

THE EFFECT OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TECHNIQUE ON STUDENTS' WRITING SKILL

Lastry Forsia

Faculty of Teacher Training and Education, Universitas Islam Syekh-Yusuf (UNIS) Tangerang
email: lastryforsia@unis.ac.id

Abstract

The aim of this research is to compare the effect of two methods in improving students' writing skill. Those were between conventional method that was usually used in that school and Cooperative Integrated Reading and Composition (CIRC) technique. This research was conducted at SMAN 15 Tangerang by using experimental research. The population of the research was 321 students and the sample was 76 students from the tenth grade. The data collected by the pre test, treatment and post test. The data was analyzed by using t-test formula. The result of the research showed that t_{count} (2,72) was higher than t_{table} (2). It could be concluded that there was a significant effect of Cooperative Integrated Reading and Composition (CIRC) Technique in teaching writing recount text on the students' writing skill. Then, CIRC technique could help students to focus and develop their product writing.

Keywords: Cooperative Integrated Reading and Composition, CIRC, experimental research, writing skill

Abstrak

Tujuan penelitian ini adalah untuk membandingkan efektifitas dua metode pembelajaran untuk meningkatkan kemampuan menulis siswa, yaitu antara metode konvensional dan *Cooperative Integrated Reading and Composition (CIRC)*. Penelitian ini dilakukan di SMAN 15 Tangerang dengan metode penelitian eksperimen. Populasi penelitian ini adalah 321 siswa kelas sepuluh dan 76 siswa dipilih sebagai sampel. Data penelitian ini dieoleh dari pre test, perlakuan, dan post-test. Data yang terkumpul dianalisis menggunakan t-test. Hasil penelitian menunjukkan bahwa t_{hitung} (2,72) lebih tinggi dari t_{tabel} (2). Dari hasil tersebut, dapat disimpulkan bahwa *Cooperative Integrated Reading and Composition (CIRC)* memberikan efek signifikan untuk meningkatkan kemampuan menulis teks recount pada siswa. Selain itu, teknik *CIRC* membantu siswa lebih fokus dan dapat meningkatkan kemampuan menulisnya.

Kata kunci: Cooperative Integrated Reading and Composition, CIRC, penelitian eksperimen, kemampuan menulis

1. Introduction

Writing is one of the language skills. All of people must be able to have this skill because writing has significant role in the human communication. As stated by Gelb (2003:1) writing is a system of human intercommunication by means of conventional visible marks. Johnson (2008:203) states that writing is a vehicle used by people to deliver thought, news and feeling to others. Meanwhile, Brown (2004:391) stated that writing paragraph is the process of putting ideas down on the paper to transform in words, to sharpen the

main ideas to give them structure and coherent organization. In other words, writing is activity of put down what someone has in mind in written language that consists of group of words or sentences.

To make good writing, the writer should pay attention to the important aspects of writing such as organization, vocabulary, language focus and mechanics (e.g. punctuation, spelling, and capitalization) of writing as stated by Penny (2006:163). Writers are expected to create written products that demonstrate mastery

of all the above elements in a new language.

Students as people Students as people who attend educational institution should master writing. Students must be better than the people who aren't educated. Students must be able to use the appropriate words and structure based on the text. According to syllabus in *Kurikulum* 2013, high – school students should learn several kinds of genres. One of the genres that should be learnt by the tenth grade of senior high school students is recount. A recount writing is very important since it is relevant to the students' social context. Most people use recount text every day when they do communication with other people to give information about something interesting or unforgettable that happened in his/her life.

Unfortunately, most of the tenth grade students in the class taught by writer at SMAN 15 Tangerang are having difficulties in learning a recount text. Students have difficulties in expressing their ideas and using correct structure in written language. The first, students cannot express their ideas elaborately. This is shown by the shortness of their paragraphs and they look confusing in the starting writing. They do not know what to write next. The second, students often do some of the mistakes such as: spelling, grammatical, lack of concord, and punctuation. sentences and forget to give question mark in the interrogative sentence. Thus, it is not easy for them to write a good story. The third, they are not motivated to write a story and students are not familiar with writing. The students cannot get enough ideas for telling something in their paragraphs and cannot write those paragraphs correctly and elaborately even though they learn

vocabulary, grammar and generic structure used in recount.

In order to solve the problem, the writer proposed Cooperative Integrated Reading and Composition (CIRC) technique to be applied in teaching and learning process. Cooperative Integrated Reading and Composition (CIRC) is a technique that involve two or more students or groups working together to do something though reading and writing. Every student in a group will get the task such as reading the story, finding the idea or topic, and determining the generic structure of the story. Then, they create framework of story and report it in front of the class. From the framework of story, students make a new story that related to the topic. They edit and revise their work together before they present in front of the class. Cooperative integrated reading and composition technique will stimulate students' ideas. They can share the ideas that can be a media for practicing to be brave to propose ideas and communicate into English from group. It can develop their confident and add the new knowledge. Meanwhile, Calderon in Kral (1996:14) has been viewed that: Cooperative learning is as a strategy for the classroom that is used to increase motivation and retention, to help students develop a positive image of self and others, to provide a vehicle for critical thinking and problem solving, and to encourage collaborative social skills.

Based on the explanation above, the researcher decided to carry out a research to get accurate information on the effect of Cooperative Integrated Reading and composition (CIRC) technique in teaching writing recount text on the students' writing skill.

2. Research Method

The research was conducted at SMAN 15 Tangerang in academic year 2018/2019, which is located at Jl. Raya Villa Tangerang Indah, Periuk Kota Tangerang Banten. The population of the research was 321 students of tenth grade. Then, sample of the research was 76 students in which 38 students belong to experiment class and the others 38 students for controlled class. Pre test and post test were used to collect the data.

The pre-test was given before teaching learning process and it was without treatment. The pre-test was used to know the first ability of students' writing from two classes. The post-test was given after it with the treatment in experimental class. It was used to know whether there were any differences on students' writing skill and to know the effect of Cooperative integrated Reading Comprehension (CIRC) towards students' writing skill of recount text. The result of the test was analyzed by using t-test.

3. Research Finding

Based on, the result of calculation using *t-test* formulation, it was found that $t_{\text{count}} = 2,72$ and $dk = 74$ consulting with *t* distribution table with $dk = 74$ in 2,5% significance is 2. Thus, it can be assumed that $t_{\text{count}} (2,72) > t_{\text{table}} (2)$.

The data above shows that $t_{\text{count}} (2,72)$ is higher than $t_{\text{table}} (2)$. Thus, H_a is accepted and H_o is refused. In other words, there is a significance effect of Cooperative integrated Reading Comprehension (CIRC) in teaching writing recount text on students' writing skill of tenth grade students of SMAN 15 Tangerang in academic year 2018/2019.

The students that taught by Cooperative Integrated Reading

Comprehension (CIRC) has a higher score than the students that teach by traditional technique.

In teaching and learning process, they had the collaboration stage each other to solve their problem. Students discuss together if there is the difficult question and help each other.

By giving the task in this stage, they are more active rather than the traditional technique which didn't not have the concept that have to be discussed. Then, CIRC's students are faster for understanding in building the knowledge and comprehension of recount text. In addition, they are more critical thinking and creative.

Furthermore, in the giving homework for reading three minutes at home that relate with the recount text, it gives time for them to get more vocabulary and add the concept of generic structure and language features of recount text.

4. Conclusion

Based on the research finding, it can be concluded that there is a significant effect of Cooperative integrated Reading Comprehension (CIRC) in teaching writing recount text on students' writing skill.

This conclusion reveals that the technique used in teaching language especially in teaching English has given some impacts for the students. The first, Cooperative integrated Reading Comprehension (CIRC) can trigger the idea in writing. Students did not have to think very hard to find idea for writing because they had more refences form reading. Second, they had the concept about the organization which can improve their content (language features) and organization (generic structure). Third, it is more effective and efficient rather than traditional method. Since, there is the stage

of cooperating that give time to ask or discuss each other. They can solve it together. Fourth, students are more critical thinking and creative. The last, students are more independently. They can solve some of their problem with their friends rather than their teacher.

5. Suggestion

The following are suggestions given by the writer for improving the students' writing skill and for making students be able to get good score in English writing material.

The first, the teacher should know the character of each students. It is used to manage the member group. Hope, the member should be balance for the high, average and low score in other it can fill and help each other. Second, teacher also should be ble to manage good time and strategy to build the groups. Third, CIRC technique recommended as an alternative technique for English teacher to trigger ideas and attract the students' motivation and interest in learning writing.

6. References

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