

DEVELOPING STUDENTS' SKILL IN WRITING NARRATIVE TEXT AT SMA NEGERI 1 TORUE THROUGH COOPERATIVE INTEGRATED READING AND COMPOSITION

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Abstrak

Penelitian tindakan kelas ini dilaksanakan pada SMA Negeri 1 Torue. Subyek penelitian ini adalah 38 siswa kelas XC tahun pelajaran 2012/2013. Tujuan penelitian ini adalah untuk mengetahui bagaimana keterampilan siswa dalam menulis teks naratif dapat dikembangkan melalui CIRC (Cooperative Integrated Reading and Composition). Data dikumpulkan dari observasi, catatan di lapangan, kuesioner, dan tes. Penelitian ini terdiri atas dua siklus. Ada dua kriteria keberhasilan dalam penelitian ini; pertama, siswa harus mendapatkan nilai sama atau lebih dari 70 sebagai nilai individu dan harus dicapai oleh 75% dari keseluruhan jumlah siswa, dan kriteria kedua adalah keterlibatan aktif siswa sama atau lebih dari 75% dari keseluruhan jumlah siswa. Hasil dari penelitian ini menunjukkan bahwa hasil siklus 1, pencapaian belajar siswa adalah 58% (22 dari 38 siswa) mendapatkan nilai diatas 70, dan keterlibatan aktif siswa adalah 72,8%. Setelah menerapkan perencanaan yang direvisi dalam siklus 2, pencapaian belajar siswa adalah 79% (30 dari 38 siswa) mendapatkan nilai diatas 70, dan keterlibatan aktif siswa adalah 86,7%. Hal ini menunjukkan bahwa hasil siklus 1 tidak memenuhi ke dua kriteria keberhasilan. Pengembangan dan pencapaian kriteria keberhasilan terjadi dalam siklus 2. Hal ini mengindikasikan bahwa CIRC efektif dalam mengembangkan keterampilan siswa dalam menulis teks naratif. Oleh karena itu, CIRC sangat potensial untuk diterapkan dalam pelajaran menulis.

Kata-Kata Kunci: *CIRC, mengembangkan, keterampilan menulis, teks naratif.*

Writing is regarded as one of the important skills in studying English. It has always occupied place in most English language course. One of the reasons that more and more people need to learn writing in English is for occupational or academic purpose. This kind of writing skill requires the mastery of the writing steps and sufficient knowledge on the component of writing.

English is thought as complicated one since its difference in terms of the writing and how to pronounce it. This problem faced by most of Indonesian students who are accustomed with Bahasa Indonesia where the writing and the way to pronounce it are the same. Especially for students of SMA Negeri 1 Torue who dwell in a village which English is rarely spoken as social language, faced difficulties in expressing ideas in written

form. The students wrote an essay but unfortunately the students could not do it properly. Their writing is confusing and unwell-developed. In another words it can be said that some of them did not know how to start writing and what to write even though they had been provided the topic. The students had problems in organizing ideas when they were asked to write a paragraph, did not know how to organize sentences into paragraph, had problem in constructing sentences, and also they have made many grammatical errors, lack of English vocabularies, hence they have made mistakes in spelling when writing a word, and they were not interested in the writing class. They felt that writing was a boring activity. The researcher inquired the problems based on the

result of the students' works and several tests given to the students.

Considering the above conditions, the researcher conducted a Classroom Action Research to overcome the tenth grade students' problems at SMA Negeri 1 Torue. She proposed CIRC (Cooperative Integrated Reading and Composition), one of Cooperative Learning Model in helping her students understand and compose narrative text especially to develop the students' writing skill.

Cooperative Integrated Reading and Composition is a method which is designed to combine reading and writing. The students write something based on the task and the teammates read their peer writing. They study in teams which each group consist of four to five students who have different ability level. It is hoped that the high performance students can assist those who are in average or low performance in improving their competence and performance in writing especially writing narrative text.

Cooperative Learning is not only an instructional model of learning for increasing students achievement, but it is also a way of creating a happy, pro-social environment in the classroom, one that has important benefits for a wide array of affective and interpersonal outcomes. CIRC as one of Cooperative Learning which is assumed by Slavin (1995) as one of method that could solve students' problem in writing and give benefits to the learning process such as motivating the students, improving social interaction in the classroom, creating a positive learning environment, and improving writing skill.

Based on the background of the study, the problem statement: "How can the students' skill in writing narrative text be developed through Cooperative Integrated Reading and Composition?" The objective of this research was to know whether CIRC (Cooperative Integrated Reading and Composition) could develop the students' skill in writing a narrative text.

RELATED LITERATURE REVIEW

Reading and Writing in EFL Writing Class

Traditionally, teacher of English as a second or foreign language have tended to teach reading and writing separately from each other. However, some experts have argued that reading and writing are closely connected and should be taught together. Tsai (2006) believes that reading to write and writing to read are two facilitative strategies for instruction in English literacy classrooms. Reading supports and shapes English learners' writing when they are performing reading tasks. They have ideas on vocabularies especially for those who have less fluency in English. The impact of reading on writing is exhibited in the provision with vocabulary needed for writing, general ideas and background knowledge to write composition (Alkhaldeh, 2011).

Through reading, students are given opportunities in writing classrooms to acquire knowledge of vocabulary, grammatical structures, or rhetorical features of texts. On the other hand, writing to read serves as a technique which changes the goals of teacher's instruction from helping students answer comprehension checks correctly to encouraging students' meaningful interaction with written texts, and supports students to experience reading as a composing process.

In most of schools which use English as a second language can combine lessons which assist students in preparing academic writing assignments by using readings in writing class as a basis to practice such skills as summarizing, paraphrasing, interpreting, and synthesizing concepts. It is impossible that anyone who is a non proficient reader can develop into a highly proficient writer. For that reason, teachers are suggested to include a reading component in their writing class. Murcia (1991: 253) argues that awareness of how to address the writing process in class and of the importance to students of actually

doing writing in class, the primary activity of so called writing classes was actually reading.

The students should have skill in reading and listening to support their writing and speaking. Listening comes first before speaking, and reading before writing. White, 2003 claims that the interdependence of reading and writing implies that teaching these two language skills cannot be separated. Writing a text involves reading it, and reading a text need writing to response it. Reading is needed to be comprehended in order to produce individual expression in writing. The more students read, the more they become familiar with the vocabulary, idiom, and sentence patterns of the target language. Those are important in producing a piece of writing.

CIRC (Cooperative Integrated Reading and Composition)

The researcher considers that one of the models of Cooperative Learning that will be implemented in this research that is CIRC (Cooperative Integrated Reading and composition) is suitable in teaching writing skill. A unique aspect of CIRC is its focus on cooperative team learning. Students are assigned to teams composed of two or five students from different reading levels. Students work within their teams on a series of cognitively engaging activities. CIRC makes the objectives are easy to be achieved and the use of time is more effective, since there are a mutual helpfulness and positive interdependence. Students work in pairs on activities that include reading to one another; predicting how stories will end; identifying characters and settings; summarizing stories for each other; writing responses to stories; and practicing spelling, decoding words, and vocabulary. Students also write drafts, revise, and edit each other's work, and prepare to "publish" their writing.

CIRC is implemented in promoting students linguistic development. Abisamra (1998) argues that CIRC is usually used to teach both reading and writing, but can be

used as separate reading and writing/language arts program. In CIRC Reading, students are taught in reading groups and then return to mix teams ability to work on a series of cooperative activities, including partner reading, making predictions, identification of characters, settings, problems and problem solutions, summarization, vocabulary, spelling, reading comprehension exercises, and story-related writing. CIRC Writing/Language Art is a comprehensive approach to teach writing and language arts based on a writing process model, and serves as peer response groups. During writing and language art periods, students engage in a writer's workshop, writing drafts, revising and editing one to another's work, and preparing for publication of team or class books. Dealing with the objectives of CIRC in teaching writing, Slavin (1995: 106) claims that:

“A major objective of the CIRC writing and language arts program is to design, implement, and evaluate a writing-process approach to writing and language arts that would make extensive use of peers. Peers respond groups are a typical component of most writing-process models, but peer involvement is rarely the central activity”.

CIRC Procedures in Writing Class

During language arts and writing periods, the researcher will use lesson plan on writing developed especially for CIRC. The emphasis of this lesson plan is on the writing process, and language mechanics skills (Slavin, 1995: 108). The teacher directs the lessons on specific components of writing, such as organizing ideas into a well-developed text, and the use of simple past tense in the sentences and the text as a whole. The students practice and master these skills in their teams. Here, students spend the main part of period planning, drafting, revising, editing, and publishing their writing.

Informal and formal peer and teacher conferences are held during teaching learning process. Whenever a few students face difficulties on the lesson or make mistakes, the teacher may directly guide the students individually at informal conference. Formal conference happens when most of the students have same problems. It means that the teacher has to make clear and solve the students' problems for a whole member of class.

The procedures of CIRC writing class as stated by Slavin (1995) are teacher presentation, team practice, independent practice, peer pre-assessment, and testing. The first, the teacher tells the students what they are going to learn and what objectives they are going to achieve, and present the instructional materials dealing with the objectives of learning. In this stage, the teacher also shows and discusses the same genre text that the students are going to write. The second, students work together with their teammates. They help each other especially for low achiever in brainstorming and generating ideas of writing. The third, Independent practice happens when students work by themselves without teammates' help in making a compositions draft. It is happened after consulting teammates and the researcher about their ideas and organizational plans. The fourth, individual works will be pre-assessed and edited by teammates. Each student will revise the content of their composition then edit one another's work using peer editing forms emphasizing on organization, sentence formation, language use and mechanical correctness. Finally, each student publishes his/her final composition in team. The fifth, To show whether the students have made improvements or not after having experiences with their teammates, testing is held. It is the time for the students to write a composition individually. The teacher does not allow the students help each other, they work on their own.

METHOD

This research employed CAR (Classroom Action Research) which the researcher and collaborator were involved in the teaching learning process directly from the beginning until the end of the study. The research was conducted at SMA Negeri 1 Torue. The school is located at Jl. Gunung Sari No. 1 Tolai Barat, Torue. It is about 120 km from Palu, Central Sulawesi. The subjects of the research were class XC. The numbers of this class were 38 students. This class was varied in terms of their competence and performance in English. Their heterogeneous was the main aspect to apply CIRC method..

Since this research design was CAR, it was done in cycles and adopted the steps as stated by Kemmis and McTaggart (1988: 10-14) that involving: planning, acting, observing, reflecting, and revise planning.

In planning, the researcher and her collaborator worked in grouping the students into groups, designing lesson plan, instructional materials, and research instruments such as: observation sheets, quizzes, questionnaire, field notes, and set up the criteria of success. This research was considered successful if it met two criteria of success: 1) the students' achievement should get equal or over 70 as individual score and should be achieved by 75% of total number of students; and 2) the students' active involvement was equal or over 75% of the students.

To implement the plan, the research was carried out in the classroom. In the first meeting, the researcher divided students into some groups. The researcher introduced the instructional materials such as: the generic structure and the language features of narrative text especially simple past tense. She also gave them some examples of narrative text then asked the students to analyze the text given. She asked the students to identify the picture then made and classified some sentences into the proper

generic structure. In this stage, each student discussed and shared ideas within the group members. In the second and the third meetings, the students collaborated in mastering some components of writing in their groups. The researcher also asked the students wrote a narrative text. Each member of the group gave comments and suggestions to his or her member's topics. After that the students were guided to write first draft based on comments and suggestions of their group members. The researcher assigned to each student to revise his or her friend's draft, and then wrote based on the member's comments and suggestions as the production of writing.

In the observing, the researcher and her collaborator observed the students' activities during the implementation of CIRC. The observation sheets and field notes were used to observe the students' active involvement and the researcher activities during the teaching learning process. Their function was as medium in recording everything happen during teaching learning process. In observing the students' achievement, the researcher used test to know the improvement of the students' writing skill. The researcher used both quantitative and qualitative methods in analyzing data. The data gathered through tests, observation sheet on the researcher's activities and questionnaires were analyzed through quantitative method in the form of descriptive statistics. Brown et al. (2003: 122) claim that descriptive statistics are used to characterize or describe a set of numbers in terms of central tendency and to show how the numbers disperse, or vary, around the center. The data collected through the observation sheet on students' activities, field notes were analyzed by using qualitative method.

The last step was reflection. The results of data collection through observation sheets, quizzes, questionnaire, and field notes were reflected by the researcher and her collaborator. The data were used as a feedback to revise planning of teaching in

next cycle. In this stage, the researcher wanted to know whether students' achievement in writing narrative text has met the criteria of success or not by implementing the CIRC method. The criteria of success functions as a medium to decide whether the research should be quit or continue to next cycle. If the criteria of success were not achieved yet in the implementation of planning in cycle 1, so the researcher and her collaborator revised the plan and provided a better one in cycle 2.

RESEARCH FINDINGS AND DISCUSSIONS

Cycle 1

This cycle consisted of some stages from the planning, the implementation of the action, the observation, and the reflection. The data in cycle 1 were obtained from observation sheets, field notes in the three meetings, and students' achievements in test by applying the procedure of CIRC method.

Planning

The researcher and the collaborator made some preparations before the actions were carried out. One of the preparations was assigning students to teams because this study employed CIRC. The researcher used the students' based score which was gained from previous semester, and also gender and their personalities as another consideration in assigning students to teams. The students' scores, gender, and personalities decided which group the students belonged to. The other preparations were planning the time to conduct the action, selected and developed instructional materials, designed lesson plans which covered the instructional objectives, the teaching and learning activities, and assessment.

Acting

The researcher implemented the actions in three meetings for teaching learning activities and one meeting for test. Implementation of the action for cycle 1 was

carried out on February 19th, 2013 to February 27th, 2013. All of the meetings consisted of three steps: Preactivity, While Activity, and Postactivity. The time of conducting the actions followed the school regular schedule, on Tuesday and Wednesday. Each meeting had two periods, and one period had forty five minutes, so each meeting spent ninety minutes.

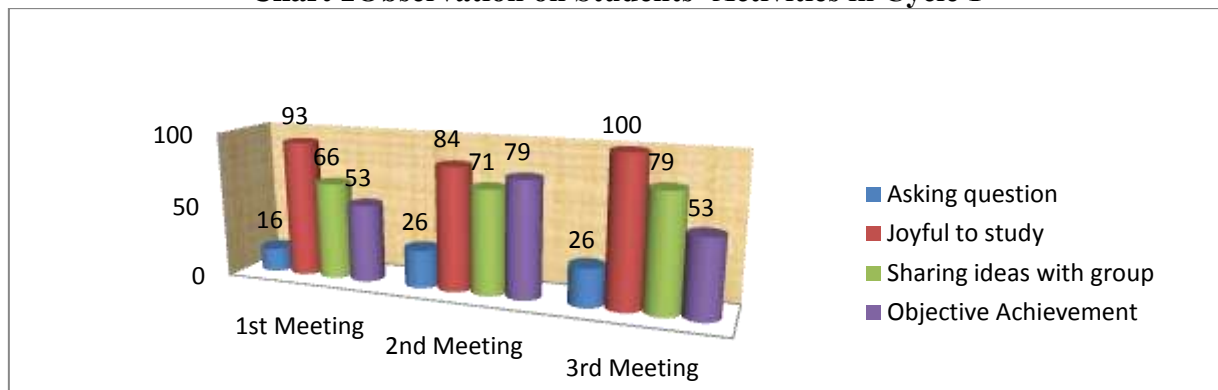
This study employed CIRC method which followed some procedures: teacher presentation, team practice, independent practice, peer pre-assessment, and test. The

students were free to express their ideas. Each meeting of the cycle had a different focus, instructional objectives, instructional materials and activities from one another.

Observing

Students' involvement and participation during the implementation of the actions in each meeting were the focus in analyzing students' activities in teaching and learning process. The observations on students' activities may be looked at chart 1, and presented the percentage of the students on four items.

Chart 1 Observation on Students' Activities in Cycle 1



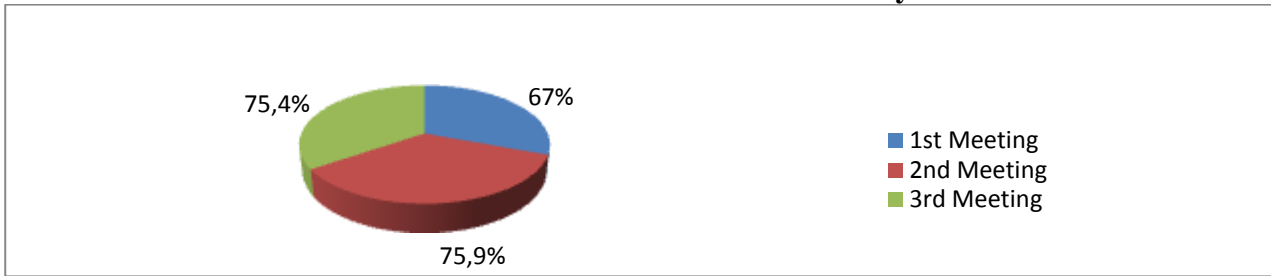
The students in asking questions related to the teacher's instruction categorized low. It could be seen that at the first meeting, it was about 6 students (16%), and at the second and also the third meeting were about 10 students (26%) asked to the researcher to repeat her utterances and instructions, and asked questions related to materials. Surprisingly, many students, had high motivation and joyful to join the teaching and learning process using CIRC method. It could be seen that 36 students (93%) at the first meeting, 32 students (84%) at the second meeting, and 38 students (100%) were enthusiastic and joyful to join the English class.

Some students faced difficulties in discussing the writing task with their group. They seemed reluctant to share ideas with group. It could be seen that only 25 students (66%) at the first meeting, 27 students (71%) at the second meeting, and 30 students (79%) could collaborate with their teammates. The

rest did the writing tasks individually. The findings also showed that 20 students (53%) could write simple past tense sentences based on the picture, 30 students (79%) could rearrange jumble paragraphs into a good text, and 20 students (53%) could write a narrative text based on the pictures. The results of the students' achievement at the first, the second, and the third meeting did not meet the instructional objectives, in another words, they still confused about instructional materials, and needed more practices. The most difficult was when they were asked to write a narrative story at the third meeting. That was the reason why objective achievement at that meeting decreased 26% from the second meeting.

The percentage of average score on all students' activities from observation sheets were 67% at the first meeting, 75.9% at the second meeting, and 75.4% at the third meeting, and presented on chart 2.

Chart 2 Students' Active Involvement in Cycle 1

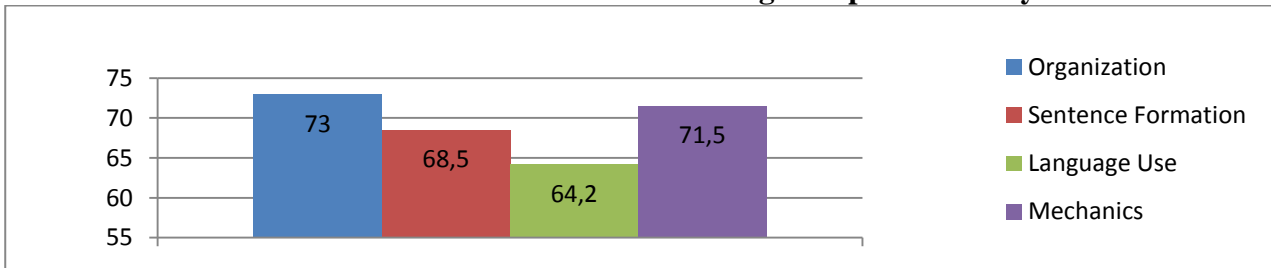


There was a decrease 0.5% in students' active involvement for the third meeting. This happened since the objective achievement of the third meeting as one aspect of students' active involvement was low. Most of the students were still confused in writing narrative text. The data presented that the average of the students' active involvement was 72.8%. It meant that it was in a fair level and it did not meet the criteria of success since the the students' active involvement should achieve at least 75% or in a good level.

After having three meetings in teaching learning process by implementing the procedure of CIRC method, the students were

given a test. The test related to the materials that had been discussed in the previous meetings. It was writing a narrative text entitle "Three Foolish Son" in 90 minutes. This written test was intended to know the students' writing skill after giving treatments in three meetings. The result of the test showed that 58% or 22 students were successful, and 42% or 16 students were failed in the test. The researcher analyzed the students' scores in Organization, Sentence Formation, Language Use, and Mechanics as writing components. She computed the mean of their writing achievement on those components of writing and was presented on chart 3.

Chart 3 Students' Achievement on Writing Components in Cycle 1



Reflection

The criteria of success of this study were students' achievement and active involvement should be 75% as the classical percentage. The data gathered from students' achievement showed that 16 students or 42% failed in test, and only 22 students or 58% passed. Based on data from observation sheets for three meetings (Chart 4.2) on the average of students' active involvement was 72.8%. The conclusion was students' achievement and students' active involvement did not meet the criteria of success yet. It means that the revision of teaching and

learning process through CIRC method in teaching writing narrative text was needed for the next cycle. The re searcher and the collaborator decided to continue the action to cycle 2 by focusing the activities on the problems faced in cycle 1.

There were some revisions that should be made for cycle 2. The first, the researcher limited the time in each activity, so the students had much time in doing the tasks. The second, the researcher gave detail information on how to construct simple past tense sentences, and more guiding in word order especially for the low achiever. In order

to overcome students' problem in constructing past tense sentences, the researcher explained about second form of verbs especially irregular verbs. The third, the researcher recommended the students to use dictionaries as their references. The fourth, the researcher encouraged the students to do the tasks with their teammates more often. These activities were intended to train the students' cooperative skill. The last, to attract students' attention and active involvement, the researcher used more interesting teaching media, in this case she proposed videos to make the students could generate their ideas and easier to write.

Cycle 2

Planning

Based on the reflection on cycle 1, the researcher revised her teaching plan. The researcher was helped by her collaborator designed the lesson plans for each meeting with some revisions. In this cycle, the teaching activities were focused on sentence formation and language use since the students were weak on these two components of writing. They were directly given more examples and guidance how to construct simple past tense, especially explanation about irregular verbs. The researcher also encouraged and monitored more often whether the students applied team practice, independent practice, and peer pre-assessment as CIRC procedure effectively, so the students could share their ideas with their teammates.

Implementation

On Tuesday, March 5th 2013, the first meeting of cycle 2 was conducted. It was started at 09:45 am – 11:15 am (4th and 5th

period), and the meeting lasted for about 90 minutes. This meeting was similar to the first meeting of cycle 1; the teaching and learning process was focused on how the students construct simple past tense. There was no evaluation at the end of this meeting as at cycle 1 did, since the time spent mostly in practicing how to construct sentences grammatically.

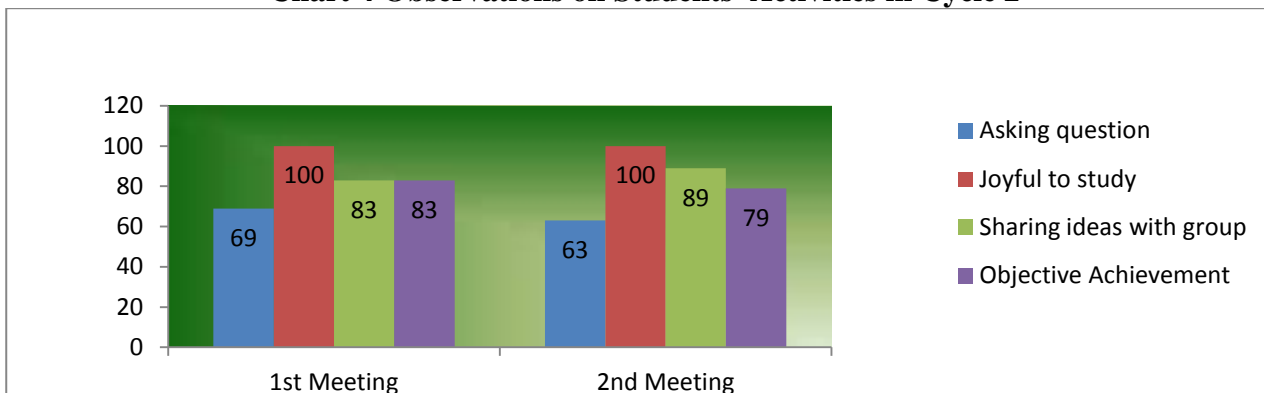
Based on the schedule, the second meeting was conducted on Wednesday, March 6th 2013 at the second and the third periods, 08:00 a.m. up to 09:30 a.m. It was the last meeting for teaching learning activities in cycle 2. This meeting was different with the first meeting in terms of the instructional objectives. The students should produce narrative text after watching a video of *Timun Mas* at this meeting.

The third meeting was the test. All of the students were present in this meeting. It was done on Wednesday, March 13th, 2013. They spent ninety minutes in writing narrative text. The students were provided more details instruction in order to remain them what were going to do with the test. They had to write a story "The Ugly Duckling". They had to write a narrative text by considering the appropriate generic structure and language features of narrative text. In writing a story, the students were guided by some words that they had heard from video. What they were going to do was the same as the second meeting activities but they composed the text without interfering of their teammates

Observation

The observations on students' activities and students' active involvement may be looked at chart 4.

Chart 4 Observations on Students' Activities in Cycle 2



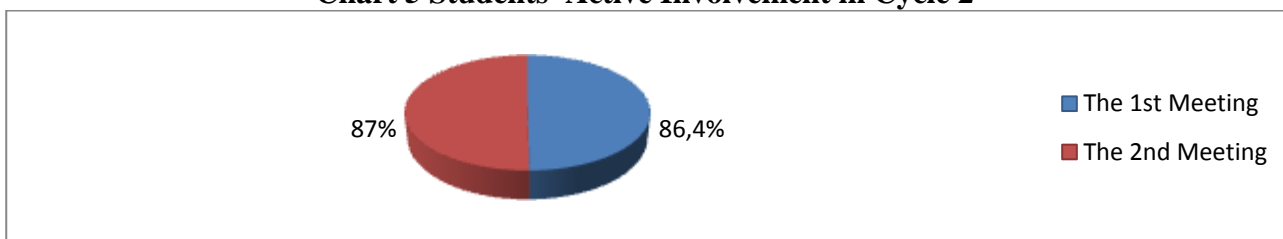
From the observation sheet on the students activities showed that there were significant improvements on students' curiosity about the materials given, 25 students (69%) in the first meeting, and 24 students (63%) asked questions related to the material, and asked the researcher to clarify her utterances and instructions.

The other findings were all of the students (100%) in the first and the second meetings were enthusiastic and joyful to join the English class. They also were motivated to be involved into class interaction. Most of the students, 30 students (83%) in the first meeting and 34 students (89%) in the second meeting could share ideas and discussed the writing task with their group actively. Hence, it was not surprised if the students could

achieve the instructional objectives in each meeting. In the first meeting, 30 students (83%) could write simple past tense sentences, and 30 students (79%) could write narrative text. The results of the students' achievement at the first and the second meeting showed that the students had mastered the materials as stated in the instructional objectives for each meeting.

The classical students' active involvements could be seen from the average scores from the two meetings. The first meeting was 86.4% and the second meeting was 87%, and presented on chart 5. The average score of the two meetings was 86.7% as the classical students' active involvements. It was in excellent level, and had met the second criterion of success.

Chart 5 Students' Active Involvement in Cycle 2



After having two meetings in teaching learning process, it was the time to know how far the students had made progress in their achievement. The students were given a test. All of the students were presents in the test. They were evaluated individually by giving a test to write narrative text. The students had to write a narrative text in 90 minutes based on the data they gathered from the video entitle

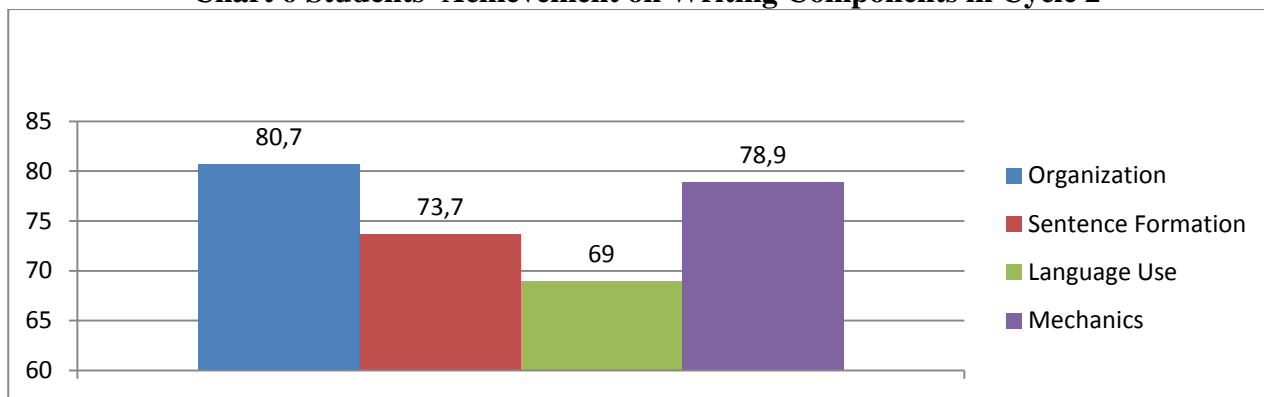
“The Ugly Duckling”. The video was played to generate and stimulate the students' ideas, so they were easier to write.

There were 30 out of 38 students or 79% students could achieve the score above 70, and 8 students or 21% failed in the test. The finding showed that 30 out of 38 students

could meet the criteria of success and got the significant development as individual scores. In analyzing the students' writing product, the researcher still focused on organization, sentences formation, language used, and mechanics as what had been done in cycle 1. The students' score indicated a gradual progress in constructing words into sentence

and sentences into a paragraph, even most of them were able to make sentences grammatically. The mistakes in both aspects could be minimized. The researcher computed the mean of the students' writing achievement on some components of writing and was presented on chart 6:

Chart 6 Students' Achievement on Writing Components in Cycle 2



Students' Answer

It was given to the students after the action was completed in cycle 2. The findings could be seen in table 1.

Table 1 Students' Answer on Questionnaire

No.	Pertanyaan	Pilihan Jawaban	
		Ya	Tidak
1.	Apakah anda merasa senang belajar Bahasa Inggris khususnya belajar tentang menulis text?	33 (87%)	5 13%
2.	Apakah menurut anda belajar secara kelompok lebih baik dibandingkan dengan belajar mandiri?	35 (92%)	3 (8%)
3.	Apakah metode CIRC yang di contohkan guru membantu anda dalam keterlibatan dan motivasi anda untuk menulis?	32 (84%)	6 (16%)
4.	Apakah penerapan metode CIRC dapat meningkatkan pemahaman anda khususnya pada <i>generic structure</i> (Orientation, Complication, Sequence of Events, dan <i>language features</i> teks naratif khususnya kalimat <i>Past Tense</i>	36 (95%)	2 (5%)
5.	Apakah dengan penerapan metode CIRC tersebut dapat mengatasi kesulitan anda dalam menulis?	35 (92%)	3 (8%)
6.	Apakah penerapan metode CIRC dapat anda harapkan sebagai upaya meningkatkan kemampuan anda khususnya pada kemampuan menulis?	38 (100%)	- (0%)

The researcher asked the students to give their opinion about the implementation CIRC method in their writing class by asking

them to fill a questionnaire after they had the test. The questionnaire consisted of 6 items. The researcher asked the students to put a tick

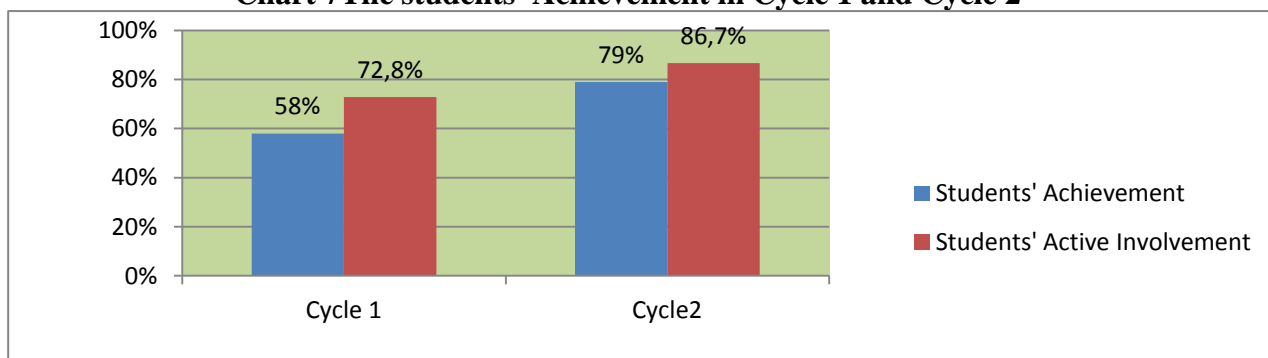
(√) in the column “Ya or Tidak”. They had to choose one of the alternatives freely. The questionnaire was aimed to get information or the students’ opinion concerning with the teaching learning process through the CIRC procedure.

Reflection

All of the instruments which had been aimed to investigate the result of the implementation of CIRC in this study showed that there were increasing in students’ achievement. The students’ achievement in writing throughout this study was classified into two types: process and product.

After having two meetings in teaching learning process in cycle 2, it was found that the students had made progress in the students’ achievement as their writing product, and the students’ active involvement as their writing process. The analysis of the students’ activities in teaching and learning process was found that they gradually had been able to compose narrative text. The students’ ability to construct some words into grammatical sentences gradually increased. The significant improvement between the two cycles as shown in chart 7.

Chart 7 The students' Achievement in Cycle 1 and Cycle 2



By focusing on the result of reflection in cycle 1 and its revisions, the researcher designed more interesting lesson plans, teaching media, and instructional material in order to attract the students’ active involvement in cycle 2. The researcher used videos as her teaching media. These media were not only successful in helping the researcher in getting the students’ active involvement, but also in increasing the students’ achievement. The students watched and read the text from videos before they were given a task to write. This activity helped them very much in generating their ideas to write.

By focusing on the result of reflection in cycle 1 and its revisions, the researcher designed they were doing the task by following the procedures of CIRC. Moreover, the activities were undertaken in the classroom could assist the students to write narrative text and could make them enthusiast. The students were actively involved in their groups to work and share their ideas. These facts indicated that learning atmosphere created by the researcher attracted the students to take part in teaching learning process.

The observations of teaching learning process in cycle 2 showed that the cooperative skills of the students were gradually improved. The cooperative skill such as taking turns in correcting their peers’ work, sharing ideas with their teammates, developing social interaction among the group members were achieved during the class activities by the students. The students’ active involvement was shown in the activities when

Based on the data of students’ achievement in cycle 2 table 7 showed that 79% students were successful in the test. The students’ active involvement in teaching learning activities was observed by using observation sheets. The observation sheets showed that the average score of the two meetings in teaching learning activities was 86.7% as the classical students’ active involvements. It was in excellent level, and had met the second criterion of success.

Since the students had achieved the two criteria of success in cycle 2, the next cycle did not need to do. It could be said that the implementation of CIRC method was successful to solve the students' problem in writing narrative skill. The researcher and the collaborator concluded that cycle 2 had been successful, and the research was finished. The eight students who did not meet the criteria of success in this study were given remedy.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings and discussions of this study, it can be concluded CIRC could develop the students' skill in writing narrative text. Moreover CIRC gave benefit to the students in many ways. First, CIRC method could improve the students' writing skill. The students were able to make good improvement in the students' achievement. Second, CIRC made the students had active involvement by sharing their ideas in team practice, and corrected their peer work in peer pre-assessment, and also reduced teacher domination. The members of the group did the tasks cooperatively. Third, the students enjoyed the writing class since there were various activities to be done. The students felt more comfortable and relax, even their motivation and self esteem to write increased.

Not only method, but also the use of appropriate teaching media influences the students' achievement. Pictures and videos were used in this study and the finding from observation sheet and field note, it could be proved that these media helped the students in generating and stimulating their ideas to write.

The criteria of success of this study were the students' achievement and the students' active involvement. The students had made progress from cycle 1 to cycle 2 in both of the criteria. The students' classical achievement in cycle 1 was 58% or 22 students had score more than 70, while 30

students or 79% were successful in cycle 2. The students' active involvement in cycle 1 and cycle 2 were 72.8% and 86.7% respectively. It could be said that the actions were implemented in two cycles considered successful to solve the writing problems in constructing narrative text.

Suggestions

1) For the teachers

It is recommended for English teachers to apply innovative methods rather than conventional and traditional method in teaching especially in writing class. It is also recommended for the teachers to use interesting and appropriate teaching media in order to generate students' motivation and attract their attention to study. This is important since good teacher has to create good environment for students to study.

2) For the school

It is suggested to the school to supply more English reading books and dictionaries in library. In order to create good habit of writing and to sharpen the students' writing skill, the school may include writing competition among the students in school agenda every year.

3) For the future researcher

CIRC is not only used in teaching writing, but also it can be applied in teaching reading comprehension. It is suggested for the future researcher to follow up this study by conducting another research on improving students' reading comprehension in the same or different genres.

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