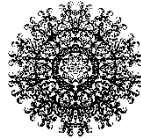# THE EFFECTIVENESS OF USING COOPERATION READING AND COMPOSITION (CIRC) TOWARDS WRITING ACHIEVEMENT ACROSS STUDENTS' SELF-EFFICACY AT SMAN 16 PEKANBARU

[1]Wanda Azizah, [2]Melyann Melani, [3]Yulianti Utami
State Islamic Institute of Bukittinggi
[1]wandaazizah2110@gmail.com, [2]melyanmel@gmail.com, [3]yuutami@gmail.com

Abstrak

Penelitian ini membuktikan Efektivitas Penggunaan Cooperation Reading and Composition (CIRC) terhadap Prestasi Menulis di Seluruh Self-Efficacy Siswa. Peneliti melakukan penelitian ini di SMAN 16 Pekanbaru. Tujuan penelitian ini, peneliti ingin membuktikan, adakah pengaruh dari CIRC dalam membangkitkan Self-efficacy siswa dalam menulis. Yang dimana populasi untuk penelitian ini yaitu siswa kelas sebelas, dan untuk sample nya siswa kelas XI MIPA-1 nd XI IPS-2. Dan untuk teknik pengambilan sampelnya peneliti menggunakan metode purposive. Jenis penelitian yang peneliti gunakan yaitu quasi-experimental design. Untuk penelitian ini, peneliti akan mengukur Self-efficacy siswa dengan menggunakan metode CIRC dalam pembelajaran menulis. Dan untuk hasilnya menunjukkan bahwa tidak ada pengaruh metode ini dalam meningkatkan self-efficacy siswa dalam pembelajaran menulis.

Kata Kunci: Efikasi Diri, Menulis dan Bacaan Kerja Sama dan Komposisi (CIRC).

Abstract

This study proves the Effectiveness of Using Cooperation Reading and Composition (CIRC) on Writing Achievement in All Students' Self-Efficacy. Researchers conducted this research at SMAN 16 Pekanbaru. The purpose of this research, the researcher wants to prove, is there any influence from CIRC in arousing students' self-efficacy in writing. Which is the population for this study namely eleventh grade students, and for the sample the students in class XI MIPA-1 and XI IPS-2. And for the sampling technique the researcher used a purposive method. The type of research that researchers use is quasi-experimental design. For this study, researchers will measure students' self-efficacy using the CIRC method in learning to write. And the results show that there is no effect of this method in increasing students' self-efficacy in learning to write.

Keywords: Self-Efficacy, Writing and Cooperation Reading and Composition (CIRC).

INTRODUCTION

Teaching writing in Indonesia is still problematic. According to the current curriculum, the 2013 English Curriculum (K13), in high school students must be able to have the expertise to understand the core meaning of the many forms of text being taught and must also have the ability to compose very simple texts based on learning needs. However, by looking at the current field facts it is not supportive,

because learning to write in schools has received less attention. According to Supriyadi (2012), teachers think that learning is not very important because this is one of the techniques or skills that will appear in the exam. And on the other hand, students also consider writing important, because they can search for the text they want on existing websites. According to Arif (2015), students' lack of interest in writing can be caused by students having difficulty writing because they do not know how to write correctly and correctly. And this can also be caused by their lack of self-confidence because of the lack of vocabulary they master.

Writing skill is one of the skills that students must have besides skills in listening, speaking and reading. According to Coben and Reil (1989: 2), one form of communication is writing, writing is also a way to share information, observations, ideas with oneself and with others. Usually the results of this writing are shown to other people with a specific purpose. By writing, students can describe what feelings they felt at that time. Writing can also increase one's understanding by writing an idea on plain paper. According to Harsyaf (2010: 3), writing is an activity that transforms an idea into a beautiful language. That is, we only need to express the ideas that are in our minds and then express these ideas using appropriate and beautiful language. Because of that the importance of learning about how to write properly and correctly. In addition, writing also requires special skills in order to be able to write with existing rules properly. This writing activity can not only be learned by itself, but can also be accompanied by other skills, such as reading skills. Combining reading and writing is an effective activity in language learning (Almehi, 2014).

According to Brown (2001: 335), writing has several needs, both in the process of thinking, compiling, and revising, all of which require special skills that the speaker does not have. That is, in producing good texts, students must often practice to become proficient and skilled in this one skill. Because in carrying out the above activities we don't do it in one or two attempts to get perfect results for the writing we make. To improve students' writing skills, reading is one of the right solutions to overcome this problem. This result is reinforced by the stand of Brown (1987) which revealed that students can know the correct and quality text writing technique by reading many types of text, and by reading students can increase their ability to write many good texts and have creative ideas in writing.

Reading can be one of the pedagogical instruments that lead to success in writing, because through reading it allows students to build good schemes to see comparisons between texts read and written (Escribano, 1999). The method that can be implemented in writing activities is the Cooperative Reading and Composition (CIRC) method. The CIRC method combines reading and writing techniques, this is a comprehensive approach for elementary and high school students (Slavin, Madden, Farnish, and Stevens, 1995). This method was created to arouse students' enthusiasm for writing, increase their motivation, build a good learning environment and improve students' writing skills (Parmawati, 2015).

This CIRC is one of the ways to generate high student motivation in learning by providing training with individual systems, groups or providing criticism and suggestions for what other people are doing. It combines several skills in learning to write, namely how to comment (speak), write and read someone's work. Students can express their ideas and make these ideas into a beautiful paragraph by using the CIRC method. CIRC can be used to determine students' writing level through their understanding in reading. Therefore, this CIRC method can be applied by teachers in schools by forming study groups to solve the problems they face in writing.

From several previous studies showing the results that CIRC is one of the most effective methods in teaching, especially in teaching writing to students. According to Gupta and Ahuja (2015), CIRC provides a lot of space to know about how to write better. By giving them the opportunity to write, revise and rewrite what they have done, and this strengthens them also in knowing good language structure, the correct structure of essay writing. Activities that are usually carried out in writing are discussing texts, asking questions related to texts and finding hidden words to help students in writing activities (Nurista, Rumini, and Nababan, 2015). According to Nadia (2016), the CIRC method can improve students' writing skills even better. Munrut Bandura (2017), Self-efficacy can be interpreted as a student's belief in himself to be able to complete the task at hand. In fact, students who have high self-efficacy will find it easier to do their assignments, while students who have low self-efficacy give up more easily in carrying out their assignments. This statement is supported by the opinion of Pajares (2001), in which self-efficacy plays an important role in the motivation and achievement of high-ability students. On the other hand,

students who usually have low achievement do not have the drive to achieve their success.

This self-efficacy is common in education majors. Therefore it takes things that are more general also associated with writing. Students who have high self-efficacy in writing are students who have a penchant for writing (Zoghi and Amini, 2014). There have been many previous studies on the influence of students' self-efficacy on their writing. There is a strong relationship between self-efficacy and their writing ability. It was concluded that students who have self-efficacy in writing tend to have better writing results, because they will focus more on doing it and will continue to hone their writing skills (Jalaludin, Paramasiyam, Husain and Bakar, 2015). While the results of research conducted by Wening (2016) where self-efficacy does affect their performance in writing. This statement supports previous findings in which self-efficacy is a strong driver of performance in learning a foreign language (Tanyer, 2015). And good writing is produced by high writing self-efficacy (Flores, 2013).

The purpose of the researchers in conducting this study was to see how high the effectiveness of CIRC was on students' writing achievement by considering their level of self-efficacy at SMAN 16 Pekanbaru. There are three problems that researchers define. The first is in terms of differences between the CIRC method and the conventional method, the second is related to the level of student self-efficacy, and the second is related to the interaction between self-efficacy and teaching methods.

METHOD

This research was conducted by researchers at SMAN 16 Pekanbaru. This high school is located on Jalan Pramuka, kelurahan. Sari Valley, District. Coastal Rumbai, City of Pekanbaru Province. Riau. The purpose of this study was to measure the effectiveness of the use of Cooperation Readind and Composition (CIRC) on writing achievement by considering their level of self-efficacy at SMAN 16 Pekanbaru by students of SMAN 16 Pekanbaru. This research uses a quasi-experimental design, which involves two groups, namely the experimental and control groups. A quasi-factorial design with 2x2 factorials is also used (Ary, Jacobs

& Sorense, 2010). The population for this research was the eleventh graders of SMAAN 16 Pekanbaru, totaling 147 students. The students are divided into 5 classes where 30 students are in class XI MIPA-1, 30 students are in class XI MIPA-2, 30 students are in class XI IPS-1, 32 students are in class XI IPS-2, and 25 students are in class XI IPS-3.

Table 1. Population

NO	Class	Students
1	XI MIPA-1	30
2	XI MIPA-2	30
3	XI IPS-1	30
4	XI IPS-2	32
5	XI IPS-3	25
	TOTAL	**147**

Based on this population, researchers used purposive sampling. Based on the sampling technique, samples are taken from the population. Sampling used a purposive sampling method because researchers considered certain factors and the classes chosen were class XI MIPA-1 and class XI IPS-2 SMAN 16 Pekanbaru. As a research instrument, primary data was obtained through documentation of student scores after conducting a writing test.

For data collection, researchers collected data before measuring the level of writing self-efficacy in students. While the process is carried out after applying the treatment taken from the post-test. To take the results of the student's Self-efficiency, they are taken from a questionnaire that has been prepared. According to Bandura (2006) to determine student self-efficacy groups, it is done by giving these students a questionnaire. For the Post-test, the researcher asked the students to make an analytical exposition text with a predetermined theme. The post-test will be

assessed using a scoring rubric by two assessors. An independent sample test was conducted to determine the results of differences in the use of CIRC with conventional methods. Krukal Wallis is used to determine the high and low levels of student self-efficacy. The significance level used was 0.05 (p=0.05) to determine the acceptance and rejection of the hypothesis.

RESULT

This research will prove the effectiveness of CIRC compared to teaching using conventional methods on students' writing achievement with their level of self-efficacy. The descriptive data presented is based on the results of the post-test of students' writing achievement presented in the results of the hypothesis determination.

comparison of students' writing achievement using CIRC teaching method and conventional method

The student scores are shown in Table 2, showing the average score of the post-test of the experimental class with (83,23) while the post-test score of the control class is (80,88). This reveals a fairly large range of score about the average score obtained from the two class, namely (2.35) pounds. Therefore, the average score obtained by the experimental class exceeds the average score of the control class.

Table 2. The Descriptive data of post-test scores

Class	N	R	Min.	Max.	Mean	Std. Dev
Expreriment	30	12	78	90	83,23	4,006
Control	32	10	78	88	80,88	3,300

Analysis of the Independent t-test is shown in Table 3. It shows that the resulting Independent t-test statistic is 3.342 with a *p*-score of .009. This shows that the score of *p* (.009) < significant score (.05). With that means there is a significant difference based on the average of the two class. It can be concluded that students

who were given the CIRC method had an advantage in writing achievement compared to students who were taught by the conventional method.

Table 3. The Analysis of Independent Sample T-test

Variables	Class	N	Mean	Obtained T-Value	df	Sig
Writing	Experimental	30	83.23	3.342	70	.009
Achievement	Control	32	80.88			

Comparison of students' writing achievement at high and low levels of student self-efficacy

The data shown in Table 4 is descriptive statistical data from the average score of students with a high level of self-efficacy using the CIRC method, 85.35, while the highest score is for students who have a low level of self-efficacy using the CIRC method, namely 79. 87. Furthermore, it shows the average score of students who have low self-efficacy with conventional teaching methods with a score of 76.36 with a standard deviation of 9,547. From the results of the average student score, it can be concluded that students who have a high level of self-efficacy are superior compared to students who have a low level of self-efficacy. Thus obtained high discord between the two classes. Thus, the two classes that have a high level of self-efficacy obtain a score of 82.46. Meanwhile, those belonging to the low self-efficacy level class get an average score of 74.57.

Table 4. Post-test Descriptive Data on Student Writing in Both Self-Efficacy Classes

Class	WSE Level	N	R	Min.	Max.	Mean Scores	Std. Deviation
Experimental	High	17	20	78	95	85.35	7.358
	Low	13	16	72	77	79.87	5.672
Control	High	10	14	77	90	83.66	10.679

	Low	22	31	69	75	76.36	9.547
Both Groups	High	27	32	77	90	82.46	9.691
	Low	40	33	68	77	74.57	9.738

Table 5. The Kruskal Wallis Test

Variables	Class	N	Mean	Chi-Square	df	Sig.
Writing Achievement	HSEIEG	17	64.20	46.342	3	.000
	LSEIEG	13	46.88			
	HSEICG	10	62.30			
	LSEICG	22	41.30			

Note:

HSEIEG: High self-efficacy in experimental group

LSEIEG: Low self-efficacy in experimental group

HSEICG: High self-efficacy in control group

LSEICG: Low self-efficacy in control group

To see the difference in writing achievement can be seen from the very different levels of self-efficacy, the Bonferroni test is used as a Post Hoc test. The acceptance criterion is that if the p score d "level of significance (0.05) it will be stated that there is a difference in writing scores between students with high and low levels of self-efficacy. The results of the Bonferroni analysis are shown in Table 6.

Table 6. The Results of Bonferroni Analysis

Class	Mean	Sig.			
		HE	LE	HC	LC
HE	64.20	-	.000	1000	.000
LE	64.88	.000	-	.000	.064
HC	62.30	1000	.000	-	.000
LC	41.30	.000	.064	.000	-

Note:

HE: high self-efficacy taught using CIRC

LE: low self-efficacy taught using CIRC

HC: high self-efficacy taught using conventional method

LC: low self-efficacy taught using conventional method

The results of this study show that in the experimental class, their achievement in writing is at a high level because self-efficacy is significantly different from those who are included in a low level of self-efficacy (p score 0.00 < sig 0.05). In addition, in the control class the authors saw that their achievements were high in high self-efficacy and also found significant differences in students who had low self-efficacy (p score .000 < sig 0.05). The p score is known as the low value in the level of significance (p score 0.000 < sig 0.05). It can be concluded that students who have a high level of self-efficacy can obtain high writing achievements compared to students who have low self-efficacy.

Interaction between Self-Efficacy and Teaching Method

Bonferroni's analysis reveals that the interaction between self-efficacy and conventional teaching methods is very clear. The acceptance criterion is if the p scores d''sig .05 then there is an interaction between CIRC as a teaching method and self-efficacy. The results of the analysis in Table 5 show that the writing achievement of students who are categorized in a higher level of self-efficacy in the two groups is not significantly different (p value 1.000 > sig 0.05). Thus, the writing achievement of students grouped in low self-efficacy levels in the two groups also did not differ significantly (p value 0.000 > sig 0.05). By looking at the p value which is greater than the level of self-efficacy with conventional methods.

DISCUSSION

Research entitled the influence of CIRC on students' writing achievement as seen from their level of self-efficacy found several results. Students who were treated

with the CIRC method were superior to students who were taught with the conventional method. This was evidenced by the average post-test scores of students who were statistically calculated between students who were taught with the CIRC method and students who were taught with the conventional method. This proves the results of previous studies, which say there is the effectiveness of the CIRC method in learning to write students. Which is where the CIRC method is very effective in teaching writing (Sidabutar, 2017). This data proves that writing skills increase with the application of the CIRC method to students. They also added that CIRC provides opportunities for students to work together in small groups and have discussions that can help EFL students learn languages. According to Nadia (2016), the CIRC method is a method that makes students more interested than conventional methods, and this can increase their motivation and confidence to complete assignments and get satisfactory results.

Looking at the list of students' writing achievements based on the level of self-efficacy, it is indeed very significantly different. This is reinforced by the results of the average score of students who are in the high self-efficacy group over the group of students who have low self-efficacy. Students who have a high level of self-efficacy will see their assignments as interesting and not as a burden (Kurniawati, 2014). They have high confidence in challenging tasks when they feel that they have sufficient ability related to the task. Because they believe in their own abilities, this will be seen from their achievement scores. Unlike before, those who have low self-efficacy do not have high self-confidence to be able to complete their tasks. Oelh because it affects the low value of their achievements. According to Ramati (2015) explains that self-efficacy has an influence on students' emotional reactions. With a calm response in doing difficult tasks, students who have a high level of self-efficacy are able to get good results. Conversely, students who have a low level of self-efficacy tend to be more depressed, stress meesa depressed when doing difficult assignments, this is what causes them to get low scores. This is supported by the opinion of Flores (2013) which proves that self-efficacy is something that can affect students' writing abilities.

After discussing the interaction relationship between Self-efficacy and conventional teaching methods, the researcher can conclude the results of the research that the

researchers have conducted, namely that there is no interaction relationship between the CIRC teaching system and the level of students' self-efficacy on writing achievement. That is, students who are taught using different methods, if these students have high self-efficacy, these students will also get high scores, as well as students who have low levels of self-efficacy will still get low scores. There is no relationship between Self-efficacy in students' writing achievement in teaching methods using CIRC and conventional methods. This action can increase students' interest in writing activities in groups or by analyzing pictures. Which is where students are required to express the ideas that are in them to analyze the existing images and make them feel challenged about it. Because students with a high level of Self-efficacy will be challengingly interested in this activity and they will get a high score, while students who have a low level of Self-efficacy will avoid this activity and they will get a low score.

CONCLUSION

Students' writing achievement can be increased with the help of this CIRC method. Students who are trained using the CIRC method tend to get high scores, especially in writing activities. The difference in the level of Self-efficacy can be seen from the score produced, in which students who have a high level of Self-efficacy will get a high score. In addition, the level of self-efficacy can also be seen from the way students respond to the assignments given. Students who have high self-efficacy will be more calm in completing assignments and produce good grades compared to students who have low levels of self-efficacy tend to be more or less confident in doing their assignments and get low results. Unfortunately, there is no relationship between students taught by conventional methods and their level of self-efficacy. Apart from that, students who have a high level of self-efficacy will still get high scores and students who have low self-efficacy will still get low scores too. And it can be concluded that even though the teaching methods provided are different, they will not affect the level of student self-efficacy.

Before carrying out teaching actions with the CIRC method, the teacher must first understand what CIRC is. The teacher must also pay attention to the way in which students are grouped. The teacher must group students based on the level of

achievement of these students, and provide strict directions and provide clear directions to students to achieve the goal of doing learning with the CIRC method so as not to trigger misunderstandings.

Suggestion for future researchers, deeper analysis is also needed in knowing the level of self-efficacy that affects students' writing achievement. And the researchers hope, for further research to know in advance the behaviour and perceptions about applying the CIRC method. For this study, researchers used analytical exposition text types. And the researcher hopes that future researchers will use different types of text to find out the gaps, such as using descriptive text so that students can improve their quality and performance in writing. And also pay more attention to the number of samples and ratters used in further research in order to get results that are more general and can have higher reliability.

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