

## THE USE OF COOPERATIVE INTEGRATED READING AND COMPOSITION METHOD IN LEARNING TO WRITE PROCEDURAL TEXTS IN CLASS XI OF SMK PUI GEGESIK IN THE 2022/2023 ACADEMIC YEAR

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### Abstract

*This study aims to investigate the use of the Cooperative Integrated Reading and Composition (CIRC) method on the learning outcomes of procedural text writing among 11th-grade students in Multimedia 3 at SMK PUI Gegesik for the academic year 2022/2023. The hypothesis, in this case, H<sub>0</sub> is rejected, and H<sub>a</sub> is accepted. Therefore, it demonstrates the effectiveness of teaching procedural text writing using the CIRC method among the students at SMK PUI Gegesik for the academic year 2022/2023. The study employed an experimental approach with a pretest-posttest control group design. Data collection included tests and observations of both teachers and students during the procedural text writing lessons, which were utilized to determine the effectiveness and engagement of the CIRC method. Based on observational data, it was evident that students were more active and their procedural text writing skills improved compared to their previous performance when using the CIRC method. The analyzed test results showed that the average learning outcomes for the control group were 66.8, while for the experimental group using the CIRC method, it was 82.6. The t-value was 6.044, and the t-table value was 1.677. Consequently, the t-value (6.044) exceeded the t-table value (1.677), leading to the rejection of H<sub>0</sub> and acceptance of H<sub>a</sub>. This indicates the effectiveness of teaching procedural text writing to 11th-grade students in Multimedia 3 using the CIRC method at SMK PUI Gegesik for the academic year 2022/2023.*

**Keywords:** Cooperative Integrated Reading and Composition, Procedural Texts, Writing

### 1. INTRODUCTION

The 2013 curriculum places a strong emphasis on students' reading and writing competencies through text-based learning, without specifying a minimum number of books for students to read (Suwandi, 2022). Consequently, students are expected to read extensively in order to enrich their vocabulary, a prerequisite for effective writing. Reading and writing are inherently interconnected, and to excel in writing, students must be proficient readers. The primary objective of writing instruction is for students to articulate their ideas and thoughts in written form, representing interpretations of ideas, life experiences, knowledge, and imagination (Setyowati, Susanto, & Munir, 2022). In general, the aim of writing instruction is for students to be able to capture various forms of information, ideas, opinions, and personal experiences in written form.

The significance of writing instruction cannot be overstated, as it is an integral part of the learning process (Susilawati, Putri, & Syamsiyah, 2022). Proficient writing skills are essential for effective communication, including writing messages, reports, letters, advertisements, explanations, observational reports, procedural texts, and various other forms of written communication. Effective writing is crucial to ensure that the intended message is comprehensible and well-received. In the context of Secondary Education (SMA) and Vocational Schools (SMK), specifically in 11th-grade classes, one essential

writing skill for students to master is procedural text writing. Procedural text provides detailed and precise instructions on how to perform a task (Kosasih & Kurniawan, 2022), making it a valuable skill for accomplishing tasks effectively and correctly.

Based on an interview with Mr. Ade Irawan, an Indonesian language teacher at SMK PUI Gegesik, students face several challenges when writing procedural texts. These challenges include a lack of understanding of the structure and language conventions required for procedural text writing, limited vocabulary, a tendency to use regional languages, and a lack of creativity, resulting in monotonous and repetitive written work. The Cooperative Integrated Reading and Composition (CIRC) teaching method employs cooperative teams to help students develop their reading comprehension skills, which can be applied broadly (Christina & Kristin, 2016). CIRC is beneficial for enhancing students' reading comprehension and writing skills based on their readings.

Considering the issues outlined above, the researcher aims to explore the effectiveness of the Cooperative Integrated Reading and Composition method in teaching procedural text writing. The identified problems include a limited vocabulary, difficulties in understanding language conventions for procedural text writing, regional language use, and a lack of creativity in written work. To narrow the focus, this study specifically addresses the method's effectiveness in facilitating procedural text writing instruction for 11th-grade students in Multimedia 3 at SMK PUI Gegesik during the 2022/2023 academic year.

## 2. LITERATURE REVIEW

In a study conducted by Apriani & Arief (2019), titled "The Influence of the CIRC Learning Model on the Writing Skills of Fable Texts in Seventh Grade Students at SMP Negeri 8 Padang," it was found that the application of the CIRC (Cooperative Integrated Reading and Composition) teaching model had a notable impact on students' motivation and engagement in the process of writing. The results indicated a substantial increase in student enthusiasm for writing fable texts following the implementation of the CIRC method. This heightened enthusiasm can be attributed to the collaborative nature of the CIRC approach, where students work in groups. These findings underscore the positive influence of the CIRC method on student motivation and active participation in the writing process.

In a study conducted by (Zulham, 2020) was demonstrated that the utilization of the CIRC cooperative learning model effectively improved students' skills in writing descriptive paragraphs. This study provided valuable insights into the positive impact of the CIRC model on enhancing various aspects of writing, with a specific focus on descriptive writing skills. The results emphasized the potential of cooperative learning methods, such as CIRC, in fostering significant improvements in students' writing abilities.

These aforementioned studies serve as valuable references and hold significant relevance to the current research endeavor. The primary objective of the present study is to investigate the application of the Cooperative Integrated Reading and Composition (CIRC) method in the context of teaching procedural text writing to 11th-grade students in Multimedia 3 at SMK PUI Gegesik. In the evolving landscape of educational research, understanding the potential influence of innovative teaching methodologies like CIRC on students' writing skills is of paramount importance. It is worth noting that the key

distinction between prior research and the current study lies in the specific focus on the CIRC method's implementation for teaching procedural text writing to 11th-grade students at SMK PUI Gegesik during the academic year 2022/2023. This research is poised to contribute meaningfully to the educational discourse by shedding light on the effects of the CIRC method in the domain of procedural text composition, which is a critical aspect of effective communication and writing skills development.

### **3. RESEARCH METHOD**

This research employs an experimental research method. Experimental research is a quantitative method utilized to investigate the impact of an independent variable (treatment) on a dependent variable, typically resulting in controlled conditions (D. Sugiyono, 2018). Therefore, the research method applied herein is quantitative, with the aim of assessing the effectiveness and activities associated with the use of the Cooperative Integrated Reading and Composition method in teaching procedural text writing to 11th-grade Multimedia 3 students at SMK PUI Gegesik. To investigate this, a quasi-experimental design known as nonequivalent control group design is used, allowing for the comparison of an experimental group with a control group.

The quasi-experimental design was chosen due to practical constraints in obtaining a random control group (Sugiyono Sugiyono, 2020). Within this design, an initial test (pretest) is administered to both groups to assess their baseline conditions. A favorable pretest outcome indicates no significant difference between the experimental and control groups, establishing the foundation for investigating the impact of the treatment. The sampling technique employed in this study is purposive sampling, characterized by non-random sample selection based on thoughtful consideration to achieve specific objectives.

The choice of the XI Multimedia 1 and XI Multimedia 3 classes is due to the recommendation of the 11th-grade Indonesian language teacher at SMK PUI Gegesik, Mr. Ade Irawan, who identified these two classes as exemplary. Therefore, these classes were deemed suitable for inclusion in the study. Thus, the researcher has employed purposive sampling, a deliberate sample selection method chosen for its thought-out rationale. XI Multimedia 3 represents the experimental class, while XI Multimedia 1 serves as the control group. For data collection in this research, observation and testing techniques have been employed to facilitate data gathering.

### **4. RESULTS AND DISCUSSION**

#### **4.1. Result**

Based on the research findings in the control class, it is evident that during the initial test, 25 students participated, achieving an average score of 60.4. In the experimental class, 25 students also took the test, yielding an average score of 53.8. In the final test, 25 students from the control class participated, with an average score of 66.8.

Meanwhile, in the experimental class, 25 students took the final test, resulting in an average score of 82.6. From this description, it can be inferred that the final test scores obtained by the students significantly differ. Consequently, it can be concluded that students in the control class and students in the experimental class exhibit distinct abilities after the intervention.

#### 4.1.1. Early Hypothesis Testing

##### A. Initial Normality Test

The normality test will be conducted on the following table.

**Table 1. Pretest Normality Test Result**

Code	Class	Shapiro-Wilk		
		Statistic	Df	Sig.
Pretest	Control	.943	25	.173
	Experiment	.959	25	.388

The Shapiro-Wilk test for normality was conducted, as the sample size is 25, which is less than 50. The significance values for the normality test are 0.173 for the control group and 0.388 for the experimental group. These values are both greater than 0.05, indicating that the data in this research follows a normal distribution.

##### B. Initial Homogeneity

The homogeneity test will be presented in the table below.

**Table 2. Pretest Homogeneity Test Result**

Pretest	Based on Mean	Levene Statistic	df1	df2	Sig.
		2.314	1	48	.135

The homogeneity test resulted in a significance value of 0.135, which is greater than 0.05. This indicates that the data in this research is homogeneously distributed.

##### C. Initial Independent Sample T-Test

The independent t-test has the following testing criteria:

- If the probability value (sig, 2-tailed) is  $< 0.05$ , there is a significant difference between the test results of the experimental group and the control group.
- If the probability value (sig, 2-tailed) is  $> 0.05$ , there is no significant difference between the test results of the experimental group and the control group.

The independent t-test results will be presented in Table 3.

**Table 3. Independent Sample T-Test for Pretest**

t-test for Equality of Means									
Pretest		f	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
		2.314	.135	2.407	48	.020	6.60000	2.74165	Lower Upper
	Equal variances assumed								1.08754 12.11246
	Equal variances not assumed			2.407	43.880	.020	6.60000	2.74165	1.07413 12.12587

Based on the table above, the following can be deduced. By setting the significance level  $\alpha=5\%$ , the initial test yielded a probability value (sig, 2-tailed) of 0.020. Since  $0.020 > 0.05$ , this indicates that there is no significant difference in the average scores of the pretest between the experimental and control groups. The degrees of freedom (df) are calculated as  $df = n_1 + n_2 - 2 = 25 + 25 - 2 = 48$ , and the probability value (sig.) is 0.05.

#### 4.1.2. Final Hypothesis Testing

##### A. Final Normality Test

The normality test will be conducted on the following table.

**Table 4. Posttest Normality Test**

Code	Class	Shapiro-Wilk		
		Statistic	Df	Sig.
Pretest	Control	.967	25	.569
	Experiment	.937	25	.123

The Shapiro-Wilk test was used to assess the normality of the data, as the sample size is less than 50. The significance values for the normality test are  $0.569 > 0.05$  for the control group and  $0.123 > 0.05$  for the experimental group, indicating that the data in this study follows a normal distribution.

##### B. Final Homogeneity

The homogeneity test will be explained in the table below.

**Table 5. Posttest Homogeneity Test**

Posttest	Based on Mean	Levene Statistic	df1	df2	Sig.
		1.736	1	48	.194

The significance value for the homogeneity test of the posttest data for the experimental and control groups is  $0.194 > 0.05$ , indicating that the data in this study is homogeneously distributed.

##### C. Final Independent Sample Test

**Table 6. Independent t-test for Posttest Data**

t-test for Equality of Means										
Posttest		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
	Equal variances assumed	1.736	.194	6.044	48	.000	15.80000	2.61406	21.05593	10.54407
	Equal variances not assumed			6.044	44.282	.000	15.80000	2.61406	21.06735	10.53265

Based on the information provided in the table above, it can be deduced that the hypothesis ( $H_a$ ) has been accepted. The hypothesis was tested by comparing the  $t$ -value ( $t$ -test) with the critical  $t$ -value from the table. The table of coefficients yields a  $t$ -value of 6.044. In contrast, the critical  $t$ -value at a significance level of 0.000 is determined to be 1.677. The comparison between these two values shows that the  $t$ -value (6.044) is greater than the critical  $t$ -value (1.677), indicating that, in this test,  $H_a$  is accepted, and  $H_o$  is rejected. This signifies that there is a positive and statistically significant relationship between the implementation of the Cooperative Integrated Reading and Composition method in teaching procedural text writing, demonstrating its effectiveness.

#### 4.2. Learning Activities

The implementation of procedural text writing in this study follows the 2013 curriculum and the Lesson Plan (RPP) prepared in advance. The RPP developed for the experimental and control groups differs in terms of the instructional methods or learning steps employed. Despite the differences in teaching methods, the learning objectives remain the same, which is for the students to be able to compose procedural texts while adhering to the dominant language structure and rules. Prior to the implementation of the procedural text writing lessons using the Cooperative Integrated Reading and Composition (CIRC) method, students were given a pretest. This pretest was administered to assess and measure the students' abilities in writing procedural texts before participating in the CIRC learning process.

At the outset of the learning activities, the teacher initiates the lesson with a greeting and a prayer, checks student attendance as a display of discipline, and prepares a conducive learning environment to ensure that students are ready for effective learning. The teacher then conveys the learning objectives, goals, and benefits, enabling the students to understand the objectives and achievements that must be attained during the learning process. This, in turn, fosters student motivation and enthusiasm for achieving these learning goals. The teacher begins with an apperception by asking simple questions about the structure and language rules in procedural texts, allowing the teacher to gauge the students' prior knowledge of procedural text.

The learning process proceeds with the formation of study groups comprising 4-5 students, taking into account academic heterogeneity. The teacher explains the mechanisms or steps that must be followed during the learning process. The students attentively listen to these steps. The teacher then distributes worksheets containing sample procedural texts, course materials, and clippings outlining the essential structural and language rules for procedural texts. During this phase, students read, comprehend, and discuss among group members the components and content of structural and language rules present in the provided sample procedural texts. Students generate ideas and gain an understanding of the components of the structural and language rules within the example procedural texts. The teacher assigns students the task of writing procedural texts, with attention to the structural and language rules provided in the worksheets. Students present their written work to their peers, followed by a question-and-answer session and responses. This is done to enhance the students' knowledge and findings. After presenting their findings, the teacher and students make conclusions or reinforce the structural and language rules in writing procedural texts. In the closing phase, after



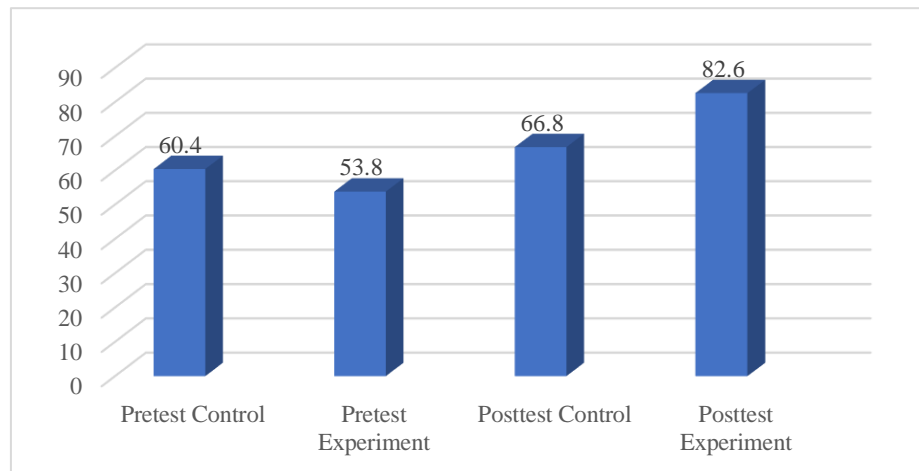
the students have completed their procedural text writing, the teacher evaluates the learning process by assessing the work completed by the students.

Based on the description of the learning process above, it is evident that the Cooperative Integrated Reading and Composition (CIRC) method has its advantages. By employing the CIRC method, students collaborate in reading and discussing, contributing to the generation of ideas for writing procedural texts, assisting weaker students in understanding the tasks, enhancing the students' comprehension of the course material, promoting active participation, maintaining an engaging learning atmosphere, and facilitating interaction and exchanging of opinions among group members, thereby expediting the students' understanding of the presented material. Thus, the CIRC teaching method enhances the learning experience for students, making it enjoyable and meaningful.

Despite its advantages, the Cooperative Integrated Reading and Composition (CIRC) method also has its shortcomings. Learning with the CIRC method is time-consuming. The preparation required by the teacher before the learning process can be quite complex. Managing and organizing students can be challenging. In contrast, the learning process in the control group is conducted using the discovery learning method (Zahar & Zarina, 2019). In the control group, a pretest is administered to assess the students' initial abilities in writing procedural texts before implementing the discovery learning method. At the beginning of the learning activities, the teacher initiates the lesson with a greeting and prayer, checks student attendance as a display of discipline, and creates a conducive learning environment to ensure that students are prepared to receive the lesson. The teacher conveys the learning objectives, goals, and benefits of writing procedural texts. This is done to help students understand the purpose and benefits of the learning process and to motivate and inspire them. The teacher then conducts an apperception by asking questions to gauge the students' prior knowledge of procedural texts.

Subsequently, the teacher pairs up the students. The teacher explains the learning process or the steps to be followed. The teacher instructs the students to access the Learning Management System (LMS) of SMK PUI Gegesik, where the teacher has provided sample procedural texts and an outline of the structural and language components of procedural texts. Students work together with their partners to identify and understand the structural and language components of procedural texts. Then, the students gather information from the internet. The teacher provides worksheets to the students for writing procedural texts, taking into account the structural and language rules. The students discuss and present their written work. During this phase, a question-and-answer session and responses are conducted. After the students have finished presenting their written work, the teacher evaluates the learning process by making collective conclusions, showing appreciation, and assessing the students' written work. In the control group, students learn or discuss in pairs, unlike the experimental group, which forms study groups consisting of 4-5 students, prioritizing academic heterogeneity.

Based on the data analysis presented above, the author will now elucidate the research findings on the effectiveness of the CIRC method in teaching procedural text writing in the XI Multimedia 3 class at SMK PUI Gegesik for the academic year 2022/2023.



**Figure 1. Average Scores of Procedural Text Writing Test Results**

Based on the chart above, it can be observed that the average score in the pretest for the control group was 60.4, while the average score in the pretest for the experimental group was 53.8. After the pretest, the author administered the treatment to the experimental group using the Cooperative Integrated Reading and Composition (CIRC) teaching method, while the control group did not receive the CIRC treatment. Following the treatment, a posttest was conducted (Niliawati, Hermawan, & Riyadi, 2018). In the posttest, the control group obtained an average score of 66.8, while the experimental group achieved an average score of 82.6. There is a significant difference in the scores between the control and experimental groups. Therefore, it can be concluded that teaching procedural text writing using the CIRC method for 11th-grade Multimedia 3 students at SMK PUI Gegesik for the academic year 2022/2023 has proven to be effective.

The learning process in the experimental group was deemed effective. This is because a different teaching method was used, namely the CIRC teaching method. In the learning process, students became more active, and group collaboration was fostered, making the learning activities more engaging. In this activity, students were not merely reading; they actively cooperated in comprehending and identifying the structural and language components in the sample procedural texts provided by the teacher. The CIRC teaching method allowed students to understand the learning material over an extended period, owing to the reading and comprehension activities.

This aligns with what was mentioned in the previous chapter that the CIRC method has its advantages. By employing the CIRC teaching method, students collaborate in reading and discussing, assisting weaker students in understanding the tasks, enhancing student comprehension of the course material, promoting active participation, maintaining an engaging learning atmosphere, and facilitating interaction and exchanging of opinions among group members, thereby expediting the students' understanding of the presented material. Thus, the CIRC teaching method enhances the learning experience for students, making it enjoyable and meaningful. Despite its advantages, the CIRC teaching method also has its shortcomings. Learning with the CIRC method is time-consuming. Additionally, the preparation required by the teacher before the learning process can be quite complex.

As for the students' activities in the control group, their learning using the discovery learning method appeared to be less effective. In the learning activities where students



should be actively engaged, it turns out that the students in the control group were less active in the procedural text writing process. During the presentation activities, only one student was actively engaged. Additionally, when writing procedural texts, they seemed to run out of words to describe the steps, and there was a lack of discussion or exchange of ideas when their learning partners encountered difficulties in finding the right words for writing procedural texts. They tended to work individually without mutual assistance, resulting in a lack of collaboration, and the learning activities appeared to be less active.

## **5. CONCLUSION**

In the context of this study, it can be concluded that the Cooperative Integrated Reading and Composition (CIRC) method has proven to be highly effective in enhancing the procedural text writing skills of 11th-grade Multimedia 3 students at SMK PUI Gegesik for the Academic Year 2022/2023. Significant improvements are evident in various assessment aspects, including the ability to determine the effectiveness of procedural text writing, text structure, language usage, step descriptions, word choice, spelling, and content suitability. These improvements are a direct result of the application of the CIRC method in the experimental class. Furthermore, statistical analysis using an independent samples t-test demonstrates a significant difference between the experimental and control classes. Thus, different teaching methods yield different outcomes, and the use of the CIRC method has proven effective in enhancing students' learning results.

Based on these findings, it is recommended to consider the adoption of the Cooperative Integrated Reading and Composition (CIRC) method as an effective pedagogical approach for teaching procedural text writing. Teachers can harness the features of the CIRC method that promote active student participation and collaboration during the learning process. However, it should be noted that careful preparation is required before implementing this method. Additionally, further research is needed to confirm these results in different educational contexts and with a larger sample size.

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