

**THE INFLUENCE OF USING COOPERATIVE INTEGRATED READING
AND COMPOSITION (CIRC) TECHNIQUE TOWARDS STUDENTS'
WRITING**

**ABILITY ON NARRATIVE TEXT AT THE SECOND SEMESTER OF
THE ELEVENTH GRADE OF SMAN 1 KATIBUNG
SOUTH LAMPUNG IN THE ACADEMIC YEAR OF
2017/2018**

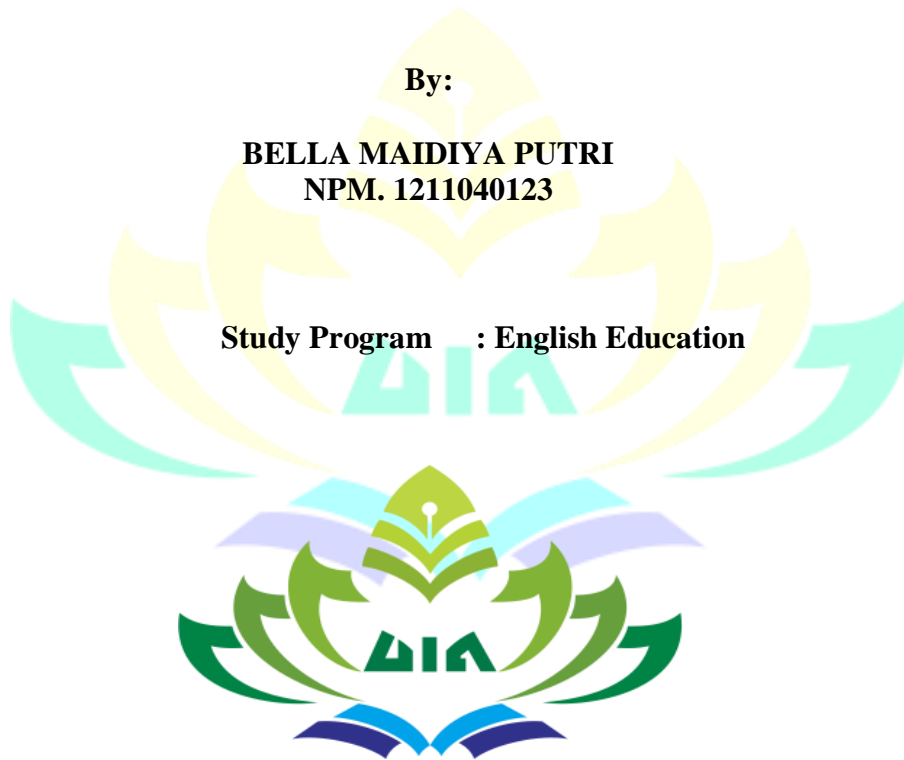
A Thesis

Submitted as a Partial Fulfillment of
The Requirements for S1-Degree

By:

**BELLA MAIDIYA PUTRI
NPM. 1211040123**

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
1440H/2018M**

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RADEN INTAN LAMPUNG
1440H/2018M**

ABSTRACT

THE INFLUENCE OF USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY ON NARRATIVE TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMAN 1 KATIBUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

By:

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This research was conducted in SMAN 1 Katibung South Lampung. Based on preliminary research that was done in the school, there were many students had difficulties in writing narrative text because they are lack of grammar and vocabulary and the students find difficulties to develop and to express their ideas in making narrative text writing. The teacher technique in teaching writing always used the same way using free writing technique. Therefore, the research applied Cooperative Integrated Reading and Composition (CIRC) technique as an effective technique to students are allowed to work cooperatively with their friends in a group. By doing this activity the students enjoyed and fun in the teaching and learning process. The objective of the research was to find out whether there was a significant influence of using Cooperative Integrated Reading and Composition (CIRC) technique towards students' writing ability on narrative text at the second semester of the eleventh grade of SMAN 1 Katibung South Lampung in the Academic Year of 2017/2018.

The research methodology was quasi experimental design. The population of this research was the eleventh grade of SMAN 1 Katibung South Lampung. The writer took two classes consisting of 30 students for experimental class and 28 students for control class. In experimental class, the writer used CIRC technique and in control class the writer used Free Writing technique. The treatments were held in 3 meetings in which 2 x 45 minutes for each meeting. In collecting the data, the writer used instrument of writing test. After conducting the treatments, the instruments were used for the post-test. After giving the post-test, the writer analyzed the data using SPSS to compute Independent Simple t-test.

From the data analysis, it was found that the result of T-test was 0.000. This result is consulted to the score of the value significant generated Sig. (p_{value}) = $0.000 \leq \alpha = 0.05$. Therefore, H_0 is rejected and H_a is accepted. In other words, from this research it is known that CIRC technique can improve the students' writing ability. It can be concluded that there is a significant influence of using CIRC technique towards students' writing ability.

Keyword : Cooperative Integrated Reading and Composition (CIRC) technique, Student' Writing Ability, Narrative Text, Quasi Experimental Research.



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INTEGRATED READING AND COMPOSITION
(CIRC) TECHNIQUE TOWARDS STUDENTS'
WRITING ABILITY ON NARRATIVE TEXT AT
THE SECOND SEMESTER OF THE ELEVENTH
GRADE OF SMAN 1 KATIBUNG SOUTH LAMPUNG
IN THE ACADEMIC YEAR OF 2017/2018**

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A thesis entitled: **“THE INFLUENCE OF USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TECHNIQUE TOWARDS STUDENTS’ WRITING ABILITY ON NARRATIVE TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMAN 1 KATIBUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018”** by: **Bella Maidiya Putri, NPM: 1211040123**, Study Program: **English Education** was tested and defended in the examination session at UIN Raden Intan held on: Thursday, December 20th 2018.

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DECLARATION

I hereby state that this thesis entitled “the Influence of Using Cooperative Integrated Reading and Composition (CIRC) Technique Towards Students’ Writing Ability on Narrative Textat The Second Semester of The Eleventh Grade of SMAN 1 Katibung South Lampungin the Academic Year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources, and they are properly acknowledged in this thesis.



Bandar Lampung, December 20th, 2018

Declared by,

BELLA MAIDIYA PUTRI

MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun, by the pen and by the (record) which (men) write.” (QS. Al Qalam:1)¹

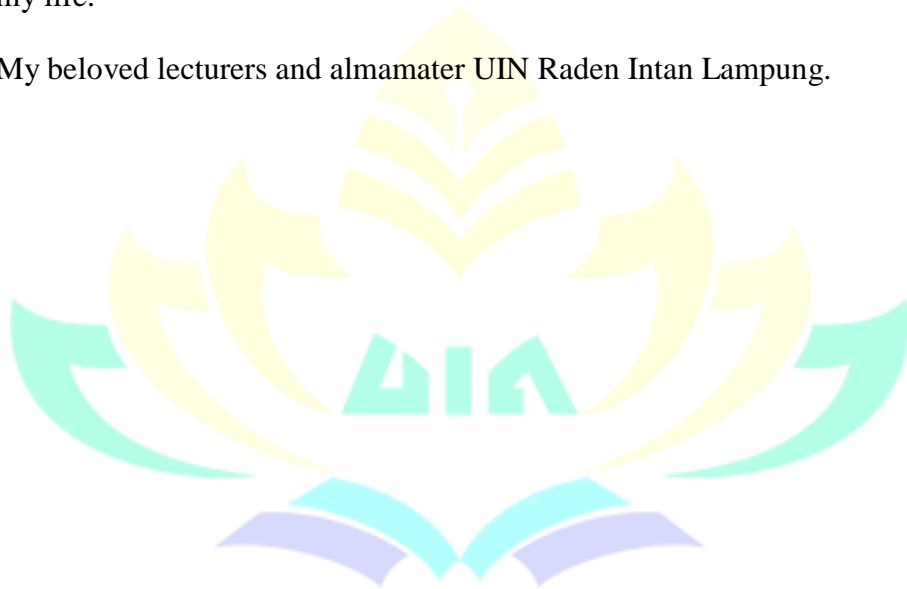


¹ Abdullah Yusuf Ali, *The Meaning of Holy Qur'an New Edition Revised Translation, commentary and Newly Comprehensive Index* (Beltsville: Amana Publication, 2005), p. 1506

DEDICATION

I dedicate this thesis to:

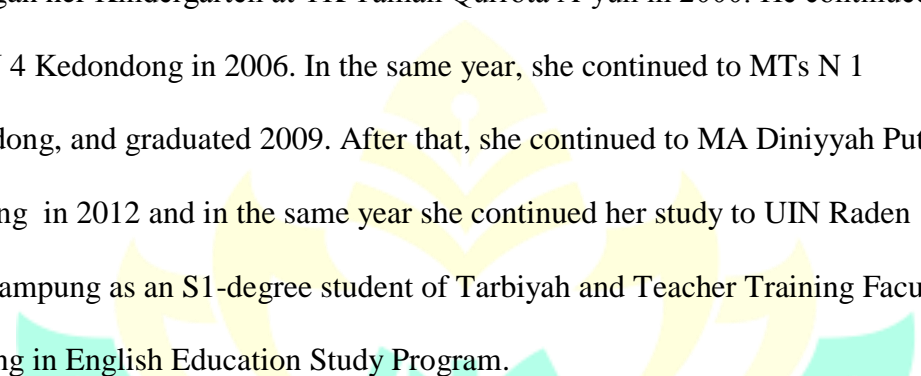
1. My beloved parents Mr. Amrul Maidi and Mrs. Zuraida who always support and pray for my success.
2. My beloved brothers Wahyu Pramana, S.E.I and Imam Tanjung, and sister in law Fitri Aryani, S.KM who have motivated and prayed for me a lot in my life.
3. My beloved lecturers and almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the writer is Bella Maidiya Putri. She was born in Bandar Lampung on September 11th, 1994. She is the third child of three children of Amrul Maidi and Zuraida. She has two brothers whose names are Wahyu Pramana, S. E. I and Imam Tanjung and no sister.

She began her Kindergarten at TK Taman Qurrota A'yun in 2000. He continued to SDN 4 Kedondong in 2006. In the same year, she continued to MTs N 1 Kedondong, and graduated 2009. After that, she continued to MA Diniyyah Putri Lampung in 2012 and in the same year she continued her study to UIN Raden Intan Lampung as an S1-degree student of Tarbiyah and Teacher Training Faculty Majoring in English Education Study Program.



ACKNOWLEDGMENT

Praise beto Allah the Almighty for the blessing given to her during her study and for completing this final project. Besides, she is also grateful to many people for contributing their ideas and time given to her in completing this thesis entitled, “Cooperative Integrated Reading and Composition (CIRC) technique towards students’ writing ability on narrative text at the second semester of the eleventh grade of SMAN 1 Katibung South Lampung in the Academic Year of 2017/2018”

This thesis is presented to the English Education Study Program of UIN RadenIntan Lampung.

When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would like to thank the following people for their ideas, time and guidance in completing this thesis:

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8. The last, I would like to say thanks to all friends of E class in English Education department who cannot be mentioned individually here.

Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. For this, she truthfully welcomes criticism and suggestion from the readers to enhance the quality of this thesis to be better.

Bandar Lampung, December 20th, 2018

The writer,

BELLA MAIDIYA PUTRI
NPM. 1211040123

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of English skills that should be mastered by the students. In fact, many students are good in speaking but not in writing. Writing is one of the four language skills besides listening, speaking, and reading. It is an activity in arranging words, phrases, and sentences. That is grammatically correct and appropriate with its purpose. Sokolik and Olson in Caroline state that writing is a combination of process and product. The process refers to the act gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.² It means that writing is training people to express their feeling and ideas in written form.

In learning English, there are plenty of subject matters that should be learnt in order to master English, one of the subject that should be learnt is writing. As Allah said in the holy Q.S Luqman: 27

وَلَوْ أَنَّمَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَنْحَارٍ مَا نَفَذْتَ كَلِمَتُ

اللَّهُ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

¹ Caroline T. Linse, *Practical English Language Teaching: Young Learner*, (New York: McGraw-Hill, 2005), p.98

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing)”³

From the Qur'an verse above, Allah said that writing is very important for education world. Because from writing we know about something we don't know. Writing is one for four language skill, as a process of communication, which the activity of composing ideas or thought into written form in order to deliver message to the reader.

In writing skill there are many of aspects that should be understood by the students. The students must master at least the aspect of grammar and vocabulary which is different from our first language, in this case Indonesian language. Harmer states that writing (as one of the four skill of listening, speaking, reading, and writing) has always formed part of syllabus in the teaching of English.⁴ In the syllabus of ministry of Indonesia the purpose of teaching English is to develop students' ability in oral and written communication. Besides mastering the aspects of the writing, the students also have to master the texts of writing. In writing there are many kinds of text that should be known by the students.

One of the text that has been taught to the students of Senior High School is narrative text. Narrative text is a piece of text which tells a story

³ Abdullah Yusuf Ali Translation, *The Meaning of Holy Qur'an*, (Maryland: Amana Publication, 2011), p.413

⁴ Jeremy Harmer, *How to Teach Writing*, (Edinberg: Longman, 2004), p. 31

and, in doing so, entertains or informs the readers or listener.⁵ It means that narrative text is one kind of the text that tell the story in the past to give information and entertain the reader. Narrative text is one kind of text should be mastered by the students in Senior High School. The students will be more interested and easy to study of narrative text writing because it tells about an interesting story that can make students enjoy in writing, but based on result of preliminary research the writer got many of students at the eleventh grade of SMAN 1 Katibung South Lampung face difficulties in narrative text writing. It can be seen on Table 1.

Table 1
Student's Narrative Writing Score of the Eleventh Grade of SMAN 1 Katibung in 2017 Academic Year

No.	Class	Score		Total
		< 70 (failed)	≥ 70 (passed)	
1	XI IPA 1	20	10	30
2	XI IPA 2	21	9	30
3	XI IPS 1	24	4	28
4	XI IPS 2	23	7	30
Total		88 (75 %)	30 (25 %)	118

Source: The data of SMA N 1 Katibung

From Table 1, many students got low score because their score was under the KKM of narrative writing in the school. KKM of narrative writing in the school is 70.⁶ There are 88 students failed category (75%) and 30 students in passed category (25%). It can be inferred that the achievement of the students in learning writing especially narrative text is relatively low because the criteria of minimum mastery (KKM) in SMA N 1 Katibung is 70.

⁵ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Australia: Mackmillan, 1997), p.8

⁶ Verawati, S. S, Interview with the English Teacher of SMA N 1 Katibung

The teacher said that the difficult aspects in teaching writing in narrative text such as grammar and vocabulary. It indicates that the most students still face difficulties in writing narrative text.⁷

Besides doing interview with the teacher, the writer also interviewed some of the students. It was found that many of the students had difficulties in writing narrative text because they are lack of grammar and vocabulary and the students find difficulties to develop and to express their ideas in making narrative text writing. Some students said that they felt bored in learning English because the teachers always teaches writing in the same way the teacher did not make variation in teaching process.⁸ It can be concluded that many students at the eleventh grade of SMAN 1 Katibung South Lampung still have difficulties in narrative text writing.

Based on the statements above it can be concluded that writing is very important and difficult skill that should be mastered by the students. To teach writing the teacher needs to provide the students by using appropriate teaching technique. By applying an appropriate teaching technique like cooperative technique, the teaching and learning process can be run very well and the goal of teaching and learning process can be easier achieved.

Larsen states that Cooperative learning is the way which the students and the teachers work together and the teacher teach the students

⁷ *Ibid*, interview

⁸ Interviewed with the students of the eleventh grade

collaborative or social skills so that they can work together more effectively.⁹ Some techniques based on this method have been developed. One of the techniques is Cooperative Integrated Reading and Composition (CIRC).

CIRC which stand for Cooperative Integrated Reading and Composition is one of technique in cooperative learning. Slavin says that CIRC is a comprehensive program for teaching reading and writing in the upper elementary and middle grades.¹⁰ It means that CIRC is the good technique that can be applied by the teacher in the teaching and learning process. This technique is very flexible to teach several skills in English. In this technique the students are allowed to work cooperatively with their friends in a group. By doing this activity the students will be enjoy and fun in the teaching and learning process. To strengthen the writer's opinion about goodness of CIRC the writer presented a previous research that was done by Durukan.

Based on the previous study by Durukan who analyzed the effects of the Cooperative Integrated Reading and Composition (CIRC) technique and the traditional reading and writing pedagogical method for primary school students. The study group was composed of 45 7th grade students enrolled at a primary school at the center of Giresun Province in the 2009/2010 academic year. Experimental and control group were randomly assigned: 24 students

⁹ Diane Larsen-freeman, *Tehnique And Principles In Langauge Teaching*, (New York: Oxford University Pres, 2000), p. 164

¹⁰ Robert E Slavin, *Cooperative Learning: Theory Research and Practice*, (Bandung: Penerbit Nusa Media 2005), p.16

were grouped into experimental group and 21 students into control group. The instruments used in the study were Written Expression Achievement Test (WEAT) and Reading Comprehension Achievement Test (RCAT). The result revealed that there was a statistically significant difference between the reading and writing skill of the experimental and control group in term of academic achievement and retention. This difference was discovered in favour of the cooperative integrated reading and composition technique.¹¹ It means that Cooperative Integrated Reading and Composition (CIRC) is a good teaching technique that can help students to increase to their ability on reading and writing.

By understanding the previous research, this technique tried be applied in SMAN 1 Katibung South Lampung. In the previous research, Cooperative Integrated Reading and Composition (CIRC) technique effective on reading comprehension and writing expression skill. In this research, the writer wants to know the use Cooperative Integrated Reading and Composition (CIRC) technique towards students' writing ability on narrative text of SMAN 1 Katibung South Lampung.

Based on the explanation, the writer would like to conduct a research entitled " The Influence of Using Cooperative Integrated Reading and Composition (CIRC) Technique Towards Students' Writing Ability on

¹¹ Erhan Durukan, *Effects of Cooperative Integrated and Composition (CIRC) Technique on Reading-Writing Skills* (ISSN 1990-3839 ©2011 Academic Journals, 2010)

Narrative Text at the Second Semester of the Eleventh Grade of SMAN 1 Katibung South Lampung in the Academic Year of 2017/2018”.

B. Identification of the Problem

Based on the background of the problem the writer identifies the problem as follows:

1. The students' narrative text writing ability is still low.
2. The students feel difficulties to develop and to express their ideas in making narrative text writing.
3. The teacher' technique in teaching writing always used the same way using free writing technique.

C. Limitation of the Problem

In this research, the writer focused on the influence of using cooperative integrated reading and composition (CIRC) technique towards students' writing ability on narrative text (legend, fairytale and fable) at the second semester of the eleventh grade of SMAN 1 Katibung in the Academic Year of 2017/2018.

D. Formulation of the Problem

In this research, the formulation of the problem is formulated as follows:

“Is there an influence of using cooperative integrated reading and composition (CIRC) technique towards students’ writing ability on narrative text at the second semester of the eleventh grade of SMAN 1 Katibung in the Academic Year of 2017/2018?”

E. Objective of the Research

The objective of this research is to know whether there is an influence of using cooperative integrated reading and composition (CIRC) technique towards students’ writing ability on narrative text at the second semester of the eleventh grade of SMAN 1 Katibung in the Academic Year of 2017/2018.

F. Use of the Research

It is hoped that the result of this research used:

1. Theoretically, the result of the research can contribute as a useful reference for future experimental research with similar interest, especially on CIRC and students’ writing ability on narrative text problem, and useful a references for future the next study was concentrate on students’ writing ability on narrative text.
2. Practically

a. For the teacher

For the teacher, it is expected that this research will give information to the English teacher about using CIRC technique and it can use the result of the research can be used as the feedback on teaching English or can be one of choices to do in their classroom.

b. For the students

For the students, it is expected to help the students to produce good narrative text in the teaching learning process by using CIRC technique.

c. For the school

The writer hoped that this research scientifically can give a contribution to the institution in improving the quality of English teacher learning process.

d. For the other research

The writer hoped that the result of this research would be as a reference to do another relevant research to the use of CIRC technique.

G. Scope of the Research

1. The subject of the research

The subject of this research was the students of the eleventh grade of SMAN 1 Katibung.

2. The object of the research

The object of this research was using cooperative integrated reading and composition (CIRC) technique and students' writing ability on narrative text.

3. The place of the research

The research was conducted at SMAN 1 Katibung.

4. The time of the research

The research was conducted at the second semester of 2017/2018 academic year.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Writing

1. Definition of Writing

Writing is the activity of composing ideas or thought into written form in order to deliver message to the reader. It is very important skill not only in the educational life, but also very important in people lives. Here some definition of writing from several experts.

Writing is one of English skills that should be mastered by the students. Infact, many students are good in speaking but not in writing. Writing is one of the four language skills besides listening, speaking, and reading. It is an activity in arranging words, phrases, and sentences. That is grammatically correct and appropriate with its purpose. Siahaan said that writing is a psychological activity of the language user to put information in the written text.¹²It means that writing is the activity to write word becomes text that can give information to the reader. According to Brown, written products are often the result of thinking, drafting, and revising procedures.¹³ In addition, Harmer states that writing is a process that what we write is often heavily influenced by the constraints of genre, and then these elements have

¹² SanggamSiahaan, *Issues in Linguistics*, (Yogyakarta: GrahaIlmu, 2008), p. 215

¹³ H. Douglas Brown, *Teaching by Principles an Interactive Approach to language*, 2nd Edition, (San Francisco: Longman, 2007), p. 335

to be present in learning activities¹⁴. It means that writing is a process to express the writer idea, feeling, and opinion into writing form.

Writing is as one of four skills in English that must be mastered by students. Hyland states that writing is a way of sharing personal meanings and writing courses emphasize the power of individual to construct his or her own views on a topic.¹⁵ The students can share about whatever that they have think or anything in form of written language, because written language can be power from their self to convey their opinion about some topic. It is supported by Susanto who said that writing as a process of expressing ideas or thoughts in words should be done at our leisure.¹⁶ It means that writing is the activities that was done by the writer to express ideas or thought on their mind in writing form.

Oshima states that writing is a process not a product.¹⁷ It can be said that writing is not instant activities, it is need some steps that should be done by the writer to produce the good writing.

From the definition, the writer can conclude that writing is a way to produce language by putting down words or ideas to some medium. And it is

¹⁴ Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p.86

¹⁵ Ken Hyland, *Second Language Writing*, (New York: Cambridge University, 2003), p.9

¹⁶ Susanto Leo *et. al.*, *English for Academic Purpose Essay Writing*, (Yogyakarta : Penerbit ANDI, 2007), p.1

¹⁷ Alice Oshima and Ann Hogue, *Writing Academic English*, Third Edition, (New York: Longman, 1999), p.3

a learned process that takes time and concentrated practice because the writer has more time to think than they do in written activities.

2. Process of Writing

Writing as one of productive skills needs a process. This processes to write in sequence stages. Harmer states that the writing process that is the stage a writer goes through in order to produce something in its final written form.¹⁸ It means that writing is the activity that need some process to produce written form.

According to Harmer, there are four main stages in the writing process: planning, drafting, editing (reflecting and revising), and final version.¹⁹

a. Planning

Experienced writers plan what they are going to write. Before they start to write or type, they try and decide what is they are going to write. For some writers this many involve making detail notes. When planning, writers have to think about three main issues. In the first, place they have to consider the purpose of their writing, the audience they are writing for, and the content stucture.

¹⁸ Jeremy Harmer, *Op.Cit.*, p.4

¹⁹ *Loc. Cit*

b. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c. Editing (reflecting and revising)

Once writers have produced a draft, usually they read the text to know whether there is something that must be added and removed or not. After that, they make a new text.

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.

Based on the definitions of writing, it can be concluded that writing is an activity to express the idea or thought with good organization of written language which requires some stages including planning, drafting, editing (reflecting and revising), and final version.

3. Purpose of Writing

The purpose of writing is to give information from the writer to reader. A written text is used to convey the written message of information correctly and effectively. The writer should be able to communicate the idea or thought in written language clearly in order the reader can understand what are the writer's ideas or thoughts and the writer can know the purpose of her/his written text.

Writing is activity to express and put on the ideas or thought on written form. In addition, Oshima states that writing is a process,²⁰ because it go through many stages. It can be said that when we are trying to write something, we need some steps. From the statement above, it can be say that writing is not instant process.

4. Writing Ability

Peha states that writing is the communication of content (what the writer wants to say) for a purpose (why the writer writes it) to an audience (who the writer writes to).²¹ It means that we must have ability to express our ideas and thought in our writing clearly in order the reader can get the information we want to tell. In writing, there are five aspects that must be ordered by the writer, there are; content, organization, vocabulary, language, and mechanics.²²

- a. Content : the substance of writing ideas express
(unity), content relevant to the topic.
- b. Organization (form) : ideas clearly stated and supported, logically
sequence, connective appropriately use
(cohesion).
- c. Vocabulary : the section of words that suitable with the
content.

²⁰ Alice Oshima and Ann Hogue, *Op Cit.*, p. 3

²¹ Steve Peha, *The Writing Teacher's Strategy Guide "Teaching That make Sense"*, (New York: Inc, 2003), p. 58

²² Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p.130

- d. Language : the employment of grammatical forms and Syntactical pattern.
- e. Mechanics : the use of graphic convection of language (demonstrates good command of spelling, punctuation, and capitalization).

In other words, writing ability is an ability or skill to communicate for express ideas and thoughts in written form which fulfills five aspects of writing concluding content, organization, vocabulary, language, and mechanics.

B. Concept of Text

1. Definition of Text

In general, text is an article we often read. We know that human beings are different from other creatures. We live in a world of words. When those words are put together to communicate a meaning, a piece of text is created. They will think to express their experience. We can say that human need to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own.

A text is any stretch of language which is held together cohesively through meaning.²³ It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting texts.

²³ Susan Freez and Helen Joyce, *Text-Based Syllabus Design*, (Sydney: Macquarie University, 2002), p.9

Halliday and Hasan add that text is a social exchange of meanings.²⁴ The meaning of a sentence may have different meaning according to the context. For example, I am buying a drink for everybody here, and the mean of that sentence is one drink for all or one drink for each. Therefore, if we are a teacher, we must be able to develop students' understanding on exchange the meanings in different points of sentence.

2. Types of text

There are two main categories of text. They are literary and factual. Within these are various text types. Each a text type has a common wayof using language.

a. Literary text

Literary text is a text that appeals to our emotions and imaginations. Literary text can make laugh or cry, think about our own life or consider our beliefs. Literary text includes aboriginal dreaming stories, movie scripts, fairy tales, lays, novels, song lyrics, and mimes. Media text such as films, videos, televisions shows and CDs can fall in this category. There are three main text types in this category; narrative, poetic and dramatic.²⁵

b. Factual text

Factual text is a text that presents information or ideas and aim to show, tell or persuade the audience. This text includes advertisement,

²⁴ M.A.K. Halliday and Ruqaiya Hasan, *Language, Context, and Text: Aspects of Languauge in Social-Semiotic Perspective*, (Hongkong: Oxford University Press, 1989), p.11

²⁵ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Australia: Mackmillan, 1997), p.1

announcement, internet website, current affairs shows, debates, recipes, reports and instructions.²⁶

C. Concept of Genre

1. Definition of Genre

Genre is use to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose.²⁷ The meaning of the genres intended is that students are able to understand the concept and they would be able to identify the kinds of text that students will have to write.

2. Kinds of Genre

According to Gerot and Wignel, there are fourteen types of genre text, those are:²⁸

- a. Recount is kind of genre used to retell something that happened in the past for the purpose of informing and entertaining.
- b. News Item is a factual text which informs reader's events of the day which are considered newsworthy or important.
- c. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.
- d. Spoof is a kind of genre used to retell events with a humorous twist.

²⁶ *Ibid*, p.3

²⁷ Depdiknas, *Standar Kompetensi Mata Pelajaran Bahasa Inggris*, (Jakarta: Depdiknas, 2003), p.37

²⁸ Linda Gerot and Peter Weignell, *Making Sense of Functional Grammar "The Genre-Grammar Connection"*, (Australia: AEE, 1994), p.192-217

- e. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.
- f. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or social-cultural phenomena.
- g. Report is a kind of genre used to describe the way things are, with reference to natural or manmade and social phenomena in our environment.
- h. Analytical Exposition is a kind of genre used to persuade the reader or listener to take action on some matter.
- i. Hortatory is a kind of genre used to persuade the reader or listener that something should or should not be the case.
- j. Discussion is a kind of genre used to present (at least) two points of view about an issue.
- k. Description is a kind of genre used to describe a particular person, place or thing.
- l. Review is a kind of genre used to critique an art work or event for a public audience.
- m. Narrative is a text that focuses on specific participants for the purpose of telling stories, to amuse and to entertain the reader.
- n. Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.

D. Concept of Narrative Text

Narrative is the most famous type of any text. Various purposes are communicated in a narrative type. However the way it is constructed describing certain event, character or phenomenon in detail. Narrative prefers showing to tell and that the power of narrative.

1. Definition of Narrative Text

According to Anderson, narrative text is a piece of text which tells a story and, in doing so, entertains or informs the readers or listener.²⁹ It means that narrative text contains story by presenting the sequence of events and actors which are characterized as heroes or cowards.

Narrative is an account or description of events in the past which entails following a time sequence or chronological order.³⁰

From the definition, it can be concluded that a narrative text is one kind of the text that retell past event or activities to entertain and give information to the reader.

2. Social Function of Narrative

The social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience indifferent ways; narrative deals with problematic events which lead to a crisis or turning point of some kind, which

²⁹ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Australia: Mackmillan, 1997), p.8

³⁰ R. R. Jordan, *Academic Writing Course "Study Skills in English"*, 3rd Edition, (Edinburgh: Longman, 1999), p.27

in turn finds a resolution.³¹ It means that the purpose of narrative is to give to entertain and to deal with actual or vicarious experience indifferent ways, which is the evaluation shows now the problem starts. Then, there will be complication which the problem arises. The resolution comes to solve the problem in story narrative.

3. Generic Structure of Narrative

Pardiyono mention there are four in the generic structure of narrative text: orientation, sequences of events, resolution, and coda (cooling down).³²

- a. Orientation, introducing the characters of story, the time and place the story happened. (Who/What, When, and Where).
- b. sequences of events, contains the chronological order, use the simple past tense.
- c. Resolution, a series of events in which the main character attempts to solve problem.
- d. Coda (cooling down), the ending of story containing the solution.

³¹ Linda Gerot and Peter Weignell, *Making Sense of Functional Grammar "The Genre-Grammar Connection"*, (Australia: AEE, 1994), p.204.

³² Pardiyono, *Writing Clues for Better Writing Competence*, (Yogyakarta: C.V ANDI. 2006), p. 163

4. Example of Narrative Text

Here is the example of narrative text:

The Legend of Toba Lake

Orientation



Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

Sequences of Events



One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

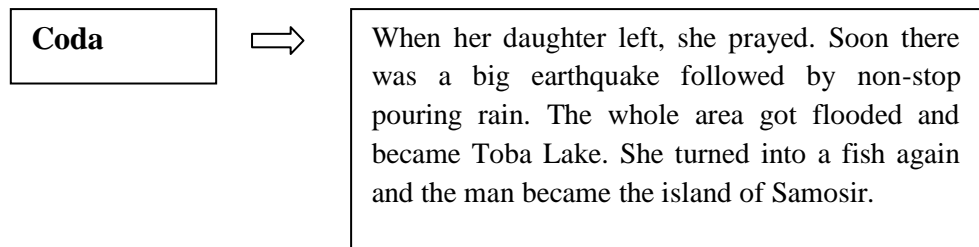
Few years later, his daughter would help bringing lunch to her father out in the fields.

Resolution



One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come.



E. Concept of Narrative Text Writing Ability

To make a good narrative text the writer must be creative. The writer also has to understand about points that must be there in narrative text writing. In writing a narrative text, the writer expresses the idea or topic of the text by keep attention about rhetorical structure and language features of narrative text. The writer also has to keep attention about five aspects of writing (content, organization, vocabulary, language, and mechanics) because they will be the assessment of writing. In this research, the students have to retell the story of narrative text they read.

Based on the explanation, the writer makes conclusion that students' narrative text writing ability is the writer's ability to produce or compose a text, by retelling a story in the past to give the reader entertain, informs and give moral lesson by fulfills the criteria of good writing including content, organization, vocabulary, language, and mechanics.

F. Concept of Cooperative Integrated Reading And Composition (CIRC)

Technique

1. Definition of CIRC

Based on defining CIRC technique, it is better for writer to define the meaning cooperative learning itself. Larsen pointed out that Cooperative learning is the way which the students and the teachers work together and the teacher teach the students collaborative or social skills so that they can work together more effectively.³³ Some techniques based on this method have been developed. One of the techniques is Cooperative Integrated Reading and Composition (CIRC).

Madden says in Sundary that CIRC is teaching technique that focuses on two skills, reading and writing. This two skills drill students' mastery of language arts. The technique guides teachers in motivating students to work in group at the same or different reading level.³⁴ It means this technique focuses on cooperative learning that emphasizes on group study creating effective learning.

In the same Durukan's research, CIRC technique is one of the learning techniques based on cooperation, is designed to develop reading,

³³ Diane Larsen-Freeman, *Technique And Principles In Langaage Teaching*, (New York: Oxford University Pres, 2000), p. 164

³⁴ Dwi Sundary.S, *The Effect OfCooperative Integrated Reading AndComposition (CIRC) OnStudents'Reading Comprehension*. STKIP PGRI Sumatera Barat,2013, p. 3

writing and other language skills.³⁵ It means this technique is effective to comprehend the reading and writing.

Based on explanations Madden, Slavin and Steven in Sundary define CIRC technique as a teaching technique that focuses on reading and writing to realize comprehensive program. Novel or narrative texts are used to accommodate students' improvement in reading and writing skill.³⁶ Based on explanation, CIRC is one of teaching techniques as realization of cooperative method that shows the way how the teacher and students can work together in doing the teaching and learning process. This technique encourages students' improvement of reading, writing and language art skill.

2. Principle of CIRC Technique

The CIRC program includes two principal features and three principle elements. In order to achieve the goals of CIRC activities, the teacher should follow the principal features and principal elements of CIRC. Slavin mentions two principal features of CIRC: reading group and team and three principal elements of CIRC: basal-related activities, direct instruction in reading comprehension, and integrated language arts and writing.³⁷ In all of these activities, students work in heterogeneous learning teams.

³⁵ Erhan Durukan, *Effects of Cooperative Integrated and Composition (CIRC) Technique on Reading-Writing Skills* (ISSN 1990-3839 ©2011 Academic Journals, 2010), p. 103

³⁶ DwiSundary, *Op, Cit.* p. 4

³⁷ RobertE Slavin, *Cooperative Learning: Theory Research and Practice*, (Bandung: Penerbit Nusa Media 2005), p.204

The major components of CIRC areas follows:

a. Principal Features of CIRC

1) Reading group

Students are assigned to two or three reading groups according to their reading level as determined by their teacher.

2) Team

Students are assigned to pair or (triad) within their reading group. The pairs are then assigned to team composed of partnership from two different reading group.

b. Principle Element of CIRC

1) Basal –related activities

Students use their regular basal readers. Stories are introduced and discussed in teacher- led reading groups that meet for approximately 20 minutes each day. During these sessions, teacher set a purpose for reading, introduce new vocabulary, review old vocabulary, discuss the story after students have read it, and so on.

After the stories are introduced, the students are given a series of activities to do in their team when they are not working with the teacher in a reading group. The sequence of activities is as follows: partner reading, story structure and story, word out loud, word meaning, story retell, and spelling.

2) Direct instruction in reading comprehension

One day each week the students receive direct instruction from the teacher in reading comprehension skill such as identifying main ideas, drawing conclusions, and comparing and contrasting idea.

3) language art and writing Integrated

Graves says in Slavin that students work on language art in the same teams as in reading. During three one-hour session each week, students participate in a writers workshop, writing at their own pace on topics of their choice. Teacher presented 10 minutes mini –lessons at the beginning of each period on the writing process, style mechanism mechanics. Students spend the main part of the period planning, drafting, revising, editing or publishing their writing.³⁸

3. Procedure of Cooperative Integrated Reading and Composition (CIRC) Technique

CIRC which stand for Cooperative Integrated Reading and Composition is one of technique in cooperative learning. CIRC helps teacher to help more time in giving feedback. He adds that reading group in CIRC aims to achieve reading comprehension, vocabulary, implicit message and spelling. By adopted learning model CIRC, the students are trained to enhance

³⁸ Robert E. Slavin, *et, al, Cooperative Learning Models for the 3 R's*, (The Journal: Educational Leadership, 1990), p.27

their ability in writing narrative text. Having compared the expert's ideas, the writer used the implementation which is stated by Slavin.

Steps that the writer use in teaching narrative text as follows:

Students are assigned to two reading groups or reading level by their teacher.

After groups have divided the next steps are:

a. Partner reading

The students read the story silently, then take turns reading the story aloud with their partners, alternating readers after each paragraph.

b. Story structure and story –related writing

Students are given questions related to each narrative that emphasize story grammar and to identify the characters, the setting, and the problem in the story, and to predict how the problem will be resolved.

c. Word out loud

Students are given a list of new or difficult words used in the story, which they must be able to read correctly in any order without hesitating or stumbling.

d. Word meaning

Students are given a list of story words that are new in their speaking vocabularies. They look them up in a 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 point of the story with their partners.

Based on explanation, by doing this cooperative activity the students ability will be achieve easily. This technique accommodates students to work in group, read narrative text together, discuss about the text to identify generic structure, rewrite story on worksheet, and check group understanding. It can be seen this technique demands student to actively join in learning activity.

4. Advantages and Disadvantages of Using Cooperative Integrated Reading and Composition (CIRC) Technique

There are some advantages and disadvantages of using cooperative integrated reading and composition (CIRC) technique, they are:

a. Advantages of Cooperative Integrated Reading and Composition (CIRC) Technique

Integrated Reading and Composition include one learning cooperative learning model which was originally a unified cooperative teaching reading and writing. According to Khairun in Sundary have notes the six advantages CIRC technique:

- 1) CIRC is ideal to enhance students' skills in problem solving to solve problems, the dominance of the teacher in the learning decreases.

- 2) Students are motivated on the results carefully, because working in groups.
- 3) Third, Students can understand the meaning of questions and check each job.
- 4) Fourth, helping weak students, improving learning outcomes especially in solving the problem in the form of problem-solving.
- 5) Fifth, Experience and learning activities students will always be relevant to the child's developmental level.
- 6) Sixth, all learning more meaningful for the students so that the learning outcomes of the students will be able to last longer.³⁹

From those explanation can be concluded that, CIRC is one of cooperative technique that can help students to increase their skill in problem solving, motivated students, increase students' understanding, the students helps each others, relevant to the students' developmental level, and the learning outcomes of the students will be meaningful.

b. Disadvantages of Cooperative Integrated Reading and Composition (CIRC) Technique

Disadvantages of CIRC technique is at the time of presentation only active students who appear, requires a relatively long time, the existence of the activities the group can not run as expected. But, the use of Cooperative Integrated Technique and Composition (CIRC) cause a problem, if the

³⁹ Dwi Sundary.S, *Op. Cit.* p. 5

teacher was teaching one reading group, other students in the class must be given activities that they can accomplish with a little guidance of teachers. This can be avoided if the teacher can manage time and class nicely.⁴⁰

It means that CIRC have some disadvantages including; only active students appear in the presentation process, time consuming and the teacher cannot handle all of the groups. So that the class remains conducive, the teacher should be able to manage the time and situation.

G. Concept of Free Writing Technique

1. Definition of Free Writing Technique

Oshima and Hogue free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus.⁴¹ Another prewriting technique is free writing. When you freewrite, you write "freely" without stopping on a topic for a specific amount of time. You just write down sentences as you think of them without worrying about whether your sentences are correct or not.⁴² Freewriting is the practice of writing down all your thoughts without stopping, and without regard for spelling, grammar, or any of the usual rules for writing.

⁴⁰ Andi Halimah, *Metode Cooperative Integrated Reading And Composition (CIRC) dalam Pembelajaran Membaca Dan Menulis Di SD/MI* (The Journal 2014), p. 34

⁴¹ Alice Oshima and Ann Hogue, *Op Cit.* p.6

⁴² Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, 3th Edition, (New York: Pearson Education, , 2007), p.34

Free writing is similar to brainstorming in both that strategies are designed to help you write down that you can remember as quickly as possible.⁴³ Free writing differs from brainstorming in that it encourages you to remember blocks of information and to write them out in phrases and sentences. Some writers use the technique to collect initial thoughts ideas on a topic, often as a preliminary to formal writing. In free writing one writes sentences to form a paragraph about whatever comes to mind.

Based on the theory the writer concludes, free writing is a written activity without regard to spelling, grammar, or topic. Free writing is an activity in which you write freely about a topic because you will look for a specific focus. It is a simple process that is the basic for other discovery techniques. Free writing is all the thinking process, not about a product or a performance for a student or writer.

2. Procedures of Teaching Writing Using Free Writing Technique

There are some procedures of teaching writing using free writing technique as follows:⁴⁴

- a) Write the topic at the top of your paper.
- b) Write as much as you can about the topic until you run out of ideas.

Include such supporting items as facts, details, and examples that come into your mind about the subject.

⁴³ James M. McCrimmon, *Writing with a Purpose*, (New York: Houghton Mifflin Company, 1984), p.70

⁴⁴ Alice Oshima and AnnHogue, *Loc. Cit*

- c) After you have run out of ideas, reread your paper and circle the main idea(s) that you would like to develop.
- d) Take that main idea and free writing again.

It can be concluded that the procedures of free writing are; write the topic, write as much you can, reread the paper, next write again without check the grammatical and writing rule. In this technique the writer just write what is in his/her mind without focusing on the rules of writing and grammar.

3. Advantages and Disadvantages of Using Free Writing Technique

a. Advantages of Using Free Writing Technique

There are some advantages of using free writing technique:

1. Students learn not to edit their word or their thoughts.
2. Students previously repressed thoughts and emotion surface (you may be surprised at what you wrote), but then again you might write total incoherent no sense for ten minutes, it doesn't matter.
3. Most of us have a compulsive habit of editing as we write. Resulting in a repression of thoughts and emotions we consider unacceptable or not good enough.⁴⁵

Based on the explanation it can be conclude that free writing have some advantages by using this technique the students will learn not to edit their words or thoughts, and the students will surprise at their writing.

⁴⁵ Ambar Lea Starfire, *Guided Writing Tips: the benefits of free writing*, 2011, <http://www.writingthoughlife.com/jurnal-writing-tips-the-benefits-of-freewriting>. Accessed on December 18, 2016, 21:11 pm

b. Disadvantages of Using Free Writing Technique

There are some disadvantages of using free writing:

1. They can be very time consuming as you often cannot use much what you free write what you final essay. In need, you will absolutely need to resist the urge to treat your free writing as a formal draft of the essay.
2. You need to make sure to create an outline of your free writing so that you can apply it to your formal draft.

The writer concludes that disadvantages of this technique are time consuming, still need an outline before applying of free writing to formal draft. There are some tips to overcome disadvantages of free writing. The students must be able to write and think quickly what they to write in order to spend a lot of time and they are need to make sure to create an outline of their free writing so that they can apply into their formal draft.

H. Frame of Thinking

In learning activities, teacher interaction with students as primary meaning of the learning process play an important role. Students are still confuse to express their ideas in form of written language especially in narrative text. Most teacher teach using lecturing technique, resulting in a rigid atmosphere in the classroom and unconsciously lead students to feel tired and bored. Teacher needs suitable technique that can make the students easy to express their ideas in form of written language. There are many

techniques that can be used to increase students' writing ability on narrative text.

One of technique that can be used in teaching writing is Cooperative Integrated Reading and Composition (CIRC) technique. The writer thinks that Cooperative Integrated Reading and Composition (CIRC) can give influence to help students' writing ability. In CIRC the students work together in a team and the students are expected to be responsible for the task group. Each member in a group has to give the idea to understand the concept and complete the task. Moreover, this technique gives the students opportunity to interact with each other and this technique also requires students to be active in group and achieve the main goal.

Based on the explanation, the writer believes that CIRC technique is effective to teach writing and it is also influence students' achievements in writing because CIRC technique is focus on writing, so this is appropriate technique in teaching writing.

I. Hypothesis

Based on the frame of thinking, the writer of this study formulated the hypothesis as follows:

H_a : There is a significant influence of using *Cooperative Integrated Reading and Composition* (CIRC) technique towards students' writing ability on narrative text at the second semester of the eleventh grade of SMAN 1 Katibung in the academic year of 2017/2018.

H₀ : There is no a significant influence of using *Cooperative Integrated Reading and Composition* (CIRC) technique towards students' writing ability on narrative text at the second semester of the eleventh grade of SMAN 1 Katibung in the academic year of 2017/2018.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In conducting this research the writer applied experimental design because in order to know the influence of using cooperative integrated reading and composition (CIRC) technique towards students' writing ability on narrative text. Experimental design is the general plan in carrying out a study with an active independent variable.⁴⁶ The writer used quasi-experimental research design, quasi-experiments include assignment, but not random assignment of participants to groups.⁴⁷

It means that experimental design is a research design that is used to find the influence of one variable to another, but the experimental cannot artificially create groups for the experiment. So the experimenter did not disturb the teaching and learning process. Instead, the writer used two classes of students that consists of one class as the experimental class and another class as the control class. Creswell also support that, the variety of quasi-experimental designs which can be divided into two main categories, there are pre- and posttest, posttest only.⁴⁸

In this research, the writer used pretest and posttest to conduct the research. The writer selected two classes, one class was the control class and

⁴⁶Donald Aryet.al, *Introduction to Research in Education*, 8th Edition, (Canada: Wadsworth Cengage Learning), 2010, p.301

⁴⁷John W. Creswell, *Educational Research; Planning and Conducting and Evaluating Quantitative and Qualitative Research*, 4th Edition (Boston: Pearson, 2012), p.309

⁴⁸*Ibid*, p. 307

another class was the experimental class. The students in control class got treatment with the free writing technique and the student in the experimental class got treatment with CIRC technique.

The research design is:⁴⁹

Select Control Group	Pre-test	No Treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

In this research, the students were given pre-test to know their writing ability on narrative text before getting the treatment and post-test to know their writing ability on narrative text after the treatment. Pre-test and post-test conducted for control and experimental class.

B. Variables of the Research

According to Creswell variable is characteristic or attribute of and individual or an organization that (a) researcher can measure or observe and (b) varies among individuals or organizations studied.⁵⁰ It means that variable is a variation object of the study or research that become the concern of research, in order words variable is the main point of a research. There are two variables in this research, they are:

1. Independent variable is using cooperative integrated reading and composition (CIRC) technique as (X).

⁴⁹*Ibid*, p. 310

⁵⁰*Ibid*, p. 112

2. Dependent variable is students' writing ability on narrative texts (Y).

C. Operational Definition of Variable

The operational definitions of variables are as follows:

1. The independent variable (X)

Cooperative Integrated reading and composition is one of technique which student work and help each other in a group. Each group consist of about two or three students and work cooperatively to summarizing the story, practicing spelling, resolving the problem, decoding and mastering main idea and knowing new vocabulary.

2. Dependent variable (Y)

Students' writing ability on narrative text (legend, fairytale and fable) is their ability to produce or compose a text that retell in the past activity whose purpose is to entertain and give moral lesson to the readers, which fulfills the criteria of good writing including content, organization, vocabulary, language, and mechanics.

D. Population, Sample and Sampling Technique

1. Population

According to Aryet. al state that population is defined as all members of any well-defined class of people, events, or objects.⁵¹ Population of this research is all of the students at the second semester of the eleventh grade at SMAN 1 Katibung South Lampung in the academic year of 2017/2018. The number of population is 118 students grouped in four classes.

⁵¹Donal Aryet. al, *Op. Cit*, p.148

Table 2
The Population of the Students at the First Semester of SMAN 1 Katibung
South Lampung in the Academic Year of 2017/2018

No	Class	Gender		Number of students
		Male	Female	
1	XI IPA 1	6	24	30
2	XI IPA 2	13	17	30
3	XI IPS1	17	11	28
4	XI IPS 2	23	7	30
Total				118

Source: archive document students at the eleventh grade students of SMAN 1 Katibung South Lampung.

2. Sample of the Research

According to Creswell, a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁵² Fraenkel adds that, a sample in a research study is the group in which information is obtained.⁵³ It means that sample is a part of individual members which is chosen to represent of the whole population.

Based on the population above, the writer got XI IPA 2 as the experimental class that consists of 30 students and XI IPS 1 as the control class consists of 28 students. So the total number of the sample was 58 students.

3. Sampling Technique

⁵²Creswell, *Op. Cit*, p.142

⁵³Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education 8th Edition*, (New York:McGraw-Hill Companies, 2012), p.91

The most defining attribute of probability sampling is the ability to calculate the probability of being chosen for participation.⁵⁴ In taking the sample, the writer used cluster random sampling. The writer took two classes of the eleventh grade, one as experimental class and the other one as control class. There are three procedures to take the classes as sample:

- a. The first, the writer made four small pieces of rolled paper which each piece is the name of each class. All small pieces of rolled paper put into a glass.
- b. The second, the glass shook and the writer took one small piece of rolled paper it is control class.
- c. The third, the writer shook the glass again and took one small piece of rolled paper the name of class as experimental class.

So, the sample was taken by using cluster random sampling technique and the writer got XI IPA 2 as the experimental class and XI IPS1 as the control class.

E. Data Collecting Technique

In the research the writer conducted the data through test, they were pre-test and post-test.

1. Pre-test

⁵⁴James Schreiber and Kimberly Asner-Self, *Educational Research: Interrelationship of Questions, Sampling, design, and analysis*, (India: John Wiley & Sons Inc, 2011), p.86

Pre-test administered to know the students' writing ability on narrative text before the treatment. The scoring is only based on five aspects to be considered, they are: content, organization, vocabulary, language and mechanics.

2. Post-test

Post-test administered to know the students' writing ability on narrative text after they were given the treatment by using cooperative integrated reading and composition (CIRC) technique in experimental class and free writing technique in control class. The scoring is only based on five aspects to be considered, they are: content, organization, vocabulary, language and mechanics.

F. Research Instrument

In this test the writer used test in writing form. This test was aimed to measure the students' writing ability on narrative text. The writer made two instruments, they were pre-test and post-test. The writer gave some topics that must be chosen by students. Each student chose one topic and rewrite the story on their own words.

The topics given to the students are:

1. Pre-test

- a. Snow White
- b. The Legend of Tangkuban Perahu
- c. A Mouse Deer and Crocodile

2. Post-test

- a. MalinKundang
- b. Cinderella
- c. The Legend of Toba Lake

G. Research Procedure

There are three steps that was done in research procedure, they are:

1. Determining subject.

The writerdetermined the subject, the writerchoosed the eleventh grade students of SMA 1 KatibungSouth Lampung as the subject of the research.

2. Preparing pre-test

The writer prepared the pre-test that was given to know the students' writing ability on narrative text before given the treatment. The students were given three topics, they were; Snow White, The Legend of TangkubanPerahu, and A Mouse Deer and Crocodile.

3. Determining the material to be taught

The writersselectedthe materials which was taught to the students, that was narrative text with the titles;Pinocchio, The Story of Rorojonggrang,and The King of Forest.

4. Conducting treatment

Treatments were given in three meetings. In the treatment, the writer as the teacher taught narrative text by using CIRC technique. The students choosed the topic and rewrite the story.

5. Giving the post-test

Post-test was conducted after the treatments. By giving post-test, the writer knew the students' improvement in their writing ability on narrative text or not. This test is aim to know the students' writing ability on narrative text after giving the treatment. In this test, the students were given three titles, they were; Malin Kundang, Cinderella and The Legend of Toba Lake.

6. Analyzing the result of the test.

In analyzing the result, the writer checked to compare the result of post-test between experimental and control class to see whether the post-test's score of experimental class is higher than control class.

7. Reporting the result of the research.

In this step, the writer collected the data of the pre-test and post-test. After that, the writer analyzed whether the result of the post-test is higher than the pre-test. In other words, it was to know whether cooperative integrated reading and composition technique can give a significant influence of students' writing ability on narrative text.

H. Treatment for Experimental Class

The writer taught writing by using CIRC technique as a treatment in experimental class. The writer did the treatment within three times. In the first meeting, the writer explained about CIRC technique and narrative text. And then made practice writing narrative text with using CIRC technique in order to know how far the students understand about narrative text and CIRC technique.

In the second meeting, the writer gave the explanation more clearly about CIRC and how steps this technique in writing on narrative text. The writer gave the treatment about narrative text after that the writer asked the students about this technique. The students made practice writing on narrative text with using CIRC technique.

In the third meeting, after the writer gave the explanation about narrative text, the writer asked the students to follow steps of CIRC; the first students made a group, and read the story, and then the writer gave some questions to students. The students are given a list of new or difficult words used in the story to look them up in the dictionary. After read the story and discussed with their groups, the students were asked to retell or rewrite the story of narrative text that their read. Finally, the students collected all the stories and the result scored based on the criteria of good writing.

I. Scoring Procedure

The score of test was calculated based on the following scoring system proposed by Tribble.⁵⁵

Table 3
Scoring System

Area	Score	Descriptor
Task Fulfillment/Content	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: fails to adress the task with any effectiveness.
Organization	20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	Very poor: Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
Vocabulary	20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate

⁵⁵Christopher Tribble, *Language Teaching Writing*, (New York:Oxford University Press, 1996), p.130

	4-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
Language	30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	23-18	Good to average: Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
Mechanics	10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, layout.
	4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	Very poor: Fails to address his aspect of the task with any effectiveness.

The final score = Content + Organization + Vocabulary + Language + Mechanics

With :

Content	: 20
Organization	: 20
Vocabulary	: 20
Language	: 30
<u>Mechanics</u>	: 10 +
Total	: 100

J. Validity, Reliability and Readability

1. Validity of The Test

Validity is the most important consideration in developing and evaluating measuring instruments.⁵⁶ It means that a test is valid if the test can really test what needs to be test correctly. The writer analyzed the test from content and construct validity to measure whether the test is validity or not.

a. Content validity

Content validity is the extent to which the question on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills.⁵⁷ To get content validity, the material/topics one selected from students' handbook entitled: Look Ahead an English Course for Senior High School Students Year XI and the objective of teaching in the school based on the syllabus for senior high school on Standard Competence 12 and Based Competence 12.1. It can be said that the test has content validity for the test is suitable with the materials (See appendix 3).

b. Construct validity

Construct validity is a determination of the significance, meaning, purpose, and use of scores from an instrument.⁵⁸ Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language. Construct validity focuses on the kind of the test that is used to measure the students' writing ability.

⁵⁶Donal Aryet. *al, Op. Cit*, p.225

⁵⁷Creswell, *Op. Cit*,p.618

⁵⁸*Ibid.* p.618

The scoring covers five aspects of writing that are adapted from Tribble. They are content, organization, vocabulary, language use and mechanics. The test items must measure that the students have master in narrative text. The writer consulted to the English teacher at SMAN 1 Katibung, Mrs. Maria Endah, S.Pd by giving her the form of construct validity to make sure whether the instrument has been valid or not (see Appendix 4).

On expert validation form, the teacher gave response by ticking (✓) a box represented on Monday, April 2nd, 2018. There are five questions answered by the teacher. Based on the result of validation, the writer found that on number one, the teacher agreed that the questions are given in accordance with the indicators. On number two, the questions are given accordance with the material that has been taught. And on number three, the teacher agreed that the directions and instructions of the test instrument were clear enough. And then, the students' answer expected accordance with was given (rewrite at least 10 sentences). The last the teacher agreed that the time allocation quite was sufficient. It can be concluded that instrument of construct validity of the test has been valid.

2. Reliability of The Test

Frankel and Wallen state that reliability refers to consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of the items to another.⁵⁹Besides having high validity, a good test must have high reliability too. To get the reliability of the test, the writer used inter-rater reliability, there are two raters; English teacher (Mrs.Maria Endah, S. Pd)and the writer.To estimate the reliability of the test, the writer used rank order correlation as follows:⁶⁰

$$\rho = 1 - \frac{6\sum D^2}{N(N^2 - 1)}$$

Note:

ρ = the number of rank order correlation (Rho)

6 & 1 = Constant Number

D = Difference of rank correlation (D = R1 – R2)

N = the number of students

Furthermore, to know the degree or the level of the reliability of writing test the writer consulted with the criteria of reliability as follows:⁶¹

Reliabilitycoefficient 0.800 - 1.00 is very high

Reliabilitycoefficient0.600-0.800 is high

Reliabilitycoefficient0.400-0.600 is fair

Reliabilitycoefficient0.200-0.400is low

Reliabilitycoefficient0.00-0.200is very low.

⁵⁹Jack R. Fraenkel and Norman E. Wallen, *Op. Cit*, p.154

⁶⁰Anas Sudijono, *PengantarS tatistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p. 232

⁶¹SuharsimiArikunto, *ProsedurPenelitianSuatuPendiekatanPraktik*, (Yogyakarta: RinekaCipta, 2010), p. 319

After calculating the reliability by using rank order correlation, the writer found that reliability in pre-test was 0.722 and reliability in post-test was 0.912. The writer concluded that the degree of the level of reliability of the students' writing was very high and sufficiently reliable (see Appendix 7 and 8).

3. Readability of the Test

Readability tests are indicators that measure how easy a document is to read and understand. For evaluator, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.⁶²To know readability of the text test instrument, the writer followed Kouame's research. Participants were also asked to evaluate instructions and the understandability of each item on a scale of 1 to 10, where 1 describes an item that is easy to read and 10 describes an item that is difficult to read.⁶³The questions were tested individually. Furthermore, based on the finding of Kouame's research, if the mean of all items of the instrument text has mean 4.46, the instrument is quite readable and understandable by the readers or test takers.

Readability of the test was conducted on Monday, April 16th 2018 by the students XI APA 2 class consist of 30 students. Based on the result of readability test, the writer got the mean of the items (instrument) of writing

⁶²Julien B. Kouame, Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants, *Journal of MultiDisciplinary Evaluation* Vol.6 NO. 14 ISSN 1556-8180, (Michigan:Western Michigan University,2010), p. 133

⁶³*Ibid.*, p.133

test is 1.44 (lower than 4.46), it means that the instrument is **readable** (see Appendix 12).

K. Data Analysis

After collecting the data, the writer is going to analyze the data by using independent sample t-test. There are two tests that must be done before analyzing the data by using independent simple t-test. There are normality and homogeneity.

1. Fulfillment of the Assumptions

a. Normality test

Normality test was used to know whether the data in experiment and control class has the normal distribution or not. In this research, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*) of version 16.0 for normality. The tests of normality employed are Shapiro Wilk.

The hypotheses formulas are:

H_0 : The data are normally distributed

H_a : The data are not normally distributed

The Criteria are as follows:

H_0 is accepted if $\text{Sig} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig} < \alpha = 0.05$

b. Homogeneity test

After the writer got the conclusion of normality test, the writer was done the homogeneity test in order to know whether the data is homogenous or not. In this research the writer used statistical computation by using SPSS (*Statistical Package for Social Science*) of version 16.0 for homogeneity. The test of homogeneity employing Levene's test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous

While the criteria of acceptance or rejection of hypothesis for test are as follow:

H_0 is accepted if $\text{Sig} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig} < \alpha = 0.05$

2. Hypothetical Test

After the writer knows that the data normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect. The writer used SPSS (*Statistical Package for Social Science*) of version 16.0 to calculate the independent sample t-test.

The hypotheses are:

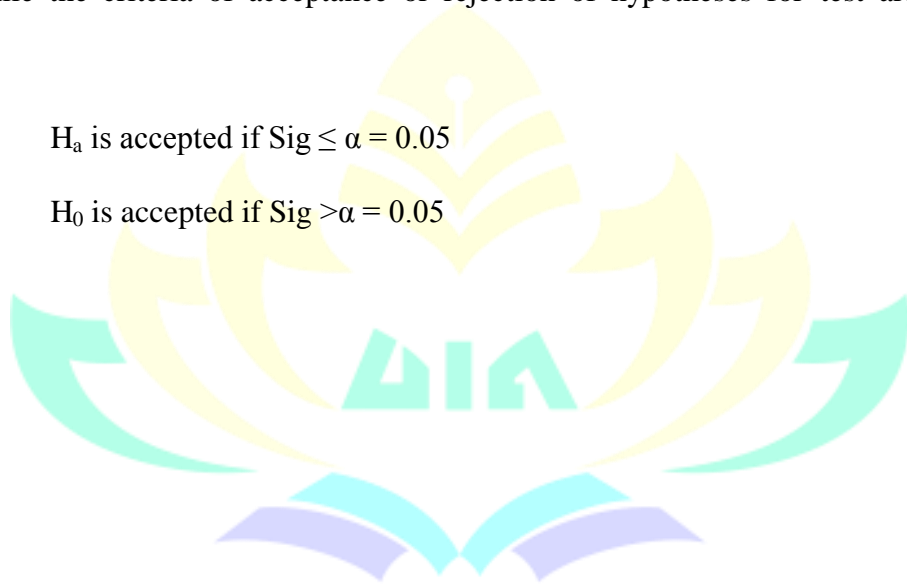
Ho : There is no significant influence of using CIRC technique toward students' writing ability on narrative text at second semester of SMAN 1 Katibung South Lampung in academic year of 2017/2018

Ha : There is significant influence of using CIRC technique toward students' writing ability on narrative text at second semester of SMAN 1 Katibung South Lampung in academic year of 2017/2018

While the criteria of acceptance or rejection of hypotheses for test are as follow:

H_a is accepted if $\text{Sig} \leq \alpha = 0.05$

H_0 is accepted if $\text{Sig} > \alpha = 0.05$



CHAPTER IV

RESULT AND DISCUSSION

H. Result of the Research

This research aimed to know whether there is significant influence of using cooperative integrated reading and composition (CIRC) technique toward students' writing ability on narrative text at the second semester of the eleventh grade of SMAN 1 Katibung South Lampung in 2017/2018 academic year. The total number of the sample were 58 students, two classes were chosen as control class and experimental class.

The instrument of this research was test. Pre-test consisted of instruction to rewrite a text. Pre-test was conducted previously on April 16th, 2018 for class XI IPA 2 as the experimental class and class XI IPS 1 as the control class. The pre-test was administrated in order to see the students' score in writing a text. After conducting the three meetings of using cooperative integrated reading and composition (CIRC) technique the writer gave the post-test to the sample. The post-test was conducted on April 27st, 2018 for the experimental class and the control class.

1. Result of the Pre-test in Experimental Class

The writer conducted pre-test in order to know students' ability before the treatment. The pre-test administered on April 16th, 2018. The scores of students' writing tested in pre-test in the experimental class could be seen in Figure 1.

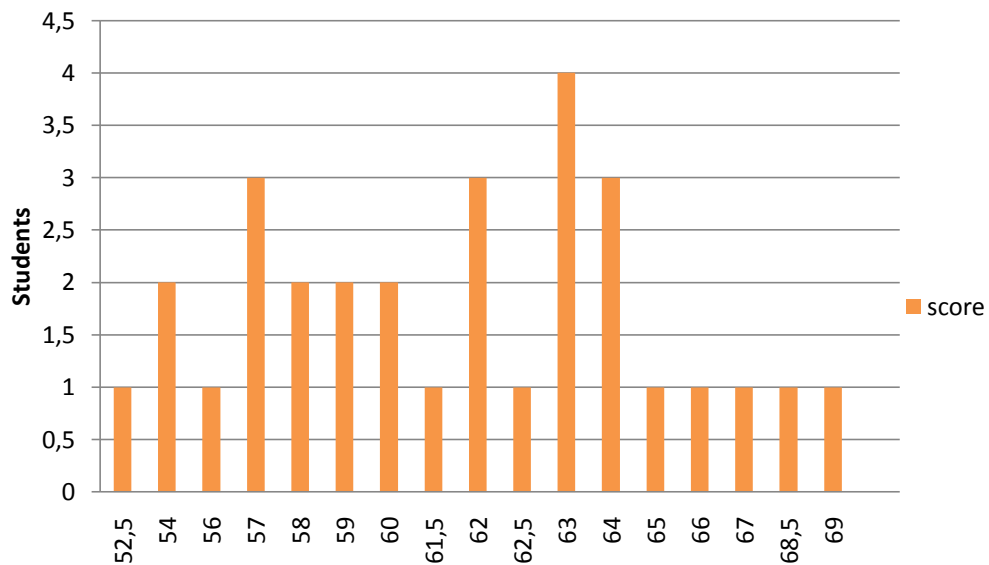


Figure 1
Result of the Pre-Test in the Experimental Class

Based on the Figure 1, it can be concluded that from 30 students, only one students got 52.5 score. There were two students who got 54 and one student got 56 score. There were three students who got 57 score and two students who got 58 score. There were two students who got 59 score and also two students who got 60 score. There was only one student got 61.5 score and three students who got 62 score. There was only one student got 62.5 score. There were four students who got 63 score and three students who got 64 score. There was only one in each student who got 65, 65, 67, 68.5 and 69 score. For the statistic of the result of the pre-test in the experimental class, it can be seen on Table.4

Table.4
Descriptive Statistic of the Result of Pre-test in Experimental Class

Statistic	Score
Mean	61.03
Std. deviation	4.22
N	30
Median	62.00
Variance	17.83
Minimum Score	52.5
Maximum Score	69.0

Based on the Table.4, it showed that the mean of pre-test in experimental class was 61.03, standar deviation was 4.22, N was 30, median was 62.00, variance was 17.83, minimum score was 52.5, maximum score was 69.0. It showed students' writing ability before they got the treatments (See Appendix 17).

2. Result of the Post-test in Experimental Class

The writer also gave post-test in experimental class to know students' ability after the treatment. It was administered on April 27th, 2018. The score of post-test in the experimental class are presented in Figure 2.

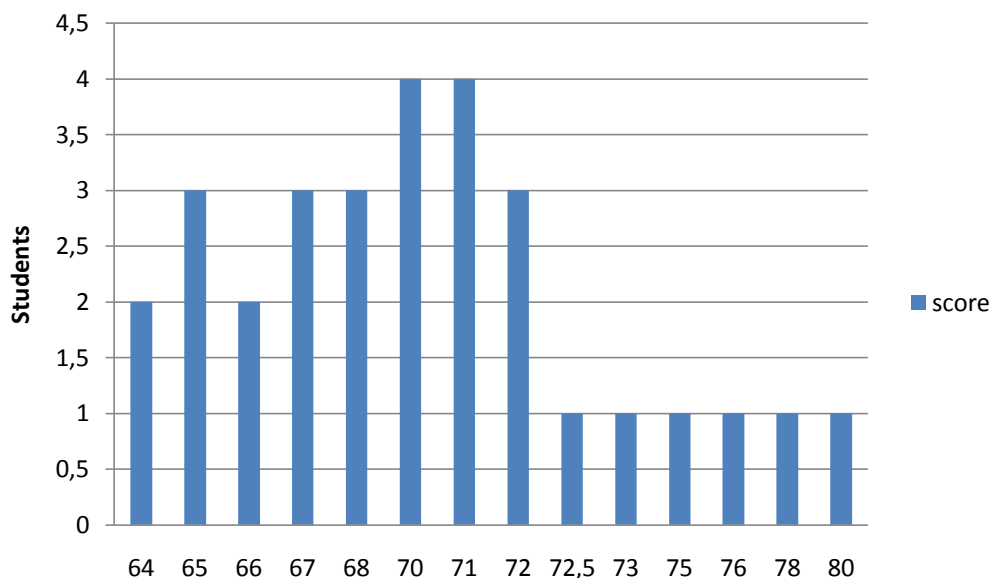


Figure 2
Result of the Post-Test in the Experimental Class

Based on the Figure 2, it can be concluded that from 30 students, only two students got 64 score. There were three students who got 65 and two student who got 66 score. There were three students who got 67 score and also three students who got 68 score. There were two students who got 70 score and also two students who got 71 score. There were three students who got 72 score. There was only one in each student who got 72.5, 73, 75, 76, 78 and 80 score. For the statistic of the result of the post-test in the experimental class, it can be seen on Table. 5

Table.5
Descriptive Statistic of the Result of Post-test in Experimental Class

Statistic	Score
Mean	69.82
Std. deviation	4.04
N	30
Median	70.00
Variance	16.32
Minimum Score	64.0
Maximum Score	80.0

Based on the Table. 5, the mean of post-test in experimental class was 69.82, standar deviation was 4.04, N was 30, median was 70.00, variance was 16.32, minimum score was 64.0, maximum was 80.0. It showed students' writing ability after they got the treatments (See Appendix 22).

The result of the pre-test and the post-test in the experimental class showed that there was increase of students' achievement in writing ability on narrative test. It can be observed from the mean, it was from 61.03 69.82 (see Appendix 17 and 19). From the result, it can be stated that Cooperative Integrated Reading and Composition (CIRC) technique could improve each aspect of writing including content, organization, vocabulary, language and mechanics. It can be concluded that Cooperative Integrated Reading and Composition (CIRC) technique can be use to develop students' writing ability on narrative text.

3. Result of the Pre-test in Control Class

The writer conducted pre-test in order to know students' ability before the treatment. The pre-test administered on April 16th, 2018. The scores of students' writing tested in pre-test in the control class could be seen in Figure 3.

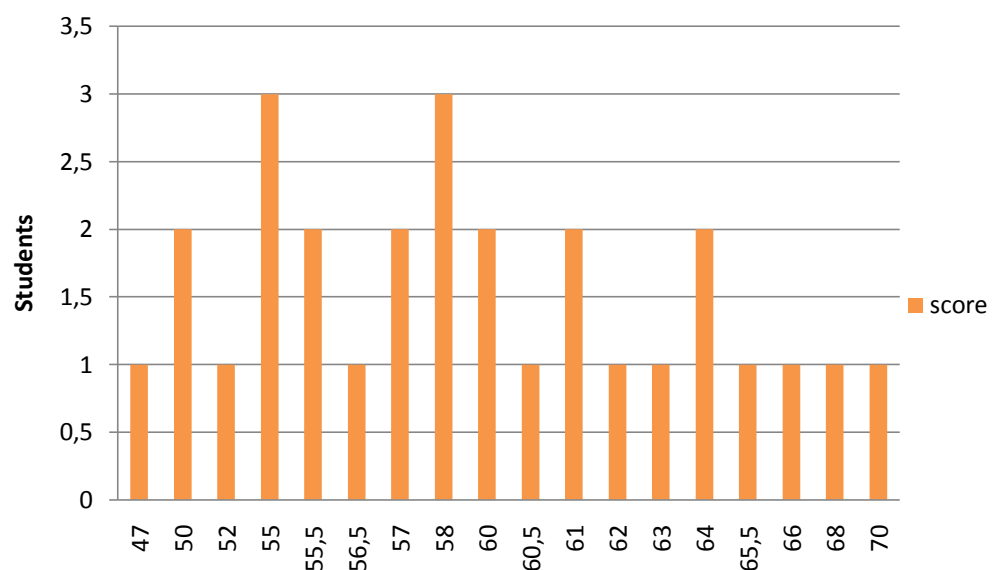


Figure 3
Result of the Pre-Test in the Control Class

Based on the Figure 3, it can be concluded that from 28 students, only one students got 47 score. There were who two students got 50 and one student got 52 score. There were three students who got 55 score and two students who got 55.5 score. There was only one student got 56.5 score and two students who got 57 score. There were three students who got 58 score and two students who got 60 score. There was only one student got 60.5 score. There were two students who got 61 score and one

student got 62 score. There was only one student who got 63 score and two students who got 64 score. There was only one in each student who got 65.5, 66, 68 and 70 score. For the statistic of the result of the pre-test in the control class, it can be seen on Table.6

Table.6
Descriptive Statistic of the Result of Pre-test in Control Class

Statistic	Score
Mean	58.73
Std. deviation	5.52
N	28
Median	58.00
Variance	30.49
Minimum Score	47.0
Maximum Score	70.0

Based on the Table 6, the mean of pre-test in control class was 58.73, standar deviation was 5.52, N was 28, median was 58.00, variance was 30.49, minimum score was 47.0, maximum was 70.0. It showed students' writing ability before they got the treatments (See Appendix 18).

4. Result of the Post-test in Control Class

The writer also gave post-test in control class to know students' ability after the treatment. It was administered on April 27th, 2018. The score of post-test in the experimental class are presented in Figure 4.

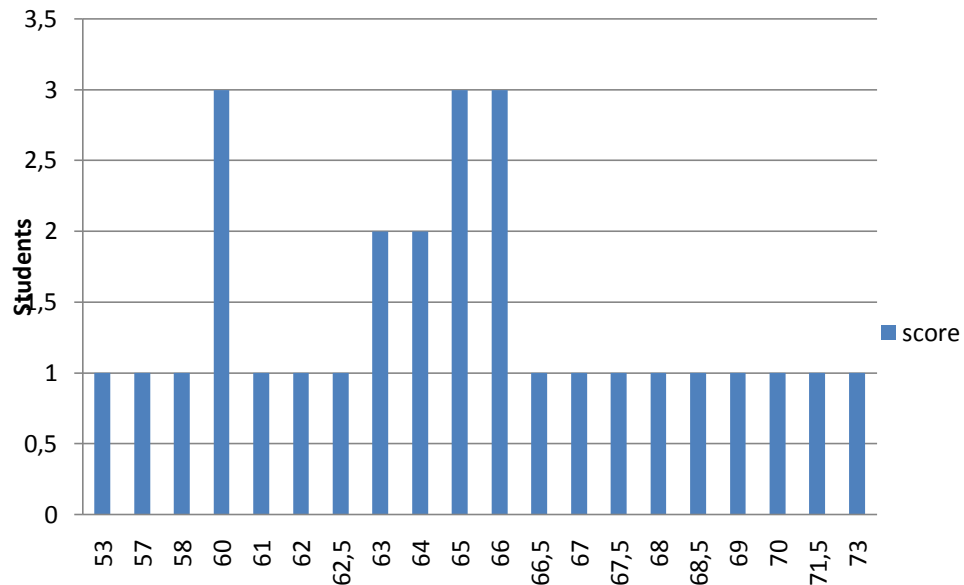


Figure 4
Graphs of the Result of the Post-Test in the Control Class

Based on the Figure 4, it can be concluded that from 28 students, only one in each student who got 53, 57 and 58 score. There were three students got 60 and one in each student who got 61, 62 and 62.5 score. There were two students who got 63 score and also two students who got 64 score. There were three students who got 65 score and also two students who got 66 score. There was only one in each student who got 66.5, 67, 68, 68.5, 69, 70, 71.5 and 73 score. For the statistic of the result of the pre-test in the experimental class, it can be seen on Table.7

Table.7
Descriptive Statistic of the Result of Post-test in Control Class

Statistic	Score
Mean	64.34
Std. deviation	4.49
N	28
Median	65.00
Variance	20.19
Minimum Score	53.0
Maximum Score	73.0

Based on the Table 7, the mean of post-test in control class was 64.34, standar deviation was 4.49, N was 28, median was 65.00, variance was 20.19, minimum score was 53.0, maximum was 73.0. It showed students' writing ability after they got the treatments (See Appendix 23).

The result of the pre-test and the post-test in the control class implied that free writing technique could not be used to increase students' achievement in writing ability on narrative text as in the experimental class. It can be observed from the mean, it was from 58.73 up to 64.34 (see Appendix 21 and 23). The increase of the pre-test to post-test in the experimental class and control class can be seen on Table.8

Table.8
The Increase from the Pre-test to Post-test in the Experimental Class and Control Class

Class	Mean		Increase
	Pre-test	Post-test	
Experimental	61.03	69.82	8.79
Control	58.73	64.34	5.61

5. Mean Differences of Pretest-Posttest of Experimental and Control

Class

Based on the analysis of the data, the mean result score in both classes were the mean in pre-test in experimental class was 61.03 and the mean score of pre-test in control class was 58.73. And then the mean of students' post-test score in experimental class was 69.82 and the mean of students' post-test score in control class was 64.34. Therefore it can be concluded that using Cooperative Integrated Reading and Composition (*CIRC*) technique was one of good technique in motivating students in learning English, especially in writing by seeing the score in experimental class that is higher than control class.

I. Data Analysis

After collecting the data, the writer was going to analyze the data by using independent simple t-test. There are two tests that must be done before analyzing the data by using independent simple t-test. They are normality and homogeneity test.

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by writers in many disciplines, including, statistic parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

c. The Result of Normality Test

The normality tested was used to measure whether data in the experimental class and control classes are normally distributed or not. In this research the writer used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The test of normality employed is Smirnov and Shapiro Wilk.

The hypotheses formulas were:

H_0 = the data have normally distribution.

H_a = the data do not have normally distribution.

The criteria of acceptance or rejection of the hypotheses for normality test were:

H_0 is accepted if Sig (Pvalue) $\geq \alpha = 0.05$

H_a is accepted if Sig (Pvalue) $< \alpha = 0.05$

Table.9
The Result of Normality Test of the Experimental and Control Class

Technique		Shapiro Wilk		
		Statistic	df	Sig.
Score	Experimental Class	.975	30	.695
	Control Class	.967	28	.496

a. Liliefors Significance Correction

Based on Table 8, it can be seen that Pvalue (Sig) for experimental class was 0.695 for Shapiro Wilk. Pvalue (Sig) for control class was 0.496 for Shapiro Wilk. Because Pvalue (Sig) of experimental class $> \alpha = 0.05$ it means H_0 is accepted and Pvalue (Sig) for control class $> \alpha = 0.05$ it

means H_a is accepted. The conclusion was that the data in the experimental class and for the control class had normal distribution.

d. The Result of Homogeneity Test

Homogeneity test was used to determine whether the data obtained from the sample homogeneous or not. The writer used statistical computation by using SPSS (*Statistical Package for Social Science*) of version 16.0 for homogeneity. The test of homogeneity employing Levene's test.

The hypothesis for the homogeneity tests are:

H_0 = the variance of the data are homogenous

H_a = the variance of the data are not homogenous

While the criteria of acceptance or rejection of hypothesis for test are as follow:

H_0 is accepted if $\text{Sig} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig} < \alpha = 0.05$

Table.10
The Result of Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.515	1	56	.476

Based on the results obtained in the test of homogeneity of variances in the column Levene Statistics it can be seen that *Sig* (Pvalue) =

$0.47 > \alpha = 0.05$. It demonstrated that H_0 is accepted because Sig (Pvalue) $> \alpha = 0.05$. It means that the variance of the data was homogenous.

2. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the writer computed Independent sample T-test by using SPSS (*Statistical Package for Social Science*) of version 16 for hypothetical of test.

The hypotheses are:

H_0 : There is no significant influence of using CIRC technique toward students' writing ability on narrative text at second semester of SMAN 1 Katibung South Lampung in academic year of 2017/2018

H_a : There is significant influence of using CIRC technique toward students' writing ability on narrative text at second semester of SMAN 1 Katibung South Lampung in academic year of 2017/2018

Criteria of acceptance were:

H_a is accepted if $Sig \leq \alpha = 0.05$

H_0 is accepted if $Sig > \alpha = 0.05$

Table.11
The Result of Hypothetical Test

T	df	Sig. (2-tailed)
3.829	56	.000

Based on the results obtained in the independent simple t-test above, that the value of significant generated *Sig* (Pvalue) = 0.000 < α = 0.05. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was a significant influence of using CIRC technique toward students' writing ability on narrative text at the second semester of SMAN 1 Katibung South Lampung in the academic year of 2017/2018.

3. Discussion

Based on the pre-test and post-test score, it showed that the students' post-test was higher than in the pre-test. Cooperative Integrated Reading and Composition (*CIRC*) technique can improve each aspect of students' writing ability on narrative text including content, organization, vocabulary, language, and mechanics. The result of pre-test and post-test also shows that the students who taught by using Cooperative Integrated Reading and Composition (*CIRC*) technique got better result than the students who taught by using Free Writing technique. *CIRC* technique was used in whilst writing in the experimental class and Free Writing was used pre writing in the control class.

In this research, Free Writing technique is not included in whilst writing but included in pre writing activity, so that in the whilst writing there is no technique used by the teacher than the students are asked by the teacher to write directly. Therefore Free Writing technique can be called brainstorming activity. Whereas for *CIRC* technique was included in

whilst writing because the CIRC technique had steps in process of writing. So, it can be concluded that CIRC technique and Free Writing technique is not balanced.

Based on the explanation above, it causes the score in the experimental class is higher than in the control class. Then in the CIRC technique for the writing process there are steps to make a good writing. Whereas for Free Writing technique there are no guidance from the teacher that make it difficult for students in writing process. An then, CIRC technique works in team so students can discuss their partner making it easier in the writing process, whereas in the Free Writing technique works by themselves so students difficulties to develop their ideas in making writing.

The process of research at the beginning of class, the students were taught through Cooperative Integrated Reading and Composition (*CIRC*) technique in the experimental class and free writing technique in the control class. The material was three topics of narrative text for three treatments. Before doing Cooperative Integrated Reading and Composition (*CIRC*) technique, the writer explained about narrative text and after that explained about the procedure of Cooperative Integrated Reading and Composition (*CIRC*) technique. The last of the research, pre-test and post-test was given to measure the improvement of writing ability on narrative text in both classes after treatment done.

Based on the analysis of the data and testing hypothesis, the result of the calculation was found that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. From the analysis above, the writer know that the students who got high frequency of using Cooperative Integrated Reading and Composition (*CIRC*) get better score. It was proved by the average score in both classes.

The mean in pre-test in experimental class was 61.03 and the mean score of pre-test in control class was 58.73. The mean of students' post-test score in experimental class was 69.82 and the mean of students' post-test score in control class was 64.34. Therefore it can be concluded that using Cooperative Integrated Reading and Composition (*CIRC*) technique was one of good technique in motivating students in learning English, especially in writing by seeing the score in experimental class that is higher than control class. It means that Cooperative Integrated Reading and Composition (*CIRC*) technique could improve students' writing ability, that revealed based on Slavin that *CIRC* is one of technique in cooperative learning, which is purpose to improve students understanding ability. In this technique, the students are allowed to work cooperatively with their friends in a group. By doing this activity the students enjoyed and fun in the teaching and learning process. It had been supported in previous research conducted by Durukan about effect of Cooperative Integrated Reading and Composition *CIRC* technique on reading-writing skills that can help the students to increase to their ability on reading and

writing skills. The writer concluded that there was the influence of using Cooperative Integrated Reading and Composition (*CIRC*) technique towards students' writing ability on narrative text at the second semester of the eleventh grade of SMAN 1 Katibung South Lampung in the academic year of 2017/2018.



CHAPTER V

CONCLUSION AND SUGGESTION

J. Conclusion

After conducting the research and analyzing the data, the writer draws a conclusion as follows: There is a significant influence of using Cooperative Integrated Reading and Composition (CIRC) technique toward students' writing ability on narrative text at the second semester of the eleventh grade of SMAN 1 Katibung South Lampung in 2017/2018 academic year.

Based on the result, the total number of the sample were 58 students, two classes were chosen as control class and experimental class. Post-test was given to measure the influence of students' writing ability on narrative text in both classes after the treatments done. The mean score of post-test in experimental class was 69.82 and the mean score of post-test in control class was 64.34. It shows that the students' post-test score in experimental class is higher than students' post-test score in control class.

The result could be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000 it is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. It can be proved from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is not accepted.

K. Suggestion

Based on the conclusion above, the writer gives some suggestion as follows:

1. Suggestion for the teacher

- a. The teacher should be able to find many ways to improve students' writing ability and able to apply it.
- b. The teacher should give chance to the students to be more active in teaching learning process.
- c. The teacher can use Cooperative Integrated Reading and Composition (CIRC) technique to improve and increase the students' writing ability because it is learn process that takes time and concentrated practice.

2. For the students

- a. The students should learn harder and more seriously in learning English in order to develop their writing ability.
- b. The students should practice in their English regularly to improve their writing ability even with their friends or teacher.

3. Suggestion to Other Researcher

- a. The writer applied Cooperative Integrated Reading And Composition (CIRC) technique to increase students' writing ability on narrative text. Further other researcher should conduct this strategy on different skill and genre of text.

- b. In this research the treatments were done three meetings. Other researcher can spend more time in giving the treatments to the students, so that they can enough exercise.
- c. In this research, the writer used Cooperative Integrated Reading And Composition (CIRC) technique to help the students of senior high school, especially in writing ability on narrative text. Further other researcher should conduct this technique on different level of students.



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Appendix 1

THE RESULT OF INTERVIEW FOR THE ENGLISH TEACHER IN THE PRELIMINARY RESEARCH

No	Question	Answer	Conclusion
1	Berapa nilai KKM untuk <i>writing</i> di kelas XI?	Nilai KKM untuk <i>writing</i> di kelas XI adalah 70.	Based on preliminary research, KKM score is 70.
2	Strategi apa yang Ibu gunakan dalam mengajar <i>writing narrative text</i> ? Dan bagaimana cara mengajar menggunakan teknik tersebut?	Saya tidak menggunakan strategi untuk mengajar <i>writing</i> , saya hanya menggunakan free <i>writing</i> . Saya meminta siswa menulis naratif teks berdasarkan topik.	Based on preliminary research, the teacher does not use appropriate technique to teaching <i>writing narrative text</i> . The teacher just uses free <i>writing</i> technique.
3	Bagaimana suasana kelas ketika pelajaran Bahasa Inggris khususnya <i>writing narrative text</i> berlangsung?	Cukup kondusif, walaupun kadang-kadang siswa ribut.	Based on preliminary research, sometimes the class to be quiet.
4	Bagaimana hasil <i>writing narrative text</i> siswa?	Masih kurang baik, karena dari empat kelas hanya sekitar 25% siswa yang nilai <i>writing</i> nya mencapai KKM.	Based on preliminary research, only 25% of students who achieve KKM score.
5	Kendala apa yang Ibu hadapi ketika	Kendala yang paling sering saya hadapi,	Based on preliminary research, the students

	mengajar <i>writing</i> ?	tentu saja ini juga merupakan kendala siswa yaitu siswa kurang memahami grammar dan penguasaan kosa kata mereka juga masih rendah sehingga membuat proses belajar mengajar terkendala.	ability is still low on grammar and vocabulary.
6	Pernahkah Ibu menggunakan Cooperative Integrated Reading and Composition (CIRC) Technique untuk mengajar <i>writing</i> ?	Belum pernah.	Based on preliminary research, the teacher never use cooperative integrated reading and composition (CIRC) technique to teach writing.
7	Bagaimana harapan Ibu terhadap pembelajaran Bahasa Inggris di kelas, khususnya <i>writing</i> ?	saya berharap pembelajaran Bahasa Inggris di kelas dapat membuat siswa lebih antusias untuk belajar Bahasa Inggris, mengingat pentingnya Bahasa Inggris dan karena <i>writing</i> merupakan skill yang sulit dalam Bahasa Inggris, harapan	Based on preliminary research,the teacher hope the students enjoy and fun in the class.

		sekaligus usaha saya adalah adanya cara pembelajaran yang tidak hanya memudahkan siswa untuk memahami materi tetapi juga dapat meningkatkan antusias siswa dalam belajar Bahasa Inggris.	
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Appendix 2

THE RESULT OF INTERVIEW FOR STUDENTS IN THE PRELIMINARY RESEARCH

1. Pipit Septia Ningsih

No	Question	Answer	Conclusion
1	Apakah kamu menyukai pelajaran Bahasa Inggris khususnya writing?	Kadang-kadang saya suka, kadang-kadang saya tidak suka karena Bahasa Inggris sulit	Sometimes she doesn't like study English.
2	Kendala apa yang biasa kamu hadapi ketika belajar writing?	Grammarnya sulit, jadi saya kesulitan membuat kalimat Bahasa Inggris yang benar.	She lacks of grammar.
3	Bagaimana tanggapanmu tentang cara mengajar guru Bahasa Inggris di kelasmu?	Kadang-kadang seru kadang-kadang membosankan, begitu-begitu saja.	Sometimes she feels bored.
4	Bagaimana tanggapanmu tentang suasana belajar di kelas ketika pelajaran writing berlangsung?	Membosankan.	When study English she feels bored.
5	Bagaimana suasana belajar writing di kelas yang kamu inginkan?	Guru menggunakan cara mengajar yang baru dan lebih baik.	The way of teaching more attractive.

2. Ayu Intan Pertiwi

No	Question	Answer	Conclusion
1	Apakah kamu menyukai pelajaran Bahasa Inggris khususnya writing?	Ya, saya menyukain pelajaran Bahasa Inggris khususnya writing.	She likes study writing English.

2	Kendala apa yang biasa kamu hadapi ketika belajar writing?	Tidak hafal kata dalam bahasa Inggris dan tak paham susunan kalimatnya.	She lack of grammar and vocabulary.
3	Bagaimana tanggapanmu tentang cara mengajar guru Bahasa Inggris di kelasmu?	Mudah dimengerti.	The teaching teacher is easy to understand.
4	Bagaimana tanggapanmu tentang suasana belajar di kelas ketika pelajaran writing berlangsung?	Menyenangkan.	She felt happy study English.
5	Bagaimana suasana belajar writing di kelas yang kamu inginkan?	Cara mengajar yang mudah dipahami.	She wished to how to teach that easy understood.

3. Didi Ardiansyah

No	Question	Answer	Conclusion
1	Apakah kamu menyukai pelajaran Bahasa Inggris khususnya writing?	Saya suka pelajaran bahasa Inggris khususnya writing.	He likes study English.
2	Kendala apa yang biasa kamu hadapi ketika belajar writing?	Saya merasa kesulitan untuk mengembangkan kalimat menjadi teks. Terkadang malas untuk belajar menulis karena cara belajar yang selalu sama dan membuat cepat bosan.	He difficult to written English.
3	Bagaimana tanggapanmu tentang cara mengajar guru Bahasa Inggris di kelasmu?	Cara mengajarnya bagus karena bisa menjelaskan materi dengan jelas, kadang-kadang ada materi yang tidak paham karena penjelasan ibu guru	The teacher explained the material easier to understand.

		kurang detail.	
4	Bagaimana tanggapanmu tentang suasana belajar di kelas ketika pelajaran writing berlangsung?	Suasana belajarnya terkadang membosanan, kadang menyenangkan.	Sometimes bored, sometimes happy.
5	Bagaimana suasana belajar writing di kelas yang kamu inginkan?	Cara mengajar yang baru yang lebih memudahkan saya untuk memahami materi.	It makes it easy to understand the material.

4. Mahmud Solihin

No	Question	Answer	Conclusion
1	Apakah kamu menyukai pelajaran Bahasa Inggris khususnya writing?	Saya suka belajar pelajaran Bahasa Inggris khususnya writing.	He likes study English.
2	Kendala apa yang biasa kamu hadapi ketika belajar writing?	Saya merasa kesulitan untuk mengembangkan kalimat menjadi teks.	He lack of grammar.
3	Bagaimana tanggapanmu tentang cara mengajar guru Bahasa Inggris di kelasmu?	Cara mengajar ibu guru bagus karena bisa menjelaskan materi dengan jelas.	The teacher teaches easily understood.
4	Bagaimana tanggapanmu tentang suasana belajar di kelas ketika pelajaran writing berlangsung?	Enak. Tidak terlalu ribut.	He felt comfortable studying in class when an English lesson.
5	Bagaimana suasana belajar writing di kelas yang kamu inginkan?	Cara mengajar yang baru yang lebih memudahkan saya untuk memahami materi.	The way of teaching easier to understand the material.

5. Suharyanto

No	Question	Answer	Conclusion
1	Apakah kamu menyukai pelajaran Bahasa Inggris khususnya writing?	Saya tidak suka pelajaran Bahasa Inggris khususnya writing.	He doesn't like study English.
2	Kendala apa yang biasa kamu hadapi ketika belajar writing?	Saya tidak suka menulis.	He doesn't like written English.
3	Bagaimana tanggapanmu tentang cara mengajar guru Bahasa Inggris di kelasmu?	Terlalu cepat dalam menjelaskan.	The teacher explained the material too fast.
4	Bagaimana tanggapanmu tentang suasana belajar di kelas ketika pelajaran writing berlangsung?	Membosankan karena disuruh membuat cerita sehari-hari.	He felt bored.
5	Bagaimana suasana belajar writing di kelas yang kamu inginkan?	Saya ingin gurunya mengajar pelan-pelan dan suasananya tenang.	The class is comfortable.

6. Nila Hidayah

No	Question	Answer	Conclusion
1	Apakah kamu menyukai pelajaran Bahasa Inggris khususnya writing?	Ya saya suka.	She likes study English.
2	Kendala apa yang biasa kamu hadapi ketika belajar writing?	Saya tidak mengerti grammar.	She lack of grammar.
3	Bagaimana tanggapanmu tentang cara mengajar guru Bahasa Inggris di kelasmu?	Cukup baik.	The teaching teacher could be understood.
4	Bagaimana tanggapanmu tentang suasana belajar di kelas ketika pelajaran writing berlangsung?	Suasananya menjadi ramai karena siswa berdiskusi.	The class is quiet.
5	Bagaimana suasana belajar writing di kelas yang kamu inginkan?	Suka berdiskusi dengan teman sebangku agar bisa sharing.	She wants discussion groups.

7. Doni Saputra

No	Question	Answer	Conclusion
1	Apakah kamu menyukai pelajaran Bahasa Inggris khususnya writing?	Saya tidak suka belajar writing karena sulit dan menakutkan.	He doesn't like study English.
2	Kendala apa yang biasa kamu hadapi ketika belajar writing?	Saya kesulitan membuat kalimat dengan grammar yang benar dan menyusun kalimat-kalimat menjadi teks.	He lack of grammar.
3	Bagaimana tanggapanmu tentang cara mengajar guru Bahasa Inggris di kelasmu?	Menegangkan, dan saya jadi malas.	He is lazy to study.
4	Bagaimana tanggapanmu tentang suasana belajar di kelas ketika pelajaran writing berlangsung?	Membosankan.	He felt bored.
5	Bagaimana suasana belajar writing di kelas yang kamu inginkan?	Suasana yang santai dan bisa membuat saya rileks, sehingga saya bisa memahami materi.	More fun and easy to understand the material.

8. Riski Belia Damaysah

No	Question	Answer	Conclusion
1	Apakah kamu menyukai pelajaran Bahasa Inggris khususnya writing?	Saya tidak suka belajar writing karena sulit dan membosankan.	She doesn't like study English.
2	Kendala apa yang biasa kamu hadapi ketika belajar writing?	Saya kesulitan membuat kalimat dengan grammar yang benar dan menyusun kalimat-kalimat menjadi	She lack of grammar.

		teks. Dan juga saya sedikit mengalami kesulitan jika harus menentukan topic atau main idea didalam sebuah wacana.	
3	Bagaimana tanggapanmu tentang cara mengajar guru Bahasa Inggris di kelasmu?	Menegangkan, dan saya jadi malas.	She was lazy to study.
4	Bagaimana tanggapanmu tentang suasana belajar di kelas ketika pelajaran writing berlangsung?	Membosankan.	She felt bored.
5	Bagaimana suasana belajar writing di kelas yang kamu inginkan?	Suasana yang santai dan bisa membuat saya rileks, sehingga saya bisa memahami materi.	The class is comfortable.

9. Adi Wijaya

No	Question	Answer	Conclusion
1	Apakah kamu menyukai pelajaran Bahasa Inggris khususnya writing?	Saya tidak suka pelajaran Bahasa Inggris khususnya writing	He doesn't like study English.
2	Kendala apa yang biasa kamu hadapi ketika belajar writing?	Sya tidak paham menyusun kalimatnya.	He lack of grammar.
3	Bagaimana tanggapanmu tentang cara mengajar guru Bahasa Inggris di kelasmu?	Sulit dimengerti,.	He was hard understand the material.
4	Bagaimana tanggapanmu tentang suasana belajar di kelas ketika pelajaran writing berlangsung?	Masing-masing siswa sibuk membuka kamus dan saling bertanya.	The students busy by her/herself.
5	Bagaimana suasana belajar writing di kelas yang kamu	Saya tidak ingin diberi tugas terlalu	He doesn't a lot of tasks.

	inginkan?	banyak.	
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10. Bintara Wijaya

No	Question	Answer	Conclusion
1	Apakah kamu menyukai pelajaran Bahasa Inggris khususnya writing?	Walaupun Bahasa Inggris sulit, tetapi saya suka.	He likes study English.
2	Kendala apa yang biasa kamu hadapi ketika belajar writing?	Saya belum bisa membuat teks dengan urutan kalimat yang baik.	He lack of grammar.
3	Bagaimana tanggapanmu tentang cara mengajar guru Bahasa Inggris di kelasmu?	Sudah baik karena bisa menjelaskan materi dengan jelas.	Easy to understood.
4	Bagaimana tanggapanmu tentang suasana belajar di kelas ketika pelajaran writing berlangsung?	Kadang seru kadang membosankan.	Sometimes felt happy, sometimes bored.
5	Bagaimana suasana belajar writing di kelas yang kamu inginkan?	Cara mengajar yang baru yang seru dan bisa membuat saya lebih mudah memahami materi.	There will be how to teach a new one that is more fun and easy to understand.

11. Rossi Oktaviani

No	Question	Answer	Conclusion
1	Apakah kamu menyukai pelajaran Bahasa Inggris khususnya writing?	Saya tidak suka.	She doesn't like study English.
2	Kendala apa yang biasa kamu hadapi ketika belajar writing?	Saya sulit untuk menyampaikan maksud dan tujuan melalui tulisan.	She felt difficult to develop and to express ideas in making a text.
3	Bagaimana tanggapanmu tentang cara mengajar guru Bahasa Inggris di kelasmu?	Kurang jelas.	Less interesting.
4	Bagaimana tanggapanmu	Kelas gaduh karena	The class is noisy.

	tentang suasana belajar di kelas ketika pelajaran writing berlangsung?	diberi tugas membuat cerita.	
5	Bagaimana suasana belajar writing di kelas yang kamu inginkan?	Saya ingin kelas yang tenang dan tugasnya tidak terlalu banyak.	She wants to comfortable class.

12. Ulandari

No	Question	Answer	Conclusion
1	Apakah kamu menyukai pelajaran Bahasa Inggris khususnya writing?	Ya saya suka.	She likes study English.
2	Kendala apa yang biasa kamu hadapi ketika belajar writing?	Saya tidak hafal vocabulary.	She lack of vocabulary.
3	Bagaimana tanggapanmu tentang cara mengajar guru Bahasa Inggris di kelasmu?	Menyenangkan dan mudah dimengerti.	Fun and easy to understand.
4	Bagaimana tanggapanmu tentang suasana belajar di kelas ketika pelajaran writing berlangsung?	Menyenangkan karena dapat menambah ilmu dengan membuat cerita.	She felt happy in the class.
5	Bagaimana suasana belajar writing di kelas yang kamu inginkan?	Saya ingin terus berlatih membuat kalmiat dan cerita agar cepat pandai.	More interesting class.

Appendix 3

SILABUS PEMBELAJARAN

Nama Sekolah :
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / 2
Standar Kompetensi : Menulis

12. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
12.1 Mengungkapkan makna dalam teks fungsional pendek (misalnya <i>banner</i> , <i>poster</i> , <i>pamphlet</i> , dll.) resmi dan tak resmi dengan menggunakan ragam	<ul style="list-style-type: none"> <i>Developing a paragraph based on the pictures</i> 	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke 	<ul style="list-style-type: none"> Menuliskan sebuah <i>banner</i>, <i>poster</i>, <i>pamphlet</i> secara berkelompok dan Mempublikasikan di lingkungan sekolah 	<ul style="list-style-type: none"> Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat Menulis gagasan utama Mengelaborasi gagasan utama Membuat <i>draft</i>, merevisi, menyunting Menghasilkan 	Tugas Unjuk kerja	2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD

Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari		peduli lingkungan, peduli sosial, tanggung jawab	masa depan (punya perspektif untuk masa depan)		<i>banner, poster, atau pamphlet</i>			Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
12.2Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> ,	<ul style="list-style-type: none"> • Writing texts 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif 	<ul style="list-style-type: none"> • Membuat <i>draft</i> teks <i>exposition</i> dengan melakukan <i>chain writing</i>. • Melakukan koreksi teman sejawat 	<ul style="list-style-type: none"> • Menggunakan kalimat <i>past continuous</i> dalam menulis <i>spoof</i> • Menggunakan kalimat <i>kompleks</i> dalam membuat sebuah cerita • Menggunakan modal “<i>should</i>” untuk menulis saran pada teks <i>hortatory exposition</i> • Menghasilkan teks berbentuk <i>spoof</i> 	Tugas Unjuk kerja	2 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa

Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
<i>spoof</i> , dan <i>hortatory exposition</i>		jawab	untuk masa depan)					Inggris Majalah Internet

Appendix 4

EXPERT VALIDATION FORM FOR WRITING TEST

Direction:

For each question, please give your response by ticking () a box representing your choice.

No	Questions	Yes	No	Comments
1.	Do the questions are given in accordance with the indicators?			
2.	Do the questions are given accordance with the material that has been taught?			
3.	Do the direction and instruction of the test instrument clear enough?			
4.	Is the answer expected accordance with was given (rewrite at least 10 sentences)?			
5.	Is the time allocation quite effective?			

General Comments

Please give any general comment or suggestion you may have concerning this test development.

.....

Lampung Selatan, 2018

Validator

Maria R. Endah, K N, S. Pd

Appendix 5

THE STUDENTS' NAME OF EXPERIMENTAL CLASS

No	L/P	Students' Name	Code
1	P	Adinda Aulia	E-1
2	L	Amal Sanjaya	E-2
3	P	Anggun Pransiska	E-3
4	P	Auzar Zahra Syaiba	E-4
5	P	Della Amethia	E-5
6	L	Denis Darmawan Suri	E-6
7	P	Desti Yani	E-7
8	P	Dilla Selviana Putri	E-8
9	L	Dio Gabriel Simanjuntak	E-9
10	P	Dwi Rahma Putri	E-10
11	P	Fariha Syaquina Gunawan	E-11
12	P	Hesti Eka Saputri	E-12
13	P	Irvina Agustin	E-13
14	P	Indri Fitriyani	E-14
15	P	Inka Amelia	E-15
16	P	Julia Putri Ambarwati	E-16
17	L	M Areja Pahlepi	E-17
18	L	M Khoirul	E-18
19	L	M Noverdi Irawan	E-19
20	P	Mufrida Puspa	E-20
21	P	Ni Kadek Widia Sari	E-21
22	P	Nila Cinta Sari	E-22
23	P	Okta Mutiara	E-23
24	L	Pido Fajar Antoni	E-24
25	L	Randi Maulana	E-25
26	P	Rivia Alfath Tania	E-26
27	L	Riza Irfansyah	E-27
28	L	Rizki Muhammad Dhafa	E-28
29	P	Sabila Rahmadhani	E-29
30	L	Satya Setiawan Putra	E-30

Appendix 6

THE STUDENTS' NAME OF CONTROL CLASS

No	L/P	Students' Name	Code
1	L	Ahmad Kurniawan Ajib P	C-1
2	P	Andini Prasiska	C-2
3	P	Angelia Saputri	C-3
4	P	Anggita Afrilia Sy	C-4
5	L	Apriyani Lestari	C-5
6	L	Arganto Davinandito	C-6
7	L	Bramantio Alfa Rizqi	C-7
8	P	Dinda Aprianti	C-8
9	L	Dimas Andrianto	C-9
10	P	Dwi Yanti Febriana L	C-10
11	L	Fatur Rahman	C-11
12	L	Hersan Pratama Ashari	C-12
13	P	Icha Iriani	C-13
14	P	Lisa Dwiana Fanita Sari	C-14
15	L	M Akbar Muzasin	C-15
16	L	M Arafiz Rizdallah	C-16
17	L	M Khadafi Prayoga	C-17
18	L	Muhammad Zaky Naufal	C-18
19	P	Oktariza Dwi Putri	C-19
20	L	Prio Budi Utomo	C-20
21	P	Putri Ayu Azzahra	C-21
22	L	Rafli Rayhan Maulana	C-22
23	P	Rahmi Fitri Noviana Salsabila	C-23
24	L	Raihan Huda Pratama	C-24
25	L	Reffa Hibatullah	C-25
26	P	Revi Mariska	C-26
27	P	Rika Pramudita	C-27
28	L	Wahyu Sanjaya	C-28

Appendix 7

Reliability of the Test Post-test Result of Experimental Class

[illegible]

The statistical formula is:

$$\begin{aligned}
 &= 1 - \frac{6\Sigma D^2}{N(N^2-1)} \\
 &= 1 - \frac{6(399,75)}{30(30^2-1)} \\
 &= 1 - \frac{2.398,5}{26.970} \\
 &= 1 - 0,088 \\
 &= 0,912
 \end{aligned}$$

It means that the criteria of reliability test in post-test experimental class is very high.

Appendix 8

Reliability of the Test Pre-test Result of Experimental Class

[illegible]

The statistical formula is:

$$\begin{aligned}
 &= 1 - \frac{6\Sigma D^2}{N(N^2-1)} \\
 &= 1 - \frac{6 (1.248)}{30(30^2-1)} \\
 &= 1 - \frac{7.488}{26.970} \\
 &= 1 - 0,278 \\
 &= 0,722
 \end{aligned}$$

It means that the criteria of reliability test in pre-test experimental class is high.

Appendix 9

Reliability of the Test Post-test Result of Control Class

[illegible]

The statistical formula is:

$$\begin{aligned}
 &= 1 - \frac{6\Sigma D^2}{N(N^2-1)} \\
 &= 1 - \frac{6(327,5)}{28(28^2-1)} \\
 &= 1 - \frac{1.965}{21.924} \\
 &= 1 - 0,089 \\
 &= 0,911
 \end{aligned}$$

It means that the criteria of reliability test in post-test control class is very high.

Appendix 10

Reliability of the Test Pre-test Result of Control Class

[illegible]

The statistical formula is:

$$\begin{aligned}
 &= 1 - \frac{6\Sigma D^2}{N(N^2-1)} \\
 &= 1 - \frac{6(547,5)}{28(28^2-1)} \\
 &= 1 - \frac{3.285}{21.924} \\
 &= 1 - 0,149 \\
 &= 0,851
 \end{aligned}$$

It means that the criteria of reliability test in pre-test control class is very high.

Appendix 11

READABILITY OF THE WRITING TEST

Name:

Class:

Berdasarkan soal test writing (menulis) yang telah kalian baca, silahkan jawab pertanyaan berikut:

No	Questions	Yes	No	Scale (1-10)	Comments
1.	Apakah anda paham dengan petunjuk (direction) no 1?				
2.	Apakah anda paham dengan petunjuk (direction) no 2?				
3.	Apakah anda paham dengan petunjuk (direction) no 3?				
4.	Apakah anda paham dengan perintah (instruction) no 1?				
5.	Apakah anda paham dengan perintah (instruction) no 2?				

***1 menjelaskan soal yang mudah untuk dibaca dan 10 menjelaskan soal yang sulit untuk dibaca.**

Appendix 12

The Result of Readability Test

No	Students' Code	Scale					Total	Average
		1	2	3	4	5		
1	E-1	1	1	2	2	2	8	1.6
2	E-2	1	2	1	2	2	8	1.6
3	E-3	1	1	2	1	1	6	1.2
4	E-4	1	1	2	1	2	7	1.4
5	E-5	1	2	1	1	1	6	1.2
6	E-6	1	2	1	2	2	8	1.6
7	E-7	1	1	3	1	2	8	1.6
8	E-8	1	2	1	2	1	7	1.4
9	E-9	1	1	3	1	2	8	1.6
10	E-10	1	1	2	2	2	8	1.6
11	E-11	1	1	2	1	3	8	1.6
12	E-12	1	1	1	1	2	6	1.2
13	E-13	1	2	3	1	1	8	1.6
14	E-14	1	1	2	2	1	7	1.4
15	E-15	1	2	1	1	1	6	1.2
16	E-16	1	1	2	1	1	6	1.2
17	E-17	1	1	2	1	2	7	1.4
18	E-18	1	1	3	1	3	9	1.8
19	E-19	1	2	3	1	1	8	1.6
20	E-20	1	2	2	1	1	7	1.4
21	E-21	1	1	2	1	2	7	1.4
22	E-22	1	1	2	1	1	6	1.2
23	E-23	1	1	3	2	2	9	1.8
24	E-24	1	2	1	1	2	7	1.4
25	E-25	1	1	1	2	1	6	1.2
26	E-26	1	2	2	1	1	7	1.4
27	E-27	1	1	2	2	3	9	1.8
28	E-28	1	1	1	2	1	6	1.2
29	E-29	1	2	1	1	2	7	1.4
30	E-30	1	1	1	1	2	6	1.2
Total Mean								43.2
Mean								43.2/30 = 1.44

Appendix 13**INSTRUMENT FOR READABILITY TEST**

Subject : English
Sub Matter : Writing (Narrative Text)
Time Allocation : 60 minutes

Direction :

1. Write your name and your class clearly on the work sheet!
2. Use your time effectively.
3. Work individually.

Instruction :

1. Choose one of the topics of story provided below:
 - a. Snow White
 - b. The Legend of Tangkuban Perahu
 - c. A Mouse Deer and Crocodile
 - d. Malin Kundang
 - e. Cinderella
 - f. The Legend of Toba lake
2. Retell the story of narrative text that you read, the text should consist of minimally ten sentences.

Appendix 14**PRE-TEST**

Subject : English
Sub Subject Matter : Writing Narrative Text
Time Allocation : 60 Minutes
Class/ Semester : XI/ II

Direction:

1. Write your name and your class clearly on the work sheet!
2. Use your time effectively.
3. Work individually.

Instruction:

1. Choose one of the topics of story provided below:
 - a. Snow White
 - b. The Legend of Tangkuban Perahu
 - c. A Mouse Deer and Crocodile
2. Retell the story of narrative text that you read, the text should consist of minimally ten sentences.

Appendix 15**POST-TEST**

Subject : English
Sub Subject Matter : Writing Narrative Text
Time Allocation : 60 Minutes
Class/ Semester : XI/ II

Direction:

1. Write your name and your class clearly on the work sheet!
2. Use your time effectively.
3. Work individually.

Instruction:

1. Choose one of the topics of story provided below:
 - a. Malin Kundang
 - b. Cinderella
 - c. The Legend of Lake Toba
2. Retell the story of narrative text that you read, the text should consist of minimally ten sentences.

Appendix 16

The Result of Pre-test in Experimental Class

No.	Students' Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E-1	17	16	15	15	13	13	17	16	3	3	65	63	64
2	E-2	15	14	14	13	12	12	15	15	2	4	58	58	58
3	E-3	18	18	15	16	14	15	17	17	4	4	68	70	69
4	E-4	15	16	14	14	13	15	16	17	3	3	61	65	63
5	E-5	14	15	14	14	15	15	11	11	2	3	56	58	57
6	E-6	15	16	15	16	12	14	18	16	5	5	65	67	66
7	E-7	14	16	14	14	14	15	15	16	3	3	60	64	62
8	E-8	12	15	11	14	11	12	12	11	4	3	50	55	52.5
9	E-9	16	15	14	13	15	14	15	17	6	5	66	64	65
10	E-10	15	15	16	16	13	12	15	16	4	3	61	62	62.5
11	E-11	17	15	13	13	14	14	15	15	5	5	64	62	63
12	E-12	18	17	13	12	13	13	13	13	3	3	60	58	59
13	E-13	15	15	13	15	13	12	16	15	3	3	60	60	60
14	E-14	15	16	12	13	13	12	13	14	3	3	56	58	57
15	E-15	16	14	15	17	15	15	16	16	7	6	69	68	68.5
16	E-16	15	15	14	14	15	15	16	16	3	3	63	63	63
17	E-17	14	13	14	14	13	14	16	16	3	3	60	60	60
18	E-18	15	15	13	14	16	16	14	15	5	5	63	65	64
19	E-19	13	11	13	13	13	14	15	14	5	3	59	55	57
20	E-20	16	15	15	13	13	14	14	14	5	5	63	61	62
21	E-21	14	15	15	15	13	14	14	15	5	6	52	40	63
22	E-22	15	16	14	14	14	13	14	15	4	5	44	44	62
23	E-23	18	16	14	12	12	14	15	8	5	4	64	54	59
24	E-24	15	13	14	12	15	10	1	10	4	3	60	48	54
25	E-25	15	15	14	15	11	12	12	10	4	4	56	56	56
26	E-26	16	14	14	12	13	12	15	13	4	3	62	54	58
27	E-27	15	12	15	12	14	13	15	16	5	6	64	59	61.5
28	E-28	15	17	14	13	15	14	18	16	6	6	68	66	67
29	E-29	16	15	14	12	12	16	13	15	7	8	62	66	64
30	E-30	13	12	15	10	13	10	13	11	6	5	60	48	54

Appendix 17

Result of Pre-test in the Experimental Class

Statistics		
	Score	Technique
N Valid	30	30
Missing	0	0
Mean	61.033	1.00
Median	62.000	1.00
Mode	63.0	1
Std. Deviation	4.2221	.000
Variance	17.826	.000
Range	16.5	0
Minimum	52.5	1
Maximum	69.0	1
Sum	1831.0	30

Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 52.5	1	3.3	3.3	3.3
54	2	6.7	6.7	10.0
56	1	3.3	3.3	13.3
57	3	10.0	10.0	23.3
58	2	6.7	6.7	30.0
59	2	6.7	6.7	36.7
60	2	6.7	6.7	43.3
61.5	1	3.3	3.3	46.7
62	3	10.0	10.0	56.7
62.5	1	3.3	3.3	60.0
63	4	13.3	13.3	73.3
64	3	10.0	10.0	83.3
65	1	3.3	3.3	86.7
66	1	3.3	3.3	90.0
67	1	3.3	3.3	93.3
68.5	1	3.3	3.3	96.7
69	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Appendix 18

The Result of Post-test in Experimental Class

No.	Students' Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E-1	18	17	16	15	16	15	20	18	8	7	78	72	75
2	E-2	18	17	16	12	15	17	14	12	5	4	68	62	65
3	E-3	20	18	16	16	17	16	20	18	7	8	80	76	78
4	E-4	17	16	16	15	16	15	17	17	7	6	73	69	71
5	E-5	17	16	15	14	15	14	16	15	6	6	69	65	67
6	E-6	18	16	15	14	16	15	17	17	6	6	72	68	70
7	E-7	17	16	16	15	16	15	16	16	7	6	72	68	70
8	E-8	15	15	15	14	14	14	15	15	6	5	65	3	64
9	E-9	17	16	16	15	18	16	17	17	6	6	74	70	72
10	E-10	16	15	16	16	16	15	18	17	7	6	73	69	71
11	E-11	17	16	14	15	16	16	16	15	6	5	69	67	68
12	E-12	18	17	15	15	17	16	16	16	7	7	73	71	72
13	E-13	16	15	16	15	15	14	16	15	6	6	69	65	67
14	E-14	17	16	15	14	15	15	14	14	6	6	67	65	66
15	E-15	18	18	16	17	16	15	17	16	6	6	73	72	72.5
16	E-16	17	16	16	16	16	15	18	16	7	6	73	69	71
17	E-17	16	14	15	14	16	15	17	16	6	5	70	64	67
18	E-18	16	15	14	13	15	14	15	14	6	6	66	62	64
19	E-19	18	16	16	15	16	15	17	16	8	7	75	69	72
20	E-20	17	17	16	15	16	17	18	16	7	7	74	72	73
21	E-21	17	16	16	15	16	15	18	16	7	6	74	68	71
22	E-22	17	17	16	15	16	16	16	15	6	6	71	69	70
23	E-23	18	16	14	14	14	14	15	14	6	5	67	63	65
24	E-24	16	15	15	14	15	15	16	15	6	5	68	64	66
25	E-25	16	15	14	14	15	14	16	15	6	5	67	63	65
26	E-26	17	15	16	15	16	16	17	15	7	6	73	67	70
27	E-27	16	15	15	14	16	15	17	15	7	6	71	65	68
28	E-28	18	18	17	16	16	17	18	17	8	7	77	75	76
29	E-29	20	18	17	16	17	16	21	19	8	8	83	77	80
30	E-30	15	16	14	15	16	15	16	16	7	6	68	68	68