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**THE EFFECT OF TEACHING WRITING RECOUNT TEXT USING  
COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC)  
ON STUDENTS' WRITING ABILITY AT THE EIGHTH GRADE OF  
SMPN 8 KEDIRI IN THE ACADEMIC YEAR 2014-2015**

**SKRIPSI**



by:

**PUSPITA MEGA SELVIA**

**NPM 11.1.01.08.0153**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
2015**



**APPROVAL PAGE**

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Approved by the Advisors to be proposed to  
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University of Nusantara PGRI Kediri

Kediri, August 23, 2015

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Approved and Accepted by all its qualification  
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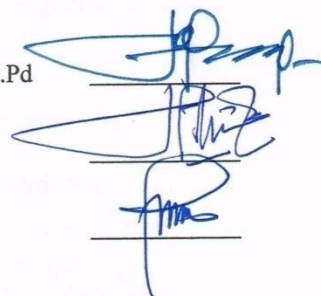
Kediri, August 23, 2015

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**ABSTRACT**

Students of Junior High School are expected to be able to create many kinds of functional and monologue text that consist of grammatical sentences, acceptable expressions, and culturally acceptable in English culture. In fact, they still encounter difficulties when they are asked to create a text or passage which is indicated by: having lack of vocabulary, getting difficulties to start writing, not organizing the writing well, not able to make grammatical correct sentence, and not able to arrange well-punctuated, spelled, and capitalized sentences. This study aims to find out the effect of teaching writing recount text using Cooperative Integrated Reading and Composition (CIRC) on students' writing ability at the eighth grade of SMPN 8 Kediri in the academic year 2014-2015. This research used quantitative approach and was implemented to class VIII-A of SMPN 8 Kediri. The data was collected using pre-test and post-test while t-test was used to analyze the data. The result shows that t-observed is 7,02 at the degree of freedom of 14, t-table is 2,977 at the level of significance of 1%. It means that t-observed (7,02) > t-table at the level of significance of 1%. Finally, it can be concluded that teaching writing recount text using Cooperative Integrated Reading and Composition (CIRC) has very significant effect on the students' writing ability. Therefore, it is recommended to be used by English teachers as one of techniques that can be implemented to make students feel easy to write.

Keywords: CIRC, Teaching Writing, Writing Ability

**INTRODUCTION**

The goal of English teaching and learning in Junior High School is developing students' communicative competence in oral and written form to achieve the functional level of literacy through four language skills; listening, speaking, reading, and writing. In this case, they are expected to be able to

communicate on the creation of text in spoken and written form. For communicating in written form, students should have competency to comprehend and/ or produce written text. They are expected to be able to create many kinds of functional and monologue text (Standar Isi 2006) that consist of grammatical



sentences, acceptable expressions, and culturally acceptable in English culture.

In teaching writing, teachers should know some important things. The first is about principles. Byrne (1988) in Harsyaf, Nurmaini, & Izmi (2009: 5-6) suggests some principles of teaching writing; (1) teach students to write, (2) provide adequate and relevant experience of the written language, (3) show students how the written language function as a system of communication, (4) teach students how to write texts, (5) teach students different kinds of texts, (6) make writing tasks realistic and relevant, (7) integrate writing with other skills, (8) use a variety of techniques and practice formats, (9) provide appropriate support. Second is about strategies. Harmer (2004: 11) mentions some strategies that teachers need to consider to teach writing; (1) get students to plan writing, (2) encourage students to draft, reflect, and revise writing, (3) respond to students' writing. The last is about technique. There are many techniques available for teaching writing. One of them is offered by Ann Raimes (1983). In her book, she writes three techniques to teach writing in ESL class. They are using pictures, using readings, and using all language skills.

In fact, although some structured activities have been arranged to teach

writing, students still encounter difficulties when they are asked to create a text or passage. It is indicated by: having lack of vocabulary, getting difficulties to start writing, not organizing the writing well, not able to make grammatical correct sentence, and not able to arrange well-punctuated, spelled, and capitalized sentences. Instead some students often feel bored in writing class.

To overcome those problems, teachers should be creative. In this case, the researcher interests with the idea of technique using readings by Ann Raimes because it is stated that the more students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language. Besides, in this research, the researcher used cooperative learning. Cooperative learning can be defined as a learning approach in which small, mixed student groups form both inside the class and outside the class environment to ensure students helping each other in learning an academic subject in the scope of a common 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 (Cohen et al, 2004 in Asni, 2012: 5).



Then, one of techniques of cooperative learning method which is appropriate with Raimes' reading approach is Cooperative Integrated Reading and Composition (CIRC). The technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques (Slavin, 2002: 89 in Asni, 2012: 5). In this technique, students will actively engaged in the teaching and learning activities. Instead of asking the students to directly write by their own, students will be first mastering a text by doing and discussing the exercises with their team or group. After that, they can arrange their text together which means that process of writing will be done in group. On its way, students on their own group will suggest some ideas to their member about what they will write. Each group will also help their members to read through the text before it comes to its final version to see where it work and doesn't, or the order of information, or the way of writing something. The members of group may then move paragraphs around or write the new one or use different form of words which help the writer make appropriate revisions. These activities are also helped by the teacher so students get responses from two sides.

The use of cooperative learning especially Cooperative Integrated Reading and Composition (CIRC) in English teaching and learning has been done by many researchers. Most of the researches show good result. A research by Erhan Durukan where he compared CIRC technique and traditional reading-writing pedagogical methods for primary school students. The result was CIRC was more effective for achievement and retention level than the traditional method. Another study is done by Abbas Zarei. He investigated the effect of STAD and CIRC on reading achievement and vocabulary learning of Iranian learners of English. The result indicated that CIRC had statistically significant effects on reading comprehension and vocabulary learning. Maden, Stevens, and Slavin had a research concerning on a comprehensive cooperative learning approach to elementary reading and writing instruction. They used CIRC on their study. The result was the class with CIRC got significantly higher achievement on standardized Reading Comprehension, Reading Vocabulary, Language Expression, and Spelling Scales, and on rating of Organization in writing sample.

So in this research, the researcher will focus on the effect of the application of teaching writing using Cooperative Integrated Reading and Composition



(CIRC) on students' writing ability at the eight grade students of SMPN 8 Kediri. The research question is formulated as follow: Is there any significant effect of teaching writing recount text using Cooperative Integrated Reading and Composition (CIRC) on students' writing ability at the eighth grade of SMPN 8 Kediri in the academic year 2014-2015 ?

## METHOD

This research was carried out in SMPN 8 Kediri. Quantitative approach and experimental research was used in which students were given pre-test, treatment, and post-test. Pre-test was undertaken before being taught using CIRC and post-test was undertaken after being taught using CIRC. In pre-test and post-test, students did a test which they made a recount text about their unforgettable experience.

The population that was observed in this study was the eighth grade students of SMPN 8 Kediri in the academic year 2014-2015 with the number of students was 349. The sample was class VIII-A. There were 31 students that consisted of 15 males and 16 females. Then, based on the result of pre-test, it was known that 15 students got score, a student cheated others work, 9 students didn't fulfill the requirement as a text or not eligible and the rest did not submit their text. Therefore, the researcher

considered to choose those 15 students as focus of the research.

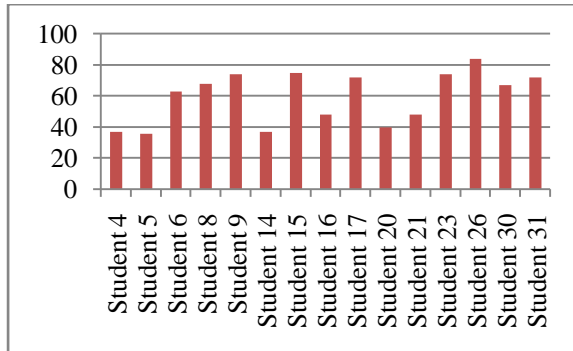
To analyze the data, the researcher used descriptive statistics (using frequency distribution: mean, median, modus, deviation standard, histogram and polygon). According to Brown (2005: 97), descriptive statistics are numerical presentations of how a group of students performed on test. Then, t-test is used. By looking at the result, the researcher will know whether CIRC has effect or not. The following is the formula of t-test by Arikunto (2006: 306):

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

## FINDINGS

Based on the pre-test's data, it was known that the score's range was 36 to 84. The highest score was 84 obtained by Student 26 and the lowest score was 36 obtained by Student 5. The standard score, 75, was gotten by Student 5. Score 74 and 72 belonged to each 1 student. There were three students who got score in range 63-68. That was a student for score 68, a student for 67, and also a student for score 63. Score 48 was given to two students. A student got 40 and two students got 37.

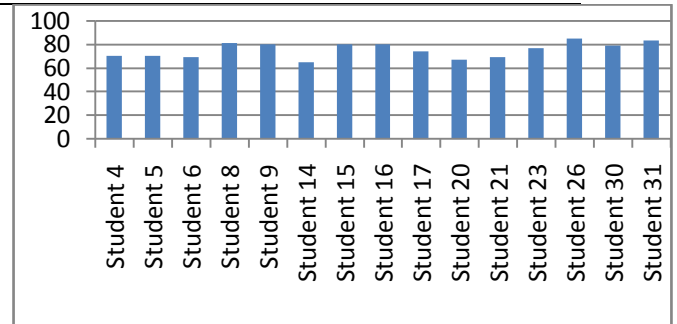
The researcher presents the diagram of the students' pre-test score as follow.



The total pre-test score from 15 students of VII-A class is 895. The standard score of English subject for eighth grade students of SMPN 8 Kediri is 75. So, the requirement for the students to pass the test is their score has to be 75 or above. From the data of pre-test score, there are only two students who pass the test and thirteen students are failed.

Based data of post-test, the highest score is 85 obtained by Student 26 and the lowest is 65 gotten by Student 14. Two students got score 83 and 81 each. Score 80 was belonged to three students. Three students got 79, 77, and 74 each. Score 70 and 69 were given to two students and a student got 67.

The researcher presents the diagram of the students' post-test score as follow.



The total score of post-test is 1129.

As written before that the standard score of English subject for eighth grade students of SMPN 8 Kediri is 75, in this post-test, the total students who can pass the test are 8 students. The other 7 students are failed. Besides, it also can be concluded from the total score of pre-test (895) and post-test (1129) that the post-test score is higher than pre-test which means that the students' score is getting better.

From the diagram score of pre-test and post-test above, it can be seen that after being taught using Cooperative Integrated Reading and Composition (CIRC) technique, the students' post-test score is higher than the pre-test.

### **The Mean Differences Between Pre-test and Post-test**

The differences between pre-test and post-test score is obtained by minusing score of post-test and pre-test. The highest difference is 34 and the lowest is 1. There are three students who the differences of post- and pre-test are more than 30. It is 32, 33, 34. There are also three students who



the differences are more than 20. It is 21, 27, and 28. The others are in range of 1 to 13. The total number of differences between pre- and post test is 234. After being squared, it is known that the total number is 5768.

The mean of differences between pre- and post-test is as follow.

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{234}{15}$$

$$\bar{D} = 15,6$$

Then, the degree of freedom is used to know the degree of t-table.

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

$$t = \frac{15,6}{\sqrt{5768 - \frac{(234)^2}{15(15-1)}}}$$

$$t = \frac{15,6}{\sqrt{5768 - \frac{54756}{15(15-1)}}}$$

$$t = \frac{15,6}{\sqrt{\frac{4688 - 3650,4}{210}}}$$

$$t = \frac{15,6}{\sqrt{\frac{1037,6}{210}}}$$

$$t = \frac{15,6}{\sqrt{4,94}}$$

$$t = \frac{15,6}{2,22}$$

$$t = 7,02$$

$$\begin{aligned} Df &= N - 1 \\ &= 15 - 1 \\ &= 14 \end{aligned}$$

From the calculation above, it is known that the result of t-test is 7,02 and the degree of freedom is 14. With Df = 14, the value of t-table with the degree of significance 1% = 2,977 and the value of t-table with the degree of significance 5% = 2,145.

#### T-Test

Df	t-score	1 %	5 %	Altern ative Hypothesis (Ha)	Null Hypothesis (Ho)
14	7,02	2,977	2,145	Accepted	Rejected

Based on rules, if t-score  $\geq$  t-table, the degree of significance 1%, it means that it is very significant, so Ho is rejected. The table above shows that the t-score is 7,02, the t-table is 2,977 in the degree of significance 1% and 2,145 in the degree of significance 5%. It means that t-score is higher than t-table or can be concluded that the result of the research is very significant. So, from the table above, it can be stated

that there is very significant effect of teaching writing recount text using Cooperative Integrated Reading and Composition (CIRC) on students' writing ability at the eighth grade students of SMPN 8 Kediri in the academic year 2014-2015.

## DISCUSSION

Based on the result of hypothesis testing, it shows that there is significant effect of teaching writing recount text using Cooperative Integrated Reading and Composition (CIRC) on students' writing. This happens when the mean of post-test is higher than the mean of pre-test. The mean of post-test is 79,2, while the mean of pre-test is 59,7.

The result also shows that there is very significant effect of CIRC to the students' writing ability. It is proven by the value of t-score (7,02) which is higher than the value of t-table in the degree of significance 1% (2.977). So, the Null Hypothesis ( $H_0$ ) was rejected and Alternative Hypothesis ( $H_a$ ) was accepted. In other words, there is significant difference of students' writing ability before and after they were taught using CIRC.

Moreover, the students who were taught using CIRC could understand the material easier. Also, when they wrote, they felt easier because they already had

experiences about the text and got suggestion, comment, and helps from many sides. In addition, some students got significantly increased score on some aspects that covered the writing rubric although there were some of them who got lower score or stagnant.

## CONCLUSION

Based on the results of data analysis and discussions above, it can be concluded that teaching writing using Cooperative Integrated Reading and Composition (CIRC) has effect on students' writing ability. This conclusion is achieved because the mean of post-test (79,2) is higher than pre-test (59,7) and also the value of t-score (7,02) is higher than t-table in the degree of significance 1% (2,977).

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