THE EFFECT OF USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TECHNIQUE FOR STUDENTS' ACHIEVEMENT IN WRITING NEWS ITEM TEXT

SKRIPSI

Submitted in Partial Fulfillment of The Requirements
for The Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By:

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BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
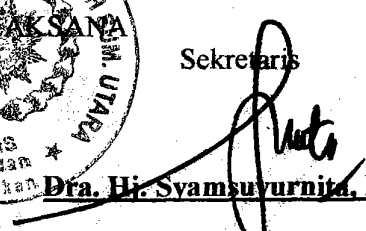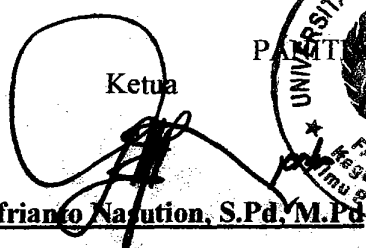Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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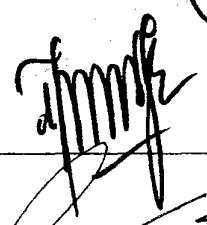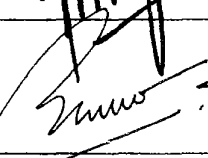
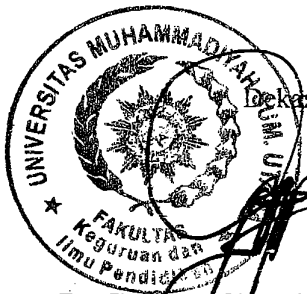sudah layak disidangkan.

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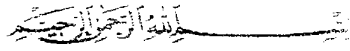
BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera
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ABSTRACT

SAKTI OKTAVILA. 1402050034. ''The Effect of Using Cooperative Integrated Reading and Composition (CIRC) Technique for Students' Achievement in Writing News Item Text''. Skripsi. English Education Program of Faculty of Teachers' Training and Education Muhammadiyah Sumatera Utara. Medan 2018.

This study deals with The Effect of Using Cooperative Integrated Reading and Composition (CIRC) Technique for Students' Achievement in Writing News Item Text. The objective of the study was to investigate whether Cooperative Integrated Reading and Composition significantly effect the students' writing achievement. The populatian of this research was the second year students of SMP N 29 Medan, in academic year 2017/2018. The number of population was 60 students and the researcher was taken IX-7 and IX-8 as the samples. This study was conducted by using an quasi experimental research design. The experimental group was given treatment by using Cooperative Integrated Reading and Composition.The instrument of the research was an written test. The test given to students aimed to collect the data sporting the students ' mastery in writing. The t-test formula was impelmented to find out the t-observed value of this research showed that the t-observed hypothesis of this research. The result of this research shows that the t-observed value was greater than the t-table in which t-observed was 9.69 and t-table 1.701 in a = 5% = 0.05. It shows that t-obs > t-table (9,69>1.701). The hyphotesis was accepted. It means that there is significant Effect of Using Cooperative Integrated Reading and Composition (CIRC) Technique for Students' Achievement in Writing News Item Text. Total of significant effect was 77.44% and 22.56% from the factor.

Key Word: Cooperative Integrated Reading and Composition, Achievement, Writing News Item Text.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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In writing the study entitled **''The Effect of Using Cooperative Integrated Reading and Composition (CIRC) Technique for Students' Achievement in Writing News Item Text''**. In writing this study, there were many difficulties and problem faced by her and without much help from the following people, it might be impossible for her to finish it.

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SAKTI OKTAVILA

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CHAPTER I

INTRODUCTION

A.   Background of Study

English language subject is a foreign language subject which is compulsory to be taught at schools, starting from kindergarten school to the university levels. English learning is focussed on four language skills. There are four skills as follows: listening, speaking, reading, and writing. Writing is one of the four skills that have to be mastered by the students (http://www.Brighthubeducation.com, access at 05. 2017). According to Harmer (2001:79) writing is a form of comunication to deliver or to express feeling through written form. The more developed the writing skill, the individual's overal use of language. By this way, a person can speak, read and listen in a more accurate and effective way. Nation says (2009:112) writing is an activity that can usefully be prefared for by work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use.

In this study, the researcher focused on news item text in several aspects of generic structure, social function, and language feature which were produced by the nine grade students of junior high school in their writing result. Based on observer some students at SMP N 29 Medan, they said that learning writing was difficult. The teacher usually read a text and the students ask to wrote what the teacher said and then they asked to wrote it individually and collected their work. Based on the students english score, there were some reasons why writing

difficult to be mastered by the students. First, the students did not have motivation to write because they were lack of vocabulary. The second was teaching method applied by the teacher; the teacher still used the teacher-centre method where the teacher only gave explanation about the steps of writing and let the students work individually. And the last was the form of teaching learning in the school.

The students found it difficult to wrote using the grammar correctly because sometimes they were bored and not interested in the subject. The lack of interest and motivation of the students to study based on the student's English by the methods and techniques that were not suitable with the students' need or the students' interest. Of course it could be the serious problems for the students. As the result, they were not enthusiastic in learning English and it could influence their achievement such as in listening comprehension. Based on the data it was found that, 85% of the students got score under the 60 in English subject.

Based on the researcher experienced in the program of integrated teacher training practice (PPL: *Program Pengalaman Lapangan*), commonly teachers rarely gave the writing task to the students. Because they thought that writing a text or paragraph was very difficult for the students. Based on that fact, the researcher concluded that writing achievement was still low for the student in junior high school. There were many techniques that could be used in teaching writing skill. One of the techniques that the researcher would used of teaching writing is Cooperative Integrated Reading and Composition (CIRC) technique as an effective strategy in teaching writing news item text to overcome the problems and to improved the students' ability in writing. According to Slavin (1995:7),

CIRC is a comprehensive program for teaching reading and writing in the upper elementary and middle graders.

Therefore, the researcher would try to reduce the problems at SMP N 29 Medan by using CIRC technique to the students' achievement in writing news item text.

B. Identification of Problem

Based on the background of the study, the problem of this study are:

1. The students lacked of interest in learning writing news item text.

2. The teaching method used by the teacher was still a conventional way.

C. Scope and Limitation

The scope of this study was limited on investigating first year students' achievement of SMP Negeri 29 Medan class IX-7 and IX-8 in writing news item text by using Cooperative Integrated Reading and Composition (CIRC) technique.

D. Formulation of Problem

The formulations of the problem are:

1. Was there any significant effect of using Cooperative Integrated Reading and Composition (CIRC) technique to the students' achievement in writing news item text?

2. How was the percentage of using Cooperative Integrated Reading and Composition (CIRC) technique to the students' achievement in writing news item text?

E.   Objectives of Study

The objectives of study are:

1.   To find out the significant effect of using Cooperative Integrated Reading and Composition (CIRC) technique to the students' achievement in writing news item text.

2.   To find out the percentage of using Cooperative Integrated Reading and Composition (CIRC) technique to the students' achievement in writing news item text.

F.   Significance of Study

The results of this study are expected to be useful for :

1. Theoritically :

The findings of the study gives easier and interesting way in teaching writing news item text through Cooperative Integrated Reading and Composition (CIRC) technique and become reference for further research.

2. Practically :

1. Students to improve their ability in writing news item text which is helped by Cooperative Integrated Reading and Composition technique.

2. The English Teacher, to improve their quality in teaching, especially in teaching writing news item text by using Cooperative Integrated Reading and Composition technique.

3. The Researcher, to master the ability in writing news item text. Moreover to the other researcher as a guide for further researcher.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theoris were needed to explain some concept in the research concern. In this chapter, there were some important terms that used in this study. These important terms must be clear from the beginning in order to avoid misunderstanding between the writer and the reader and both of them must had the same perceptionon the concept in this research. Also, researcher presented this chapter in order to strengthen this study. The terms would be classified in the following.

B. Students Achievement

Achievement is something important that you succeed in doing by your own efforts (Longman, 2001: 11). So in simply, students' achievement is the purpose that students fulfill with their effort and skill in teaching and learning process. Students' achievement is concerned with how a student has done in relation to particular course or program. They usually come at the end of program, and are deliberately based on the content covered in it.

C. **Writing**

1. **Definition of Writing**

Writing is a kind of communication means in which people can share their ideas or feeling. According to Brown (2001:334) Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. Simplify, writing is process of communication, which uses a conventional graphic system to convey a massage to a reader that should be learnt.

Harmer (2001:154) states, "Writing is a process when we write is often heavily influenced by the constraints of genres, then this elements have to be presented in learning activities." From this definition we can know that in making written text we should follow some rule in order to make a good writing and according to researcher writing is a communication tool that can be poured into writing.

2. **Process of writing**

Harmer (2004:4-6) states about the writing process – that is the stages a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of the writing (shopping lists, letters, essays, reports or novels), and the medium it is written in (pen and papper, computer words files, live chat, etc). But in all of these cases it is suggested that the

process has four main elements, planning, drafting, aditing (reflecting and revising), and final version.

a. Planning

Planning is the process of thinking about and organizing the activities required to achieve a desired goal. When planning, writers have to think about three main issue. In the first place they have to consider the purpose of their writing sinces this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (hoe it is laid out, how the paragraphs are structured, etc), but also the choice of language-whether, for example, it is formal or informal tone. Thirdly, wrter have to considert the content structure of the piece – that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

b. Drafting

Drafting is when the writers make a first version (draf) of a piece of writing. This first 'go' at the text is often done on the assumption that it will be amended later. As the writing process proceeds into aditing, a number of drafts may be produced on the way to final version.

c. Editing (reflecting and revising)

Editing is when the writers fix errors in grammar, spelling and puctuation. Reflecting and revising are often helped by other readers (or

editor) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

3. Genre of Writing

According to Hyland (2009:15), genre is a term for grouping texts togehter, representing how writers typically use language to respon to recurring situations. Every genre has a number of features which make it different to other genres: each has a specific purpose, an overal structure, specific linguistic features, and is shared by members of the culture. For many people it is an intuitively attractive concept which helps to organize the common-sense labels we use to categorize texts and the situations in which they occur.

Based on School-Based Curriculum, there are many texts taught in junior high school. They are procedure, descriptive, recount, narrative, report, news item, and discussion.

Each genre has specific language features. According to Pardiyono (2007), there are thirteen kinds of genre and each has a number of

characteristics and the specific purpose which makes it different from the others. In this study, it is only focused on news item text.

D.   News Item Text

Pardiyono (2007) states that News Item is a type of written text that has the main function or communicative purpose to inform readers or listeners about ebents of the day that are considered newsworthy or important. News item is kind of text which is able to deliver students become a professional journalist.

1.   **Generic Structure of News Item Text**

Text elements in rhetorical structure of news item text:

a)   **Headline or Title;** it expresses the point to be reported to readers or listeners. It must be eye-catching.

b)   **Newsworthy Event(s);** it contains the summary of the phenomena or event to be reported.

c)   **Background Event(s);** it contains the elaborations of what happened, to whom, and in what circumstance (how it was like). The events or phenomena must be in the past, or happened in the past time.

d)   **Source;** it directly follows each of the background events. It contains a comment given by a person or participant, or authority on the subject.

2.   **Language Feature of News Item Text**

Pardiyono (2007): the used of grammatical patterns in news item text;

a.   Information on the use of headlines,

b. Use of declarative sentences in form of past tense, past perfect, or past continuous tense,

c. Use of conjunction,

d. Use of reported speech especially in element Sources,

e. Focus on circumstantial meanings.

3. Examples and Structures of News Item Text

Headline (eye-catching title)

Summary of events

Background of events

Source (person's comments)

Big changes made after Aceh tsunami

It might be true that Indonesia tend to react, not anticipate. A warming system was built just after a big disaster occured.

It was not until a year ago – after a 9,3 magnitude earthquake triggered a devastating tsunami in Nanggroe Aceh Darussalam and parts of North Sumatera – that the Meteorology and Geophysics Agency (BMG) was equipped with a system that could immediately report such a disaster.

"after the Aceh quake, the governments, supported by Germany, Japan, Chaina and France, started building a system that by 2008 will connect 160 seismographic stations nationwide," BMG earth quake division head Suharjono said Tuesday.

When fully installed, the system will be able to report earthquakes and release tsunami warnings less than five minutes after the seismic event occurs.

"As today, we only have 24 out of the installed stations running well." He added. ..

(the Jakarta Post, July 27th, 2006)

Figure 2.1 The Example of News Item Text
(source: Pardiyono book page 255)

E.   The Measurement of Writing Skills

In this study, the writer uses analytic scale to score or evaluate the students' achievement in writing. O'Malley and Pierce (1996:144) state that analytic scale separates the futures of a composition into components that are each scored separately. This analytic score have five aspects, which are used as consideration in scoring and each aspect scores five. The aspect are:

1. Content

    The scoring of the content depends on the students' capability to write their ideas and information in the form of logical sentences.

2. Organizations

    The organization refers to the students'ability to write ideas, information in good logical order. The topic and supporting sentences are clearly stated.

3. Vocabulary

    Vocabulary refers to the students'ability in using word or idiom to express idea logically.

4. Language Use

    Language use refers to the students' ability in writing the sentences simple, complex or compound sentences correctly and logically. It also refers to the ability to develop agreement in the sentences and some other words, such as nouns, adjectives, verbs and the time signals.

5. Mechanism

    Mechanics refers to the students ability in using words appropriately: using function correctly, paragraph and the text can be raed correctly.

F.   Cooperative Integrated Reading and Composition (CIRC)

CIRC is a school-based program that targets reading, writing, and language arts. The three principle program elements are direct instruction in reading comprehension, story-related activities, and integrated language arts writing instruction. Each student works with another student. These learning teams work cooperatively on program-related activities (Madden, 2004).

According to Slavin (1995:7) CIRC is a comprehensive program for teaching reading and writing in the upper elementary and middle grades (madden, Slavin and Stevens, 1986). In CIRC, teachers use novels and basal readers. They may or may not use reading groups, as in traditional reading classes. Students are assigned to teams composed of pairs of the students from two or more different reading levels. Students work in pair within their teams on a series of cognitively engaging activities, imcluding reading to one another, making predictions about how narrative stories will be resolved, summarizing stories to one another, writing responses to stories, and practicing spelling, decoding, and vocabulary.

CIRC is a comprehensive approach to instruction in reading, composition, and spelling for upper grades of elementary level. In CIRC Reading, students are taught in reading groups and then return to mixed ability teams to work on a series of cooperative activities, including partner reading, making predictions, identification of characters, settings, problems and problem solutions, summarization, vocabulary, spelling and reading comprehension exercises. CIRC provides a structure to help teachers and students succeed in helping all students become effective reader.

Johnson and Slavin (1995) from John Hopkins University describe that CIRC consist of three principal elements: Basal-Relate Activities, Direct Instraction in Reading Comprehension, and Integrated Language Arts and Writing. In most CIRC activities, the student work in heterogeneous learning teams. The cycle of these activities involves teacher instruction, team practice, team pre assesments, and quiz. Student do not take the quiz until the teammates have determined that they are ready. 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 peforming basic skill-building activities (such as oral reading, contextual guessing, asking questions, summarizing, writing a composition based on the story, revising-correcting composition). In general, team books are published at the end of this process. Teams are rewarded for all reading and writing assignments on the basis of the average performance of group members. Thus, equal change for achievement, group support for achievement, and the performance, all basic components of cooperative learning ensure realization of personal responsibility (Senemo Lu, 1997; Slavin 1980).

Team reward and certificates are given to teams based on the average performance of all team members on all reading and writing activities. Because students work on materrial appropriate to their reading levels, they have equal opportunitiesfor succes. Teams that meet an average criterion of 90 percent on all

activities in a given week are designated Super teams and receive attractive certivicates; those meeting an average criterion of 80 percent are designated great teams and receive smaller certificates.

Students' contributions to their teams are based on their quiz score and independently writen composition, which ensure individual accountability. Thus, in teaching writing by applying CIRC,the stages in writing achievement must be involved. Slavin (1995:106) states that there has been a rapid expansion in the use of writing process models, in which students are taught to use a cycle of planning, drafting, revising, editing, and publishing compositions (Gray and Myers, 1978;Calkins,1983;Graves, 1983).

Cooperative Integrated Reading and Composition (CIRC) technique, one of the learning techniques based on cooperations, is designed to develop reading, writing and other language skills in yhe upper graders of primary education.

According to Slavin (1995:106), a major objective of the developers of the CIRC writing and language arts program was to design, implement and evaluate a writing-process approach to writing and language arts that would make extensive use of peers.

1. **The Adventages of CIRC Technique**

Every method have some advantages and disadvantages, the same with CIRC, here are some advantages of using CIRC technique in teaching learning process:

   a. CIRC is ideal to enhance students' skills in problem solving to solve problems

b. The dominance of the teacher in the learning decreases

c. Students are motivated on the results carefully, because working in groups

d. Students can understand the meaning of questions and check each job

e. Helping weak students

f. Improving learning outcomes especially in solving the problem in the form of problem-solving

g. Experience and learning activities students will always be relevant to the child's developmental level

h. All learning more meaningful for the students so that the learning outcomes of the students will be able to last longer.

2. The Procedure of Using CIRC Technique

The Procedure of Using CIRC Technique is very important. It gives a brief explanation hor to apply CIRC technique in teaching writing news item text. According to Slavin (1995:106), CIRC consist of three principal elements: basal-related activities, direct instruction in reading comprehension, and integrated language arts and writing. In all of these activities, students work in heterogeneous learning teams.all activities follow a regular cycle that involves teacher presentation, team practice, independent practice, peer pre-assessement and testing. The major components of CIRC are as follows:

a. Reading Groups

Students are assigned into two reading groups according to their reading level. (the researcher will check the group reading in term of soundutilization, stress, intonation, spelling, punctuation and comprehension).

b. Teams

Students are assigned to pairs within their reading groups, and then the pairs are assigned to teams composed of partnerships from two reading groups or level.

c. Partner Checking

As students complete each of these activities, their partner initial a student-assignment from indicating that they have completed and/or achieved criterion on that task. Studenta are given daily expectation as to the number of activities to be completed, but they can go at their own rate and complete the activities earlier if they wish, creating additional time for independent reading.

d. Tests

At the end of three class periods, students are given a comprehension test on the story, asked to write meaningful sentences for each vocabulary word, and asked to read the word list aloud to the teacher. Students are not permitted to help one another on these tests. The test scores and evaluations

of the story-related writing are major components of students' weekly team scores.

And the three principal elements are;

1) Story-Related Activities

After the stories (texts) are introduced, students are given a story packet, which contains a series of activities for them to do in their teams when they are not working with the teacher in a reading group. The sequence of activities is as follows:

a) Partner Reading

Students read the story silently and than take turns reading the story aloud with their partner, alternating each paragraph. The listener corrects any errors the reader may make. The teacher assesses performance by circulating and listening in as students read to each other.

b) Story Grammar and Story-Related Writing

Students are given questions related to each story that emphasize the story grammar – the structure that underlies all the text.

c) Words Out Loud

Students are given a list of new or difficult words used in the story: they must learn to read these words correctly in any order without hesitating or stumbling. Students practice these word lists with their partner or other teammates until thet can read them correctly.

d) Word Meaning

Students are given a list of story words that are new in the speaking vocabularies and are asked to look them up in the dictionary, paraphrase the definition, and write a sentence for each that shows the meaning of the word.

e) Story Retell

After reading the story and discussing it in their reading groups, students summarize the main points of the story to their partner.

f) Spelling

Students pretest one another on a list of spelling words each week, and then over the course of the week help one another master the list. Students use "disappearing list" strategy, in which they make new lists of missed words after each assessment until the list disappears. Then they go back to the full list, repeating the process until no words are missed.

2) **Direct Instruction in Reading Comprehension**

Students receive direct instruction in specific reading comprehension skills; identifying main ideas, understanding causal relations, and making inferences. After each lesson, students work on reading comprehension activties as a team, first gaining consensus on one set of worksheet items and then assessing one another and discussing any remaining problems on a second set of items.

3) Integrated Language Arts and Writing

On all writing assignments students draft compositions after consulting teammates and the teacher about their ideas and organizational plans, work with teammates to revise the content of their compositions, and then edit one another's work using peer editing forms emphasizing grammatical and mechanical correctness. The peer editing forms begin very simply but become increasingly complex as students learn additional skills. Finally, students "publish" their final compositions in team and/or class book.

Simply, all activities that follow a regular cycle that involves teacher instructions/presentation, team practice, independent practice, peer pre-assessement and testing can be reflected by these following steps in the class:

a) Teacher Instruction/Presentation

(1) The teacher determines the students' reading groups/levels by checking their reading skill ind gives instructions to the students to choose their partner then to form teams.

(2) The teacher informs about a series of activities for them to do in their team, involve in individual, partnership, and teammates that all the activities will be the major components of students' team score.

(3) The teacher informs about the achievement that teams must get and the award they will receive as the best teams.

(4) The students follow teacher's instruction; started fom reading the text, choosing partnership, and then forming the teams.

b) Team Practice

(1) The students read the text and take turn for reading aloud with their partner.

(2) The students analyze and identify the text based on its social function, generic structures, and language features, then answer the question given by the teacher orally.

c) Independent Practice

(1) The students list new/difficult words.

(2) The students practice these word lists with their partner or other teammates until they can read them correctly.

(3) The students find the meaning of new/difficult words by looking at dictionary.

(4) The students write a sentence for each new word that shows its meaning.

(5) The students summarize and retell the main points of the story to their partner.

(6) The teacher asks the students to do "partner checking" to know whether the students have completed each of these activities.

(7) The teacher checks the students' activities and enters the result of these practices to the scoreboard.

d) Peer pre-assessement

(1) The students work on reading comprehension activities as a team; identifying main ideas, understanding casual relation in the text, and making inferences.

(2) The teacher asks the questions related to the comprehension of the text and assesses the oral answer of the students then enters it to the scoreboard.

(3) The students write a news item text based on the topic of their choice; firstly, consulting teammates and the teacher about their ideas and organizational plans, drafting, compositions, and the last, revising the content of their composition.

(4) The teacher monitors the progress of students' writing activities and does the assessing.

(5) The students edit one another's work using peer editing forms emphasizing grammatical and mechanical correctness.

(6) The teacher collects students' writing.

e) Testing

At the end of three class periods, the teacher gives a comprehension test; the students are asked to answer the questions related to the text, asked to write a meaningful sentence for each vocabulary word, and asked to read the word list aloud to the teacher.

At the end of meeting, the researcher will announce the best teams based on the group's scoreboard of teams' performance since in the previous activities, and the teams will be awarded "Achievement Certificates" as the most successfull groups in class.

G. Pre Writing Stage (PWS)

Mc Crimmon says (1984: 10) that pre writing stage is the first steps in writing process. This stage is activities to getinformation about of writing and process it in composition form. Then, Bailey (1984: 25) says that in the pre writing stage, the writer can write all the information together. It means that in this stage does writing warning activities before the real writing activities.

In pre writing stage the students do not do real activities yet. They just prepare themself by collecting idea as much as they can about topic that will be written. Ideas that people get in pre writing stage can be used to the develop writing later. White (1986:18) gives two kinds of activities that can be done in writing stage, namely brainstroming, and free writing. It will be given a brief explanation about each of the activities as below:

a. Brainstroming can be done individualy or group. Before doing Brainstroming, students must be given a writing topic. Then students start to write things that have relation to the topic as much as possible in words or phrase.

b. Free writing is done individualy. In doing free writing, students asked to write without stopping for several times (5-15 minutes). The students may write whatever that gets in their mind.

H.   The Adventages of PWS

Oshima and Hogue (1988: 33) state that there are some adventages of using PWS such as :

a.   Lead the students to write down to topic sentence.

b.   Lead the students to list of everything that comes to their mind about the subject.

c.   Help thestudent to waste their thinking about worrying about grammar, puctuation or the controling idea.

d.   Help the students to list the points that they will use in the paragraph.

I.   Relevant Study

In composing this proposal, the researcher also considers some previous researches related to this study those are the experimental research conducted by :

1) Hadiwinarto, Novianti. (2015). The effect of Using CIRC model on the English Learning Skill among Junior High School Students. *Journal of Education and Learning*. Vol.9 (2) pp.117-124.

2) Kamilah (2011), the result of their research is that CIRC is also an effective strategy in improving the second year students'reading and writing ability to narrative text at SMAN 1 Kampar Timur. The similarity between their research

and researcher in on the use of CIRC technique as the strategy. The differences are on the research approach, object of the study (genre), participant, and the data analysis.

J.   Conceptual Framework

Writing is the most difficult process in language; students have to study harder to be able to write effectively. There are some reasons which make writing difficult. Firstly, writing requires good grammar. Secondly, people are often known to spend less time to write than to listen, to speak and een to read. Thirdly, when students of English as a foreign language to write something, they have a big question in mind whether what they write is correct or incorrect. In conclusion, writing is the most difficult skill that learners got. Writing news item text is an important skill to be acquired by the students since it is taught in the nine grade of junior high school. The students need to be able to read and comprehend the news item text and also to write it.

To improve students' achievement on writing news item text, CIRC technique canbe used to help the students to associate ideas while improving their critical thinking about the event or phenomena happened in their environment and daily life. In most CIRC activities, the student work in heterogeneous learning teams. The cycle of these activities involves teacher instruction, team practice, team pre assessements, and quiz. Students do not take the quiz until the teammates have determined that they are ready. Because students work on

material appropriate to their reading levels, they have equal opportunities for succes.

CIRC is a good method in teaching reading and writing because the students could become more active in learning process. The interaction between students could make the students learn more from others. Then, the activities in CIRC method make the students to get involved in teaching learning process because the students not only interact with the teacher but also with other students. In addition, in CIRC method, the students could process as group members who worked together effectively. In the process of writing news item text, the students need to know firstly about the content and the generic structure of it. The students will be directed to write the text easily by the comprehending the kind of text. And in CIRC technique the students will do the reading activity and then followed by writing activity. By applying this technique, students will be used to write a meaningful sentence for each vocabulary, so it canbe a factor for the students to choose the topic for the text they are going to write. News item is kinds of text which functions to give information about newsworthy event(s), by working in a team; the students will share information to each other. It will make the learning process in writing will be interesting and effective. Considering some advantages above are expected, students' achievement in writing news item text will be improved well by applying CIRC technique.

K.   Hypothesis

The research hypothesis was formulated into alternative as tentative answer to the problems as follows:

Ha: "there is effect of using CIRC Method to the students' achievement in writing news item text".

Ho: "there is not effect of using CIRC Method to the students' achievement in writing news item text".

CHAPTER III

METHOD OF RESEARCH

A.   Location of Research

This research was conducted at SMP NEGERI 29 MEDAN. This research was focused in the year of 2018 that was located on Jalan Letda Sujono Ujung/ Benteng Hulu Medan-Tembung. The researcher choosen this school was because the research about CIRC technique had never been conducted before.

B.   Population and Sample

1.   Population

Population was the whole subject of the research. The population of this study was the students of the second grade year students' junior high school at SMP NEGERI 29 MEDAN, which consist of eight classes there are IX-1, IX-2, IX-3, IX-4, IX-5, IX-6, IX-7 and IX-8. The total number of students were 240 students. It could be seen in the table 3.1.

Table 3.1

Population of the Students

Class	Population of Students
IX-1	30
IX-2	30
IX-3	30
IX-4	30
IX-5	30

IX-6	30
IX-7	30
IX-8	30
Total	240 Students

2. Sample

A sample is a small proportion of population selected for observation and analysis. A sample is any group of individual which is selected to represent the population. The researcher using duster random sampling technique. The sample took from the population of two classes, that is the students of the Grade IX-7 as control and IX-8 as experimental groups. Data collection method used is documentation method and test method. Each of group consisted of 30 students and as sample, as below:

Table 3.2

Sample of the Students

Class	Sample of Students
IX-7	30
IX-8	30
Total	60 Students

C. **Research Design**

This research was experimental design. Gay (2000:367) states that experiental design is a truly test hypotheses concerning cause and effect relationships. It is used quasi experimental design. Whita and Sabarwal (2014:1)

state that quasi-experimental design identify a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics. It meant that in this research, there would be two groups in teaching learning process. They were experimental and control groups. Experiment group would receive treatment by using CIRC, while the control group would receive treatment by using prewriting stage (PWS). The design of the research would be described as follows.

Table 3.3

Research Design

Group	Pre-test	Treatment	Post-test
Experiment	√	CIRC	√
Control	√	PWS	√

Where:

CIRC   : Teaching by using Cooperative Integrated Reading and Compositon
PWS   : Teaching by using Prewriting Stages

D.   The Instrument for Collecting Data

The data of this research was collected by appliying written news item text. In the test the students wrote news item text based on the topic given by the researcher. The indicator used to score the students' answer sheet was based on the theory, there are five indicators in writing. They are content, organization, vocabulary, language use, and mechanics. The researcher explained purpose of the news item text and the students asked to write news item text according to the

steps that had been practice by cooperative integrated reading and composition. it will give to experimental group.

$$Score = \frac{true\ items}{members\ of\ item} \times 100$$

To know the students' mastery in writing there were five components to score it (Heaton,1998), They are:

1. Content

The scoring of the content depends on the students' capability to write their ideas and information in the form of logical sentences.the criteria of scoring content are given below:

Table 3.4

Analytic Scoring of Writing Text

Score	Criteria
30-27	Excellent to very good: for student with some knowledge of subject adequate or rangelimited development. Mostly of topic sentences but lack of details.
26-22	Good to average: for student with some kwnoledge of subject adequate range omitted but lack details.
21-17	Fair to poor: Whwn a student with limited some knowledge of subject, little substance inadequate development of subject.
16-13	Very poor: a student does not show knowledge of subject,non substantive not patient-or not enough to evaluate.

2. Organizations

The organization refers to the students'ability to write ideas, information in good logical order. The topic and supporting sentences are clearly stated.

20-18	Excellent to very good: where a student is ready provide fluent expression,idea clearly stated,sentences are organized logical sequencing.
17-14	Good to average: somewhat choppy,closely,organized but than main ideas stand out, limted support, logical but incomplete sequencing
13-10	Fair to poor: non-fluent ideas, confused or disconnected, lack logical sequence and development
9-7	Very poor: not communicate,no organization or not enough to evaluate.

3. Vocabulary

Vocabulary refers to the students'ability in using word or idiom to express idea logically. The criteria for scoring the vocabulary will be given as follows:

20-18	Excellent to Very Good: a student with sophisticated range, effectively word from imitative appropriate register.
17-14	Good to Average: adequate range, frequent errors of words, choice, usage, meaning confused or obscured
13-10	Very poor: lack of essential translation,knowledge of English

	vocabulary, idioms, words, form not enough to evaluate
9-7	Very poor: lack of essential translation, knowledge of English vocabulary, idioms, words, forms not enough to evaluate.

4. Language Use

Language use refers to the students' ability in writing the sentences simple, complex or compound sentences correctly and logically. It also refers to the ability to develop agreement in the sentences and some other words, such as nouns, adjectives, verbs and the time signals.

25-22	Excellent to very good: effective complex construction, few errors of agreement, tense, word order/function, articles, pronoun, Preposition
21-19	Good to average: some effective complex construction frequent errors the use of sentences element.
18-11	Fair to poor: major problems in simple/complex contruction frequents of errors of negotiations, agreement, tense, etc.
10-5	Very poor: usually no material of sentences construction rules dominated by errors, not enough to evaluate.

5. Mechanism

Mechanics refers to the students ability in using words appropriately: using function correctly, paragraph and the text can be raed correctly. The criteria of scoring the mechanics are given below:

5	Excellent to very good: demonstrated mastery of convention, few errors in speling, punctuation and capitalization and paragraphing.
4	Good to Average: occasionally errors in , punctuation, Capitalization, paragraphing but meaning is obscured
3	Fair to poor: frequents errors of spelling, punctuation, and capitalization, writing sentences.
2	Very Poor: no mastery of conventional dominated by errors of speling ,punctuation and capitalization, paragraphing, hand writing ,illegible-or not enough to evaluate.

E.   Research Procedure

The test was carried out at the Junior High School of SMP N 29 Medan. The test will be administered both before and after the treatment was completed.

1. Pre-test

The experiment and control groups was given the pre-test before the treatment. The pre-test was conducted to found out 1). The homogeneity of the samples 2). The mean score of each group.

2. Treatment

The experimental group and control group would be taught by using the same materials but different instruments. In the experimental group, student would be taught by using CIRC and in the control group, the student woul d be taught by prewriting stage.

The treatment conducted after the administration of the pre-test. Both groups taught in 2 meetings included pre and post-tests. The teaching procedure could be seen as in the following.

Table 3.5

Teaching procedure by using CIRC

Experiment Group	
Teacher's Activities	**Student's Activities**
Teacher gave pre-test to the students	Student did the pre-test
Treatment 1 Step 1: planning Teacher asks to the students to write news item text as their response toward the problem.	The students write news item text toward the problem.
Step 2: action Teacher teach the students about news item by used CIRC method.	The students pay attention to the teacher's explanation.
Step 3: observation Teacher give a test to the student to write a news item base on CIRC	The students supported their writing
Step 4: reflection Teacher and the students discuss about the result of the student's writing.	The students present ther result .

Table 3.6

Teaching Procedure by Using Prewriting Stage

Control Group	
Teachers' Activities	**Students' Activities**
Teacher gave pre-test to the students	The students did pre-test in the class
Treatment 1 Step 1: *Brainstorming* Teacher asked the students to write down some ideas or feeling about the subject	The students write down some their ideas towards the subject
Step 2: *List the supporting points* Teacher asked the students to list some supporting ideas.	The students listed supporting ideas based on the topic of writing.
Step 3: *Make a simple out line* Teacher asked the students to make outline of the writing before they write.	The students made outline of the writing.
Teacher give post-test to the students.	The students do post-test in the class.

3. Post-test

The post-test was given after the treatment completed. It meant to found out the differences in mean scores of both experimental and control groups.

F.   The Technique for Analyzing Data

1. Scoring the students' answer for correct answer and the wrong answer.

$$Score = \frac{true\ items}{members\ of\ item} \times \mathbf{100}$$

2. Tabulating the students score in pre-test and post-test.

3. Calculating the total score post-test in experimental group.

    a. Determining coefisien r^2 by formulation (Sugiono 2010)

$$r_{xy=} \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum_x {}^2 - (\sum x)^2\}.\{n \sum_y {}^2 - (\sum y)^2\}}}$$

    b. Determining T – test by formula (Sugiyono)

$$t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-(r_{xy})2}}$$

    where:

    t = t – test

    n = total sample

    1 = number constanta

    r = correlation of product moment

    c. Testing linier regression (Sugiyono)

$$y = a + bx$$

$$= \frac{\sum y}{n} - b \frac{\sum y}{n}$$

$$b = \frac{n \sum xy - \sum x \sum y}{n \sum_x {}^2 - (\sum x)^2}$$

    Where:

    y   = the prediction score

    a   = constanta or if X = o

b $\quad\quad$ = regerasi coefficient

x $\quad\quad$ = variable independent score

n $\quad\quad$ = tatal of sample

$\sum x$ $\quad$ = total score of post test

$\sum y$ $\quad$ = total score of pre test

$\sum xy$ $\quad$ = total summary of pre-test and post-test

d. Calculating Determinasi

$D = (r_{xy})2 \times 100\%$

G. Statistical Hypothesis

Ha: "there is effect of using CIRC Method to the students' achievement in writing news item text".

Ho: "there is not effect of using CIRC Method to the students' achievement in writing news item text".

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data collection of this research was derived from the students' written tests. The students' scores were obtain from their grammar, vocabulary, mechanics, relevance and fluency. The experimental and control groups were given by pre-test and post-test in the form of written text. The results of the pre-test and post-test of the classes were presented in the following tables:

Table 4.1

The Pre-Test Score of Experimental Class

No	Students' Initial Names	The pre-test					Total
		C	O	V	LU	M	
1	AP	12	10	9	9	1	42
2	AAP	10	10	9	9	2	40
3	ASS	15	10	9	10	1	45
4	AGR	18	10	10	10	2	50
5	DMA	10	10	8	9	1	38
6	DSF	20	15	10	9	1	55
7	DP	10	9	8	8	1	36
8	DP	10	5	5	5	1	26
9	DDP	10	10	8	9	1	38

10	DS	12	10	9	9	2	42
11	FF	18	12	12	10	1	50
12	FSD	15	10	9	10	1	45
13	FIN	8	8	8	8	2	34
14	IDM	12	10	9	9	2	42
15	JS	15	10	9	10	1	45
16	JP	15	10	10	19	3	57
17	KMR	10	10	10	15	3	48
18	LW	20	12	12	10	1	52
19	MO	12	10	9	9	2	42
20	MYR	10	10	9	9	2	40
21	MAS	20	12	12	10	1	52
22	MRS	20	12	13	10	2	54
23	MSM	10	10	9	9	2	40
24	NTR	18	12	12	10	1	50
25	NQ	20	15	10	9	1	55
26	NA	20	12	12	15	1	60
27	NR	10	10	10	14	3	48
28	RP	20	12	13	10	2	54
29	S	12	10	9	9	2	42
30	SM	18	12	12	10	1	50

The data of this research, the names of the students' (sample) and the students' scores in the pre test of the experimental group could be seen in the table 4.1 above. The data in the table 4.1 showed that the higest score of the pre test in the experimental group was 60 and the lowest was 26.

Table 4.2

The Post-Test Score of Experimental class

No	Students' Initial Names	The post-test					Total
		C	O	V	LU	M	
1	AP	22	18	20	17	3	80
2	AAP	24	16	20	19	3	82
3	ASS	25	18	20	19	3	85
4	AGR	22	18	19	19	3	80
5	DMA	20	17	18	18	2	75
6	DSF	25	20	20	21	4	90
7	DP	24	16	20	19	3	82
8	DP	24	20	20	19	4	87
9	DDP	22	20	17	17	2	78
10	DS	24	19	20	20	3	84
11	FF	24	17	15	19	2	77
12	FSD	22	18	19	19	3	80
13	FIN	25	20	20	21	4	90
14	IDM	24	19	20	21	4	85
15	JS	24	20	19	20	4	87

16	JP	24	20	20	19	4	87
17	KMR	24	19	20	21	4	85
18	LW	20	19	19	21	3	90
19	MO	23	19	18	19	3	82
20	MYR	23	19	18	19	3	82
21	MAS	24	20	19	20	4	87
22	MRS	24	20	20	19	4	87
23	MSM	23	20	19	19	2	83
24	NTR	25	20	20	21	4	90
25	NQ	24	20	19	20	4	87
26	NA	25	20	20	21	4	90
27	NR	21	18	19	21	3	82
28	RP	24	19	20	21	4	85
29	S	24	20	19	20	4	87
30	SM	22	17	19	19	3	80

The data of this research, the names of the students' (sample) and the students' scores in the post-test of the experimental group could be seen in the table 4.2 above. The data in the table 4.2 showed that te higest score of the post test the experimental group was 90 and the lowest was 75

B.   Data Analysis

Based on the table presented above, the following tables 4.1 and 4.2 was the difference scores of pre-test and post-test in the experimental group the table 4.3 below was the correlation of product moment.

Table 4.3

The Calculating of Pre-Test and Post-Test of the Experimental Class

No	Students' Initial Names	X	Y	x^2	y^2	$\sum xy$
1	AP	42	80	1764	6400	3360
2	AAP	40	82	1600	6724	3280
3	ASS	45	85	2025	7225	3825
4	AGR	50	80	2500	6400	4000
5	DMA	38	75	1444	5625	2850
6	DSF	55	90	3025	8100	4950
7	DP	36	82	1296	6724	2952
8	DP	26	87	676	7569	2262
9	DDP	38	78	1444	6084	2964
10	DS	42	84	1764	7056	3528
11	FF	50	77	2500	5929	3850
12	FSD	45	80	2025	6400	3600
13	FIN	34	90	1156	8100	3060
14	IDM	42	85	1764	7225	3570
15	JS	45	87	2025	7569	3915

16	JP	57	87	3249	7569	4959
17	KMR	48	85	2352	7225	4080
18	LW	52	90	2704	8100	4680
19	MO	42	82	1764	6724	3444
20	MYR	40	82	1600	6724	3280
21	MAS	52	87	2704	7569	4524
22	MRS	54	87	2916	7569	4698
23	MSM	40	83	1600	6889	3320
24	NTR	50	90	2500	8100	4500
25	NQ	55	87	3025	7569	4785
26	NA	60	90	3600	8100	5400
27	NR	48	82	2352	6724	3936
28	RP	54	85	2916	7225	4590
29	S	42	87	1764	7569	3654
30	SM	50	80	2500	6400	4000
		$\sum x$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$
		1372	2526	64458	213186	116332

The result of calculated the Pre-Test and Post-Test Score:

$\sum x = 1372$ $\sum_X 2 = 64458$ $\sum xy = 116332$

$\sum y = 2526$ $\sum_Y 2 = 213186$

N = 30

a. Based on the table 4.3 preseted above, the correlation of product moment was

calculated as follows :

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum_x 2 - (\sum x)^2\}.\{n\sum_y 2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{30.116332 - 1372.2526}{\sqrt{\{30.64458 - 1372^2\}.\{30.213186 - 2526^2\}}}$$

$$r_{xy} = \frac{3489960 - 3465672}{\sqrt{\{1933740 - 1882384\}.\{6395580 - 6380676\}}}$$

$$r_{xy} = \frac{24288}{\sqrt{\{51356\}.\{14904\}}}$$

$$r_{xy} = \frac{24288}{\sqrt{765409824}}$$

$$r_{xy} = \frac{24288}{27666.04}$$

$$r_{xy} = 0.88$$

Next, the T-test was calculated as follows:

$$t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1 - (r_{xy})2}}$$

$$t = \frac{0.88\sqrt{30-2}}{\sqrt{1 - (0.88)^2}}$$

$$t = \frac{0.88\sqrt{28}}{\sqrt{1 - 0.7744}}$$

$$t= \frac{0.88 \times 5.29}{\sqrt{0.2256}}$$

$$t= \frac{4.65}{0.48}$$

$$t= 9.69$$

$$t_{observed}=9.69$$

Based on the calculating of t-observed, it found that t-observed was 9.69 and based on the level of significant of 0.05 with the the degree of freedom 28 (N-2) =30-2 = 28, t-table was 1.701.

Which:

$$\mathbf{H}_a = \mathbf{t}_{observer} > \mathbf{t}_{table\ =}\ \mathbf{9.69 > 1.701}$$

b.   Testing Linear Regression

Y =   + bX where a and b is getting by :

$$b = \frac{n \sum xy - \sum x \sum y}{n \sum_x 2 - (\sum x)^2}$$

$$b = \frac{30 \times 116332 - 1372 \times 2526}{30 \times 64458 - (1372)^2}$$

$$b = \frac{3489960 - 3465672}{1933740 - 1882384}$$

$$b = \frac{24288}{51356}$$

$$b = \mathbf{0.47}$$

$$= \frac{\Sigma y}{n} - b\frac{\Sigma y}{n}$$

$$= \frac{2526}{30} - 0.47\frac{2526}{30}$$

$$= 84.2 - 0.47 \times 84.2$$

$$= 84.2 - 39.574$$

$$= 44.63$$

Y = 44.63 + 0.47*X*

It means that, for each addition of 1% using cooperative integrated reading and composition (CIRC) technique for students' achievement in writing news item text in the amount of 0.47%

c.   Determining the percentage of the effect of x variable toward y variable using determination formulation :

D = (r_{xy})2 x 100%

D = $(0.88)^2 \times 100\%$

D = 0.7744 × 100%

D = 77.44 %

It means that the effect using cooperative integrated reading and composition (CIRC) technique for students' achievement in writing news item text was 77.44% and 22.56% was influenced of other factor.

C.   Testing hypothesis

The formula of t-observed and t-table of t-critical were applied to test the hypothesis. Based on the calculating of t-observed, it was found t-observed was 9.69 and t-table 1.701. It means that t-table at the level of significant 0.05 with the degree of freedom (df) 28. Based on this, it is conducted that alternative hypothesis (Ha) is accepted . It means that there is significant effect of using cooperative integrated reading and composition technique for students' achievement in writing news item text.

D.   Findings

When the cooperative technique was used in the experimental group, most of students' felt interesting and they enjoy writing news item text, especially by using cooperative integrated reading and composition (CIRC). After calculating the previous data by using t-observed formula, it showed that the critical value was 9.69 , after seeking the table of df shows that df was 28 (N-2) = 30-2 = 28. It shows that t-table was 1.701 . Based on the data t-observed > t-table (9.69 > 1.701). It means that, null hypothesis was rejected and alternative hypothesis was accepted it means that, there was a significant effect by using cooperative integrated reading (CIRC) and composition technique for students' achievement in writing news item text. Total of significant effect was 77.44% and 22.56% from the factors.

CHAPTER V

CONCLUSION AND SUGESSTIONS

A.   Conclusion

Based on the data analysis and the end of this research, it finds that cooperative integrated reading and composition cause a positive effect on the students' achievement in writing which is prove from the result of the test. The findings are that the final hypothesis is $t_o = 9.69$ $t_t = 1.701$ $= 44.63$ at df = 30-2 28 students. So, the researcher can know that is t_o higher that t_o that is $9.69 >$ 1.701 or $t_o > t_t$. So it means the alternative hypothesis (Ha) accept and the null hypothesis (H0) was rejected. From research finding. It finds that using cooperative integrated reading and composition in writing news item text. Total of significant effect are 77.44 % and 22.56% from other factors.

B.   Suggestions

1. The students could enrich their knowledge in writing news item text by cooperative integrated reading and composition (CIRC), beside they found it easy to wrote a text news. It also made they active learning process.

2. Hopefully the finding of this research was benefical for the improvement of teaching english for other researchers.

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