

CHAPTER IV

DESCRIPTION OF RESEARCH AND DISCUSSION

A. DESCRIPTION OF RESEARCH

In this chapter, the writer would like to describe and discuss the findings of the research. This study is classroom action research on the use of CIRC method in teaching writing ability. Its purpose is to know the use of CIRC method in teaching composing narrative writing, and to identify the improvement of students' writing ability.

In this study there were three cycles and before conducted the cycle, the researcher gave preliminary test (the researcher got base score students writing ability) and compared with each cycle after taught using CIRC method. The descriptions of each are as follow:

1. Pre-cycle

This activity was done on Monday, February 26th 2011. In this step Mrs. Chasnah as the English teacher was used conventional way in teaching narrative writing. This is done to know students base score of narrative writing ability.

In this meeting, the teacher was doing teaching learning process. But, many students did not pay attention to the teacher. They tended make noisy in class, such as talk with other friend and they do other activity that is not related with learning activity. There were only some students active to ask questions to the teacher. Furthermore, the teacher gave preliminary test to got base score of narrative writing ability. It was followed by 36 students from 39 students as the participant of the study. The teacher gave duration one hour lesson that is 40 minutes for them to do the test. The aim of the test was to measure how far students' writing ability in narrative text and to know base score of narrative writing when taught using conventional method. The pre-test result used to divide students in groups. The pre-test result can be seen in the table below:

No	Students Codes	Score	Grade
1	A-1	50	Fair
2	A-2	-	-
3	A-3	39	poor
4	A-4	48	Fair
5	A-5	37	poor
6	A-6	32	Poor
7	A-7	37	Poor
8	A-8	43	Fair
9	A-9	-	-
10	A-10	55	Fair
11	A-11	37	Poor
12	A-12	32	Poor
13	A-13	33	Poor
14	A-14	32	Poor
15	A-15	37	Poor
16	A-16	46	Fair
17	A-17	40	Fair
18	A-18	37	Poor
19	A-19	36	Poor
20	A-20	36	Poor
21	A-21	30	Poor
22	A-22	32	Poor
23	A-23	41	Fair
24	A-24	47	Fair
25	A-25	34	Poor
26	A-26	31	Poor
27	A-26	32	Poor
28	A-28	50	Fair
29	A-29	42	Fair

30	A-30	36	Poor
31	A-31	38	Poor
32	A-32	37	Poor
33	A-33	36	Poor
34	A-34	47	Fair
35	A-35	42	Fair
36	A-36	35	Poor
37	A-37	40	Fair
38	A-38	-	-
39	A-39	39	Poor
Σ	39	1.396	

$$X = \frac{\Sigma f}{n}$$

$$X = \frac{1.396}{39}$$

$$= 35.8.$$

From the pre-test result above, it can be concluded that the students' ability in writing narrative text was very poor. Most students did not pass the standard minimum success criteria (KKM) that was regulated by the school. In this case it was 65. Their average score were just 35.8 and it was still too far to fulfil the requirement.

Beside that, Most of the students were poor in all of those components especially in content, organization, vocabulary and grammar. In grammar for instance, many students made mistakes in using "to be" and "past verbs". Some of verbs had to use past form. Moreover, some of students ignored about punctuations such as capital letters, period, and commas.

Based on the explanation above, the students' achievement level in this pre-test was poor because their score of students still under KKM. It

means that students' ability in narrative writing was poor. So that, it could be said that treatment was important to improve students' writing skill in order to reach the standard minimum success criteria (KKM).

2. First Cycle

This activity was done on Monday March 7th and Tuesday March 8th 2011. The teacher announced the result of yesterday's writing test. The teacher told the students score of the test was not satisfying enough.

Here, the teacher brought the students to a clear importance of composing the English texts, which can be facilitated through the group-work. The teacher did treatment to the second step in applying Cooperative Integrated Reading and Composition method. The teacher motivated the students that the method would be useful for them. The teacher introduced the role and cooperative integrated reading and composition learning.

The first cycle was about teaching and learning process and achievement test. The topic was narrative. The test is followed by 39 students from 39 students. The researcher did research of using cooperative integrated method to improve students' ability in composing narrative writing at class 8A MTs Negeri Kudus. The procedure as follow:

a. Planning

In this step the researcher prepared the learning instrument such as:

- 1) Lesson plan 1 about the use of CIRC method
- 2) Students attendance list
- 3) Writing material (narrative text)
- 4) Observation scheme
- 5) Test.

The teacher taught used a lesson plan as the form to implement of action. In every cycle, the teacher used different narrative text. In the first, the teacher used narrative text with the title "Beauty and The Beast".

This step, the teacher began from pre- writing activity, while-writing activity, and post-writing activity.

Pre-writing activity is the activity of students and teacher prepares themselves for the task and makes them familiar with the topic.

The teacher did while-writing activity where the teacher gave clearly explanation about the material, grammatical feature, and generic structure of narrative text. After that, the students asked to do the writing in groups, each group that consists of four or five students.

The last step is post-writing activity. In this activity the students must present the report of group work in front of class. Then the teacher gave conclusion and test.

b. Acting

The activity in the acting are:

- 1) The researcher became a teacher and she was accompanied by the teacher as observer.
- 2) Learning process was started by greeting, asked students to pray together, checking students' attendance and then the teacher gave brainstorming before started the material by asking the students "Do you know about narrative text and the features of the text?" if you know, raise your hand. In this case, there some students answer the question.
- 3) The teacher explained about narrative text and the features of the text.
- 4) The teacher introduced the topic about narrative text by the title "Beauty and the Beast".
- 5) Students divided into eight groups. Each group consist of four to five people based on random system both in academically and gender.
- 6) The students accepted the text one by one, and then they read half of the text and identified the structure of text, include the main idea,

difficult words and summarize. Each group should write ending story of the text and generic structure.

- 7) After finished, the students each groups presented their report in the class.
- 8) During presentation, the researcher observed the students cooperative in group, the students' activeness in present the material, students concern toward other group presentation, the students' activeness in asking question, and the students' activeness in answering questions in group.
- 9) Students helped the teacher if they faced the problem. In the last, the students and the teacher evaluated each group contribution to the work of the class.
- 10) After all of the process had finished, the teacher evaluated students by giving a test. The test conducted in next day on Tuesday March 8th 2011.
- 11) The last, the teacher gave suggestions to the students to study hard and also increased their vocabulary and learned grammar. Because it have role important in writing. Then, the teacher say *salam* to closed the meeting.

Result of the test students to first cycle

No	Students Codes	Score	Grade
1	A-1	60	Good
2	A-2	60	Good
3	A-3	53	Fair
4	A-4	60	Good
5	A-5	50	Fair
6	A-6	45	Fair
7	A-7	56	Fair
8	A-8	53	Fair
9	A-9	60	Good

10	A-10	58	Fair
11	A-11	55	Fair
12	A-12	54	Fair
13	A-13	46	Fair
14	A-14	52	Fair
15	A-15	52	Fair
16	A-16	62	Good
17	A-17	50	Fair
18	A-18	50	Fair
19	A-19	56	Fair
20	A-20	58	Fair
21	A-21	48	Fair
22	A-22	52	Fair
23	A-23	55	Fair
24	A-24	55	Fair
25	A-25	48	Fair
26	A-26	43	Fair
27	A-26	55	Fair
28	A-28	57	Fair
29	A-29	53	Fair
30	A-30	56	Fair
31	A-31	52	Fair
32	A-32	58	Fair
33	A-33	50	Fair
34	A-34	68	Good
35	A-35	63	Good
36	A-36	55	Fair
37	A-37	52	Fair
38	A-38	52	Fair
39	A-39	54	Fair

Σ	39	2116	
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$$X = \frac{\Sigma f}{n}$$

$$X = \frac{2116}{39}$$

$$= 54.25.$$

From the first cycle result above, it can be concluded that the students' ability in writing narrative text was fair. However, there was a lot of them did not pass the standard minimum success criteria (KKM) that was regulated by the school that was 65 because the average score was only 54.25 and it was still not enough to fulfil the requirement. In this cycle only one student passed the KKM that was A34 by the score 68. It means that 99% students failed to reach KKM.

The researcher should do second cycle. Because in first cycle, the researcher analyzed that some students still had difficult in composing narrative writing. The students had difficulty to make narrative text summary. They still had difficulties in grammar, and words choice. Many students encountered mistakes in using "to be" and "past verbs". Some of verb had to use past form. Moreover, some of students ignored about punctuations such as capital letters, period, and commas. Based on the problem above, the teacher conducted second cycle in order to improve the students' ability in composing narrative writing.

c. Observing

The researcher observed students in learning process at class by using observation scheme. This observation was done in learning process of using CIRC method to teach narrative writing at the eighth grade of MTs Negeri Kudus. It could be seen in the table below:

Observation Checklist of First Cycle

NO	ACTIVITIES	GRADE				
		1	2	3	4	5
1.	Teacher organization lesson and class					
	1) Introduction or explanation of material				√	
	2) Asking questions				√	
	3) Classroom management				√	
	4) Time management			√		
	5) Motivating students.			√		
2.	Students' activities					
	1) The students cooperative in group				√	
	2) The students' activeness in present the material		√			
	3) Students concern toward other group presentation		√			
	4) The students' activeness in asking question			√		
	5) The students' activeness in answering questions in group			√		
	SUM				32	

$$\text{Percentage} = \frac{\text{SUM of Checklist}}{\text{Highest Score}} \times 100\%$$

$$\text{Percentage} = \frac{32}{50} \times 100\% = 64\%$$

To support the data above, the researcher also provided the data below:

No	Indicators	Total of Students
1	Paying attention	15
2	Asking questions	7
3	Asking the difficult words	15

4	Responding to question	5
5	Enthusiastic in doing the test	20

From the data above, it would be analyzed by calculating the percentage from the checklist as the pattern below:

$$\text{Percentage (\%)} = \frac{\text{sumofchecklist}}{\text{amountofstudents}} \times 100\%$$

No	Indicators	Total of Students
1	Paying attention	38.4%
2	Asking questions	18%
3	Asking the difficult words	38.4%
4	Responding to question	12.8%
5	Enthusiastic in doing the test	51.2%

According to the result of the observation above it can be concluded that the teaching learning process was sufficient learning. Although there some of students made noisy with other friends at teacher's explanation, there were some students still not cooperate in their group, Students did not take part in deliver the material, students did not concern toward presentation and make noisy in learning activity. Students did not ask question and students did not give answer the question. Because the students still confuse with the CIRC method.

d. Reflecting

For observing the students' participation, it showed that students interested enough in learning process although they still confused with learning process using CIRC method to improve students' ability in composing narrative writing.

From the observation could be seen that the students still less take part in their group because the group divided randomly. So that, the students still did not focus on the material; they did not listen to teacher's explanation.

Based on the notes above, the teacher as researcher must be more creative. The teacher is reflecting and evaluating the learning activities in the first cycle and tried to get solution on the problem by planning some action such as below:

- 1) Teacher asked students to focus on study and not make noises
- 2) Teacher should motivate students to be more active in their group work.
- 3) Teacher should manage class well.
- 4) Teacher made class condition well to get students be more active.
- 5) Teacher noted all of activities in class in learning process.

The result from the reflecting could be used to make improvement. It was also used as reflecting for doing second cycle to get maximum research and repairing the third cycle if the result of the second cycle unsatisfied.

3. Second Cycle

This activity was done on Tuesday March 22st and Thursday March 24nd 2011. The teacher started the lesson by motivating the students and she also announced the result of yesterday's writing test. The teacher told the students score of the test was better than the pre-cycle and first cycle score. In this meeting the teacher used the same method as the previous meeting and the teaching learning process ran well. The students paid attention toward teacher's explanation and they were interested with the topic on the day. They more cooperative do the group work and they were to be more active than previous meeting. The test is followed by 39 students. The procedure as follow:

- a. Planning

The researcher planned some activities to get maximum result in the second cycle. The planning of the second cycle is not far from first cycle. In this step the researcher prepared the learning instrument such as:

- 1) Arranged the lesson plan
- 2) Students attendance list
- 3) Writing material (narrative text)
- 4) Observation scheme
- 5) Test.

The teacher taught used a lesson plan as the form to implement of action. In the second cycle, the teacher used different writing text. In the second, the teacher used narrative text with the title “The Stingy and The Generous”.

This step, the teacher began from pre- writing activity, while-writing activity, and post-writing activity.

Pre-writing activity is the activity of students and teacher prepare them for the task and make them familiar with the topic.

The teacher did while-writing activity where the teacher gave clearly explanation about the material, grammatical feature, and generic structure of narrative text. After that, the students asked to do the reading tasks in groups, each group that consists of four or five students.

The last step is post-writing activity. In this activity the students must present the report of group work in front of class. Then the teacher gave conclusion and test.

b. Acting

The activity in the acting are:

- 1) The researcher became a teacher and she was accompanied by the teacher as observer.
- 2) Learning process was started by greeting, asked students to pray together, checking students’ attendance and then the teacher gave

brainstorming before started the material by asking the students “Do you know about The Stingy and The Generous?” if you know, raise your hand. In this case, there some students answer the question.

- 3) The teacher explained about narrative text and the features of the text.
- 4) The teacher introduced the topic about narrative text with the title “The Stingy and The Generous”.
- 5) Students divided into eight groups. Each group consist of four to five people based on random system both in academically and gender.
- 6) The students accepted the text one by one, and then they read half of the text and identified the structure of text, include the main idea, difficult words and summarize. Each group had to write ending story of the text and generic structure.
- 7) After finished, the students each group presented their report in the class.
- 8) During presentation, the researcher observed the students cooperative in group, the students’ activeness in present the material, students concern toward other group presentation, the students’ activeness in asking question, and the students’ activeness in answering questions in group.
- 9) Students helped the teacher if they faced the problem. In the last, the students and the teacher evaluated each group contribution to the work of the class.
- 10) After all of the process had finished, the teacher evaluated students by giving a test. The test conducted in next day on Tuesday March 29th 2011.
- 11) The last, the teacher gave suggestions to the students to study hard and also increased their vocabulary and learned grammar. Because vocabulary and grammar have role important in composing writing. Then, the teacher asked students to say *hamdalah* together then closed the meeting.

The result of the test for second cycle

No	Students Codes	Score	Grade
1	A-1	76	Good
2	A-2	77	Good
3	A-3	84	Excellent
4	A-4	76	Good
5	A-5	76	Good
6	A-6	70	Good
7	A-7	76	Good
8	A-8	81	Excellent
9	A-9	83	Excellent
10	A-10	78	Good
11	A-11	77	Good
12	A-12	75	Good
13	A-13	74	Good
14	A-14	76	Good
15	A-15	72	Good
16	A-16	82	Excellent
17	A-17	77	Good
18	A-18	76	Good
19	A-19	71	Good
20	A-20	74	Good
21	A-21	75	Good
22	A-22	74	Good
23	A-23	75	Good
24	A-24	75	Good
25	A-25	77	Good
26	A-26	76	Good
27	A-26	74	Good
28	A-28	77	Good

29	A-29	80	Excellent
30	A-30	76	Good
31	A-31	77	Good
32	A-32	80	Excellent
33	A-33	73	Good
34	A-34	77	Good
35	A-35	75	Good
36	A-36	76	Good
37	A-37	81	Excellent
38	A-38	75	Good
39	A-39	73	Good
Σ	39	2977	

$$X = \frac{\Sigma f}{n}$$

$$X = \frac{2977}{39}$$

$$= 76.3.$$

From the analysis above, the average students' score of the second cycle was 76.3. The score was higher than pre-test that was only 35.8. It increased 40.5 from pre-test. In addition to the analysis, the researcher concluded that all students passed the standard minimum success criteria 65. 93% students got average score 7 and the others 7% got 8.

From the result above, the researcher concluded that the students' achievement in composing narrative writing using cooperative integrated reading and composition method had a significant improvement if it was compared from the previous cycle.

c. Observing

The researcher observed students in learning process at class by using observation scheme. This observation was done in learning process of using CIRC method to teach narrative writing at the eighth grade of MTs Negeri Kudus. It could be seen in the table below:

Observation Checklist of Second Cycle

NO	ACTIVITIES	GRADE				
		1	2	3	4	5
1.	Teacher organization lesson and class					
	1) Introduction or explanation of material				√	
	2) Asking questions				√	
	3) Classroom management				√	
	4) Time management			√		
	5) Motivating students.				√	
2.	Students' activities					
	1) The students cooperative in group				√	
	2) The students' activeness in present the material		√			
	3) Students concern toward other group presentation			√		
	4) The students' activeness in asking question			√		
	5) The students' activeness in answering questions in group.			√		
	SUM			33		

$$Percentage = \frac{SUM\ of\ Cheklist}{Highest\ Score} \times 100\%$$

$$Percentage = \frac{33}{50} \times 100\% = 66\%$$

To support the data above, the researcher also provided the data below:

No	Indicators	Total of Students
1	Paying attention	18
2	Asking questions	10
3	Asking the difficult words	16
4	Responding to question	9
5	Enthusiastic in doing the test	23

From the data above, it would be analyzed by calculating the percentage from the checklist as the pattern below:

$$\text{Percentage (\%)} = \frac{\text{sumofchecklist}}{\text{amountofstudents}} \times 100\%$$

No	Indicators	Total of Students
1	Paying attention	46.15%
2	Asking questions	25.6%
3	Asking the difficult words	41.02%
4	Responding to question	23.07%
5	Enthusiastic in doing the test	58.9%

d. Reflecting

The result of the second cycle was also considered as implementation. It was better than the previous cycle. There was improvement in this cycle. The condition of the class was getting better. The students listen to the teacher's explanation and did not make noisy in learning activity. The students took active part in cooperation and could associate with member group. It was because they were interested

to study with CIRC method that the teacher never uses it as teaching method before.

Based on the notes above, the teacher as researcher must be more creative. The teacher is reflecting and evaluating the learning activities in the second cycle and tried to get solution on the problem by planning some action such as below:

- 1) The teacher should motivate students to always write a lot in English text in order to improve vocabulary and grammar.
- 2) The teacher motivates the passive students in order to be brave to express their idea.
- 3) Teacher should motivate students to be more active in their group work.
- 4) Teacher should time management by well.

The result from the reflecting could be used to make improvement. It was also used as reflecting for doing second cycle to get maximum research and repairing the third cycle if the result of the second cycle unsatisfied.

4. Third Cycle

This activity was done on Monday March 28st and Tuesday March 29nd 2011. The teacher started the lesson by motivating the students and she also announced the result of yesterday's writing test. The teacher told the students score of the test was better than the pre-cycle score. In this meeting the teacher used the same method as the previous meeting and the teaching learning process ran well. The students paid attention toward teacher's explanation and they were interested with the topic on the day. They more cooperative do the group work and they were to be more active than previous meeting. The test is followed by 39 students. The procedure as follow:

- a. Planning

The researcher planned some activities to get maximum result in the third cycle. The planning of the third cycle is not far from second cycle. In this step the researcher prepared the learning instrument such as:

- 1) Arranged the lesson plan
- 2) Students attendance list
- 3) Writing material (narrative text)
- 4) Observation scheme
- 5) Test
- 6) Added for documenting for the third cycle.

The teacher taught used a lesson plan as the form to implement of action. In the third cycle, the teacher used different writing text. In the first, the teacher used narrative text with the title “Girl in the Mirror”.

This step, the teacher began from pre- writing activity, while-writing activity, and post-writing activity.

Pre-writing activity is the activity of students and teacher prepare them for the task and make them familiar with the topic.

The teacher did while-writing activity where the teacher gave clearly explanation about the material, grammatical feature, and generic structure of narrative text. After that, the students asked to do the reading tasks in groups, each group that consists of four or five students.

The last step is post-writing activity. In this activity the students must present the report of group work in front of class. Then the teacher gave conclusion and test.

b. Acting

The activity in the acting are:

- 1) The researcher became a teacher and she was accompanied by the teacher as observer.

- 2) Learning process was started by greeting, asked students to pray together, checking students' attendance and then the teacher gave brainstorming before started the material by asking the students "what did you do last night?" Edelweis answered I studied last night. In this case, there some students answer the question.
- 3) The teacher explained about narrative text and the features of the text.
- 4) The teacher introduced the topic about narrative text with the title "Girl in the Mirror".
- 5) Then, students divided into eight groups. Each group consists of four to five people based on random system both in academically and gender.
- 6) The students accepted the text one by one, and then they read half of the text and identified the structure of text, include the main idea, difficult words and summarize. Each group had to write ending story of the text and generic structure.
- 7) After finished, the students each group presented their report in the class.
- 8) During presentation, the researcher observed the students cooperative in group, the students' activeness in present the material, students concern toward other group presentation, the students' activeness in asking question, and the students' activeness in answering questions in group.
- 9) . Then, students helped the teacher if they faced the problem. In the last, the students and the teacher evaluated each group contribution to the work of the class.
- 10) After all of the process had finished, the teacher evaluated students by giving a test. The test conducted in next day on Tuesday March 29th 2011.
- 11) The last, the teacher gave suggestions to the students to study hard and also increased their narrative text with read. Because it have role

important write in order to students understand about kinds of narrative text. Then, the teacher asked students to say *hamdalah* together then closed the meeting.

The result of the Test for Third Cycle

No	Students Codes	Score	Grade
1	A-1	84	Excellent
2	A-2	80	Excellent
3	A-3	84	Excellent
4	A-4	79	Good
5	A-5	77	Good
6	A-6	80	Excellent
7	A-7	80	Excellent
8	A-8	84	Excellent
9	A-9	87	Excellent
10	A-10	84	Excellent
11	A-11	79	Good
12	A-12	75	Good
13	A-13	76	Good
14	A-14	77	Good
15	A-15	80	Excellent
16	A-16	85	Excellent
17	A-17	80	Excellent
18	A-18	76	Good
19	A-19	80	Excellent
20	A-20	80	Excellent
21	A-21	78	Good
22	A-22	75	Good
23	A-23	85	Excellent
24	A-24	84	Excellent
25	A-25	84	Excellent

26	A-26	78	Good
27	A-26	75	Good
28	A-28	85	Excellent
29	A-29	80	Excellent
30	A-30	83	Excellent
31	A-31	80	Excellent
32	A-32	80	Excellent
33	A-33	80	Excellent
34	A-34	80	Excellent
35	A-35	85	Excellent
36	A-36	80	Excellent
37	A-37	84	Excellent
38	A-38	75	Good
39	A-39	85	Excellent
Σ	39	3143	

$$X = \frac{\Sigma f}{n}$$

$$X = \frac{3143}{39}$$

$$= 80.6.$$

From the analysis above, the average of the students' result of third cycle was 80.6. The score was higher than pre-test that was only 35.8. It increased 44.8 from pre-test. Because the standard minimum success criterion was 65, it could be concluded that all students passed the test. Moreover, almost 90% students got 8 and it showed that the treatment applied by the researcher had given a significant progress toward the students' achievement.

From this result, the researcher concluded that the students' achievement in composing narrative writing using cooperative integrated reading and composition method had a significant improvement.

c. Observing

The researcher observed students in learning process at class by using observation scheme. This observation was done in learning process of using CIRC method to teach narrative writing at the eighth grade of MTs Negeri Kudus. It could be seen in the table below:

Observation Checklist of Third Cycle

NO	ACTIVITIES	GRADE				
		1	2	3	4	5
1.	Teacher organization lesson and class					
	1) Introduction or explanation of material					√
	2) Asking questions					√
	3) Classroom management				√	
	4) Time management				√	
	5) Motivating students.				√	
2.	Students' activities					
	1) The students cooperative in group				√	
	2) The students' activeness in present the material		√			
	3) Students concern toward other group presentation				√	
	4) The students' activeness in asking question			√		
	5) The students' activeness in answering questions in group.				√	
	SUM					39

$$\text{Percentage} = \frac{\text{SUM of Checklist}}{\text{Highest Score}} \times 100\%$$

$$\text{Percentage} = \frac{39}{50} \times 100\% = 78\%$$

To support the data above, the researcher also provided the data below:

No	Indicators	Total of Students
1	Paying attention	25
2	Asking questions	13
3	Asking the difficult words	21
4	Responding to question	14
5	Enthusiastic in doing the test	27

From the data above, it would be analyzed by calculating the percentage from the checklist as the pattern below:

$$\text{Percentage (\%)} = \frac{\text{sumofcheclist}}{\text{amountofstudents}} \times 100\%$$

No	Indicators	Total of Students
1	Paying attention	64.1%
2	Asking questions	33.3%
3	Asking the difficult words	53.8%
4	Responding to question	35.9%
5	Enthusiastic in doing the test	69.2%

d. Reflecting

The result of the third cycle was also considered as implementation. It was better than previous cycle. There was significant improvement in this cycle. The condition of the class was getting better than before. The students listened to the teacher's explanation and did not make noisy in learning activity. The students

took active part in cooperation and can associate with member group. They also became more active to ask the problems they faced and it made the teacher felt happy because the way she taught, in this case by using CIRC, could be accepted.

Finally, the researcher concluded that the problems had been solved by the use of CIRC method to teach English writing ability. The teacher should motivate students to always write a lot of English text and motivate the passive students in order to be brave to express their idea.

Furthermore, it proved that the use of CIRC method could motivate the students' interest in learning English and improve students' ability to compose narrative writing. This method not only helped students improve their ability in composing narrative writing but also helped them to be familiar to interact with others communicatively. Because before the presence of CIRC method, students tend to refuse the teacher order to make a group in the classroom. And the presence of CIRC, at least, had overcome such problems.

The researcher realizes that there are still weaknesses in applying CIRC to teach narrative writing. However, the result of this research may give us enlightenment toward the important to vary our methods in teaching narrative writing in junior high school in order to make the teaching and learning process could run as we are expected.

B. LIMITATION OF THIS STUDY

1. This study is only limited in VIII A students of MTs Negeri Kudus.
2. The use of Cooperative Integrated Reading and Composition (CIRC) method in this study is only to measure students' ability in composing writing.