : 3 : 2 : 1
5	Mechanics	5 : 4 : 3 : 2 : 1

(Adapted from Hughes, 2003)

To analyze the level writing ability of the students, the writer used formula as follow:

$$Score: O + F + V + G + M$$

Note: O = Students' ability in organization
F = Students' ability in fluency
V = Students' ability in vocabulary
G = Students' ability in grammar
M = Students' ability in mechanics

(Adapted from Hughes, 2003)

To know the students' real score, the writer used the formula as follow:

$$RS = \frac{TS}{N} \times 100$$

Note:
RS = Real score of each individual
TS = Total score of the aspects of writing
N = Maximum score (25)

(Hatch and Farhady, 1982)

To know the means score of the students, the writer used the formula as follow:

$$\overline{x} = \frac{\sum x}{N}$$

Note:

$\overline{x}$ = the average score of the test

$\sum x$ = the total score of the students

N = the number of the students

(Hatch and Farhady, 1982)

To know the level of students' ability in writing narrative text, the writer used percentages based on the following:

Table 2. The Level of Students' Ability

Score	Level of Ability
81 – 100	Excellent
61 – 80	Good
41 – 60	Mediocre
21 – 40	Poor
0 – 20	Very poor

(Adapted from Harris, 1989)

To analyze qualitative data, the writer used two observation sheets. The observation sheets divided into teacher's observation sheet and students' observation sheet. The observation sheets used as following:

Table 3. Teacher's Observation Sheet

No.	Observation Points	Yes	No
1.	Dividing the students into several teams.		
2.	Asking every student in the team to read the story then discuss the story with their teammates.		
3.	Asking students to answer the questions relate to the story in writing form with their teammates.		
4.	Asking students to find the meaning of difficult words in dictionary with their teammates.		
5.	Asking students to summarize the main point of the story and make an outline of the story with their teammates in writing form.		
6.	Asking students to write a draft composition of narrative text individually by using the outline result of teamwork.		
7.	Asking students to revise and edit one's another's work by using peer editing in their team.		
8.	Asking students to finish their writing individually based on their teammate's revision.		
Total			

(Brown, 2004)

Table 4. Students' Observation Sheet

No.	Students Name	Students' Activities													
		Reading and discussing the text given		Answering the questions related to the story in writing form		Finding the meaning of difficult words in the dictionary		Summarizing the main points of the story and making an outline of the story		Writing a the draft composition of narrative text by using the teamwork outline result		Revising and editing one another's work by using peer editing		Finishing the worksheet based on teammate's revision	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1															
2															
3															
....															
38															

RESEARCH FINDINGS

The pre-test was given before the writer applying Cooperative Integrated Reading and Composition (CIRC) method to the students. This pre-test was done to know the students' based score in writing narrative text. The students could be categorized passed the test if they could reach score the Standard Minimum Criteria of Achievement (KKM), score 75. After calculating the data by three raters, the writer presented the students' pre-test score in the following table:

Table 5. The Students' Pre-Test Score

No.	Score	F	P(%)
1.	≥ 75	10	40%
2.	< 75	15	60%
Total		25	100%

The data on the table 5 could be concluded that only 10 from 25 students reached score ≥ 75 as the Standard Minimum Criteria of Achievement (KKM). It meant that only 40% students reached score ≥ 75 or passed the test and the rest 15 students (60%) got score < 75 or failed the test before the writer applied Cooperative Integrated Reading and Composition (CIRC) method. In conclusion, before the writer applies the CIRC method, average score of the students' ability in writing narrative text was 63,47.

The writer also presented the data of the students' ability from average score according to five aspects of writing in the following table:

Table 6. The Students' Ability in Each Aspect of Writing in Pre-Test

Aspects of Writing	Average
Form (organization)	70,67
Fluency (style and ease of communication)	66,4
Vocabulary	56,27
Grammar	47,2
Mechanics	76,8
AVERAGE	**63,47**

The average score of the students' ability was appraised from scale 1 to 5. Based on the table 6, the following aspects were: a) Form (organization) was 70,67, b) Fluency (style and ease of communication) was 66,4, c) Vocabulary was 56,27, d) Grammar was 47,2, and e) Mechanics was 76,8. Thus, based on the average scores of the students' ability in each aspects of writing, the lowest aspect was grammar. It meant that the students' comprehension about grammar was still low.

After the students had been taught by using CIRC method, the writer gave written test to know the students' achievement in writing narrative text. The result showed that there was increasing of students' score in post-test 1. The students' score was computed as in the following table:

Table 7. The Students' Post-Test Score in Cycle 1

No.	Score	F	P(%)
1.	**≥ 75**	12	48%
2.	**< 75**	13	52%
	Total	25	100%

Based on the table 7, there were 12 students (48%) that could reach score ≥ 75 as the Standard Minimum Criteria of Achievement (KKM) and 13 students (52%) got score < 75.

Then, the following table presented the improvement of the students' average score in post-test 1 based on five aspects of writing:

Table 8. The Students' Ability in Each Aspects of Writing in Post-Test 1

Aspects of Writing	Average
Form (organization)	76,27
Fluency (style and ease of communication)	71,73
Vocabulary	64,27
Grammar	56,8
Mechanics	83,2
AVERAGE	**70,45**

According to the table 8, the average score of the students' ability was appraised from scale 1 to 5 for aspects: a) Form (organization) was 76,27, b) Fluency (style and ease of communication) was 71,73, c) Vocabulary was 64,27, d) Grammar was 56,8, and e) Mechanics was 83,2. The aspect of grammar still got the lowest score than the other aspects, but the score had good improvement in this cycle. It meant that the result had been increased from pre-test, even though the students' comprehension of grammar was still low.

Even though the writing test result of the students in cycle 1 had been increased from the pre-test, but there were some students had not reachead score the Standard Minimum Criteria of Achievement (KKM), score 75. It meant that the students' post-test score in cycle 1 was not satisfied. So, the writer need continued the treatment to the cycle 2 in order to improve the students' ability who got the score under the Standard Minimum Criteria of Achievement (KKM), score 75.

Then, the writer found that there was improvement from cycle 2. The writer gave written test to know the students' writing ability after taught by CIRC method. The instrument of written test in cycle 2 was similar to the instrument in the previous cycle. After cycle 2 had conducted, the result showed there was improvement from cycle 1 to cycle 2. The students' score was presented in the following table:

Table 9. The Students' Post-Test Score in Cycle 2

No.	Score	F	P(%)
1.	≥ 75	17	68%
2.	< 75	8	32%
Total		25	100%

Based on the table 9, 17 of 25 students were able to reach score ≥ 75 as the Standard Minimum Criteria of Achievement (KKM). Thus, 68% of the students got score ≥ 75 and 8 students (32%) got score < 75. In conclusion, the result of post-test 2 was satisfied because more than half of the students reached score ≥ 75. The average score of post-test 2 was 78,61.

The table below presented the result of the students' post-test score in cycle 2:

Table 10. The Students' Ability in Each Aspects of Writing in Post-Test 2

Aspects of Writing	Average
Form (oragnization)	84,27
Fluency (style and ease of communication)	78,13
Vocabulary	72,8
Grammar	64,8
Mechanics	93,07
AVERAGE	**78,61**

Based on the table above, the average score of the students' ability was appraised from scale 1 to 5 for aspects: a) Form (organization) was 84,27, b) Fluency (style and ease of communication) was 78,13, c) Vocabulary was 72,8, d) Grammar was 64,8, and

e) Mechanics was 93,07. Based on the previous cycle, the aspect of grammar raised in cycle 2. It meant that the students' comprehension about grammar had been improved.

DISCUSSION OF THE FINDINGS

In this discussion, the writer analyzed the improvement of students' writing result. The data consisted of the data compilation from the qualitative data (students' observation sheet and teacher's observation sheet) and the quantitative data (pre-test, post-test 1, and post-test 2).

1. Students' Activities

The improvement of students' activities in writing narrative texts were presented in the table below:

Table 11. The Improvement of Students' Activities in Writing Narrative Text

No.	Cycle	Students' Activities	
		F	**%**
1.	Cycle 1	14	57%
2.	Cycle 2	20	79%

The data on the table showed the students' activities in every cycle was increased. In the first cycle, the average score of the students' activity was 57% (14 students) and it increased up to 79% (20 students) in the second cycle. In conclusion, there were improvements of the students' activities during teaching and learning process from cycle 1 to cycle 2.

2. Teacher's Activities

There was improvement of the teacher's activities from cycle 1 to cycle 2. All of the teacher's activities that had been planned in the planning step had been already done by the teacher. Besides, the activities that had been planned help the teacher to teach writing easily. So, the purpose of the process of teaching and learning could be reached.

3. Students' Ability in Writing Narrative Text

The improvement of students' ability in writing narrative text presented in the following table:

Table 12. The Improvement of Students' Ability in Writing Narrative Text

No.	Score	Pre-Test		Post-Test 1		Post-Test 2	
		F	P (%)	F	P (%)	F	P (%)
1.	≥ 75	10	40%	12	48%	17	68%
2.	< 75	15	60%	13	52%	8	32%
Total		25	100%	25	100%	25	100%

Based on the table above, in pre-test, 10 (40%) of 25 students reached score ≥ 75, the Standard Minimum Criteria of Achievement (KKM) and the rest 15 students (60%) reached score < 75. In post-test 1, 12 students (48%) could got the Standard Minimum Criteria of Achievement (KKM), score ≥ 75 and 13 students (52%) got score < 75. At the last, in post-test 2, 17 students (68%) reached score ≥ 75 and 8 students (32%) had score < 75. It meant that the students' ability in writing narrative text could be improved by using CIRC method.

The improvements of the students' average score in pre-test, post-test 1, and post-test 2 had been presented in the following table:

Table 13. The Average Score in Pre-test, Post-test 1, and Post-test 2

Test	The Average Score
Pre-test	63,47
Post-test 1	70,45
Post-test 2	78,61

The data on the table showed the improvements of the students' average score from the pre-test, post-test 1, and post-test 2.

4. Students' Improvement in Each Aspect of Writing

The improvement of the students in each aspect of writing from pre-test, post-test 1, and post-test 2 could be presented in the following table:

Table 14. The Students' Improvement in Each Aspect of Writing

Aspects of Writing	Pre-Test	Post-Test 1	Post-Test 2
Form (organization)	70,67	76,27	84,27
Fluency (style and ease of communication)	66,4	71,73	78,13
Vocabulary	56,27	64,27	72,8
Grammar	47,2	56,8	64,8
Mechanics	76,8	83,2	93,07
AVERAGE	**63,47**	**70,45**	**78,61**

Based on table, there were some improvements in each aspect of writing. It revealed that there was increasing average score of the students from pre-test, post-test

1, and post-test 2. The aspects of writing that could be improved well was Mechanic, the last average score was 93,07; Form (organization), the last average score was 84,27; Fluency (style and ease of communication), the last average score was 78,13; Vocabulary, the last average score was 72,8; and Grammar, the last average score was 64,8. It meant that the students' comprehension in every aspects of writing had been successfully improved.

CONCLUSIONS AND RECOMENDATION

Conclusions

Based on the data analysis result in research findings, it could be concluded that the use of CIRC method successfully improved to the students' ability of class VIII.B in MTs AL FAJAR Pekanbaru in writing narrative text. It could be seen in the improvement of the students' average score in each cycle. In pre-test, the students' average score was 63,47. It increased up to 70,45 in post-test 1, and also increased up to 78,61 in post-test 2. The average score of post-test 2 could pass the Standard Minimum Criteria of Achievement (KKM), score 75. It meant that the research was successful. There were some factors caused the improvement of the students' ability in writing narrative text by using CIRC method. The first factor, the students write based on the outline of the story had been read. It made the students easy to compose their own writing. The second factor was the students got some activities before write their own writing. The activities such as, the students sharing their idea, discussing the texts, answering the questions, finding the meaning of difficult words, and summarizing and making an outline. Then, the third factor was the students interested to follow the activities in teaching and learning process. It was because of the students did the activities with their friends. So, they felt confident and comfort to follow the activities. Moreover, it also could increase social interaction between the students. Thus, using Cooperative Integrated Reading and Composition (CIRC) method in teaching writing narrative texts is effective to improve students ability in writing narrative text.

Recomendation

Based on the result of this research, the use of Cooperative Integrated Reading Composition (CIRC) method can improve the students' ability in writing narrative text. The writer has some suggestions in applying Cooperative Integrated Reading and Composition (CIRC) method in teaching writing. First, this method would be a good method for the English teachers who want to apply various methods in teaching writing in order to make the lesson more interesting. It is because of CIRC method consist of some activities that the students cooperate with their friends to improve their writing ability.

Moreover, the teacher should control the class well to make the classroom activities become run well and effectively. The teacher has to go around the class frequently and control the activities of each team during teaching-learning process. So,

if there is a team does not understand or confused about the activities, the teacher can give solutions.

Then, the teacher probably should manage the time well because of CIRC method consist of sequence activities which continue to each other and it would take a lot of time. The teacher can divide time specifically for each activity. Thus, it can make the students more serious do the activities and used the time given well.

It would be better for the English teacher to choose the interesting text that the students might be familiar to make the students more interested in the writing process. For instance, in narrative text, the teacher can use fable, legend, folktale, fairytale, or myth that the story might be familiar to the students. It is because a familiar story make the students more easy in writing practice.

Finally, it would be good if the teacher can give the reward to the students who get a good score in order to motivate the students to be better in the next meeting.

REFERENCES

Brown, H.D., 2004. *Language Assesment: Principles and Classroom Practices.* Pearson Education. New York.

Depdiknas. 2006. *Kompetensi Dasar dan Standar Kompetensi Badan Standar Nasional Pendidikan.* Depdiknas Republik Indonesia. Jakarta.

Dick, B., Passfield, Ron., & Wildman, P., 2000. A Beginner's Guide to Action Research. *Resource Papers in Action Research.* (Online). http://www.aral.com.au/resources/guide.html. (Retrieved: Augustus 03, 2018).

Durukan, E., 2011. Effects of cooperative integrated reading and composition (CIRC) technique on reading-writing skills. Educational Research and Reviews. 6(1):102-109. Black Sea Technical University. Turkey. (Online). http://www.academicjournals.org/article/article1379666882_Durukan.pdf. (Retrieved: January 25, 2018).

Ghanbari, B., Barati, H., & Moinzadeh, A., 2012. Rating Scales Revisited: EFL Writing Assessment Context of Iran under Scrutiny. *Language Testing in Asia.* 2(1): 83-100.

Haris, David P. 1989. *Testing English as Second Language.* Tata McGraw-Hill Publishing Company LTD. Bombay-New Delhi.

Harmer, Jeremy. 2004. *How to Teach Writing.*New York: Longman.

Hatch, E. and Farhady. 1982. *Research Design and Statistic for Applied Linguistic.* Newbury House Publisher. Inc. London.

Hughes, A., 2003. *Testing for Language Teacher.* Cambridge University Press. UK.

Ramsay, Crystal M. & Sperling, Rayne A., 2015. Reading Perspective: Can It Improve Middle School Students' Comprehension of Informational Text?. *The Journal of Educational Research.* 108: 81–94. Taylor & Francis Group, LLC. USA.

Slavin, E. Robert., 2005. *Cooperative Learning: Teori, Riset, dan Praktik.* Penerbit Nusa Media. Bandung.