

**“COOPERATIVE INTEGRATED READING AND
COMPOSITION (CIRC) AND TEAM PAIR SOLO (TPS)
TECHNIQUES FOR HIGH AND LOW STUDENTS’
CREATIVITY IN WRITING NARRATIVE TEXT”**

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ABSTRACT

This study was investigated the effectiveness of cooperative learning namely, CIRC and TPS Techniques for High and Low Students’ Creativity in Writing Narrative Text. The objects of this study were conducted at the tenth graders the samples of the research were from two classes, each class consisting of 24 students. Each class was divided into two groups based on their level of creativity (high and low). The data were analyzed by using factorial design 2x2 of ANOVA test. The result of the study showed that: (1) CIRC technique is significance for high students’ creativity in learning teaching writing, (2) TPS is significance for high students’ creativity in teaching writing, (3) CIRC technique is significance for low students’ creativity in teaching writing, (4) TPS is significance for low students’ creativity in teaching writing, (5) there is an interaction among teaching techniques, students’ creativity and writing

Keywords: CIRC Technique, TPS Technique, Writing, Students’ Creativity

INTRODUCTION

Mastering English means acquiring such four basic skills of language, one of which is writing. Murcia (2000:161) states that writing skill is often perceived as the most difficult skill since it requires a higher level of productive language control than other skills. It is no wonder that EFL students think that writing is a difficult skill to be mastered because it requires many aspects of language in its production such as organization, content, language use, mechanic and vocabulary. Moreover, writing is a complex process and commonly difficult for most people.

Cooperative learning technique has been researched and used in a wide variety of subjects. Writing in the senior high school curriculum had been conspicuously lacking in this research. This research describes the rationale, development, and evaluation of Cooperative Integrated Reading and Composition (CIRC), a comprehensive program for teaching reading, writing, and language art. Although CIRC has clearly supported more than one skill in learning English, then the writer used this technique in teaching writing skill to know the students' ability in writing.

Another cooperative technique that can be used to respond students writing is Team Pair Solo (PTS) technique. This technique is usually use by the teacher in responding students writing. Kagan (1992:72) stated that this technique allows the students to work on problems first as a team, then a partner, and later they work easily solve the problems by themselves. Therefore, this technique used the writer to compare CIRC technique

Another factor that also determines the success of teaching writing is the students' creativity. Creativity is the activity to convey something new. In other words, creativity involves thinking that is aimed at producing ideas or products that are relatively novel and that are, in some respect, compelling (Kaufman and Sternberg, 2006:2). Its mean that creativity has a very influential factor to yield a good writing is verbal creativity. It is an ability to think creatively and to measure one's fluency, flexibility, and originality of a verbal form, which deals with words and sentence.

In line with the background of the study above, this study will attempt to address the following questions. (1) How significant is the effect of Cooperative Integrated Reading and Composition (CIRC) for high students' creativity in teaching writing? (2) How significant is the effect of Team Pair Solo (TPS) for high students' creativity in teaching writing? (3) How significant is the effect of Cooperative Integrated Reading and Composition (CIRC) for low students' creativity in teaching writing? (4) How significant is the effect of Team Pair Solo (TPS) for low students' creativity in teaching writing? (5) How significant is the interaction among teaching technique, students' creativity and writing narrative text.

REVIEW OF RELATED LITERATURE

Nature of Writing

There are several definitions of writing that explained by several experts. Nunan (1999: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph According to Brown (2001:334) Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. Simplify, writing is process of communication, which uses a conventional graphic system to convey a message to a reader that should be learnt.

Components of Writing

To assess and evaluate students writing, there are many scoring rubrics that proposed by many experts one of the most widely used analytical scales for ESL writing is the composition profile in Testing ESL Writing (Jacobs in Reid). According to Smith in Reid (1993: 246) there are some criteria for good writing namely: (1) content, (2) organization (3) style (4) correctness. In line with Jacobs scoring rubric, Harris (1995:68-69) said there are five general components in writing, such as content, organization, vocabulary, grammar, and mechanic.

Narrative Writing

Rachamad (2009: 52) said that narrative is a text which contents about a story like a story of citizen (folktale), the story of animals (fable), legend (legend), etc.” It’s mean that a narrative text is a spoken or written text to communicate a message, which is used to interpret its meaning in the story. 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.

Cooperative Learning Technique

According to Wendy (2007:120), there are five key steps to implement cooperative learning. Step 1 Class cohesion, the activities are include understanding class friendships, getting to know you activities, class-building activities, learning how to be a friend, class meetings. The step 2 Team-building includes, getting to know each other, beginning to work, working together, reflecting and reviewing. The step 3 being able to resolve conflict, the activities are, procedures for conflict resolution, understanding body language, peace path. The next, step 4 teaching the skills, includes: teamwork skills builder exercises, levels of cooperative learning skills (four-stage rocket), stages in teaching the skills. And the last, step 5 Incorporating cooperative learning into lessons, the activities includes: partner work, choosing appropriate lessons, lesson planning, selecting cooperative learning structures, assessing cooperative group work.

Cooperative Integrated Reading and Composition (CIRC) Technique

Slavin (1995:105) mentions four principles of CIRC Involving effective use of follow-up activities, oral reading, reading comprehension activities, and writing processes. In order to achieve the goals of CIRC activities, the teacher should follow the principal elements of CIRC. Slavin (1995:315) mentions three principal elements of CIRC: basal-related activities, direct instruction in reading comprehension, and integrated language arts and writing. In all of these activities, students work in heterogeneous learning teams. All activities follow regular cycle

that involves teacher presentation, team practice, independent practice, peer assessment, and testing.

Team Pair Solo (TPS) Technique

This technique is organized into three steps: team, pair, and solo. The procedures of this technique during teaching and learning process are students from a group with four members, they are simultaneously discuss and learn in group what they will do about the posted task. In pairs, students discuss the posed topic in detail. Last, they work the task individually with some prior knowledge from the previous step (Jacob, Lee, and Ball, 1997:23)

Here is the step-by-step procedure in Team Pair Solo (1) Students work as a team to solve a problem or accomplish a task, (2) Next, the teams break into pairs and students work on either the same problem, or a related one, (3) Finally, the pairs break up and the students work individually to complete the same or a related task.

Genre Based Approach to Teach Writing

There are some models of teaching writing suggested in GBA with some stages to be followed by the teacher. In this present study, the teacher used four stages in GBA as suggested by Derewianka (1990: 6-9), Callaghan and Rothery (1993: 39) and Hyland (2003: 21) Below the four steps which will be applied in this present study: (1) Building Knowledge of the Field (BKoF) or preparation, (2) Modeling of Text (MoT), (3) Joint Construction of Text (JCoT), (4) Independent Construction of Text (ICoT).

Creativity

There are some definitions of creativity. Kaufman and Sternberg (2006:2) state that creativity involves thinking that is aimed at producing ideas or product that are relatively novel and that are, in some respect, compelling. Moreover, creativity is a means by which a person obtains a new perspective and as a result brings something new to consciousness (Rockler, 1988:6) From the definitions above, it can be concluded that creativity is the people's thinking process and ability to create and generate new ideas, products, services, actions and processes

that are useful. Briefly, it can be concluded that creativity has two main characteristics (new and useful).

Test of Creativity

Based on Munandar (2009:68-69), verbal creativity test are: (1) word initials, in this test, a subject should think as any words starting with certain letters.; (2) word creation, when doing this test, a subject is required to arrange as many words from given word; (3) sentence formulation from three letters, for this test, a subject has to arrange as many sentence as possible from three given letters; (4) similar characteristics, this test is to find out as many things from two similar characteristics given; (5) extraordinary uses of words, this test is to think of as many devices that have unusual or unique uses, and (6) consequences of effects, in this test, a subject needs to think as many consequences as possible from a given condition.

METHOD

In this study, this experimental research is aimed at observing whether there is an interaction between teaching technique and writing skill viewed from students' creativity. The technique used in this experimental research is by comparing the experimental group I using Cooperative integrated reading and composition (CIRC) technique to experimental group II using Team pair solo (TPS) technique as a teaching technique to teach writing. Each group will be divided in to two different level of creativity (high and low). This research involves three kinds of variables namely independent variables (teaching techniques), dependent variable (writing skill), and moderator variable (students' creativity). The research design used for the research is factorial design 2 x 2 by technique of multifactor analysis of variance (ANOVA)

Objects of the study

In this research, the target population of this study is all of the tenth graders of Senior High School Muhammadiyah Tegal in the academic year 2013/2014. The total numbers of the population are 71 students divided into 3 classes. The two classes are X2 and X3 which have 24 students in each class. Two classes above are divided into two group class of X2 was as experimental group I

and X3 as experimental group II. The writer applies cluster random sampling and does not use random assignment. So, this research is categorized as a quasi-experimental research.

Procedure of the Study

The research procedures are draw below:

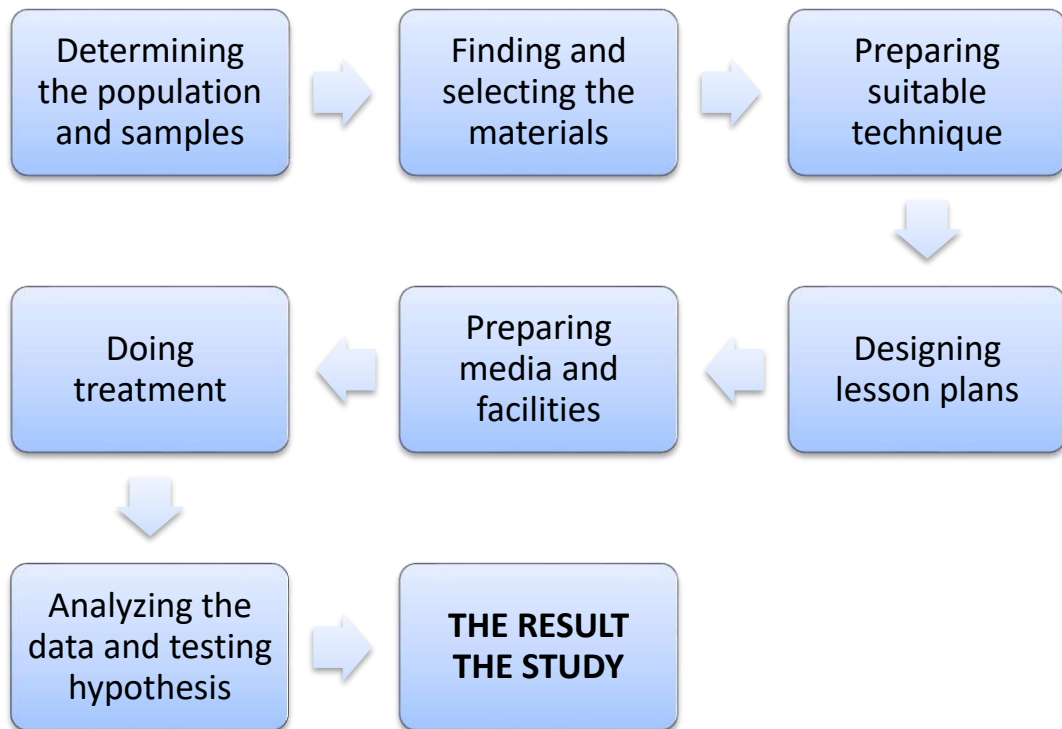


Figure 1: Research Procedures

Technique of Collecting the Data

The technique of collecting data in this research used test. Test was used to collect data of students' writing skill and students' creativity level. The writer evaluated the writing test through some aspects, such as: content, organization, vocabulary, language use (grammar), and mechanics. In order to know the level of students' creativity, the students are given creativity test consisting of six kind including: (1) Word initials, (2) Word creation, (3) Sentence formulation from three letters, (4) Similar characteristics, (5) Extraordinary uses of words, (6) Consequences of effects.

FINDINGS AND DISCUSSIONS

The techniques to analyze the data of this study are descriptive (mean, mode, median, and standard deviation), inferential analysis (Normality and homogeneity test) and analysis of variance. For the further data description, the data for each group are described as follows:

Table 1: Descriptive Analysis (Mean, mode, median and standard deviation)

Inferential analysis used in this research related to the design of the research is multifactor analysis of variance (ANOVA). ANOVA test was used to find out whether the difference between them is significant or not.

Table 2: the Result of Normality Test

		One-Sample Kolmogorov-Smirnov Test			
		A1B1	A1B2	A2B1	A2B2
N		8	8	8	8
Normal Parameters ^{a,b}	Mean	93.5000	68.8750	93.7500	66.5000
	Std. Deviation	2.56348	4.42194	2.65922	1.51186
Most Extreme Differences	Absolute	.173	.275	.181	.214
	Positive	.164	.275	.111	.214
	Negative	-.173	-.190	-.181	-.161
Kolmogorov-Smirnov Z		.488	.777	.512	.607
Asymp. Sig. (2-tailed)		.971	.583	.956	.856

a. Test distribution is Normal.

b. Calculated from data.

Table 4.2 show the data on SPSS out put, we can see that all Asymp. Sig. (2-tailed) from all groups are greater then 0.05 (0.971, 0.53, 0.956, 0.856), so it is concluded thst all the data was normally distributed or indicate that Ho is accepted.

**Table 3: the Result of Homogeneity Test
Levene's Test of Equality of Error Variance^s**

Dependent Variable: Value

F	df1	df2	Sig.
.903	3	28	.452

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+SC+TT+SC * TT

From the result of the calculation, it can be seen that F value for Levene's test is 0.903 with Sig. (p) value of .452. Because the Sig. value is greater than our alpha of 0.05 ($p > 0.05$), the writer retains the null hypothesis (no difference) for assumption of homogeneity of variance and concludes that there is no significant difference between the two groups' variance. Then, it can be concluded that the data are homogenous.

Statistics

Here is the table for summarizing ANOVA factorial design 2x2 used SPSS programs as follows:

Table 4: The Summary of ANNOVA

Tests of Between-Subjects Effects

Dependent Variable: Value

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5404.844 ^a	3	1801.615	203.101	.000
Intercept	208173.781	1	208173.781	23468.006	.000
SC	5382.031	1	5382.031	606.731	.000
TT	75.031	1	75.031	8.458	.002
SC * TT	65.781	1	65.781	7.416	.017
Error	248.375	28	8.871		
Total	213945	32			
Corrected Total	5653.219	31			

a. R Squared = .956 (Adjusted R Squared = .951)

Table 5: the Summary of the mean

Creativity	CIRC (A₁)	TPS (A₂)	Average
High (B₁)	78.0	63.1	70.5
Low (B₂)	65.6	76.5	72.05
Average	71.8	69.8	

Based on the summary of multifactor analysis of variance, it can be concluded that:

The result from the independent variables influence simultaneously or together toward dependent variables. It was significant because the data above showed that corrected model was $0.000 < 0.05$. It means that the null hypothesis (H_0) is rejected. Then, it can be concluded that there is a significant difference between CIRC and TPS techniques in teaching writing toward students' writing ability. Because the mean score of students taught by using CIRC Technique (71.8) is higher than mean score of students taught by using TPS Technique (69.8), it can be concluded that CIRC Technique is more effective than TPS Technique to teach writing for the tenth grade students of Senior High School Muhammadiyah Tegal in the academic year of 2013/2014.

The result of the table 4.17 showed that Sum of Squares is 5382.031 4.77 and F value 606.731 at the level of significance α 0.05 is 0.00. It means that the null hypothesis (H_0) is rejected. Then, it can be concluded that there is a significant difference between the students who having high creativity and those having low creativity. Because the mean score of students having high creativity (70.5) is higher than mean score of students having low creativity (72.05), it can be concluded that the students having high level of creativity have better writing ability than those who have low creativity.

The result from the data ANOVA explains that Sum of Squares is 65.781 and F value 7.416 at the level of significance α 0.05 is 0.17. It means that the null hypothesis (H_0) is rejected. It can be concluded that there is an interaction between teaching technique, students' creativity, and writing narrative text ability.

DISCUSSION AND CONCLUSION

Form the analysis in the previous chapter, the researcher sums up the result of discussion as follows:

The first result based on the data analysis that Cooperative Integrated Reading and Composition (CIRC) technique is effective for high students' creativity in teaching writing. Its show from the result of ANOVA test, H_0 rejected and H_a accepted, it is mean that there is a significant difference between pre test and post test score or there is positive effect of CIRC for high students' creativity in teaching writing narrative text. It can be conclude there is a significance difference for students' high creativity in writing ability. It means that the students who have high creativity have better writing ability than students who have low creativity taught by CIRC technique.

The second conclusion shows that H_0 accepted and H_a is rejected, it mean there is no significant differences between pre test and post test or there is no effect of TPS technique for high students' creativity n teaching writing narrative text. So it is mean there is no significant difference statistically.

The next, Cooperative Integrated Reading and Composition (CIRC) technique is effective for low students' creativity in teaching writing. From the ANOVA test, show that H_0 rejected and H_a accepted, it is mean that there is a significant difference between pre test and post test score or there is positive effect of CIRC for high students' creativity in teaching writing narrative text.

The forth conclusion from the data analysis from ANOVA show that H_0 accepted and H_a is rejected, it mean there is no significant differences between pre test and post test or there is no effect of TPS technique for high students' creativity n teaching writing narrative text. So it is mean there is no significant difference statistically.

Then the fifth result, there is an interaction between teaching technique, students' creativity and writing. The interaction happened because CIRC Technique is more appropriate technique for students having high creativity, and TPS Technique is more appropriate for students having low creativity. Cooperative Integrated Reading and Composition (CIRC) Technique is more effective than Team Pair Solo (TPS) Technique. Students taught by using CIRC Technique have better Writing abilities than those taught by using TPS Technique for the tenth graders of Senior high school Muhammadiyah Tegal in the academic year of 2013/2014.

Based on the research findings, it can be concluded that CIRC Technique is effective to teach writing for the tenth graders of senior High School Muhammadiyah Tegal in the academic year of 2013/2014.

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