

THE IMPLEMENTATION OF CIRC IN IMPROVING STUDENTS' WRITING SKILL

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui apakah penerapan CIRC dalam meningkatkan keterampilan menulis siswa kelas VIII SMP Negeri 4 Palu. Peneliti menerapkan desain penelitian eksperimen semu. Teknik purposive sampling dipilih dalam penelitian ini untuk mengambil sampel. Sampel penelitian ini adalah VIII Manggis sebagai kelompok eksperimen dan VIII Cempedak sebagai kelompok kontrol dengan jumlah siswa 35. Tes yang berupa soal digunakan sebagai instrumen dalam pengumpulan data. Data yang terkumpul dianalisis secara statis. Pretest diberikan kepada kelompok eksperimen dan kontrol sebelum diberikan treatment. Setelah itu, kelompok eksperimen mendapat treatment sedangkan kelompok kontrol tidak mendapat treatment apapun, posttest diberikan pada kedua kelompok. Nilai rata-rata pretest kelompok eksperimen 39,34 dan kelompok kontrol 51,08 sedangkan nilai rata-rata posttest kelompok eksperimen 79,78 dan kelompok kontrol 71,03. Setelah dilakukan analisis data diketahui bahwa nilai t hitung (2,04) lebih besar dari nilai t tabel (1,01) dengan menerapkan taraf signifikansi 0,05 dan derajat kebebasan (df) 30. Berdasarkan hasil penelitian, maka hipotesis diterima. Artinya penerapan teknik CIRC dapat meningkatkan keterampilan menulis siswa di SMP Negeri 4 Palu

Kata Kunci: Penerapan, Menulis, tehnik CIRC

ABSTRACT

The purpose of this research is to know whether the implementation of CIRC in improving writing skill of the eight grade students of SMP Negeri 4 Palu. The researcher applied quasi experimental research design. The purposive sampling technique was selected in this research to draw the sample. The samples were VIII Manggis as the experimental group and VIII Cempedak as the control group were the number of students were 35. The test which question form was used as the instrument in gathering the data. The data gathered were analyzed statically. The pretest was given to experimental and control group before the treatments were given. After that, the experimental group got the treatment while the control group did not receive any treatment.the posttest was given to both groups. The pretest mean score of the experimental group 39,34 and the control group was 51.08. while,the posttest mean score of the experimental group was 79,78 and the control group was 71,03. After analyzing the data,it is found out that the t-counted value (2,04) was greater than t-table value (1,01) by applying 0,05 level of significance and 30 degree of freedom(df). Based on the result of the research, it is concluded that the hypothesis is accepted. It means, that the implantation of CIRC technique can improve students writing skill at SMP Negeri 4 Palu.

Keywords: Implementation, Writing, CIRC Technique

INTRODUCTION

Writing is one of the four language skills. It is an important part of communication and important lesson to learn and a communication tool that people use to share the information Harmer (2001) states, "Writing is a form of communication to deliver through or to express feeling through written form." The primary purpose of writing is communication.

Based on the preliminary observation and get information from the teacher of SMPN 4 Palu, the students have the problem during studying descriptive text. Some students were lazy to write descriptive text, the condition most likely influenced because they didn't know how to create words then organizes them into a good paragraph.

Based on the description above, the researcher wants to take the research about the implementation of CIRC (Cooperative Integrated Reading and Composition) technique in improving writing skill of the eight grade students of SMPN 4 Palu. CIRC is one of cooperative learning model which make students work in group and cooperate with each other to read and find main idea and give feedbacks to the text that teacher give them before and write them on the paper. Acikgoz (1992; Yaman, 1999) states CIRC technique presents a structure that increase not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques.

Developed by Slavin (2011), CIRC was designed for use with specific materials for teaching reading and writing in the upper elementary grades. In the subject learning, CIRC learning model literally has two meaning : the cohesiveness of cooperative group between students and the cohesiveness between reading and writing skills. The assumption is that the improvement of reading skill through the CIRC learning technique is also followed by the improvement of writing skill. There is linear relationship between those skills. The researcher hopes by using cooperative integrated reading and composition for teaching writing, students will be more motivated, relaxed and interested so that they can develop their writing more and more.

These several researchers had conducted research about using CIRC Technique. One of the research that had been done by Hilmawati (2011) the title was "The Use of Cooperative Integrated Reading and Composition (CIRC) Method to Improve Students Ability in Composing Narrative Writing". In the research, she found that that the use of

CIRC to improve students' ability in composing narrative writing can fulfill the standard minimum success criteria regulated by the school that is 65. The second research was conducted by Hadiwinarto and Novianti (2015) examined that CIRC learning model can improve students' learning motivation. The researcher employed a classroom action research. . CIRC learning process priority the cooperative that can develop skills in appreciating other opinions, telling opinions, practicing patience in waiting for the turn, speaking, active listening skills, asking skill, and checking precision. So, it had very significant effects on the students reading and writing skills. The researcher limited this research in writing descriptive text. The researcher restricted the research on vocabulary, mechanics, grammar and organization. Based on the statement above, the researcher formulates a research question as follows: "Can the use of CIRC (Cooperative Integrated Reading and Composition) technique improve writing skill of the eighth grade students in SMPN 4 Palu?"

METHOD

In this research, the researcher applied quasi-experimental research design specifically, non-equivalent control group design. The researcher took one class as an experimental group and one class as a control group. Both groups were given pre-test and post-test, but only experimental group were given the treatment. However, in the experimental group, the researcher applied CIRC technique as a technique in teaching while in the control group, the researcher used Conventional Teaching Method. The design proposed by Sugiyono (2010:76) as follows:

Quasi Experimental Design

Group	Pretest	Treatment	Posttest
E	O ₁	X	O ₂
C	O ₁		O ₂

The population of this research was the grade eight students at SMP Negeri 4 Palu, consisting of four classes. "sample is the part of amount and characteristic which have by population itself" (Nuri Yanni Harahap, 2017). The sample of this research

were two classes of the population.. Based on the process, the researcher got VIII Manggis as the experimental class and VIII Cempedak as the control class.

The researcher used the test as an instrument of the research in collecting the data. The test type in this research was writing test. The test was divided into pre-test and post-test. The pre-test was given in the first meeting for both classes to see the starting point before treatment while the post-test was given in the last session to measure students' writing skill and progress after the treatment.

To find the result of both of the classes the researcher used statistical analysis. First, the researcher computed the individual score by applying the formula proposed by Purwanto (2008). Second, the mean score of the students in pre-test and post-test computed by using formula recommended by Arikunto (2006:275). Next, the researcher was calculated the mean of deviation both of groups using formula proposed by Arikunto (2006:307). Then, after getting the individual score deviation, the square deviation to find out the significant difference between experimental and control group computed by using formula designed by Arikunto (2006:312). Last, to get the value of t-counted in order to analyze the effectiveness of the treatment, the researcher applied t-test formula. Arikunto (2006:311). The formula above as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

FINDINGS AND DISCUSSION

In presenting the data, the researcher analyzed the data taken from pre-test and post-test. The researcher had given pre-test and post-test to both experimental class and control class. Pre-test was conducted in order to know the students' writing skill before they got the treatment. After the pre-test, the researcher conducted the treatment by using CIRC technique in six meetings to the experimental class, while the control class was not. The researcher used the same minimum passing grade as SMP Negeri 4 Palu, which was 75. After finishing six meetings, both experimental class and control class were given a post-test. The post-test was conducted in order to find out the progress of students' writing skill after the treatment. Furthermore, the purpose of the post test was

to compare the result of the students' achievement in writing skill between the experimental class and the control one.

Table 1 Result of the Pre-test and Post-test of Experimental Class

No.	Individual Score	
	Pre-Test	Post-test
1	30	70
2	30	70
3	35	80
4	25	60
5	45	80
6	35	80
7	25	75
8	70	90
9	60	90
10	25	75
11	55	85
12	40	80
13	40	80
14	35	80
15	25	70
Total Score	905	1835
Mean Score	39.34	79.78

By looking the table above, the result of students' pre-test showed that the highest score was 85 while the lowest score was 25. The total score of students in the pre-test was 905. Then, the mean score achieved by the experimental class in the pre-test was 38.34. After the researcher applied the treatment, the post-test results of students in the experimental class had significantly changed. The table above indicated that the highest score of the post-test in the experimental class was 90, and the lowest score was 60. Furthermore, there were 95% of students passed the post-test, while 5% of students still failed and got a lower score under the minimum passing grade. The result of the pre-test and post-test of control class is presented on table 2.

Result of the Pre-test and Post-test of Control Class

No.	Individual Score	
	Pre-Test	Post-test
1	50	80
2	55	75
3	35	70
4	30	50
5	55	80
6	65	70
7	50	70
8	35	65
9	50	65
10	45	75
11	75	70
12	40	55
13	45	55
14	50	70
15	35	60
Total Score	1175	1640
Mean Score	51.08	71.03

The data analysis above showed that, the researcher found that the mean score of both experimental and control classes are different. The mean score of the pre-test in experimental class is 39.34 and control group is 51.08. The mean score post-test in experimental class is 79.78 while the mean score of the post-test in control class is 71.03. Furthermore, the highest score of the post-test in the control class was 85 and the lowest score was 50. Thus, the mean score of post-test in experimental class is higher than the mean score of the post-test in control class. The researcher concludes that the improvement of experimental class is more significant than control class. It means that

the technique which the researcher used to improve the students' writing skill is effective. After getting the mean score of pre-test and post-test, the researcher calculated the deviation and square deviation of both classes, experimental and control. Based on the calculation, it was found that the total deviation score of the experimental group is 930 and the square deviation score of experimental group is 39950. On the other hand, the total deviation score and the square deviation score of control group are 455 and the square deviation score is 11155. The result can be seen in the table 3.

Result of Deviation Score and Square Deviation

Group	Deviation Score	Square Deviation Score
Experimental	930	39950
Control	455	11155

Then, the researcher computed the t-counted values of both classes in order to find out the significant difference between the pre-test and the post-test by using formula from Arikunto (2006). Based on the computation, the t-counted value was 2.04. After that, to determine whether the hypothesis is accepted or rejected, the researcher counted the t-table by applying the degree of freedom $(df) = N_x + N_y - 2 = 23 + 23 - 2 = 44$ with the level of significance 0.05. The researcher found that the t-table value was 1.01. Based on the result, the researcher concluded that the hypothesis of this research was accepted because the t-counted value (2.04) was higher than the t-table (1.01). It means that the implementation of CIRC is effective to improve students writing skill.

DISCUSSION

This research was conducted to find out the implementation of CIRC technique in improving writing skill of the eighth grade students of SMPN 4 Palu. The CIRC technique is created in order to give students motivation and simulate the students to mastery the material. In other hand, the CIRC technique is an effective way for students to work and learn together with their groups. This technique also designed to avoid

students felt bored learning English and make them think creatively based on their mind.

There are steps of the implementing CIRC technique carried out by the researcher was first, the researcher divided the student into a six group, the researcher gives a question with picture to describe together and ask the students to make it into a descriptive text based on what they know about the picture. Third, the researcher chooses one of the group members to present the result of the group discussion, while the other groups give their feedbacks. And the last the researcher and the students make a conclusion together about the material that has been studied.

While the observation, the researcher found out some problems with students when doing writing assignment. First, the students have lack vocabulary that make them hard to make a sentence, second, the students were lazy to read and write down the material, third, the students felt bored when learning English and the last was the students afraid to make mistake when they write down their own opinion. Based on the problems the researcher chose CIRC technique to help students to improve their writing skills.

This research has proved effectiveness of applying CIRC technique. It was shown in the table of the improvement of students score of pretest to posttest where the posttest value is higher than the pretest value. Based on the table of score pretest the highest score was 85 and the lowest score was 30. While in the posttest the highest score was 90 and the lowest score was 50. In experimental group shows that there are 22 of 23 students that passed the posttest (95%) and the control group only 11 of 23 students that passed the posttest (47%). By seeing the result of posttest especially for experimental group, the students writing skill was increased using CIRC technique.

By looking at the explanation above, the researcher found that the implementation of CIRC technique is effective to improve the students' writing skill. Moreover, the students had enthusiast, fun, and also enjoyment when giving treatment by CIRC method. They followed the lesson respectfully and followed step by step to make a good descriptive paragraph through CIRC technique.

CONCLUSION

After discussing and analyzing the data previously, the researcher concludes the implementation of cooperative integrated reading and composition in improving writing skill of the eighth students is effective, because there is a significant difference between the students writing skill taught by using CIRC technique and those who are not taught by using the technique. It is proven by referring to the result of the data. It shows that the t-counted value (2,06) is higher than t-table value (1,01). It means that H_a is accepted and H_o is rejected. By looking at the result of the t-counted and t-table, it can be concluded that there is significant effect of students writing skill. In other words, the implementation of cooperative integrated reading and composition to teach English affects to improve the writing skill of eighth grade students of SMP Negeri 4 Palu.

ACKNOWLEDGMENT

Alhamdulillahirabbil'alamiin, thank to our god Allah S.W.T who has been giving some mercies and blessing so we were completed this project paper entitled The Implementation of CIRC in Improving Students Writing Skill at SMPN 4 Palu. Then, we would like to express thanks and appreciation to all of the lecturers of English study program that cannot be mentioned one by one. Next, we would like to express our deepest thanks and appreciation to our family, my dad and my mom also for my sisters, brother and my little nephew.. Finally, a great thanks to her bestfriends who has been sincere in helping the researchers and for accompanying the researchers to

finishing this Skripsi, we were received many valuable help and advice from many people. As a result, we wishes to express deepest congratulations to them.

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