

## RETELLING LOCAL LEGENDS: IMPLEMENTING CIRC IN TEACHING WRITING NARRATIVE TEXT

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**Abstract:** Introducing local legends is crucial for students to preserve their existence. However, many students in SMAN 1 Katibung South Lampung found it difficult to retell narrative text in writing, especially local legends, because they are lack of grammar and vocabulary and they found it difficult to develop and to express their ideas in making narrative text writing. Therefore, the research applied Cooperative Integrated Reading and Composition (CIRC) technique as an effective technique to students which allowed them to work cooperatively with their friends in a group. The research methodology was quasi experimental design, pretest-posttest design. The population of this research was the eleventh grade of SMAN 1 Katibung South Lampung. Two classes consisting of 30 students for experimental class and 28 students for control class were taken as the sample. In collecting the data of pretest and posttest, writing test was used. The data were analyzed by using SPSS to calculate Independent Simple t-test. From the data analysis, it was found that the result of t-test was Sig. (p<sub>value</sub>) = 0.000 < = 0.05. Therefore, H<sub>a</sub> is accepted which meant that there was influence of using CIRC technique towards students' writing ability.

**Keywords:** Cooperative Integrated Reading and Composition (CIRC), students' writing ability, local legends, quasi experimental research

### BACKGROUND

Writing is one of English skills that should be mastered by the students. In fact, many students are good in speaking but not good 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 Linse (2005) define writing as 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. It means that writing is training people to express their feeling and ideas in written form.

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 (2004) 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. 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. Mark and Kathy Anderson (1997) defines that narrative text is a piece of text which tells a story and, in doing so, entertains or informs the readers or listener. 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 writers got many of students at the eleventh grade of SMAN 1 Katibung South Lampung face difficulties in narrative text writing.

Based on the result of interview, many students got low score because their score was under the criteria of minimum mastery KKM of narrative writing in the school. KKM of narrative writing in the school is 70. 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 KKM in SMA N 1 Katibung is 70. 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.

Besides interviewing the English teacher, the writers also interviewed some of the students. It was found that many students found 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. It can be concluded that many students at the eleventh grade of SMAN 1 Katibung South Lampung still have difficulties in narrative text writing. In this case, 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 (2000) states 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. Some techniques based on this method have been developed. One of the techniques is Cooperative Integrated Reading and Composition (CIRC). Slavin (2005) says that CIRC is a comprehensive program for teaching reading and writing in the upper elementary and middle grades. 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 writers' opinion about goodness of CIRC, the writers presented a previous research that was done by Durukan.

Based on the previous study conducted by Durukan (2010) who analyzed the effects of the CIRC and the traditional reading and writing pedagogical method for primary school students. 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. 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 writers wanted to know the use Cooperative Integrated Reading and Composition (CIRC) technique towards students' writing ability on narrative text of SMAN 1 Katibung South Lampung.

### **Concept of Writing**

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. Siahaan (2008) said that writing is a psychological activity of the language user to put information in the written text. It means that writing is the activity to write word becomes text that can give information to the reader. According to Brown (2007), written products are often the result of thinking, drafting, and revising procedures. In addition, Harmer (2004) states that writing is a process that what we write is often heavily influenced by the constraints of genre, and then these elements have to be present in learning activities. 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. 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 (Hyland, 2003). 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 Leo *et.al* (2007) who said that writing as a process of expressing ideas or thoughts in words should be done at our leisure. 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 and Hogue (1999) state that writing is a process not a product. 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 those definitions, it can be concluded that writing is a way to produce language by putting down words or ideas to some medium. It is a learning process that takes time and concentrated practice because the writer has more time to think than they do in written activities.

### **Concept of Writing Ability**

Peha (2003) 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). 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. Writing has some components that should be fulfilled. Tribble (1996) says that there are five scoring criteria for scoring of writing, they are (1) content (the substance of writing ideas express (unity), content relevant to the topic.), (2) organization (ideas clearly stated and supported, logically sequence, connective appropriately use (cohesion), (3) vocabulary (the selection of words that suitable with the content.), (4) language (the employment of grammatical forms and Syntactical pattern.), (5) 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 effectively.

### **Concept of Narrative Text**

According to Mark and Kathy Anderson (1997), narrative text is a piece of text which tells a story and, in doing so, entertains or informs the readers or listener. Jordan (1999) states narrative is an account or description of events in the past which entails following a time sequence or chronological order.

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.

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 in turn finds a resolution (Linda Gerot and Peter Weignell, 1994). 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.

### **Generic Structure of Narrative**

Pardiyono (2006) mentions that there are four aspects in the generic structure of narrative text: orientation, sequences of events, resolution, and coda (cooling down). They are (1) orientation, introducing the characters of story, the time and place the story happened. (Who/What, When, and Where), (2) sequences of events, contains the chronological order, use the simple past tense, (3) resolution, a series of events in which the main character attempts to solve problem, (4) coda (cooling down), the ending of story containing the solution.

### **Local Legends**

Legends are similar to myths and tall tales (Barone, 2011). Legends, which may have their origins in a historical event, are frequently considered to be true by the storyteller and audience but are more contemporary than myths. They are set in the recent past rather than long ago and frequently exaggerate notable events, such as those which occur in times of war, plague, and famine (Popp, 2005).

Good literature that displays children heritage in a respectful manner helps them develop self-esteem and a sense of identity (Popp, 2005). In this case, teaching students local legend will help them keep their identity as a local.

Indonesia surprisingly possesses a wide range of local legends which are narrated in either students' textbook or in legend story books. Sangkuriang, Malin Kundang, and Timun Mas are a small part of local legend collections Indonesia has. In this case, it is imperative to have students know local legends such those to let them preserve the local heritage.

### **Cooperative Integrated Reading And Composition (CIRC) Technique**

Larsen (2000) 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. Some techniques based on this method have been developed. One of the techniques is Cooperative Integrated Reading and Composition (CIRC).

Madden says in Sundry (2013) 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. It means this technique focuses on cooperative learning that emphasizes on group study creating effective learning.

In the same as Durukan's (2010) research, CIRC technique is one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills. It means this technique is effective to comprehend the reading and writing.

Further, Madden, Slavin and Steven in Sundry (2013) 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. 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

### **Procedure of Cooperative Integrated Reading and Composition (CIRC)**

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 trined to enhance their ability in writing narrative text. Having compared the expert's ideas, the writers used the implementation which is stated by Slavin (2005). Steps that the writers used in teaching narrative text were as follows:

Students are assigned to two reading groups or reading level by their teacher. After groups have been divided, the next steps are:

#### *Partner reading*

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

#### *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.

#### *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.

### *Word meaning*

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

### *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.

## **METHOD**

In conducting this research, experimental design was applied in order to know the influence of using cooperative integrated reading and composition (CIRC) technique towards students' writing ability on narrative text. Donald Ary *et.al* (2010) define that Experimental design is the general plan in carrying out a study with an active independent variable. Further, quasi-experimental research design was used. According to Creswell (2012), quasi-experiments include assignment, but not random assignment of participants to groups.

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 writers used two classes of students that consists of one class as the experimental class and another class as the control class. In each meeting, students were taught the same material. For the first meeting, they were taught the Mugger Crocodile, the Origin of Lampung, and the Three Brothers,

## **Population and Sample**

According to Donald Ary *et.al* (2010) state that population is defined as all members of any well-defined class of people, events, or objects. 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.

Fraenkel Jack R and Norman E Wallen (2012) states that a sample in a research study is the group in which information is obtained. It means that sample is a part of individual members which is chosen to represent of the whole population. The writers selected two classes, one class was the control class that consists of 28 students and another class was the experimental class that consists of 30 students. So the total number of the sample was 58 students. The students in control class got treatment with the free writing technique and the student in the experimental class got treatment with CIRC technique.

## **Instruments**

In collecting the data, pretest and posttest were deployed. Pretest was conducted to see students' initial writing ability prior to the treatment and posttest was conducted to see students' writing ability after the treatment. The instrument in pretest and posttest was in the form of writing test in which students were asked to retell a narrative text based on the given topics.

### Data Analysis

To analyze the data, parametric statistics, independent sample t-test, was employed. However, before using that test, the data must have been in normal distribution and the variances of both data were homogenous.

## FINDINGS

### Result of Pre-test in Experimental Class

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

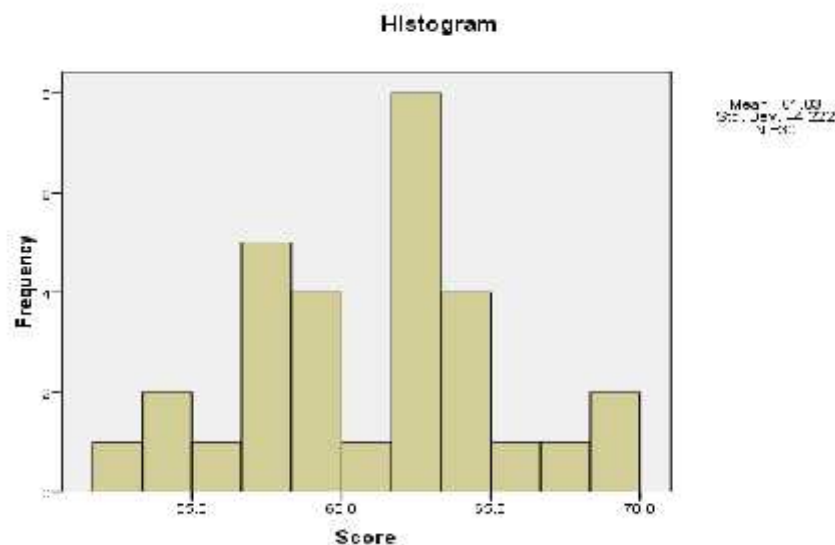


Figure 1. Graphs of the Pre Test Result in Experimental Class

Based on the Figure 1, it showed that the mean of pre-test in experimental class was 61.03, standard deviation was 4.22, N was 30, median was 62.00, variance was 17.83, minimum score was 52.5, and maximum score was 69.0. It showed students' writing ability before they got the treatments

### Result of Pre-test in Control Class

The writers conducted pre-test in order to know students' ability before the treatment. The pre-test administered on April 16<sup>th</sup>, 2018. The scores of students' writing tested in pre-test in the control class could be seen in Figure 2.

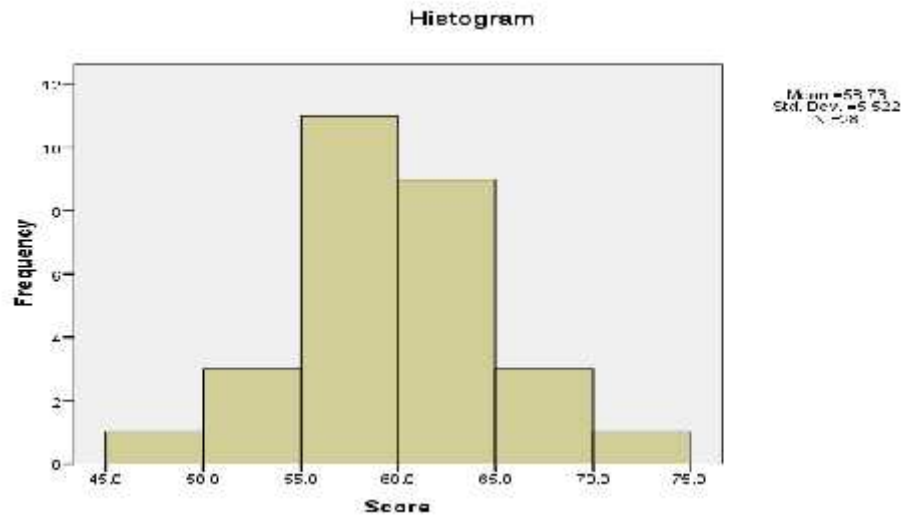


Figure 2. Graphs of the Pre Test Result in Control Class

Based on the Figure 2, the mean of pre-test in control class was 58.73, standard deviation was 5.52, N was 28, median was 58.00, variance was 30.49, minimum score was 47.0, and maximum was 70.0. It showed students' writing ability before they got the treatments.

**Result of Post-test in Experimental Class**

The writers also gave post-test in experimental class to know students' ability after the treatment. It was administered on April 27<sup>th</sup>, 2018. The score of post-test in the experimental class are presented in Figure 3.

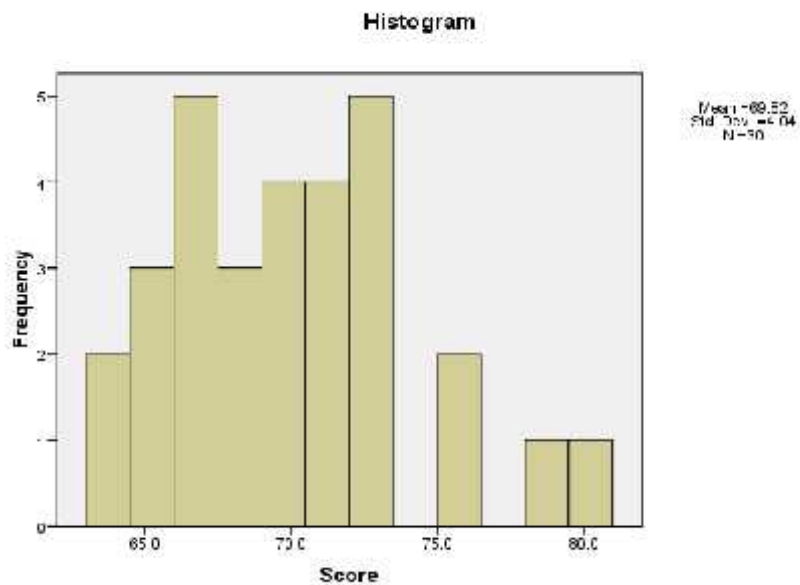




Figure 3. Graphs of the Post Test Result in Experimental Class

Based on the Figure 3, the mean of post-test in experimental class was 69.82, standard 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

### Result of Post-test in Control Class

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

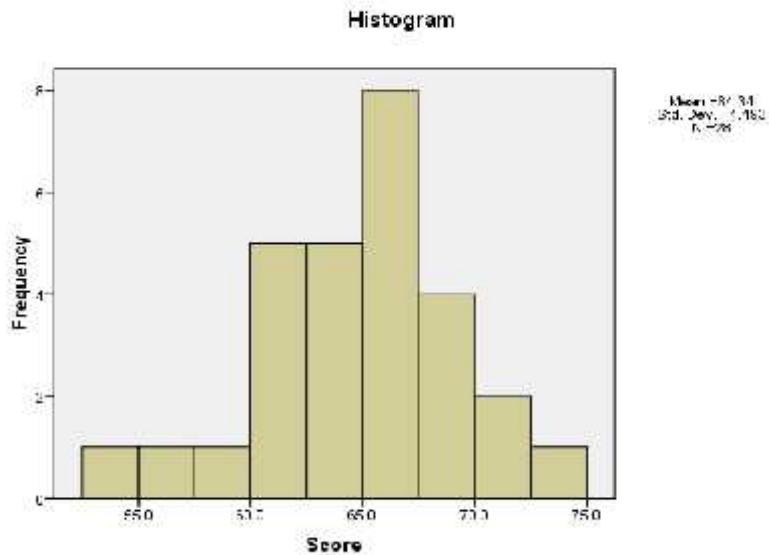


Figure 4. Graphs of Post Test Result in Control Class

Based on the Figure 4, the mean of post-test in control class was 64.34, standard deviation was 4.49, N was 28, median was 65.00, variance was 20.19, minimum score was 53.0, and maximum was 73.0. It showed students' writing ability after they got the treatments.

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. The increase of the pre-test to post-test in the experimental class and control class can be seen on Table.1

Table. 1 The Increase Mean of the Pre-test to Post-test

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

### Fulfillment of the Assumptions

To analyze the data using independent sample t-test, the writers had to make sure that the data fulfill the assumptions for using parametric statistics. The following were the result of analysis for normality test and homogeneity test.

### 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 writers 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  $Sig(p_{value}) = 0.05$

$H_a$  is accepted if  $Sig(p_{value}) < 0.05$

Table. 2 The Result of Normality Test

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

a. Lilliefors Significance Correction

Based on Table 8, it can be seen that  $p_{value}$  (Sig) for experimental class was 0.695 for Shapiro Wilk.  $p_{value}$  (Sig) for control class was 0.496 for Shapiro Wilk. Because  $p_{value}$  (Sig) of experimental class  $> 0.05$  it means  $H_0$  is accepted and  $p_{value}$  (Sig) for control class  $> 0.05$  it means  $H_a$  is accepted. The conclusion was that the data in the experimental class and for the control class had normal distribution.

### Result of Homogeneity Test

After the writers got the conclusion of normality test, the writers did 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 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  $Sig = 0.05$

$H_a$  is accepted if  $Sig < 0.05$

Table. 3 The Result of Homogeneity Test

Score	Based on Mean	Levene Statistic	df1	df2	Sig.
		.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  $Sig (p_{value}) = 0.47 > = 0.05$ . It demonstrated that  $H_0$  is accepted because  $Sig (p_{value}) > = 0.05$ . It means that the variance of the data was homogenous.

### Result of Hypothetical Test

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

Table 4. 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  $Sig (p_{value}) = 0.000 < = 0.05$ . 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.

## 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 writers 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 writers 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 writers 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.

## CONCLUSION

After conducting the research and analyzing the data, the writers draw 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.

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