THE COMPARISON BETWEEN COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) AND STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) TO THE STUDENTS ACHIEVEMENT ON WRITING ARGUMENTATIVE TEXT

SKRIPSI

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English Education Program

By :

SHELLA BR. GINTING
NPM.1302050350

FACULTY OF TEACHER TRAINING AND EDUCATION
## UNIVERSITY MUHAMMADIYAH SUMATERA UTARA
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ABSTRACT

Shella Br. Ginting, 1302050350 : "The Comparison between Cooperative Integrated Reading and Composition (CIRC) and Student Teams-Achievement Division (STAD) to the Students' Achievement on Writing Argumentative Text". Skripsi: English Education, Faculty of Teachers' Training and Education, University of Muhammadiyah Sumatera Utara. Medan, 2017.

The objective of this study was to find out the comparison between cooperative integrated reading and composition and student teams-achievement division to VIII grade students of Mts. Al-Mushlihin Binjai at Jalan Kesatria, Binjai of 2016/2017 academic year. The type of this research is experiment. The population of this research was 82 students of VIII-1 and VIII-2. The sample was taken as two classes where VIII-1 consist of 40 students as Experiment Class I taught by using CIRC and VIII-2 consist of 42 students as Experiment class 2 taught by using STAD. Technique of analyzing data is consisted of normality, homogeneity and hypothesis test. Based on homogeneity test, the data was taken from normal distribution and homogeneous population. Hypothesis test is done by using independent sample t test. To analyze the data, it used repeated measure t-test in which the significance was determined by $p < 0.05$. The result showed that the students' mean score in pretest for CIRC class was 48.55 and STAD class was 50.67 while the posttest mean score for CIRC class was 85 and STAD class was 88.5. The result also showed that there was a significant difference of the mean score. It had increased to be 36.45 for CIRC class and 37.83 for STAD class after treatments with the significant level of 0.05, it was noted that $p = 0.000$. It proves that the students' score were significantly different ($p = 0.005$). So, the hypothesis proposed in this research was accepted. In conclusion, it can be said that cooperative learning model STAD type was recommended to be used to the students' achievement on writing argumentative text.

Keywords: cooperative integrated reading and composition, student teams-achievement division, students' achievement, writing

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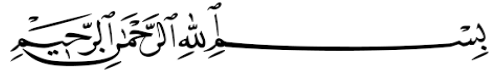
Alhamdulillahirabbil'alamin

In the name of Allah most gracious and the most merciful. First, she would like to thanks to Allah SWT who had given chances, healthy, mercy, and leisure of thinking for the researcher, so that finally the researcher can finishing her research. Secondly, blessing and peace be upon our Prophet Muhammad SAW who had brought human beings from the darkness to the brightness in our life.

This skripsi is the one of requirements for the degree of Sarjana Pendidikan (S.Pd) at FKIP, University of Muhammadiyah Sumatera Utara. Hopefully, this study give many people some information and knowledge how the teacher choice a good technique in teaching English. In writing this study with the title *"The Comparison between Cooperative Integrated Reading and Composition (CIRC) and Student Teams-Achievement Division (STAD) to the Students' Achievement on Writing Argumentative Text"*, she faced so many difficulties and problems but she did not end her effort to make it better, and it is impossible to finish without much help from the others.

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Finally, she realized that her study was still far from being perfect. So, she expected suggestions and comments from all of the readers or the other researcher who want to learn about this study. May Allah the most almighty always bless all of us.

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Medan,   2017

The researcher

Shella br. Ginting

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CHAPTER I

INTRODUCTION

A. The Background of The Study

Writing activities makes students actively in learning activities and stimulate students' skills in stringing words. Nation (2009:112) states that writing is an activity that can usefully be prefared for by work in other skill of listening, speaking, and reading. It means that human life cannot be separated from the writing activity. By writing, someone can pour everything that felt and thought to be an art form of writing which can be read by others.

In the junior high school curriculum, the basic competencies in writing is expressing meaning in text form write a simple short functional by using a variety of written language accurately, fluently and thankful to interact with surrounding environment. So the students' are required to be able to write in essay, paragraph or text form that aims to make students able to express something in writing. In writing, the students are not only required to be able to express an idea, but should be able to write with correct grammar.

Based on the researcher's experience in teaching practice program, the students got difficulty in writing English. At that time, the students were demanded to make the text by their own words. The researcher found that they faced some difficulties, the students got difficulties in choosing appropriate words, combining sentences, and express their ideas or thought into good sentences or text. It can be seen from the chart 1.1.

Chart 1.1
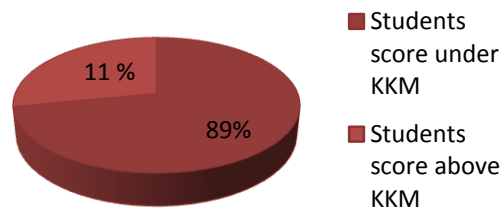
Chart 1.1 showed that 89% of 42 students' at VIII grade cannot reach the score of KKM (Minimum Criteria of Mastery Learning) in writing. Based on observation result, the reseacher found that the students' tend lack of vocabulary and still got confused in using grammar. Furthermore, the reseacher also conducted interview to 10 students who have score under KKM. Interview result showed that the students' not motivated to be active to expressing their ideas because the method that apply in the class not interesting.

One of factors causing low student interest is the applying of learning method that are not in accordance with the material being taught. Therefore, it is necessary the alternatives to develop learning process, one of which is use cooperative learning model. Cooperative learning model is one of solutions that can be applied to improve the students' achivement in writing skill. On the applying of cooperative learning model, the students' work together in a group to achieve learning goal. This is supported by the results of research conducted by Mohammadjani and Tonkaboni (2015) said that, "Cooperative learning is an educational method in which, students cooperatively work towards achieving common goal."

Cooperative learning is divided into several types, including Student Teams-Achievement Division (STAD), JIGSAW, Investigation Group, Teams

Games Tournaments (TGT), Think-Pair-Share (TPS), Cooperative Integrated Reading and Composition (CIRC), and Numbered Head Together (NHT).

In the research of Suhadi (2013) shows that the cooperative learning model of CIRC effectively used for writing. Cooperative model CIRC is one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills in the grades of secondary education. STAD is an effective and efficient way to teach well-defined educational subjects. The teams are heterogeneous, made up of learners of diverse academic achievement, race, and nationality.

The results of research Hsiu-chuan Chen (2008) entitled, "A Comparison Between Cooperative Learning and Traditional Whole-class Methods Teaching English in a Junior College" that was published in International Journal, it shows that the cooperative learning model of STAD effectively applied to students in order to improve the ability in learning English, especially in writing skill. In the study of Hsu-chuan Chen also appears that he compared STAD cooperative learning with traditional whole class to determine which is more effectively used in teaching english. However, the research to be carried out, the researchers focused on a cooperative learning model of STAD in order to improve students' achievement in writing. Researcher also compared the cooperative learning model STAD with CIRC to determine which is more effectively to used.

Based on the research results Hsiu-chuan Chen and Suhadi, researcher suspect that one of the cooperative models more effectively applied to improve student achievement in writing. Therefore, the researchers intend to conduct a

study entitled: "The Comparison between Cooperative Integrated Reading and Composition (CIRC) and Student Teams-Achievement Division (STAD) to the Students Achievement on Writing Argumentative Text".

B. The Indentification of Problem

Based on the problem in background, it was identified several problems as follows:

1. The student got difficult to writing in English.

2. The students lack of vocabularies.

3. The students got difficulties in choosing appropriate words, combining sentences, communicating their ideas or thought into good sentences or text, and confused to use grammar in writing argumentative text.

4. Teacher is not use cooperative learning model for CIRC (Cooperative Integrated Reading and Composition) and STAD (Student Teams-Achievement Division) yet.

C. The Scope and Limitation of The Study

Based on the background and the problem identification, the scope of this research was about writing and it was be limited on argumentative text.

D. The Formulation of Problem

Based on the background the of problems, how is the comparison of students' achievement in writing argumentative text taught by cooperative learning model CIRC (Cooperative Integrated Reading and Composition) and

STAD (Student Teams-Achievement Division) in Class VIII Mts. Al-Mushlihin Binjai.

E. The Objective of The Study

Based on the formulation of problem, the objective of research was to know the comparison of the students' achievement in writing argumentative text taught by cooperative learning model CIRC (Cooperative Integrated Reading and Composition) and STAD (Student Teams-Achievement Division) in Class VIII Mts. Al-Mushlihin Binjai.

F. The Significant of The Study

Finding of the study are expected to be useful in terms of theoretically and practically, it is described as follows:

1. Theoretically

Hopefully, the findings of this research can open and add new horizons in theories of language learning. In addition, the findings can be as references for further study.

2. Practically

The result of the study expected to be useful for the students, the teachers, and the readers.

1. For teachers, it can expand the knowledge of cooperative learning model Cooperative Integrated Reading and Composition and Student Teams-Achievement Divisions in helping students' to improve the students' achievement in writing argumentative text.

2. For students, through cooperative learning model can help students to improve their achievement in writing argumentative text.

3. For schools, as consideration in the development and improvement of English teaching programs in schools.

4. For researchers, as information material as well as a handbook for investigators in performing duties as a prospective teacher in the future.

5. As the material information to readers or other researchers who want to conduct similar research.

A. Theoritical Framework

The following review will discuss theories related and form the basis for this study. The theoretical framework includes several interrelated topics relevant to the context of the study will be taught research.

1. Description of Writing

1.1. Definition of Writing

Writing process is the stages writer goes through in order to procedure something in its final written form. Writing is also as a process of self discovering who you are and what you thought. In the process of writing, people give full shape to their thoughts, their feelings and their values.

Writing is among the most important skills that foreign language students need to develop. It is the last stage in learning language after listening, speaking, and listening. In other words, the researcher can say that writing is an indicator whether students have gained all skills before or have not. Before the students have to write, they should be able to listen, to speak, and to read. Writing skill differs from other skills like speaking and listening. Brown (2001: 334) states that trends in teaching writing of ESL and other foreign languages are integrated with teaching other skills, particularly listening and speaking.

For example, when students are asked by their teachers to write related to certain topic, they may collect information from a radio, a television, magazines,

internet, and directly communicating with experts of related topic. After they get sufficient information, they can start writing. When collecting the information, they are using listening, speaking, and reading skills. Therefore, nobody can master this ability easily and directly.

Writing is an activity which is done by someone to put his/her thought into words in a meaningful form and to mentally interact with the message. it is one of four language skills that must be taught for students. writing is the most concrete and systematic of the language skills. the more developed the writing skill, the more systematic the individual's overalluse of language (Durukan 2010: 102).

Writing is actually a developmental process. Students try to express their views or ideas in the best writing with teachers' guidance. Teachers have to provide students with the space to make their own meanings within a positive and a cooperative environment.

The skill of writing itself include five general component or main ides (Heaton, 1998:135) namely:

1. Language use: the ability to write correct and appropriate sentences.

2. Mechanical Skill is the ability to use correctly those conventions peculiar to written language, examples: punctuation and spelling.

3. Treatment of content: the ability to think creatively and developed thoughts including all the relevant information.

4. Stylistic Skill: the ability to manipulate sentence, paragraphs and the use of language effectively

5. Judgment Skill: the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and other relevant information.

1.2. Skills of Writing

According to Brown (2004: 221) there are two skills in writing. They are micro and macro skills:

a. Micro-skills

    1) Produce graphemes and orthographic pattern of English.

    2) Produce writing at an efficient rate of speed to suit the purpose.

    3) Produce an acceptable core of words and use appropriate word order patterns.

    4) Use acceptable grammatical system (e.g, tense, agreement, pluralization), pattern and rules.

    5) Express a particular meaning in different grammatical form.

    6) Use cohesive device in written discourse.

b. Macro-skills

    1) Use the theoretical forms and conventions of written discourse.

    2) Appropriately accomplish the communicative functions of written texts according to form and purpose.

    3) Convey links and connections between events, and communicative such as relations as main idea, supporting idea, new information, give information, generalization, and exemplification.

    4) Distinguish between literal and implied meanings when writing.

5) Correctly convey culturally specific references in the context of the written text.

6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting device, writing with fluency instruction feedback and using feedback for revising and editing.

1.3. Types of Writing

The four principle forms are exposition, description, narration, and argumentation.

1) Exposition

Exposition is the form of discourse used in giving information, making explanations, interpreting meanings. It is include; editorial, essays, informative and instructional material. It is purpose is to make the reader understand.

2) Description

Description is the form of discourse used in creating sensory impression and alliance emotion all reactions. Description reproduces the way of thing, look, smell, taste, feel or sound. It is used to create a visual image of people, place even of time days or season.

3) Narration

Narration is a form of discourse, which present an event in a related series. It tells of actions in such a way as to give what is popularly recognized as a "story". Narration places occurances in time and tell what happened according to natural time sequence.

4) Argumentation

Argumentation is distinguished from the other three forms of discourse in that its function to prove. It related to expression and is often combined with in argumentation is used to make a case to prove a statement or a proposition.

2. Description of Argumentative Text

2.1. Definition of Argumentative Text

Argumentative is an evidentiary objection raised in response to a question which prompts a witness to draw inferences from facts of the case. An argumentative objection is raised as "badgering the witness". Often, argumentative questions do not seek to establish additional facts or check the reliability of existing facts. Instead, they are meant only to cause a witness to argue with the examiner.

Argumentative text is usually written as an essay. But you can find it in other places, too like magazine articles, journals, and in nonfiction. Argumentative text means that you must state your point of view on the issue and to explain why you think so. For example, in the argumentative essay you write thesis (a statement, that indicates your opinion) and then in each paregraph you must list statements, that support your thesis.

As rule these formulas shall be used: problem-example-solution or statement-example-deduction. Write arguments or persuasive papers to persuade the reader that what we have to say is correct, intelligent, and rational and that our explanation or position makes sense and is appropriate. Arguments do not

always draw conclusions but sometimes let the readers draw their own conclusions.

2.2. The Purpose of Argumentative Text

Argumentative has two purposes:

a. It is used to change people's points of view or persuade them to accept new points of view.

b. To persuade people to a particular action or new behavior.

Because people do not always agree on what is right or reasonable, appropriately constructed argument helps us arrive at what is fair or true. It is used to settle disputes and discover truth. Instructors assign argumentative writing so students can learn to examine their own and other's ideas in a careful, methodical way. Argument teaches us how to evaluate conflicting claims and judge evidence and methods of investigation. Argument helps us learn to clarify our thoughts and articulate them honestly and accurately and to consider the ideas of others in a respectful and critical manner.

2.3. Steps to Writing an Argumentative Text

1. **Introduction:** Give the context and background of your issue. Establish style, tone, and significance of your issue.

2. **State your Case:** Clarify your issue here. Provide any necessary background for understanding the issue. Define any important terms or conditions here.

3. **Proposition:** State your central proposition. Be sure your hook presents an issue that is open to debate. Present the subtopics or supportive points to forecast your argument for your readers.

4. **Refutation:** Analyze the opposition's argument and summarize it; refute or address the points; identify faulty reasoning and inappropriate appeals.

5. **Substantiation and Proof:** Present and develop your own case. Carefully plan your disclosure; avoid logical fallacies. Rely primarily on reasoning for your appeal and use emotional appeals carefully; use examples, facts, experts, and statistics. Develop your argument using the appropriate prose strategy (e.g., causal analysis, comparison, analogies, definitions).

6. **Conclusion:** Conclude with conviction. Review your main points and state your claims strongly. Make a compelling plea for action, or invite your readers to refute your argument.

3. Cooperative Learning Model

Cooperative learning is one of the models that conditioned the students mentally and physically. Cooperative learning is derived from cooperative, which means to teach something together and help each other as a group or a team.

According to Slavin (2005: 8) that "Cooperative learning is a learning where students will sit together in groups of four people to master the material presented by the teacher". This was confirmed by Hamzah (2014: 159) states that: "Cooperative learning is a teaching strategy that involves students to learn collaboratively to achieve goals."

The main concept of cooperative learning by Slavin (in Trianto, 2009: 61) is as follows:

1. Group appreciation, which will be given if the group reaches the specified criteria.

2. The responsibility of the individual, meaning that the success of the group depends on the individual learning of all group members. These responsibilities are focused in an effort to help others and make sure every members of the group was ready for evaluation without the help of others.

3. The same opportunities for success, means that students have helped the group by improving their own learning. This ensures that students are capable of high, medium, or low, are equally challenged to do their best and that the contribution of all members of the group are very valuable.

4. Description of Cooperative Integrated Reading and Composition (CIRC)

4.1 Definition of CIRC

CIRC technique is developed to support traditionally used "skill-based reading groups" approach. Firstly, reading groups are established in the classroom. Next, students are paired off within the groups. When the teacher works with a reading group, couples try to teach each other meaningful reading and writing skills by using reciprocal learning technique. They help each other in performing basic skill-building activities (such as oralreading, contextual guessing, asking questions,summarizing, writing a composition based on the story, revising-correcting composition).

Cooperative integrated reading and composition (CIRC) technique, one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills in the grades of secondary education. Co-operative Integrated Reading and Composition (CIRC) one of the co-operative learning strategy improve students' writing skill and language art.CIRC technique provides students the opportunity to plan, revise and summarize their story in a collaborative team.

In CIRC Writing, groups of heterogeneously students cooperate each other to read, to find main idea, and give opinion to text and at the end, the students write the result on the paper. they make presentation or read the result from group's discussion and make summary together. they have equal opportunities for success. CIRC provide a structure for teacher to teach and students to learn which help all students become more effective writers.

4.2. The Components of CIRC

CIRC model according to Slavin (2005:3-4) has eight components. The eight components include:

a) Teams, namely the formation of a heterogeneous group consisting of 4 or 5 students;

b) Placement test, for example, is obtained from the average value of daily tests based on previous or grades that teachers know the strengths and weaknesses of students in a particular field;

c) Student creative, perform the task in a group to create a situation where individual success is determined or influenced by the success of the group;

d) Team study, the stage of learning actions to be implemented by the group and the teacher gives assistance to groups that need it;

e) Team leading scorer and team recognition, namely the scoring on the work group and provide criteria for the award of the brilliantly successful group and a group that is seen as less successful in completing the task;

f) Teaching group, which provides a brief matter of teachers towards group work;

g) Facts test, namely the implementation of test or quiz based on facts obtained by the students;

h) Whole-class units, namely providing a summary of the material by the teacher at the end of time learning with problem-solving strategies.

4.3. Advantages and Disadvantages of CIRC

The advantages of CIRC are:

a. A variety of activities include thereby preventing boredom;

b. Readers practice with partner before reading aloud individually;

c. Many opportunities are offered for readers to learn vocabulary and to gain comprehension before writing takes place;

d. Materials are correlated with wide array of basal and literature;

e. All students have an aqual opportunity for success;

f. They learn to work and get a long together;

g. Partners have a vested interested in seeing that all members of the team contribute for the good of the team;

h. Follow-up support is provided. It can help the low students.

Disadvantages of CIRC are:

a. This model needs students who active in the learning process. The active students will look dominate the learning process. So, this is problem for students who do not active.

b. It needs long time. Because the students are order to identify the text in pair and then they order to identify it in their group.

c. Low level students will get problem to understand well the lesson.

5. Description of Student Teams-Achievement Division (STAD)

5.1. Definition of STAD

Students Teams Achievement Division (STAD) is one of the cooperative learning that ask the learner to work in group. The learner should work in a group and solve the problem together with their group. According to Slavin (2010) the STAD cooperative learning has some important characteristics, i.e. group appreciation, responsibility and the chance to succeed. In addition, Slavin (ibid) states that STAD has more positive points, i.e. (1) students gain knowledge by developing that knowledge through interaction with other people, and (2) the learning evaluation system can increase students' motivation to perform better for themselves and for their friends so that collaboration can be built up among them.

In STAD, each group consists of four to five students with different characteristic, intelligent, and gender. So, teaching learning process in the STAD is focus on the learners/students. STAD is an effective and efficient way to teach well-defined educational subjects. The teams are heterogeneous, made up of learners of diverse academic achievement, race, and nationality.

Individual accountability refers to the fact that in STAD technique, the teams' success depends on the team members in working together and making sure that students will take without teammate help. Interpersonal and small group skill, required to work cooperatively with others. Group processing, in which group reflect on how well they are working together and how their effectiveness as a group may be improved.

5.2. The Components of STAD

STAD consists of five components; class presentation, team, quiz, scoring and team recognition (Slavin, 2005:143). Here are the further descriptions of the components:

a) Class presentation

Teacher as a facilitator must state material, rule and teaching technique before explaining the aim of subject that is reached in the class. Teacher motivates students to be active and creative during teaching and learning process. In STAD, students must be concerned with the material that is presented. It can help them to do the quiz and individual quiz score can determine the team score.

b) Team

Teaming or grouping is a step to gather students in a team from different ethnic, achievement, and gender. Students work in a team that the teacher divides. Teacher prepares worksheet as a guide for the team, so that all members master and each member give contribution. When the team is

working, teacher observes, give guidance, motivation and helps if the students need. The aim of team is to determine that all of members can study seriously and to prepare the members work the quiz well.

c) Quiz

Teacher evaluates the result of study with giving quiz about material that is learned and students evaluate other team presentations. In quiz, students are expected to work in a pair and they are allowed to help each other. So every student has to be responsible for understanding the material individually.

d) Score of Individual Development

Every student is given first score that is acquired from average of score in doing the similar quiz. Then, the students can collect the point for their team based on the increasing of score quiz that is compared with their first score.

e) Team recognition

The teacher collects the individual score and inserts the team score then the team can get certificate or other appreciation if they can reach certain criteria.

5.3. The Advantages and Disadvantages of STAD

There are five advantages of using STAD in English language teaching as follows:

a. Positive Interdependence

The success of team is decided by the member effort hence, every student in a team feel interdependence.

b. Individual accountability

The success of team depends on each member of team, so that why the members have a task and responsibility that must be done.

c. Face to face promotion interaction

STAD gives a chance to each members of the team to make interaction to transfer or receive information each other.

d. Participation Communication

It trains students to participate and communicate actively in teaching and learning activity.

e. Team Evaluation

It educates students how to evaluate and coordinate the task each other in a team.

Disadvantages of STAD are (Bee and Masterson, 1990. 9-11):

a. Group members may pressure others to conform to the majority opinion.

b. An individual group member may dominate the discussion.

c. Some group members may rely too much on others to get the job done.

B. Conceptual Framework

Writing is a comprehension ability involving grammar, vocabulary, conception, rhetoric, and others. It is also result of combining graphic symbols such as word, phrase, and sentences later on formed become a text. Argumentative is an evidentiary objection raised in response to a question which prompts a witness to draw inferences from facts of the case. An argumentative objection is

raised as "badgering the witness". Often, argumentative questions do not seek to establish additional facts or check the reliability of existing facts. Instead, they are meant only to cause a witness to argue with the examiner. Argumentative text is usually written as an essay. But you can find it in other places, too like magazine articles, journals, and in nonfiction.

CIRC technique is developed to support traditionally used "skill-based reading groups" approach. Firstly, reading groups are established in the classroom. Next, students are paired off within the groups. When the teacher works with a reading group, couples try to teach each other meaningful reading and writing skills by using reciprocal learning technique.

In STAD, each group consists of four to five students with different characteristic, intelligent, and gender. So, teaching learning process in the STAD is focus on the learners/students. STAD is an effective and efficient way to teach well-defined educational subjects. The teams are heterogeneous, made up of learners of diverse academic achievement, race, and nationality

Thus it was attempted to give a prediction of the results of students' problem-solving abilities of the two models of cooperative learning, that's a model of cooperative learning type CIRC and type STAD. Based on the explanation, thus can predicting that any difference students are taught with CIRC cooperative learning model will have the result of students achievement in writing argumentative text with the results of students' problem solving skills by using STAD.

However, both models are expected to enhance the students achievement in writing argumentative text in general than conventional learning models used by teachers during this time. By using cooperative learning model, is expected to raise students' motivation to learn in order to obtain satisfactory results, especially on the student achievement in writing argumentative text class VIII MTs. Al-Mushlihin Binjai A.Y. 2016/2017.

CHAPTER III

RESEARCH METHOD

A. The Location

This research was conducted in MTs Al-Mushlihin Binjai at jl.Kesatria No.34 Binjai during academic year 2016/2017.

B. The Population and Sample

1. Population

The population of this study was all the students of eight grade of MTs. Al-Mushlihin Binjai that consist two classes. They are VIII-1 consist of 40 students and VIII-2 consist of 42. So, the total of populations is 82 students.

2. Sample

The sample in this study has been taken as two classes. Both of the class will following this research where VIII-1 as the first experimental class taught by cooperative learning CIRC and VIII-2 as a second experimental class taught by cooperative learning STAD model. It can be seen in the table below:

Table 3.1

The Sample

No.	Class	Sample
1	VIII-1	40
2	VIII-2	42
Total		82

C. Research Design

This type of research is an experiment, where the research is determining whether there is a result or not of something that is imposed on the subject of students. In carrying out this study involved two different treatment between the experimental class 1 and class 2. The experimental class 1 has given by cooperative learning TPS model while the experimental class 2 has given cooperative learning STAD model.

In this study, the test has given twice: before treatment and after treatment. The tests were administered before treatment (T_1) is called *pretest* and test given after treatment (T_2) is called *the posttest.* The study design can be described as follows:

Tabel 3.2

Research Design (Pre-test dan Post-test)

Class	Pre-test	Treatment	Post-test
VIII-1	T_1	X_1	T_2
VIII-2	T_1	X_2	T_2

Description :

T_1 = Giving the initial test (pretest)

T_2 = Giving the final test (posttest)

X_1 = Learning using cooperative learning CIRC model

X_2 = Learning using cooperative learning STAD model

1. Pre-test

Pre-test is the test was conducted before the learning process begin or before the treatment. Pre-test was conducted to find out the students' achievement in writing argumentative text before giving treatment. The pre-test consist of writing test. The test was asked the students to write an argumentative text based on the direction given.

2. Treatment

The experimental group that is writing skill but different in treatment. It means that there are two treatment with two the experimental group in which for the first group will be taught by applying CIRC model and second group has taught by STAD model. The steps treatment of both experimental group has given as stated below:

Table 3.3
Treatment in Two Experimental Group

Teaching Procedure	
Experimental group 1 by using CIRC	**Experimental group 2 by using STAD**
Treatment 1	**Treatment 2**
a. Teacher formed groups of four until five person.	a. Teacher explain the material about argumentative text.
b. Teacher give a theme or title of a discourse based on learning topics.	b. Teacher formed groups of four or more person.
c. Students work together to give an opinion or knowledge of the topic and write on sheets of paper.	c. Teacher give quiz for individual about the material. Then, discuss the answer together in a grup.

d. Presenting or read the group results.	d. After discussion, the student given an individual quiz, every student given one paper that contain a theme of discourse and they write their own opinion about the discourse.
e. Teacher and students make the conclusion together.	e. Students submit their work to the teacher.

3. Post-test

The post-test was given after the treatment. The design of post-test was same as pre-test. It was applied to know result of cooperative learning model which is more effectively used to the students achievement on writing argumentative text.

D. The Instrument of The Research

The instrument of this research was writing test which consist of one item. The source materials take from the English book for Junior High School (English In Focus) with the topic was writing simple functional text in the form of argumentative text. The test was given to students aimed to collect the data in supporting the students' achievement in writing argumentative text.

To score the students performance in writing text announcement based on the evaluation of writing stated by Heaton (1998:146) that were content, organization, vocabulary, language use, and mechanics (see in appendix 8).

Based the indicators, then the students' achievement in writing argumentative text was classified in quantitative and qualitative system. The scales were as follows:

Table 3.4

Scales of Quantitative and Qualitative

Quantitative form	Qualitative form
90-100	Excellent to very good
70-89	Good to average
30-69	Fair to poor
0-29	Very poor

E. Technique of Collecting The Data

In collecting the data, some steps were applied as follows :

1. Giving pre-test to both experimental class in the form of written test.

2. Giving treatment to both experimental class.

   Treatment held in two classes with the materials and the same time, just a different learning model. For the experimental class 1 was given treatment in cooperative learning CIRC model , while the experimental class 2 was given treatment in cooperative learning STAD model.

3. Giving post-test as the same as pre-test to both classes.

4. Collecting the students' worksheet and listing the scores of both class.

F. Technique of Analysis The Data

In this study, the research data which processed is the students achievement on writing argumentative text in the experimental class 1 teaching with cooperative learning CIRC model and the experimental class 2 with STAD model.

1. Normality Test

Normality test is used to determine whether the sample is normal distributed or ot. This test is made by comparing the cumulative distribution of empirical data distribution with the expected normal distribution. When the p value was not significant then there is no difference between the two distribution. Kolmogorov is executed by using *SPSS versio 17 for windows*.

The hypothesis is formulation is as follows.

H_o = Data is taken from normal distributed population

H_a = Data is not taken from normal distributed population

Meanwhile, the criteria of rule decision is as follow.

a) Rejected H_o if Sig.value < 0.05

b) Accepted H_o if Sig.value > 0.05

2. Homogenity Test

Homogenity test is used to determine whether variance of the population is same or not. This test is perfomed as a prerequisite for reseachers who use more

than one group of samples which are generallly used to prove the comparative hypothesis. If the variance of data is same, then its group is said as homogene, and in the other hand is heterogene. In this research, Anova One Way test by using SPSS 17 for windows.

The hypothesis of this test is as follow:

H_o = Both populations have similar variances ($\sigma_1{}^2 = \sigma_2{}^{2)}$

H_a = Both populations have different variances ($\sigma_1{}^2 \neq \sigma_2{}^{2)}$

Meanwhile, the criterion of this test is as follow.

a) Rejected H_o if Sig.value < 0.05

b) Accepted H_o if Sig.value > 0.05

3. Hypothesis Analysis Testing

     In the analysis of differences in technique independent sample t test is used to determine whether two average derived from the same population. The difference in two groups of free samples, statistically uncertain a significant difference. To test whether or not a significant difference from the average is one of them may be using the t test (*t test*). The formula t test for independent samples were used as follows. (Widiyanto, 2013: 244-245)

     The hypothesis to be tested is formulated as follows:

     H_o : $\mu_1 \neq \mu_2$: There is the difference between the students achievement on writing argumentative text taught by cooperative learning type CIRC with taught by cooperative learning type STAD in class VIII MTs. Al-Mushlihin Binjai.

     H_a : $\mu_1 = \mu_2$: There is no the difference between the students achievement on writing argumentative text taught by cooperative learning type CIRC with taught by

cooperative learning type STAD in class VIII MTs. Al-

Mushlihin Binjai.

Description :

μ_1 : Average of score experimental class 1

μ_2 : Average of score experimental class 2

The formula used to calculate *t* is as follows.

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\dfrac{S_1^2}{n_1} + \dfrac{S_2^2}{n_2}}}$$

Description :

t   = Coeficien t

$\overline{X_1}$ = The average value of the learning english results experimental class 1

$\overline{X_2}$ = The average value of the learning english results experimental class 2

S_1^2 = Variance in CIRC class

S_2^2 = Variance in STAD class

n_1 = number of students in CIRC class

n_2 = number of students in STAD class

H$_o$ testing criteria are acceptable if - $t_{1-1/2\alpha} < t < t_{1-1/2\alpha}$ Where $t_{1-1/2\alpha}$

obtained from the distribution list of t by dk = $(n_1 + n_2 - 2)$ and opportunities ($1 - 1/2 \alpha$) and $\alpha = 0,05$, For the price of other t, H$_o$ is rejected.

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. The Data Collection

The data were collected by giving written test to the students. In this research, the sample was divided into two groups, the experimental class 1 and and the experimental class 2. Each groups were given a pre test and post test. To know the comparison of students' achievement in writing by using Cooperative Integrated Reading And Composition (CIRC) and Student Teams-Achievement Division (STAD), there were some criteria considered. The commulative score of each students of each groups were based on five indicators:

C : Content

O : Organization

V : Vocabulary

LU : language Use

M : Mechanism

The data from experimental class 1 and experimental class 2 were presented in the following table.

Table 4.1
The score of Pre-Test and Post Test in Experimental Class 1 (CIRC)

Number	Students' Initial Names	Pretest (A)	Posttest (B)
1	AP	76	89
2	AD	46	88
3	AC	50	85
4	AF	50	88
5	AN	50	79
6	AA	65	85

7	CN	50	80
8	DS	51	80
9	FF	49	79
10	FH	47	87
11	HP	54	78
12	HR	51	84
13	IK	50	85
14	JK	37	81
15	MF	38	89
16	MP	50	79
17	MR	54	89
18	MA	41	89
19	MF	35	79
20	MR	36	89
21	MP	38	89
22	MH	40	85
23	MS	39	89
24	MP	42	88
25	MM	75	89
26	MR	55	81
27	ME	37	84
28	NN	77	89
29	NR	48	80
30	NF	49	86
31	NA	59	88
32	RD	40	87
33	RE	39	85
34	RV	35	85
35	RD	40	88
36	RF	39	79
37	SA	40	89
38	SR	39	79
39	SM	77	88
40	WA	54	90
Total		1942	3400
Average		48.55	85

Based on the data in the table above, it can be drawn that the lowest score of pre-test was 35 and the highest score was 77. And the lowest score of post-test was 78 and the highest score was 90.

Table 4.2
The Scores of Pre-Test and Post-Test in Experimental Class 2 (STAD)

Number	Students' Initial Names	Pretest (A)	Posttest (B)
1	AA	35	80
2	AN	37	82
3	AP	38	86
4	AR	40	90
5	AN	50	88
6	AD	76	91
7	AW	42	93
8	AN	39	89
9	DK	46	86
10	DS	58	90
11	DS	50	87
12	DA	39	89
13	EA	75	91
14	FR	41	92
15	FK	77	95
16	FS	39	89
17	GS	38	89
18	GA	58	80
19	HK	50	91
20	IA	40	87
21	IA	56	85
22	IP	54	89
23	JK	50	85
24	LY	38	91
25	MA	57	85
26	MR	77	91
27	MI	52	94
28	MF	40	90
29	MA	50	80
30	MW	41	92
31	NK	58	92
32	NB	77	95
33	NW	57	89
34	PI	56	85
35	RI	56	87
36	RT	55	89
37	RA	52	89

38	RH	53	82
39	RM	40	89
40	WK	40	90
41	BC	51	92
42	MF	50	91
Total		2128	3717
Average		50.7	88.5

Based on the data in the table above, it can be drawn that the lowest score of pre-test was 35 and the highest score was 77. And the lowest score of post-test was 80 and the highest score was 95.

Experimental Class 1 and Experimental Class 2, before being given treatment, preliminary test must firstly given to testing and knowing the initial ability of each students'. Then, each class given different treatment, CIRC type in experiment class 1 and STAD type is given in experiment class 2. This study was conducted during 4x meetings and then the students given final test to testing the students achievement after treatment. The differences of students achievement between pre test and post test was shown on the table below:

Table 4.3
Statistic Result of Post Test and Pre Test

	N	Mean	Std Deviation	Minimum	Maximum
CIRC Class	40	36.45	11.69	11	53
STAD Class	42	37.83	11.51	14	53

While the students achievement in writing could be seen in difference of post test and pre test. The average of difference of post test and pre test in CIRC class is 36.45 and the average of STAD class is 37.83. So we can conclude that *STAD type is better than students' achievement in writing with CIRC type*.

B. The Data Analysis

The procedure to know about the experiment has been success is by testing the hypothesis but firstly we should test for normality the instrument and homogeneity test. To normality test, analysis of data using the preliminary test and posttest of learning outcomes, whereas to homogeneity test, analysis of data using pretest in the research.

1. **Normality test**

Normality test was conducted to determine whether the data is normally distributed. Normality of pretest and posttest tested with SPSS 17 for windows using Kolmogrof-Smirnov test at significance level $\alpha = 0.05$, with the score test criteria should Sig $> \alpha$ to make sure the data are normally distributed. Result of normality test can we seen from the table:

Table 4.4
Normality Test

Class	Population	Sig	α	Note
CIRC	Pretest	0.212	0.05	Normally distributed
	Posttest	0.085	0.05	Normally distributed
	Difference	0.657	0.05	Normally distributed
STAD	Pretest	0.296	0.05	Normally distributed
	Posttest	0.083	0.05	Normally distributed
	Difference	0.571	0.05	Normally distributed

Based on the table above, score Sig of normality difference, both CIRC and STAD class are $> \alpha$, so concluded that the instrument that used in this research are normally distributed.

2. Homogeneity test

Testing the homogeneity of data research was conducted to determine the ability of two classes had the same initial ability or not. The data used to test the homogeneity is the data in pretest. The calculation of homogeneity testing performed using SPSS-17 for windows. The value should Sig > α (0.05) to make sure data in homogeneity. In order to obtain the data as follows:

Table 4.5
Homogeneity Test

Population	Sig	α	Note
Pretest	0.809	0.05	Homogeneous
Posttest	0.388	0.05	Homogeneous
Difference	0.957	0.05	Homogeneous

The result of Sig for pre-test is 0.809, post-test is 0.388, and difference is 0.957 then compare with α (0.05). Based on the calculation by using SPSS-17 for windows all of Sig > α (0.05), so this data had been homogen.

3. Hypothesis test

After testing and data analysis requirements had known normally distributed and homogeneous, then from the data result doing calculation for testing the hypothesis by using SPSS-17 for windows. Hypothesis testing using Independent Sample T-Test with significance level α = 0.05. Testing was conducted to determine whether this hypothesis is accepted or rejected. The hypothesis used in this study are as follows:

Table 4.6
Hypothesis Result

Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
total_difference	circ	40	85.00	3.994	.631
	stad	42	88.50	3.833	.592

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total_difference	Equal variances assumed	.755	.388	-4.049	80	.000	-3.500	.864	-5.220	-1.780
	Equal variances not assumed			-4.045	79.353	.000	-3.500	.865	-5.222	-1.778

H_o : $\mu_1 \neq \mu_2$: There is the difference between the students achievement on writing argumentative text taught by cooperative learning type CIRC with taught by cooperative learning type STAD in class VIII MTs. Al-Mushlihin Binjai.

C. Research Finding

Based on the result of the research, it was found that the students' achievement on writing argumentative with cooperative learning STAD better than the cooperative learning CIRC. The average value of the posttest for the experimental

class 1 is 85 and for the experimental class 2 is 88.5. It can be concluded the average of students' achievement STAD cooperative learning model classroom is better than to the students' achievement CIRC cooperative learning model classroom in topic writing argumentative text in grade VIII Mts. Al-Mushlihin Binjai A.Y 2016/2017.

So the researcher concluded the alternative hypothesis in accepted that "there was a difference to the Students' Achievement Taught by Using CIRC and STAD on Writing Argumentative Text". In other words. The students' who were taught by STAD got better score than those who were taught by CIRC to the Students' Achievement on Writing Argumentative Text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the study, cooperative learning model is an enjoyable and effective teaching strategy in learning process. It provides the students opportunity to interact with their classmates and such interaction develops in them feelings of cooperation and and care for others. Both of cooperative learning model motivate learners to perform better themselves and to increase their achievement in writing skill. But the result of this study is cooperative learning model type STAD more effective then type CIRC to the students' achievement.

Based on the research and processing of the data it can be concluded that the comparison of students' achievement on writing argumentative text taught by cooperative learning model STAD type is better than students' achievement on writing argumentative text taught by CIRC type.

B. Suggestion

Based on these result it is suggested that researcher can provide are as follows:

1. For the students to motivate themselves to learn English more seriously and actively. They should be encouraged to have more practice in writing skill.

2. For English teachers are suggested to use cooperative learning model STAD type or CIRC type as learning model alternative in improving students' achievement in writing.

3. For the headmaster, carried out some other strategy in teaching writing argumentative text to improve the quality of teaching.

4. For the readers at UMSU library especially the candidate of English Teacher of University of Muhammadiyah Sumatera Utara to get information about the Comparison between Cooperative Learning Model in writing argumentative text.