

THE USE OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD TO IMPROVES WRITING SKILLS

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ABSTRACT

The objective of this research is to find out whether the use of the Cooperative Integrated Reading and Composition (CIRC) method of the eleventh-grade students of SMA Negeri 7 Palu can improve the students' writing skills or not; the researchers applied a quasi-experimental design which involved experimental class and control class. The population of this research was the eleventh-grade students at SMA Negeri 7 Palu. The researchers selected the sample by using a purposive sampling technique. The sample of this research was the students of XI 3(experimental class) and XI 1 (control class), which were both classes consisting of 32 students. The technique of data collection was tested (pre-test and post-test). The experimental class was treated by applying the CIRC method, while the method did not use by the control class. The result of the data analysis showed that there was a significant difference between the pre-test and post-test. The researchers found a significant difference between the results of the experimental class. It was proved by applying the testing hypothesis. The researchers found that the t-counted (3.29) was higher than the t-table (2.001). It means that the hypothesis was accepted. In conclusion, using the CIRC method effectively improves the writing skills of the eleventh-grade students of SMA Negeri 7 Palu.

Keywords: CIRC; Writing Skill; Narrative Text

INTRODUCTION

Writing is one of the four skills of the English language. It is the process of putting ideas from the mind into written form so that they can convey to readers in the form of literary works. Students must practice and be trained to develop good writing skills. When students write, students can express all the ideas that come to mind, which can be written into a masterpiece. Writing skills can also enable researchers to communicate with others by sharing information through written language.

Writing requires a strong command of the English language. When writing about something, a writer must learn all the essential things of a language so that the writer can write quickly. In this research, the goal is not to know all of the English languages but rather to learn the English language that is in higher demand or that people are more interested in learning. The researchers focused students on writing by paying more attention to the critical components of writing a narrative text of the personal experience. This research includes organization, vocabulary, grammar, and mechanics, essential components in writing a narrative text to make it better and more organized.

Based on the Merdeka Curriculum used at SMA Negeri 7 Palu as a reference in learning, where students focus more on material and develop their potential, and where students can be interactive in exploring things they do not know to achieve the goals or competencies that have been set. To achieve these competencies, students and teachers of course have to do it together, especially in terms of writing a text. Previously, the teacher taught students how to write text according to the structure of the language correctly, such as narrative types.

Writing skills refer to students' ability to master narrative text types, understand, and produce various types of texts. Students struggle to explore their ideas and formulate them with sufficient vocabulary to build a text as a feature of structure and generic language. In this research, narrative text is a type of personal experience. The goal of writing narrative texts is to entertain students while also piquing their interest in reading. The type of personal experience used in narrative text aims to allow students to express thoughts and imaginations based on real-life experiences. Teachers often focus on student writing results rather than the writing process during teaching and learning writing. Students must be taught to write in English using effective and engaging methods to become skilled writers. Of course, in this learning stage, there are problems faced by students and also teachers. Therefore, before a teacher gives English material to students, the teacher must understand what the things that make students interested are and what motivates students to take part in learning.

Most class XI students at SMA Negeri 7 Palu are not interested in writing activities, especially in writing a narrative text. Through observation, the student's difficulties are organizing their ideas in writing, choosing the right words, arranging structure in writing, and ensuring writing cohesion. Students have writing ideas but need to learn how to express them in written form because they lack the confidence and motivation to write, and writing seems

difficult for students. Meanwhile, in writing a narrative text, the writer must be used imagination to generate ideas.

In learning according to the curriculum, students are expected to be able to focus on their interests so that later, students can determine which way these students are taken. Therefore, in this research, researchers used a method that can assist teachers in teaching interesting new methods to attract students' interest in learning and explore students' ideas. Before the researchers asked the students to write, the researchers asked the students to read examples of the types of narrative texts that students wanted to do in this research. In other words, combining reading and writing is an effective strategy to get students to write well. That is, reading and writing are interrelated and affect one another by using the CIRC method, which is a teaching strategy that can be used by combining reading and writing.

Students are highly motivated to collaborate because CIRC is a continuous action requiring several actions, such as individual activities, group work, presentations, and responding to other people's comments. As a result, it combines spoken language development, reading comprehension, and writing instruction. At CIRC, students learn how to organize and incorporate their thoughts into their compositions. CIRC can be used to investigate or improve writing skills through reading comprehension. The CIRC method can assist teachers and students in overcoming problems encountered during the learning process. With this method, the teacher can freely allow students to express their own ideas, and students are interested in exchanging thoughts and vocabulary they know. They can help each other arrange the structure of a narrative text with other students to produce an idea for a good narrative text.

Based on the description above, the CIRC method in teaching writing in narrative texts is used by the researchers to overcome the problems students feel when learning writing in learning English. The researchers propose using this method because the researchers expected students to relax, be entertained, motivated, and be active in class.

METHOD

The research used quantitative research to test hypotheses based on data collected according to previous theories and concepts. Quantitative research aims to create and apply mathematical models, theories, and hypotheses concerning natural phenomena. The measurement process is the most important aspect of quantitative research. It provides an overview of answers to the quantitative relationship's fundamental relationship. Because the process of creating a quantitative and scale sample is thought to represent the population, the outcome can be used to generalize the represented population.

The research employed experimental or quasi-experimental research methods. Experimental research is manipulating stimuli, an experimental condition, then observing the impact of treatment. Thus, the study identifies the difference between learning results due to the different treatments given to two classes, namely experimental and control classes.

The design of this research proposed by Arikunto (2006) is as follows:

Table 1- The research design

Group	Pre-test	Treatment	Post-test
Experimental Group	O ₁	X	O ₂
Control Group	O ₃	-	O ₄

In this research, the population refers to the subjects where the researchers conducted the research. The population of this research was students from eleventh grade at SMA Negeri 7 Palu, consisting of 327 students. The distribution of each class can be seen in the following table:

Table 2 – Student distribution

No	Name of Class	Number of Students
1.	XI 1	32
2.	XI 2	33
3.	XI 3	33
4.	XI 4	31
5.	XI 5	33
6.	XI 6	33
7.	XI 7	33
8.	XI 8	33
9.	XI 9	34
10	XI 10	32
Total Students		327

According to Sugiyono (2016), "Purposive sampling is a sampling technique with certain considerations." The sample of this research is to take two classes, namely class XI 1 with 32 students and class XI 3 with 32 students. The sampling technique in this research used a purposive sampling technique. The researchers used a purposive sampling technique because the sampling in this research used consideration by determining the sample among the selected population. This consideration is based on the recommendation from the English teacher at SMA Negeri 7 Palu, where the sampled students are from Class XI 1 and XI 3, which are recommended by the teacher whose students have the same problems with their writing skills. The researchers took both groups XI 3 as the experimental group conducted with the CIRC method and class XI 1 as the control group carried out with the conventional method.

The researchers used a test to collect data on students writing worksheets on personal experiences as a data collection technique. In collecting this data, students must write a narrative text of personal experience. Next, the researchers used writing performance as a written test. In addition, the tests, which include pre-test and post-test explained further below.

Pre-Test

The pre-test was used to determine the development of students before being given treatment to determine the student's initial knowledge. The pre-test format is an essay test. The paragraph writing test consists of 1 item in which it is emphasized that students write a narrative text, which is about personal experience. In the first meeting, the researchers were giving a test to the students. The forming test is asking the students to write about the events that has been happen in the past.

Treatment

After the pre-test, the researchers gave treatment to the students. The researchers expected to improve the student's writing skills by applying the CIRC Method for six meetings, and the researchers have chosen a narrative text (personal experience) as teaching material.

Post-Test

Researchers used conducted a post-treatment test. The post-test has the same type and difficulty level as the pre-test but concerns a different subject than what was done in the pre-test. A post-test was used to show improvement after treatment. The aim is to determine whether using CIRC effectively improves the writing skills of eleventh graders of SMA Negeri 7 Palu.

The researchers analyzed the data statistically to explain the students' pre-test and post-test scores. First, the researchers used to calculate individual scores using the following formula proposed by Arikunto (2006: 308):

$$\sum = \frac{x}{N} \times 100$$

To compute the mean score of the pre-test and post-test, the researchers used the formula proposed by Arikunto (2006:313) as follows:

- a. The formula for experimental group

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

- b. The formula for control group

$$M_y = \frac{\sum y}{N}$$

Next, the researchers used to calculate the square deviation by using the formula proposed by Arikunto (2006:3/1) as follows:

- a. The formula for experimental group

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

- b. The formula for control group

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

After computing the sum of score deviation, the researchers calculated the value of t-counted to see the significant difference between the mean achievements of the two groups by using the formula proposed by Arikunto (2006: 311) as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x}\right) + \left(\frac{1}{N_y}\right)}}$$

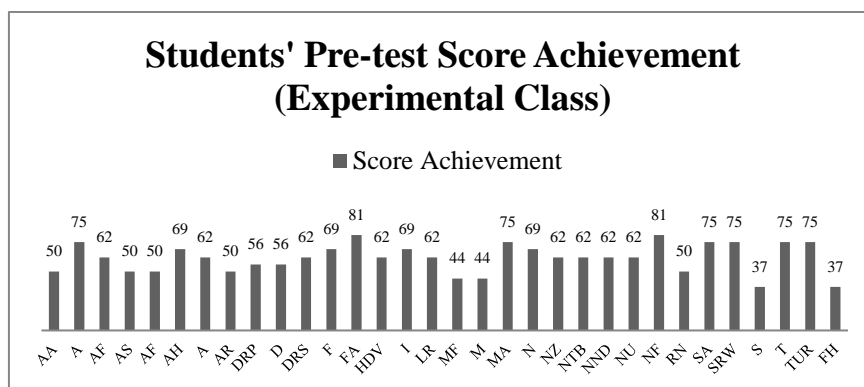
FINDINGS AND DISCUSSION

The Students' Writing Skill Improvement

In this research, the researchers used a test as the instrument of data collection. The test was given to both experimental and control groups. Those classes were offered pre-test and post-test to determine whether the CIRC method can contribute to teaching English to

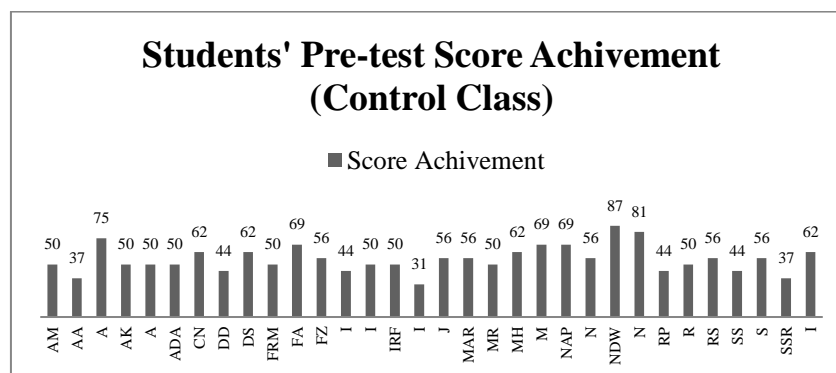
students, especially in improving the speaking skill of the eleventh-grade students of SMA Negeri 7 Palu. During the research, the researchers only gave treatment to the experimental group. Meanwhile, the conventional teaching method from that school. Collecting data was started from March 8th until April 12th, 2023. The researchers taught the experimental and control groups for six meetings. The meetings were scheduled once a week for every class.

Figure 1 - Pre-test result of experimental class



Based on the pre-test result above, a few students passed the minimum standard score (75). Some students got high, middle, and low scores. The student's high score is 81, the middle score is 75, and the low score is 37. It means that they needed help in writing narrative text personal experience. After getting the student's total score, the researchers computed the mean score of the pre-test using a formula by Arikunto the pre-test's mean score of the experimental group is 61.72. And the total score of the students is 1975.

Figure 2 – Pre-test score of control class



Based on the pre-test result above, a few students passed the minimum standard score (75). Some students got high, middle, and low scores. The student's high score is 87, the middle score is 75, and the low score is 31. It means that they needed help in writing narrative text personal experience. After getting the student's total score, the researchers computed the mean score of the pre-test using a formula by Arikunto the pre-test's mean score of the experimental group is 55.27. And the total score of the student's is 1768.75.

After carrying out the pre-test, the researchers then proceeded to the stage of giving treatment to the class that became the experimental group. The researchers then introduce Cooperative Integrated Reading and Composition (CIRC) to students using a narrative text of

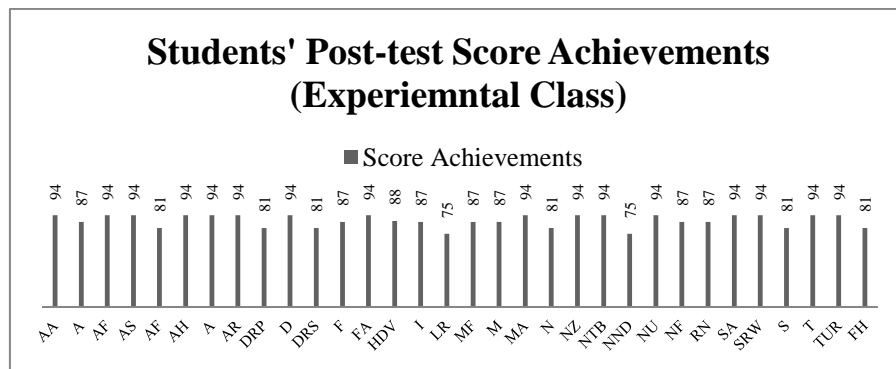
personal experience in every learning content taught in class. At the first meeting, students were asked to write narrative texts which tell about personal experiences according to the existing topics and choose one of these topics to be made into a narrative text. The researchers divided these students into five groups of 5-6. After dividing the students into the groups referred to earlier, the researchers allowed the students to listen and see together the sample text in a PPT. This animated video explains narrative text, examples, structure, and language. The researchers displayed it for 15 minutes and then wrote it down. Then the research gives time to the students to discuss the narrative text, and then the students create a text based on their experiences by using a determined topic in a structured text.

The second to sixth meetings did not change the teaching pattern; it's just that the topics and practical examples given were different; for example, in the fourth to sixth meetings, the researchers gave a different topic that contained material about the narrative text. In this text, students in groups discuss the events or incidents they experienced according to their personal experiences but put them together into one structured story using good and correct language structures. In this way, researchers pay attention to increasing students' willingness to learn because the content they learn relates to their daily lives and impacts increasing their vocabulary mastery and reading ability. After completing the treatment at the sixth meeting in the experimental group, the researchers gave a post-test with the same pattern as the pre-test.

This happens because the use of CIRC as a learning method provides a new learning atmosphere for students; besides students being able to interact with each other, students can also exchange stories with their friends, who, of course, have different experiences and exchange words that can add to each other's vocabulary. Also, this method makes students more interested in reading a text. Based on researchers' observations during the process of giving treatment, students look to enjoy, be active, and be interesting because what they learn is related to everyday life, in this case.

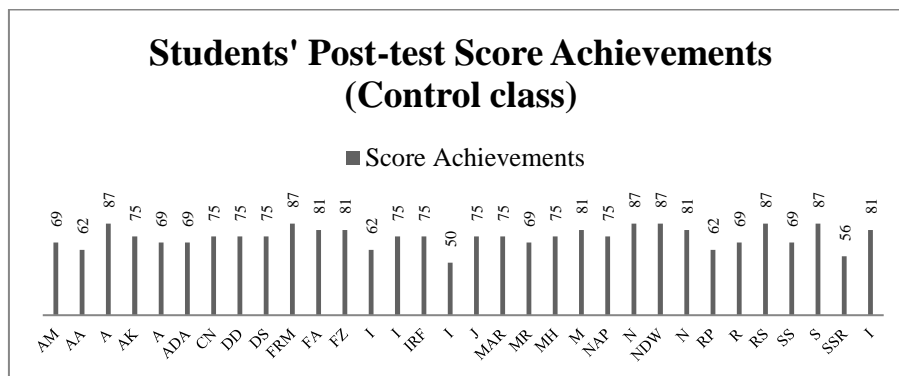
After the treatment, the researchers gave the experimental and control groups the post-test. The post-test of the experimental group and control group was conducted on April 12th, 2023. The post-test aims to find out whether using the round table strategy can improve the student's ability to write narrative text from personal experience. Likewise, the researchers collected the score of the post-test from both groups

Figure 3 – Post-test score of experimental class



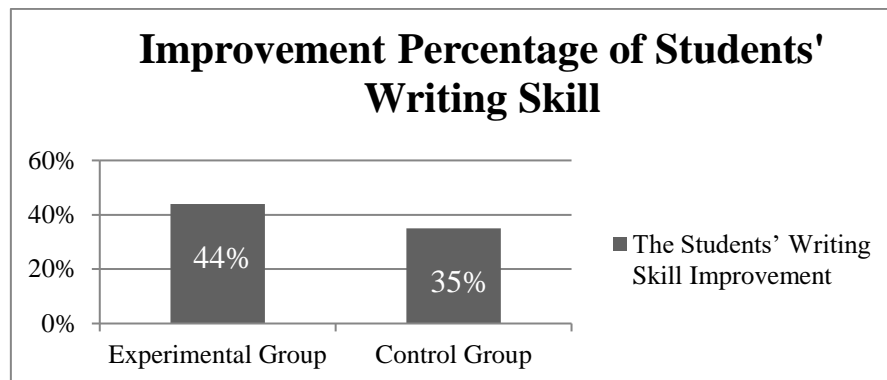
Based on the pre-test result above, a few students passed the minimum standard score (75). Some students got high, middle, and low scores. The student's high score is 94, the middle score is 87, and the low score is 75. It means that they needed help in writing narrative text personal experience. After getting the student's total score, the researchers computed the mean score of the pre-test using a formula by Arikunto the pre-test's mean score of the experimental group is 88.68. And the total score of the students is 2837.8.

Figure 3 – Post-test score of control class



Based on the pre-test result above, a few students passed the minimum standard score (75). Some students got high, middle, and low scores. The student's high score is 87, the middle score is 75, and the low score is 50. It means that they needed help in writing narrative text personal experience. After getting the student's total score, the researchers computed the mean score of the pre-test using a formula by Arikunto the pre-test's mean score of the experimental group is 74.61. And the total score of the students is 2387.5.

Figure 4 – Improvement Percentage of Students' Writing Skill



The data obtained from statistical analysis using Microsoft excel shows that the hypothesis can be applied. In conclusion, using the CIRC method as content for learning English has improved the writing skills of the Eleventh graders of SMA Negeri 7 Palu. The use of Cooperative Integrated Reading and Composition (CIRC) as learning content has been able to provide a good improvement in students' writing mastery. The data also showed an increase from pre-test to post-test by 44% for the experimental group and a difference of 33.5% for the control group. Even with problems and difficulties, students' vocabulary mastery increased significantly. Hence, students' writing skills also increased because students were able to use good and correct vocabulary in making a narrative text of personal experience using the CIRC method as a teaching method in the teaching and learning process.

CONCLUSION

Based on the data, the researchers concludes that the use of CIRC method to improve writing skills of the eleventh grade students of SMA Negeri 7 Palu. Based on the findings data and discussion it can be concluded that students' writing skills in experimental group of this research significantly increased from pre-test and post-test mean score is (44%). While in control group of this research significantly increased from pre-test and post-test mean score is (35%). It is prove by the value of t-counted (3.29) is greater that t-table (2.001). It means that the research hypothesis was accepted. Therefore, using CIRC method was effective to improve students writing skills at SMA Negeri 7 Palu.

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