



The effect of teaching methods on student's achievement in writing recount text at SMP Negeri 4 Tanjung Balai

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ABSTRACT

This study was focused on the investigation of the effect of using teaching methods on students' Achievement in Writing Recount text. This study discovered the effect of using cooperative Integrated Reading and composition (CIRC) method on Student' Writing Achievement. It was conducted by using students of SMP Negeri 4 Tanjungbalai divided into two groups, namely experimental and control group. The experimental group was taught by using CIRC method, while the control group was taught by using lecture method. The instrument of collecting data was writing recount test. The data were analyzed by using t-test formula. It was also obtained that tobserved is higher ttable ($2.603 > 1.673$) at the level of significance ($\alpha = 0,05$) and degree of freedom ($df = 58$). It means that null hypothesis was successfully rejected and alternative hypothesis was accepted. The result of this study showed that teaching writing by using CIRC method was higher than by using lecturing method. It method is appropriate to be applied for writing.

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INTRODUCTION

Learning English has four integrated skills namely listening, speaking, reading, and writing (Cheong et al., 2018; Sari et al., 2019; Yu et al., 2019). They must be taught and applied in teaching-learning process. They are also divided into two groups; receptive skills and productive skills (Irma, 2021; Mehmood & Dilawar, 2019; Sreena & Ilankumaran, 2018). Receptive skills consist of listening of speaking and reading (Atmowardoyo & Sakkir, 2021; Sabina, 2018). Meanwhile, productive skills consist of speaking and writing (Menggo et al., 2019; Motallebzadeh et al., 2018). These skills have different meaning but have the same purpose, which is increasing the creativity of language. All the skills are taught by the teacher to the student. They are needed by the students as the good skill in improving their knowledge in English.

Writing as one of the four skills that should be mastered by students has always formed part of the four skills syllabus in the teaching of English (Ali, 2022; Ampa & Quraisy, 2018; Sa'adah, 2020). It is a way of conveying ideas, opinions and thoughts and expressing them as a series of words and writing them down in a piece of paper. it is one of the most difficult skills to be learned for students because they learn English as a foreign language. Writing specifically academic writing is not easy

because it takes study and practice to develop this skill (Handayani & Aminatun, 2020; Toba & Noor, 2019). For both native speakers and new learners of English, it is important to note that writing is a process, not a "product" (Huang & Jun Zhang, 2020). It means that writing is not only a process of linking words into sentences or paragraphs, but also it is a sequence or steps of ideas, organized thoughts and feeling in the form of words and combined into sentence into form of paragraphs in which every sentence is closely related one another. and writing integrates many aspects of language such as: vocabulary mastery, words-arrangement, grammar proficiency, and constructing text.

In Educational Unit Curriculum (KTSP or Kurikulum Tingkat Satuan Pembelajaran) the standard competence in the syllabus of the second year students of junior high school is written that students are expected to be able to write some genres in writing namely descriptive and recount.

Unfortunately, Indonesian students writing in English is still low (Hartono & Maharani, 2020; Toba & Noor, 2019). The students are not able to write English well, they don't use appropriate words and grammar in writing. Actually, many teachers and students always find the difficulties in improving writing skill. Teachers tend to ignore teaching writing in classroom and many students consider writing as a complex skill that is difficult to acquire and to be thought by teachers. Another reason why writing is difficult for students is students always face a problem in finding ideas to write and do not know what to do if they want to start their writing.

In diagnosing the learning situations, teachers are required to design the teaching techniques that will make the students easy to follow and understand to the lessons given (Csapó & Molnár, 2019; Wijaya et al., 2019). The most important thing to carry out in English teaching is that the teacher has to be able to use an appropriate approach, strategy and model of teaching.

The researcher deals with writing as her topic. The preliminary observation has been done at SMP Negeri 4 Tanjungbalai on January 27 tahun 2014 by asking the English teacher about the students' achievement in writing especially recount text.

The appropriate and comprehensive methods for teaching writing related to teaching methods is Cooperative Integrated Reading and Composition (CIRC). Cooperative Integrated Reading and Composition is comprehensive method for teaching reading, Writing and languages arts in the upper elementary grades (Rietdijk et al., 2018).

Novari, Ari Fajria (2022) states that there are thirteen types of genre; Recount text is one of them. According Novari, Ari Fajria; recount is to retell events for the purpose of informing or entertaining. According to Knapp and Watknis (2005:223) recount text is the simplest text types in genre. Recount is a type of writing text that is written to retell events (activities or experiences) in the past. Its purpose is either to inform or to entertain the audience. Efrizal, Dedi (2019) says that the purpose of literary or story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by the narrator about the events.

There are three types of a recount text, they are: Personal Recount : Personal recount is a text that retelling an activity that the writer/speaker has been personally involved. The followings are the language feature of personal recount : Use of the first person pronouns, such as, I and we, Personal responses to the events can be included at the end and Details are often chosen to add interest or humor. Factual Recount, Factual recount is a text that recording the particulars of an incident. The followings are the language feature of factual recount: Use of the third person pronouns, such as, he, she, it, and they, Details are usually selected to help the reader reconstruct the activity or incident accurately, Sometimes, the ending describes the outcome of the activity, Mention of personal feelings is probably not appropriate, Details of time, place and manner may read up precisely stated, Descriptive details may also be required to provide precise information, The passive voice may be used. Imaginative Recount. Imaginative recount is a text that talking an imaginary role and giving details of events. The followings are the language feature of imaginative: It usually written in the person, It may be appropriate to include personal reaction.

Generic structure is the way in which elements of a arranged to match its purpose. This structure can be observed by readers, and writers will use this knowledge on their purpose. Generic

structure of recount text are: Orientation: introducing the participants, place and time. Events: Describing series of event the happened in the past. Re-orientation: Stating personal comment of the researcher to the story. The function of re-orientation is to express personal attitude about the events in the story. Features of written text include the length and layout of the text, the differences of the text and the cohesive device. The followings are the language feature of recount text: Recounts text use of personal pronouns as the participants. I and we are used in personal, he, she, it, they are used in factual recount. Frequent use is made of words which link events in time, such as next, later, when, then, after, before, first, at the time, late on Friday. Recounts describe events, so plenty of plenty of use is made of verbs (action verb) and of adverbs (which describe or add more details to verbs), Recounts text use adjective to describe noun and adverb to indicate place and time. For example: beautiful eyes, naughty boy, last week. The most important is recount text using past tense like simple past or past continuous tense.

Teaching depends on the teacher and on the class characteristic. In order to make teaching language conforms to main objectives. By using methods of teaching, particular problems can be solved easily and can improve students' achievement in learning.

Richards (2002) claims that teaching method is a method of doing something expertly or need skills and it is an action happened in a classroom. Teaching method is a method of doing something that needs skill (Oxford Dictionary 199:1124). According to Richards & Rogers (1986) a method is an implementation which actually takes place in a classroom. In conclusion, teaching method is an application of teaching strategy in the classroom to accomplish the goal of teaching.

Yaman (1990) as quoted by Durukhan (2011) explains that Cooperative Integrated Reading and Composition, one of the learning method based on cooperation is designed to develop reading, writing, and other language skills in the upper grades of primary education. CIRC is a comprehensive approach to instruction in reading, composition, and spelling for upper grades of elementary level. In CIRC Reading, students are taught in reading groups and then return to mixed ability teams to work on a series of cooperative activities, including partner reading, making predictions, identifications of characters, settings, problems and problem solutions, summarization, vocabulary, spelling and reading comprehension exercises. (Gupta and Ahuja, 2014).

RESEARCH METHODOLOGY

One major focus of CIRC activities is on making more effective: students work within cooperative teams on these activities, which are coordinated with reading group investigation, in order to meet objectives, in such areas reading comprehension, vocabulary, decoding and spelling.

The Procedures of Cooperative Integrated Reading and Composition (CIRC)

1) Reading Groups

In this component, teacher divided the students into two three groups based on their ability in reading. Then, the teacher gives the instruction to read the paragraphs to the whole class. In using this component, teacher needs to ensure the students that it is on problem wherever they are. The most to ensure the students that it is no problem wherever they are. The most important is they do all totally.

2) Teams

Teacher divides students into several teams based on their different ability in reading. A team consist of two pairs students. For instance, that team composes of two students from high reading group and two from low reading group. Then, teams that meet an average criterion of 90 percent on all activities in a given week are designated super teams and receive attractive certificates, those meeting and average criterion of 80 percent are designated great teams and receive smaller certificate. So, it hopefully motivates students to do their best in that teaching and learning process.

3) Story - Related Activities

Stories are introduced and discussed in teacher-led groups that meet for approximately twenty minutes each day. In these groups, teacher sets a purpose of reading, introduce new vocabulary, and discuss the story after the students have read it.

- a) Partner Reading
Students read the story silently and then take turns reading the story aloud with partner. The listener corrects any errors the reader may make. The teacher assesses students' performance by circulating and listening as students read to each other.
- b) Story Grammar and Story-related reading
Students are given questions related to the story. Then, they are asked to stop their reading, and identify the characters, the problem, and the resolution. At the end, students respond to the story as a whole and write a few paragraphs.
- c) Word Out Loud
Students are given a list of new or difficult words used in the story; they must learn to read these words correctly in any order without hesitating or stumbling. Students practice these word lists with their partner or other teammates until they can read them smoothly.
- d) Word Meaning
Students are given a list of story words that are new in their speaking vocabularies and are asked to look them up in the dictionary; paraphrase the definition, and write a sentence for each showing the meaning of the word.
- e) Story Retell
After reading the story and discussing it in their reading groups, students summarize the main points of the story to their partner.

RESULTS AND DISCUSSIONS

This research was conducted in experimental design. It means that the research attempted to describe a causal relationship between an independent and a dependent variable. As Ary (2002:301) said that an experimental design is the general plan for carrying out a study with an active independent variable. In conducting the experimental research, this study dealt with two groups, received treatment by using lecture method, while the experimental group that using CIRC method. The pre-test and post-test were administered to both groups. The population of this study was the eighth grade students of SMP Negeri 4 Tanjungbalai which is located at Jl. Ir. H. Juanda. There were seven parallel classes. The total population was 279 students.

Since this study was conducted in experimental research, there were experimental group and control group in this research. The research was conducted in six meetings including the pre-test. In this study, the results were obtained by administering the pre-test and the post-test to both experimental and control group through writing test. The population of this study was the eighth grade students of SMP Negeri 4 Tanjungbalai. The experimental group was class VIII-1 and the control group was class VIII-6. There were 60 students involved in this study. The researcher gave Pre-Test to each class directly. In the next meeting, the treatment was given to the experimental class. The use of Cooperative Integrative Reading and Composition method did not give any effect in the learning process, but in the last meeting the effect of using CIRC method significantly affected and the students' scores increased significantly.

The results show that the highest and the lowest pre-test scores in the experimental class were 62 and 42, while in the post-test were 94 and 63. Meanwhile, the mean score from pre-test (51.97) and post-test (79.53). And the result of the control group shows that the lowest and the highest pre-test scores were 30 and 68, while in the post-test were 50 and 85. Meanwhile, there is an important mean score from pre-test (50.69) to post-test (68.93). The data was presented in table 4.1 and table 4.2 the mean scores of both groups were significantly different, namely 68.93 for control group and 79.53 for experimental group. It means that the students who had used the CIRC method got better results in writing recount text than those who had used the lecture method.

The Hypotheses testing should be done in order to find out whether the hypotheses is accepted or rejected. Null Hypotheses (Ho) had been successfully rejected because the value of t -table (1.673) with $\alpha = 0.05$ and $df = 58$. So the formulated hypothesis namely: "students achievement in writing recount text taught by using CIRC is higher than those taught by using lecture Method" is really true in this research.

Discussions

The findings of this research demonstrate that the use of the Cooperative Integrated Reading and Composition (CIRC) method significantly improved students' writing achievement compared to the lecture method. The experimental group, which received instruction using the CIRC method, achieved higher post-test scores (mean: 79.53) than the control group taught using the lecture method (mean: 68.93). This indicates that the interactive and integrative nature of the CIRC method effectively engaged students in the learning process, enhancing their understanding and ability to write recount texts. The improvement in scores from pre-test to post-test in the experimental group further supports the effectiveness of the CIRC method in fostering better writing skills. The data suggest that active participation and collaboration, key components of the CIRC approach, contribute to improved learning outcomes compared to traditional teaching methods. The hypothesis testing confirmed the statistical significance of these results. The calculated t -value (2.603) exceeded the critical value of the t -table (1.673) at $\alpha = 0.05$ and $df = 58$, leading to the rejection of the null hypothesis. This validates the hypothesis that students taught using the CIRC method achieve higher results than those taught using the lecture method. The findings align with the principles of active learning, emphasizing that methods promoting student interaction and engagement can enhance academic performance. These results underscore the importance of incorporating innovative teaching strategies like CIRC to improve writing skills, particularly in narrative genres such as recount texts. Future research could explore the long-term effects of CIRC and its applicability across other subjects or skill areas.

CONCLUSION

The Cooperative Integrated Reading and Composition (CIRC) method significantly enhances students' achievement in writing recount texts compared to the lecture method. The experimental group showed a notable improvement in their post-test scores (mean: 79.53) compared to the control group (mean: 68.93), highlighting the effectiveness of the CIRC method in fostering better writing skills. The hypothesis testing further confirmed these results, with the null hypothesis being rejected as the t -value (2.603) exceeded the critical t -table value (1.673) at $\alpha = 0.05$. These findings demonstrate that the interactive and collaborative nature of the CIRC method effectively supports student engagement and learning outcomes, making it a more effective teaching strategy for writing skills development than traditional lecture methods.

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