

# Revitalization of Writing Competence through Cooperative Integrated Reading and Composition

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**Abstract:** Writing is a complex activity that involves various components, such as content, form, and language used. As to this, it is a challenge to teach writing, particularly to elementary school students. This study aims to investigate the development of Bahasa Indonesia sentence writing skill among elementary school students in a remote area of south coast in West Java-Banten border by using Cooperative Integrated Reading and Composition model. This study used qualitative approach with action research design. The data were collected from 4th grade students, and the data collection techniques were tests, observation and interview. The data were analysed using a thematic analysis whereas data validity used a triangulation technique. The results showed that the development of Bahasa Indonesia sentence writing skill among the students using Cooperative Integrated Reading and Composition model was enhanced. The development was demonstrated in writing quality and scope of content dimension, organization and appearance of content dimension, style and accuracy dimension, grammatical and spelling dimension.

## 1 INTRODUCTION

Research on primary education has been a burning issue among scholars in Indonesia. There were 27 research themes that investigated the study of Bahasa Indonesia for elementary schools (SPs UPI, 2012). These studies were all aimed to strengthen the study program and the discipline of language education. One of the themes among the studies was the investigation of developing writing skills among elementary students, and the present study focuses on examining the writing development among elementary school students.

Olson and Oathley (2014) argued that writing has an important role to enhance students' quality in integrating the words based on the knowledge possessed and can enhance critical thinking skills. Thus, writing lesson needs to be introduced since elementary school level in order that students are trained to integrate the words so it form an interesting writing (Cloutier, 2016).

Academic community admit that writing is highly vital particularly for research publication. Sword (2012) and Dane (2011) highlight that an academic must be competent in teaching and sharing knowledge and writing knowledge in various kinds

of writings. Someone who makes a piece of writing is the one that possesses broader knowledge, and it is essential that an academic as a writer needs to present a neat and pleasant writing for readers. As to this, writing skills still need to be sharpened and enhanced to improve the quality. It is a necessity that since elementary school until higher education, writing lesson become one language skill which has important and complex role, because writing should fulfil the criteria of various dimensions.

On one hand, Rahman (2004) argued that only talented people possess writing. That statement is also in line with Olthouse (2013) who stated that public view writing as difficult and writing is a skill which is only possessed by talented people. On the other hand, writing often viewed excessively as an art because besides has rule in its elements, writing also demands a talent which make a writing not merely as system body containing meaning and intention, but also that meaning delivery becomes unique, interesting and pleasant.

In addition to the new theory mentioned above, the old theory still defended as content of Curriculum 2013, in which the writer is part of language skill which needs to be taught. National Council of Teachers of English (NCTE) (2008) cited

by Olson (2009) that listening, speaking, reading and writing are language skill aspects.

Even though the position of writing is included in an important language skill, learning process and writing result had not been satisfying. This condition is inevitable because writing is sometimes difficult to be taught as writing should have various elements (Canagarajah, 2016). Cavazos (2016) explained that writing is complex activity because it should involve various components whether content, form and language used.

According to Lyons (1971), "traditional linguistic theory operates with two fundamental unit of grammatical description: the word and sentence". Sentence is language unit which is relatively can stand alone and has end intonation pattern and consist of clause (Cook, 1971; Elson and Pickett, 1969).

Based on literature review above, in this research the sentence defined as a language unit which relatively can stand alone, has end intonation, and consist of clauses. End intonation pattern is described by punctuation. Full stop (.) show affirmative sentence intonation, exclamation mark (!) show command sentence intonation, and question mark show WH question intonation.

Based on data of research result, writing lesson in elementary school had not showed the satisfying results. It is because the teacher still uses traditional teaching method using the use of memorizing theory of writing, not practice of writing. Therefore, as one alternative to overcome the lack of learning outcome in writing, this study used a modern teaching model, namely cooperative integrated reading and composition model (Rahman, 2017). The rational in using this model is that this model condition student to use skills by watching the film Syukur dan Kufur, listening the conversation among the actors, reading text and writing intrinsic element; the actors, the characters, the place and time setting, plot, theme, and intention integrally.

As the research on writing skill development in elementary school level had not been done, the researcher finds it difficult in searching information of research result. Some studies which had been done were only in the form of thesis and dissertation. This study investigated the development of Bahasa Indonesia sentence writing skill among 4th grade students of Elementary School in remote area of south coast of West Java-Banten Border by applying cooperative integrated reading and composition model. The aim of this research is to describe the quality and scope of content, organization and appearance of content, style and

accuracy, grammatical form, spelling, handwriting and neatness in the writing made by the students.

## 2 METHODS

This study used qualitative approach with action research design. Action research is research used by educators such as supervisor and teacher to enhance the quality of a variable (Parsons et al., 2013). The aim of action research to describe, explain, and elaborate simply without statistical calculation about the research result of writing dimension. The participants of this study are 4th grade students of Elementary School in remote area of south coast in West Java-Banten border who are given the treatment of Cooperative Integrated Reading and Composition model.

Data collection technique in this study use test, observation and interview techniques. The test is essay test for summary composition of Syukur dan Kufur story. The sentence writing dimension was used according to the result of international consensus among writing teachers and assessors (International Study of Achievement in Written Composition, 1983). The sentences in this composition should fulfil six dimensions of sentence writing, namely (1) quality and scope of content; (2) organization and appearance of content, (3) style and accuracy, (4) grammatical form, and (5) spelling.

The dimension of quality and scope of content was examined from the number of ideas in writing composed by students. The dimension of organization and appearance content relates to the number of content outlines of composition (idea outline) in written composition. In this study, what means by organization and appearance of content is idea outline (writing body) contained in subsequent sentences based on the sentence provided whereas introduction and conclusion are ignored because introduction sentence which had been provided in item and conclusion is not categorized in a subsequent sentence.

The dimension of style and accuracy of writing is the application of phrase variation in writing. In this research, what is meant by the choice of style and accuracy is application at least one phrase, unvaried phrase, varied phrase, long varied phrase, and all standard languages and varied phrase. The dimension of grammatical form of writing comprises sentences made by student in writing subject. The derivation of sentence form relates to the functions of sentence including S (Subject), P (Predicate), O (Object), D (Doer) and Adv. (Adverb) as

compulsory elements, and the elements of O (Object), D (Doer), and Adv. (Adverb).

The dimension of spelling is needed in sentence writing. The spelling criteria in this study were official Indonesian language spelling system. The study of spelling is focused on the application of capital, preposition, prefix, syllable hyphenation, and punctuation. The dimension of handwriting and writing neatness is an indicator of physical appearance. Handwriting is writing made by students by using stringed Latin character, while the writing neatness is clarity (letter identifiable) of writing.

Meanwhile, data were also collected using interview to dig information in depth about teachers and students concerning the application of CIRC model (Putra and Dwilestari, 2012). The interview is done informally through open-ended questions and the responses were recorded and transcribed.

Data analysis is the process to search and arrange systematically the data obtained from interview result, field note and documentation by organizing data into category, outlining into units, doing synthesis, arranging into pattern, choosing which is important and which will be learnt, and making conclusion so it is easily understood by ourselves and other persons.

In this study, qualitative approach with thematic analysis technique was used as data analysis technique. Thematic analysis is done by seeing and finding the themes and categories obtained in data which had been coded before. The stages of data analysis are: (1) preparing raw data; (2) data coding; (3) code classification; (4) data interpretation; (5) data presentation (Creswell, 2013).

Neuman (2014) stated that this validity is based on certainty whether the research result had been accurate from researcher, participants or readers perspective. Stringer (2013) also assert that one way to know the validation of action research is by seeing to what extent the cycle and critical reflection in this research is done. Concerning reliability, Efron and Ravid (2013) said that the approach used by researcher is consistent if applied by another researcher and for different objects. As for validity and reliability process in this research is done by triangulation. Triangulation refers to information collection as much as possible from various sources through various methods (Pine, 2013). This study uses triangulation of data types obtained from field note, interview result, and document analysis. Besides, researcher also obtain data from various sources namely classroom teacher and students of 4th grade.

### 3 THE RESULTS OF STUDY

The application of cooperative integrated reading and composition model in sentence writing lesson among 4th grade students of elementary school can develop writing skill in some dimensions. The results of the study found that some dimensions have developed, such as (1) quality and scope of content from good category in average (pre-test) become very good category (post-test), 2) organization and appearance of content from lack category in average (pre-test) become very good category in average (post-test), 3) style and accuracy from category of very lack category (pre-test) become very good (post-test), 4) grammatical from very lack category (pre-test) become very good category (post-test), and (5) spelling from lack category (pre-test) become very good category (post-test). Whereas in the ability in handwriting and neatness dimension is not developed from pre-test and post-test and still in adequate category in average (pre-test).

The result of data processing below shows that cooperative integrated reading and composition model condition students in a group to search idea from learning material in this case film "Syukur dan Kufur", discussed intrinsic element in the plot and rewrote the plot. The description of development of sentence writing skill is explained as follow:

#### 3.1 Quality and Scope of Content

In quality and scope of writing content from pre-test, there are 2 students (13.3%) who are in very lack category, 1 student (6.6%) in lack category, 1 student (6.6%) in adequate category, 8 students (53.3%) in good category and 3 students (20%) in very good category. The good category in average developed to become very good category in a whole (100%) in post-test. Therefore, the application of cooperative integrated reading and composition model generally can develop writing skill in dimension of quality and scope of content (pre-test) become good category in average (post-test). The numbers of idea in this writing composed by students increased more than five ideas.

#### 3.2 Organization and Appearance of Content

In organization and appearance of content from pre-test, there are 11 students (73.33%) included in very lack category, 3 students (20%) in lack category, 1 student (6.6%) in adequate category, 0 (0.0%) in good category, and 0 (00%) in very good category. The very lack category is developed to become very

inadequate category in post-test is 0 (0%), lack is 0 (0%), adequate 2 (1.33%), 1 (0.66%) in good category, and 12 (800%) in very good category. Therefore, the application of cooperative integrated reading and composition model can develop writing ability in dimension of style and accuracy from very inadequate category (pre-test) become very good category (post-test). Style and accuracy in phrase variation is enhanced and reach five phrases in average.

### 3.3 Style and Accuracy

Style and accuracy from pre-test with 11 (73.33%) in very lack category, 3 (20%) in lack category, 1 (6.6%) in adequate category, 0 (0.0%) in good category, and 0 (00%) in very good category in average is very lack to be develop into post-test with 0 (0%) in very lack category, 0 (0%) in lack category, 2 (1,33%) in adequate category, 1 (0.66%) in good category, and 12 (800%) in very good category in average is in very good category. Therefore, the application of cooperative integrated reading and composition model in general can develop writing skill in style and accuracy dimension from very lack category in average (pre-test) become very good category in average (post-test). Style and accuracy in phrase variation is enhanced to reach five phrases in average.

### 3.4 Grammatical

Grammatical from pre-test, with 7 students (46.66%) in very lack category, 2 students (13.33%) lack category, 2 students (13.3%) in adequate category, 0 student in very good category (00%) in average very lack to be developed into post-test with 0 (0%) in very lack category, 0 (0%) in lack category, 2 (1.33%) in adequate category, 1 (0.66%) in good category, and 12 (800%) in very good category. Therefore, the application of cooperative integrated reading and composition model in general can develop writing skill in grammatical dimension from very lack category in average (pre-test) become very good category in average (post-test). In this part, the function of S (Subject), P (Predicate), O (Object), D (Doer) and Adv. (Adverb). The element of function of S (Subject) and P (predicate) as compulsory elements, and the elements of O (Object), D (Doer), and Adv. (Adverb) is enhanced to reach five completed sentences in average.

### 3.5 Spelling

Spelling from pre-test with 13 students (86.66%) in very lack category, 0 (0%) in lack category, 2 (113.33%) in adequate category, and 0 (00%) in very good category in average very lack to developed into post-test with 0 (0%) in very lack category, 0(0%) in lack category, 4 (26.66%) in adequate category, 11 (73.33%) in good category, and 0 (0%) in very good category. Therefore, the application of cooperative integrated reading and composition model in general can develop writing skill in spelling dimension from very lack category (pre-test) become very good category in average (post-test). The physical appearance of handwriting is enhanced until identified level.

### 3.6 Handwriting and Neatness

Handwriting and neatness from pre-test, with 3 students (20%) who in very lack category, 5 (33.33%), in lack category 7 (46.66%) in adequate category, 0 (0%) in good category, and 0 (00%) very good category in average is developed adequately into post-test with 3 (20%) in very lack category, 5 (33.33%) in lack category, 7 (46.66) in adequate category, 0 (0%) in good category, and 0 (00%) in very good category. Therefore, the application of cooperative integrated reading and composition model in general can develop writing ability in handwriting and neatness from enough category in average (pre-test) become enough category (post-test). In this case, students' handwriting and neatness is not developed, still in adequate category.

## 4 CONCLUSIONS

The research result showed that Cooperative Integrated Reading Composition (CIRC) can develop writing skill of 4th grade students. This give evidence that cooperative learning can support students learning enhancement. To continually enhance the quality of students' writing, writing activity should be done routinely. It aims that students can integrate the words fluently so it can have affected on the quality of students' writing. Based on the research result, the recommendation need to be given that CIRC (Cooperative Integrated Reading and Composition) model cannot enhance sentence writing skill. Therefore, to enhance handwriting and neatness skill, another model need to be found. The researcher also suggests that CIRC (Cooperative Integrated Reading and Composition)

model can be made to become alternative in enhancing sentence writing skill in the dimensions of quality and scope of content, organization and appearance of content, style and accuracy, grammatical form and spelling.

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