

TEACHING DESCRIPTIVE TEXT USING COOPERATIVE INTEGRATED READING AND COMPOSITION TECHNIQUE

Yunita Fibriani, Regina, Syarif Husin

English Study Program of Language and Arts Education Department of
Teacher Training Education Faculty, Tanjungpura University, Pontianak

Email: queenitane21@gmail.com

Abstract: The purpose of this research is to investigate the effectiveness of CIRC technique in teaching writing descriptive to the grade X students' of SMA Negeri 1 Singkawang in Academic Year 2014/2015. This research uses pre-experimental study with 34 grade X student as the sample. One of the approaches parallel to this teaching approach is cooperative learning. Cooperative Integrated Reading and Composition (CIRC) is a comprehensive reading and writing program that includes story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities is uses in teaching writing descriptive text to the students. Based on the research findings, it was concluded that teaching writing using CIRC is effective.

Keywords: CIRC, Writing, Descriptive Text

Abstrak: Tujuan penelitian ini adalah untuk menginvestigasi keefektifan tehnik CIRC dalam mengajar menulis deskriptif pada siswa kelas X di SMA Negeri 1 Singkawang tahun ajaran 2014/2015. Penelitian ini menggunakan studi pre-eksperimental dengan 34 siswa kelas X sebagai sampel. Salah satu pendekatan paralel yang digunakan untuk mengajar dalam tehnik ini adalah pendekatan pembelajaran kooperatif. Penulis memilih tehnik CIRC untuk mengajarkan siswa dalam menulis text deskriptif. Kooperatif Terpadu Membaca dan Menulis (CIRC) merupakan model pembelajaran yang berhubungan dengan pemahaman dalam membaca dan menulis yang mencakup aktifitas yang dihubungkan ke cerita, intruksi langsung dalam pemahaman belajar, dan bacaan dan aktifitas seni bahasa digunakan dalam mengajar menulis deskriptive text pada siswa. Berdasarkan penemuan penelitian, disimpulkan bahwa mengajar menulis menggunakan CIRC adalah efektif.

Kata Kunci: CIRC, Menulis, Teks Deskriptif

There are four skills to be considered in English language teaching, they are listening, speaking, reading and writing. When we learn our native language, we usually learn to listen first, then to speak, to read, and finally to write. Writing is one of productive skills. It is a method of representing language in visual or tactile form. Patel & Jain (2008:125) states that writing is a kind of linguistic behavior that presents the sounds of language through visual symbols. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.

Writing as one of the four skills has always been part of the syllabus in the teaching of English. The syllabus drives the students to learn many types of writing such as genres, short functional texts, and some expressions. Based on syllabus of Curriculum 2013, there are several kinds of text that should be mastered by the students of Senior High School. They are descriptive, report, explanation, procedure, analytical exposition, hortatory exposition, discussion, narrative, spoof, news item, and recount. In this research, the writer just focuses on descriptive text. Descriptive text is a text to describe particular thing, person, or place. The purpose is to describe and reveal a particular thing, person, or place.

According to student centre teaching approach requires the use of strategies, methods and techniques complying with a constructivist approach and involving active student participation in the learning process. One of the approaches parallel to this teaching approach is cooperative learning. In this research, the writer intends to conduct a pre-experimental research to the Grade X students of SMA Negeri 1 Singkawang in Academic Year of 2014/2015. In the pre-experimental research, the writer chooses CIRC technique in teaching writing students' descriptive text. Cooperative Integrated Reading and Composition (CIRC) is a comprehensive reading and writing program that includes story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities.

In previous research of Erhan Durukan, he analyzed the effects of the Cooperative Integrated Reading and Composition (CIRC) technique and the traditional reading and writing pedagogical methods for primary school students. In this research the writer only focused on the writing. Within cooperative teams of four, students work to understand the main idea of a story and work through the writing activities linked to the story. The researcher believed that good reading would provide good writing. According to Durukan (2011: 103 in Açıkgöz, 1992: Yaman, 1999) states, "CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques." In this research, CIRC technique will be using to improve students' ability in composing descriptive text.

Language is the ability to acquire and use complex systems of communication, a system of communication consist of sounds, words, and grammar. Darbyshire, cited in Patel & Jain (2008, p. 28) state, "Language is articulatory, systematic, and arbitrary which constructed of vocal sounds".

According to Stern (1991, p. 21), "Language teaching can be defined as the activities which are intended to bring about language learning". Language teaching can be defined apart from language learning. Language teaching showing or helping someone to learn how to do something by giving some instructions to acquires language. Language learning involves some form of practice, perhaps reinforced practice in acquires language. Hence, language teaching implies about language learning.

Cooperative learning is not a new thing but the successful of this method can not be doubt since 18th century. Cooperative learning not only encourage students' in achieve the goal of learning but also helps them in building a social personality. According Richards et al (2003:192)," Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom". It is require the students' work together to achieve the goals that they could not achieve in individually. Cooperative learning can be define as a learning approach in which small, mixed student groups in heterogeneous to ensure students help each other in learning an academic subject in the scope of goal; where their self-esteem increases and their communication, problem-solving and critical thinking skills develop; and where they actively participate in the teaching-learning process.

Cooperative Integrated Reading and Composition was proposed in 1987 by Stevens, Madden, Slavin, and Farnish, in which reading activities are integrated with writing activities for students during learning process. According to Durukan (2011: 103)," CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques". Reading and writing will reinforce each other when it is integrated in classroom activities. According to Calderon et al (1992: 83)," CIRC consist of three principle elements: direct instruction in reading comprehension, treasure hunt activities and integrated language arts and writing". Treasure hunt consist of several activities such as comprehension questions, prediction guidelines, new vocabulary to be learned, story retell and story related writing suggestions. Direct instructions in reading comprehension, students receive direct instruction in reading comprehension skills such as identifying the main idea, drawing conclusions, interpreting figurative language, etc. Integrated language arts and writing, in general, the results show superior performance by the CIRC classes on standardized achievement tests, writing samples, and oral reading inventories. With a partner or in a team of four, students produce writing in different genres. When students experiment with writing in pairs or teams, they produce higher quality writing, they experience less "writers' block" they learn to help each other develop storylines, they give each other feedback and they internalize the process of drafting, revising, rewriting, editing, and publishing.

Writing is one of the important skills in teaching English. Writing as one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization,

purpose, vocabulary, punctuation, and spelling in a balance way. It has always occupied place in most English language course. Writing is recursive process, which means student revise throughout the process, frequently moving back and forth among the stages. According to Urquhart and McIver (2005: 6),” writing is a complex process, and most of the research literature recognizes the difficulty it poses for students”. It seems reasonable to expect, then, that the teaching of writing is complex as well.

To produce a good writing, the writer should pay attention to the steps or the processes in writing. By following the steps of the-writing process, the product of the writing becomes well organized. Richards and Renandya (2002: 316),” define the process of writing as a classroom activity incorporates the four basic writing stages. Those are planning, drafting, revising, and editing and three other stages externally imposed on students by the teacher, namely responding, evaluating, and post writing”. Writing process in the classroom is highly structured, teacher often plans appropriate classroom activities that support learning of specific writing skills at every stage.

Writing is one of the skills that should be mastered by the students. There is no doubt that writing is the most difficult skill for students to master. The skills involved in writing are highly complex. Students have to pay attention to skills of spelling, punctuation, word choice, and so on. Writing is for discovery of learning, not just demonstration of learning. Beside generate the ideas, it is needed to scrutinize the ideas. Practice makes perfect, writing provides some stages to help students comprehend writing skill.

Based on Competency Standard and Basic Competency of Curriculum 2013, there are several kinds of text that should be mastered by the students of Senior High School. The students are expected to be able to understand and respond meaningful written texts in term of functional written text and simple short essay in the form of descriptive and recount text. Descriptive text is one of the text types that taught at Senior High School. Nuttal (1996:26) states, “A descriptive text is a text which lists the characteristics of something. Its purpose is to tell about the subject by describing its features without including personal option”. Purslow (2008:40) states, “A descriptive paragraph is a group of sentences that describe a noun. A noun is a person, place, or a thing.”Descriptive text is a text to describe particular thing, person, or place. The purpose is to describe and reveal a particular thing, person, or place.

Descriptive text has a unique power and appeal, as it evokes sights, smells, sounds, textures, and tastes. Using description in your writing brings the world within your text to your reader. Mostly it is about visual experience, but description also deals with other kinds of perception. Descriptions focus out attention on the characteristic features of a particular thing. This text is particularly important in English. Although they might not always be seen as distinct text type, it is felt that the ability to describe someone or something in detail is an important skill that can contribute to a number of text types.

METHOD

In accordance with the problem above, the appropriate form of research that is applied in this research is experimental research. An experimental design is the traditional approach to conducting quantitative research. Cohen, Manion, & Morrison (2000:210) said, "The essential feature of experimental research is that investigators deliberately control and manipulate and manipulate the condition which determines the events in which they are interested." This form of research manipulates variables and measures the affect of the manipulation on other set of variables.

The designing form of the experimental research which the writer chooses is pre-experimental design. Pre-experimental design is a research design that has no control group. The influence of experimental treatment can be seen by analyzing or comparing the result of pre-test and post-test which then be compared. The design and procedures of this research can be described as follows:

Pre-Test T1	Treatment X	Post-Test T2
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Marczyk, DeMatteo and Festinger (2005:18) said, "The population is all individuals of interest to the researcher." The population in this research is the first semester of grade X students of SMA Negeri 1 Singkawang in academic year 2014/ 2015. There are six classes of grade X students of "SMA Negeri 1 Singkawang" in Academic Year 2014/2015. It consists of one acceleration program, three science program and two social program classes.

Marczyk, DeMatteo and Festinger (2005:18) said, "Sample is representative of the population from which it was selected". In this research, the sample was taken by using cluster random sampling technique because the writer just needs single class. There are six classes as the collection of clusters, the writer chose randomly one of the cluster as sample of the research. Therefore, only one class was being sample of the research, Class "X MIA1" was selected as the sample of this research which consists of 34 students.

In this research, the writer applies measurement technique in collecting the data. The data collecting is written test than especially constructed for the purpose of this research. First, the pre-test is purposeful to know the basic student's ability in reading and writing before the treatment is given. Post-test will be given to students as final steps to know students achievement. According to Creswell (2012: 297),"A **pretest** provides a measure on some attribute or characteristic that you assess for participants in an experiment *before* they receive a treatment. After the treatment, you take another reading on the attribute or characteristic. A **posttest** is a measure on some attribute or characteristic that is assessed for participants in an experiment *after* a treatment". The data is in the form of score or

achievement. It is intended to measure the students' score or achievement before and after the treatment.

The tool of data collecting is writing test. The Students' have to write a descriptive text in Pre-test and Post-test. Both Pre-test and Post-test was conducted 50 minutes each. The data collected from the students' descriptive text writing. In scoring students' work in descriptive text, there are four items be evaluated such as text organization (identification and description), grammar, vocabulary and mechanics.

After collecting the data, the writer analyzed it by using statistical method in order to see students' ability of teaching writing descriptive text using Cooperative Integrated Reading and Composition. *t-test* is used to analyze the significance of treatment.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

(Ary et al 2010, p. 177)

Technique of the effectiveness of treatment

$$d = \frac{t}{\sqrt{N}}$$

Table 1

The result of effect size is categorized as below:

<i>d</i> of .80	High
<i>d</i> of .50	Medium
<i>d</i> of .20	Low

Taken from Burns (2000, p. 170)

FINDINGS AND DISCUSSIONS

Cooperative Integrated Reading and Composition (CIRC) technique was categorized as highly effective and significantly increases students' ability in teaching descriptive text to the tenth grade students of SMA Negeri 1 Singkawang in Academic Year 2014/2015. After conducting the research in teaching writing using Cooperative Integrated Reading and Composition (CIRC) technique to the grade X students of "SMA Negeri 1 Singkawang" in Academic Year 2014/2015, the writer got the substantial data for the sake of the research findings and hypothesis testing. To answer the research problems, the writer analyzed the data that obtained through writing test. The writer conducted pre-test and post-test. The pre-test shows the result of the students' score before the treatment was conducted and the post-test show the result of the students' score after the entire treatment process. Pretest was given to the students before teaching or treatment was held. Pretest was held

on November 11st, 2014. There are 33 students from 34 students did the pre-test. The purpose of pretest is to know the students' descriptive text ability before the treatment.

The treatment is teaching writing using Cooperative Integrated Reading and Composition (CIRC) technique. It was conducted on November 18th, 25th, 2014. There were 33 students from 34 students did the treatment 1 and treatment 2. On December 2nd, 2014, there were 34 students did the treatment 3. From the data analysis, the students' ability in descriptive text by using Cooperative Integrated Reading and Composition (CIRC) technique in teaching writing descriptive text was effective. In the research, the writer conducted the treatment to the research sample. The writer conducted one meeting that focused on teaching writing using Cooperative Integrated Reading and Composition (CIRC) technique. In the treatment, the writer explained about descriptive text and how to apply Cooperative Integrated Reading and Composition (CIRC) technique. Then, the writer divided them into small group discussion heterogeneously. At first, some of groups still confused about how to apply this strategy. It happened because this strategy was new for them. But with the step by step and detail explanation from the writer, they started to understand in applying Cooperative Integrated Reading and Composition (CIRC) technique. Many students were active during teaching and learning process.

After the treatments, the students were given the posttest. It was held on December 9th, 2014. There are 34 students did the post-test. The purpose of posttest is to know the students' descriptive text ability after the treatment. Because one of student did not join the pre-test, treatment 1 and treatment 2, so the score of that student was eliminated. Then, writer calculated the mean score of post-test by dividing the total score of post-test with the whole number of research sample that is 33 students. The mean score of post-test was 89.64. It showed that the students' mean score of pretest had improved from pre-test to post-test, 77 to 89.64.

Then, the writer analyzed the significance of students' interval score of pre-test and post-test by using t-test formula. Based on the computation, the result showed that the t-test score (10.89) was higher than t table (2.037) at 0.05 with the degree of freedom (df) = N-1 (33-1). It means that the use of Cooperative Integrated Reading and Composition (CIRC) technique in teaching writing descriptive text had different significant result between pre-test and post-test. Furthermore, the writer computed the effectiveness of the treatment by using the formula of effect size. The effectiveness of the treatment was 1.89 larger than 0.80 and categorized as high effect on the treatment. Based on both result, the hypothesis of this research has been answered, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Cooperative Integrated Reading and Composition (CIRC) technique is suitable for helping students to produce descriptive texts.

In conclusion, based on the findings, theoretical, and related studies proved that the use of Cooperative Integrated Reading and Composition (CIRC) technique was categorized as highly effective and significantly

increases students' ability in teaching descriptive text to the tenth grade students of SMA Negeri 1 Singkawang in Academic Year 2014/2015.

To find out the significance of treatment, the writer applied the t-test. The computation is as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}}$$

$$= 10.89$$

From the result of the above computation, the calculation of t-test indicates 10.89. First, the degree of freedom or $df = N-1$ (the number of the students who take the test – 1) is determined. Since they were 33 students who took the test in this research, then $df = 32$. The value of observed t is checked to see whether the difference is significant at the 0.05 levels. Based on this computation result, the t-test score was higher than t table (see appendix V, t table on page 68). The calculation of t-test indicates “10.89” which was higher than t table at 0.05 with the degree of freedom 33, which is “2.037”.

After having the process of describing the score of t-test, the writer described the findings of significance effect of the treatment in order to see how effective the use of Cooperative Integrated Reading and Composition (CIRC) technique in increasing students' achievement in descriptive text, the researcher used the formula of effect size. The computation of the effect of the treatment can be seen as follows:

$$d = \frac{t}{\sqrt{N}}$$

$$= 1.89 \text{ (larger than 0.8 is categorized large)}$$

Based on the above result, the effectiveness of teaching descriptive text by using Cooperative Integrated Reading and Composition (CIRC) technique is categorized as high with d is 1.89 larger than 0.80.

It was clear that there was a significant difference between the pre-test and post-test on the teaching writing using Cooperative Integrated Reading and Composition (CIRC) technique at the tenth grade students of “SMAN 1 Singkawang.” It was seen by the mean score of pre-test that was 77 and became 89.64 at the post-test. Next, the result of the treatment which had counted by using t-test formula was 10.89. Based on the t table, it was higher than the t table about 2.037 with the degree of freedom (df): $N-1$ ($33-1 = 32$) at the level 0.05. Furthermore, the effect size of the treatment was 1.89. It was used to answer the problem how effective the use of Cooperative Integrated Reading and Composition (CIRC) technique in teaching writing descriptive text. Based on the result, it was categorized as large with d is 1.89 larger than

.80. The alternative hypothesis (Ha) which stated “Teaching writing using Cooperative Integrated Reading and Composition (CIRC) technique is effective in teaching writing to the grade X students of “SMA Negeri 1 Singkawang” in Academic Year 2014/2015.” is accepted. Meanwhile, the null hypothesis (Ho) which stated “Teaching writing using Cooperative Integrated Reading and Composition (CIRC) technique is not effective in teaching writing to the grade X students of “SMA Negeri 1 Singkawang” in Academic Year 2014/2015.” is rejected.

Discussion

The pre-experimental research was conducted for five meetings. In the first meeting, the writer gave a pre-test to figure out the students’ precondition before the experiment. In fifty minutes, the students must make a descriptive text in form of writing test. From the data analysis, the writer found that the mean score of pre-test and post-test that was 77. After conducting the pre-test, the writer applied the treatments three times that focused on how to produce a descriptive writing through CIRC.

In the first treatment, the students seemed confused of the process learning using CIRC. Here the teacher started the meeting with review the students mistakes in pre-test that consist of capital letter, adjective, noun, pronoun and preposition. After that, the teacher explaining a descriptive text about “Fatin Shidqia Lubis” in order to coverage them identify the ideas of the text and let them understands the text organization. Then the teacher grouped the students 4 or 5 in each group. Afterward, the students got 45 minutes to have a group discussion and analyzed the descriptive text. During the discussion, the teacher found not all students studied actively in their groups.

In second treatment, the teacher started the meeting by reviewing the previous lesson and then asking some questions about the generic structure and language feature of descriptive text. Here the teacher started the lesson by group discussion. The teacher gave them some pictures of human appearance and list of adjectives that are common used. In group discussion, the teacher as facilitator and observe the passive students. After they answer the entire blank parts, the teacher randomly orders the students to publish their discussion. The passive students were chosen to publish certain part and make a sentence about their friend from it, the teacher give them reward for their good job.

In the third treatment, the writer started the meeting by reviewing the previous lesson and show them some pictures, students indentified the appearance together with enthusiastic. In the last treatment, the teacher will apply the writing process of CIRC technique. The teacher gave them the form paper, the students must follow the command of teacher to finish each parts. The teacher observed each group discussion to make sure there is no passive students. The teacher found that the students were active in all groups. They did they role in each group that shared and discussed one another in groups. All students shared their ideas and they communicate each other in

comprehending the test. After finishing all the parts, the students publish their work. Another groups must guess who is their friend that be the object of descriptive text. After all, the teacher gave reward for all the groups that already did good job.

Teaching writing descriptive text by using Cooperative Integrated Reading and Composition (CIRC) technique significantly increased students' ability in descriptive text. It showed by the students' score of post-test was better than their score in pre-test before giving the treatment. The mean score of pre-test is 77 and the mean score of post-test was 89.64. The students' achievement was increased with the interval score of pretest and posttest was 12.64. The significant difference of students' ability also can be proved by the t-test (10.89) which is higher than t table (2.037).

The alternative hypothesis is accepted while the null hypothesis is rejected. Hence, teaching writing using Cooperative Integrated Reading and Composition (CIRC) technique to the grade X students of "SMA Negeri 1 Singkawang" in Academic Year 2014/2015 significantly increases students' ability. The effectiveness of the treatment using Cooperative Integrated Reading and Composition (CIRC) technique was 1.89 larger than 0.80 and categorized as high effect on the treatment. It means that Cooperative Integrated Reading and Composition (CIRC) technique is a helpful strategy in teaching descriptive text to the tenth grade students of "SMA Negeri 1 Singkawang" in Academic Year 2014/2015.

Based on the result of t-test and effect size computation, it concludes that teaching writing using Cooperative Integrated Reading and Composition (CIRC) technique at the tenth grade students of "SMA Negeri 1 Singkawang" in Academic Year 2014/2015 is effective.

CONCLUSION AND SUGGESTIONS

Conclusions

After having the entire processes of the research, the writer would like to point out the conclusion. Based on the computation result, the t-test score was higher than t table. The calculation of t-test indicates "10.89" which was higher than t table at 0.05 with the degree of freedom 33, which is "2.037". Meanwhile, the effectiveness of teaching descriptive text by using Cooperative Integrated Reading and Composition (CIRC) technique is categorized as high with d is 1.89 larger than 0.80. Based on the result of t-test and effect size computation, it can be concluded that teaching writing using Cooperative Integrated Reading and Composition (CIRC) technique to the grade X students of "SMA Negeri 1 Singkawang" in Academic Year 2014/2015 is highly effective.

Suggestions

Based on the result of research and the conclusion, it is suggested to the teacher to use Cooperative Integrated Reading and Composition (CIRC) technique in teaching descriptive text, in order to help the students understand how to produce descriptive text. When applying CIRC technique, the teacher should manage the time as efficient as possible, especially for group discussion. The teacher should monitor the groups for learning progress to avoid the students become passive in this activity. The teacher should provide some relaxed and enjoyable activities in the teaching learning process. Hopefully, this research can be useful for the students to achieve the better feedback in English lesson.

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