

COOPERATIVE INTEGRATED READING AND COMPOSITION TECHNIQUE: A MEAN OF IMPROVING STUDENTS' ABILITY IN WRITING EXPLANATION TEXT

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Abstract

The objective of this study was to find out Cooperative Integrated Reading and Composition technique to improve the students' writing ability in explanation text and to find out the students' perceptions about using CIRC technique in writing explanation text at second graded of SMAN 5 Banda Aceh. In this research, there was one class taken which consist of 30 students that deveded in 6 groups. The data was obtained from the students' test sheet. The data are collected by using quantitative design through pre test and post test. The mean score of post-test was 77,16 and the mean score of pre-test was 63,33. It means that the mean score of post-test is higher than mean score of pre-test. Afterward, those scores were used to determine t-score, which the result of t-score is 11, 15. In addition, t-table at the significance level of 0,05 is 2,01505. The result showed that t-score is higher than t-table. Ho Rejected and Ha Accepted if t-score more than t-

Table Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was improvement of students' writing ability in explanation text after using CIRC technique.

Keywords: *Improving, Writing Ability, Cooperative Integrated Reading and Compisition (CIRC) Technique*

INTRODUCTION

In the context of English language teaching, writing skill is taught to students in order to fulfill several purposes. According to school based on curriculum 2013 (2017: 483) the purpose of teaching writing skill is that the students can develop their writing in sosial and academic potensial and write a simple short essay such as descriptive, narrative, explanation and hortatory exposition in the context of daily life. It means that the students can produce and write some kinds of English text.

Despite the importance of writing, there is still a discrepancy between explanation and the reality. Based on the researcher's preliminary research during the PPL program conducted for 5 days on August 27 to August 31 through the

observation shows one of the English teachers at SMA N 5 Banda Aceh, the researcher found that many students still encountered many handles in learning writing skill such as (1) lack of idea when composing their writing, (2) poor knowledge on essay organizations, (3) poor grammar, (4) lack of understanding on the usage of the verb and to be in forming tenses, (5) lack of vocabulary, (6) bad attitude and motivation toward writing skill and (7) being passive and less enthusiastic in learning writing.

Based on the observation done by the researcher while conducting teaching, the researcher found that many students encountered difficulties when their teacher asked them to write, it was assumed that they are lacking of information so that they did not have background knowledge in

writing, another matter is that the teaching methods or techniques with which the students were taught were not interesting for them so that they often feel bored during the teaching and learning process in the classroom. Moreover, having no sufficient time to practice their writing skill was one of problems encountered by students in learning writing skill so that the students only practiced their writing skill at school.

Considering the above conditions, as teachers of English it is better to know various methods and techniques in teaching English in order to make the students motivated and interested in learning writing by involving them into groups, discussing their ideas with their friends and composing a good writing.

Concerning the use of technique in teaching writing, a new technique needed to be applied. Cooperative Integrated Reading and Composition is a technique that can be used by the English teacher in teaching writing skill. According to (Dina, 2017:30) Cooperative Integrated Reading and Composition is one of the learning technique rooted in teamwork which is intended to build up reading, writing and others language skills in the upper grades of primary education.

This technique provided students to be able to have interaction before they conduct their writing. It helps them to gain prior knowledge before they are doing writing. As what (Slavin, 1995) cited in (Widodo, 2016:70), he states that a major point of CIRC in writing and language art is to design, implement and evaluate a writing process approach and language arts that would make extensive use of peers, in this technique, students will gain their various background knowledge by having reading

activity during learning writing and having group discussion.

Several previous studies have already proven that CIRC is very effective to be used in writing class. The first research was conducted by Safitri (2011). The researcher revealed that students improved their reading efficiently and effectively by using CIRC. The similar research was conducted by Astuti (2012: 122), she concluded there is a significant influence of the students ability in writing essay before and after using Cooperative Integrated Reading and Composition technique.

CIRC was developed in 1983 by Robert Slavin and Nancy Madden at the Center for social organization of schools at the Johns Hopkins University(WWC:2002). It is one of learning techniques based on teamwork which is designed to build up reading, writing and other language skills (Durukan:2011:102-109). CIRC is considered to help students that have different level of ability.

In CIRC, students are assigned to four or five members with heterogeneous ability in learning teams. For instance, students in team will read in pair, they make predictions about reading, summarize story, write responses to the stories, find out the main idea and work on vocabulary skill. Writing is especially stressed in the group with the goal to publish students' writing. The teams have regular quizzes on their work, but the unique feature of this technique is students do not take the quiz until the teammates say that they are ready (Slavin:1991).

According to Slavin (2005:200), Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program to teach reading, writing, and language arts in higher grades in elementary school. Meanwhile, according

to Sutarno, Enjang and Indikhiro (2010:1), CIRC type cooperative learning is a cooperative learning model that integrates a reading thoroughly and then composes it into important parts. Uno and Muhamad (2011:115) also argue, CIRC (Cooperative Integrated Reading and Composition) is one type of cooperative learning model which is an integrated composition of cooperative reading and writing (groups). It means that reading material that is taught from various sources and after that writing it in writing is done cooperatively. The CIRC technique was developed to improve students' ability to read and receive feedback from reading activities that have been carried out in the form of reading and writing.

Learning with the CIRC type of cooperative learning model is independent learning without always having to rely on the teacher's role, because they have been divided into groups that have the same abilities (students are selected based on grades). In learning this model the teacher is only tasked to provide assistance to the group if the group has not been able to complete the task.

There are four characteristics of CIRC, pair work and team work, individual student quizzes, team scoring, and recognition (Stevens & Slavin, 1995; Cruickshank, Jenkins, & Metcalf, (2006:241). Cruickshank, Jenkins, and Metcalf (2006:241) describe the teaching procedures for teaching of CIRC as follows: the teacher sets a lesson in some specific area of reading and composition, for example, identifying the main characters and ideas in a piece of literature. Student teams (of 4 to 5 members) are then asked to read the story and to note the main characters and ideas. Team members, who may work in pairs, interact to check each

other and gain consensus. They may then check their understanding with another pair on their team or against an answer sheet. While these paired and team activities are going on, the teacher convenes members from each team who have comparable proficiency or skill level in order to teach them a new reading skill, and the cycle continues. Teachers should be well prepared to create the materials and the lesson implementation plan as well in order to achieve optimum results.

There are some research findings that show the effectiveness of CIRC in teaching writing skills. Himawati (2011:50) found that CIRC could improve students' writing ability. Her research was conducted at MTSN Kudus in the academic year 2010/2011 and involved 39 students. She used an observation checklist and tests as research instruments. The results showed significant improvement achieved by the students: the average score in the pre-test was 35.8, whilst the minimum passing score was set at 65. After she conducted three sessions of treatment using CIRC, almost 90% of the students achieved a score of 80 or more. Durukan (2011:101) further investigated the influence of the CIRC technique compared with traditional reading and writing pedagogical methods for primary school students. The findings generally indicated that the CIRC technique and also traditional methods are effective for teaching reading comprehension and writing expression skills, yet the CIRC technique used with the class experimental were more effective for achievement and retention than the traditional methods.

METHOD

This research is about the use of CIRC technique in improving students'

ability in writing an explanation text, an experimental study of the second grade of SMAN 5 Banda Aceh in academic years 2018/2019. The design that applies in this research is an experimental quantitative research. Arikunto (2006:12) states that quantitative research is a kind of research that requires the use of number, ranging from the data collection, data interpretation and the appearance of the result.

The model of this experimental design was called 'one group pre-test and post-test design' or quasi-experimental design which can be visualized by group experiment, pre-test, treatment and post-test. To know the significant difference of Groups Pre-Test Treatment Post-Test students' improvement, the writer applied treatment (X) or teaching in the second grade of senior high school as an experimental class. The writer gave treatment by using CIRC technique. The teaching was held in two meetings. But, before the treatment, the writer gave a pre-test to know the students' ability in writing

explanation text. At the end of the meeting, the writer gave a post-test to know the students' improving after treatment. 30 students were divided into six groups and the data were obtained from the students' test sheet.

Here is the hypothesis of the study

H_0 : There is no significant difference between students who are taught by using CIRC technique the students are not taught by using CIRC.

H_a : There is a significant difference between students who are taught by using CIRC technique than the students are not taught by using CIRC.

RESULT AND DISCUSSION

The following result shows the score of pre test before cooperative integrated reading and composition (CIRC) technique and the post test result that is after using cooperative integrated reading and composition (CIRC) in learning process.

Table 1 : Students' Pre-Test score in experimental class

| No | Groups' Numbers | Pre-Test | | | | | Total score |
|----|-----------------|--------------|---------|---------|------------|----------|-------------|
| | | Organization | Content | Grammar | Vocabulary | Mechanic | |
| 1 | Group 1 | 16 | 10 | 11 | 12 | 12 | 61 |
| 2 | Group 2 | 16 | 15 | 14 | 12 | 12 | 69 |
| 3 | Group 3 | 15 | 10 | 14 | 11 | 12 | 62 |
| 4 | Group 4 | 16 | 9 | 11 | 12 | 12 | 60 |
| | | | | | | | |

| | | | | | | | |
|---|---------|----|----|----|----|----|----|
| 5 | Group 5 | 16 | 10 | 12 | 11 | 12 | 62 |
| 6 | Group 6 | 16 | 14 | 12 | 12 | 12 | 66 |

The data above shows the result of pre test conducted by the researcher before applying CIRC technique in teaching writing explanation text.

After analyzing the pre-test score, the researcher continued to analyzed the result of post-test in experimental class. For more explanation, it can be seen on the following table:

Table 2 : Students' Post-Test score in experimental class

| No | Groups | Post-Test | | | | | Total score |
|----|---------|--------------|---------|---------|------------|----------|-------------|
| | | Organization | Content | Grammar | Vocabulary | Mechanic | |
| 1 | Group 1 | 17 | 17 | 14 | 15 | 14 | 77 |
| 2 | Group 2 | 17 | 17 | 16 | 15 | 15 | 80 |
| 3 | Group 3 | 17 | 17 | 14 | 15 | 14 | 77 |
| 4 | Group 4 | 17 | 17 | 15 | 15 | 14 | 78 |
| 5 | Group 5 | 17 | 16 | 14 | 14 | 14 | 75 |
| 6 | Group 6 | 17 | 16 | 15 | 14 | 14 | 76 |

According to the pre-test result of experimental class, the highest score is 80 and the lowest was 75. To find the Mean of the Table, the researcher calculated the mean of students' score. The score was calculated by using some formulas. The formula is as follow: $\bar{x} = \frac{\sum xi}{n}$ X= 77,16.

for this test is good enough to make students of whole class pass the examination of writing because the minimum average score of a writing examination 75. The students in this class got 77,16 of the average score. It means that the score reached to the criteria of success in using cooperative integrated

This score shows that the average score

reading and composition (CIRC) as a technique in writing explanation text.

The following step is examining the hypothesis of the relationship between two variables. In examining the hypothesis Sudjono (2009) explain that “t” test (t_0) used to determine the significant examining of the students score. It was designed to measure and examine the significant between two means of pre-test and post-test. Then the result of calculation of the t-test value will be consulted to t-table. If the obtained value is higher than t-table of 5% alpha level, it means there is significant difference achievement between two test.

Alternative hypothesis (H_a) and Null hypothesis (H_0) was determined as follow;

H_a : There is a significant difference of the ability in writing explanation text between the students taught using Cooperative Integrated Reading and Composition (CIRC) technique and the students taught without using CIRC technique. H_0 : There is no significant difference of the ability in writing explanation text between the students taught using Cooperative Integrated reading and Composition (CIRC) technique and the students taught without using CIRC technique.

Table 3. Analysis Pre-test and Post-test

| No | Groups | Pre-test | Post-test | Gain(d) | Xd=(d-Md) | X ² d |
|------------------|---------|------------|------------|--------------|------------------------|------------------|
| 1 | Group 1 | 61 | 77 | 16 | 2,17 | 4,7089 |
| 2 | Group 2 | 69 | 80 | 11 | -2,83 | 8,0089 |
| 3 | Group 3 | 62 | 77 | 15 | 1,17 | 1,3689 |
| 4 | Group 4 | 60 | 78 | 18 | 4,17 | 17,3889 |
| 5 | Group 5 | 62 | 75 | 13 | -0,83 | 0,6889 |
| 6 | Group 6 | 66 | 76 | 10 | -3,83 | 14,6689 |
| Σ | | 380 | 463 | 83 | Σx²d | 46,8334 |
| Md (Σd/N) | | | | 13,83 | | |

Based on the data analysis above, the researcher decided to accept or rejected the hypothesis. The statement was proved by use criteria below:

DF = N-1
= 6-1
= 5

Ho accepted and Ha rejected if t-score < t-table

Ho Rejected and Ha Accepted if t-score > t-table

The result showed that t-score (11,15) is higher than critical at level significant 0,05 (2,01505) for one test. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was significant different between two test.

Based on these statements, it can be seen that CIRC can improve students writing on an explanation text by using this technique students can improve their writing ability. It helped them to open their main idea. In this study, the implementation of CIRC as technique is done and can bring new achievement to improve students' writing ability in writing an explanation text.

DISCUSSION

Based on the data analysis, the researcher found that the scores of post-test are more highly increased than the score of pre-test. After applying CIRC technique in experimental class, the researcher found the different score for pre-test and post-test. The mean score of post-test was 77,16 and pre-test got 63,33. This result shows that there is significant score difference of writing explanation text between the students taught by using Cooperative Integrated Reading and Composition (CIRC) technique and the students taught without using CIRC technique.

The result showed that t-score (11,15) is higher than critical at level significant 0,05 (2,01505) for one test. It means that there was significant different between two test. The alternative hypothesis (H_a) is accepted and the null hypothesis (H₀) is rejected. Therefore, it answers the first

research question that using Cooperative Integrated Reading and Composition (CIRC) technique improved the students' ability in writing explanation text. Based on the result above, there are several previous studies have already proven that CIRC is very effective to be used in writing class. The first research was conducted by Agung, (2014:51). The researcher revealed that students improved their writing efficiently and effectively by using CIRC. Another research carried out by Nurika (2014:114), showed that the using of CIRC technique can improve students' achievement in writing. The similar research was conducted by Astuti (2012: 122), she concluded there is a significant influence of the students ability in writing essay before and after using Cooperative Integrated Reading and Composition technique. So that, this technique is very important to help developing students' abilities in writing texts in English.

The use of this technique also gave beneficial contribution in improving students' writing ability during instruction process. After each activity in CIRC, students in SMAN 5 Banda Aceh developed their critical thinking. They learned how to talk about their thinking strategies and how to improve their writing skill. This statement is supported by the evidence result of the research that the use of CIRC technique could motivate the students to learn English and improve students' ability to compose explanation writing. Moreover, it helps them to be familiar to interact with others communicatively. It mean that, when students are in a tim and then they discuss the topic that want to write. They exchange arguments with each others. Thus, this process will familiarize students to communicate with their friends so that, it

can help students to develop their own speaking indirectly. Finally, students can talk more easily in front of the class when making presentations and other activities in the class.

CONCLUSION

After completing this research, the researcher draws some conclusions and suggestions in terms of the use of CIRC technique to improve students' writing ability. As presented in the first chapter, the purpose of this study is to examine the use of CIRC technique to improve students' writing ability.

Based on the research results and discussions, the researcher concludes that the use of CIRC technique improves students' writing ability. This is proven by the improvement of students' learning outcomes. The mean score of post-test is higher than of the pre-test (77,16 > 63,33). This indicates that there is a significant difference in score between two means. It can be concluded that the improvement of the learning outcomes is due to the use of CIRC technique.

Moreover, based on the t-test analysis, the obtained t-test score (11,15) is higher than the critical score at the level of significance 0,05 that is 2,01505, which proved that the alternative hypothesis of this study is accepted and the null hypothesis is rejected. It indicates that the use of CIRC technique has given a positive impact to improve students' writing ability.

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