

## ***COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) MODEL TO IMPROVE THE WRITING SKILLS OF CLASS V STUDENTS IN ELEMENTARY SCHOOLS INPRES ENDE 14***

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### **Abstract**

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The problem in this study is the application of the Cooperative Integrated Reading and Composition (CIRC) model in improving students' writing skills and to improve writing skills through the use of the CIRC model in SDI Ende 14 students. The research objective was to determine the application of the CIRC model in improving students' writing skills. students and to find out writing skills through the use of the CIRC model on SDI Ende 14 students. The type of research used was classroom action research (CAR) with a qualitative approach. Collecting research data using observation techniques, tests, interviews, and documentation. The results of this study indicate that learning using the CIRC model can involve students so that students can also play an active role in the learning process and student learning outcomes in writing skills using the CIRC model increase. This is shown by the increase in the average value of writing skills using the CIRC model where the average value of the first cycle of writing skills is 62.96 and the average of the second cycle of writing skills is 90.50.

Keywords: Writing skill, CIRC model.

## **1. INTRODUCTION**

Education is a process of developing basic skills that involve thought (intellectual) and emotion (human) which gives meaning to changes in individual behavior in human personal life as part of the community and its environment. So, education as a process of growing humanity (Paramansyah & SE, 2020). Meanwhile, according to Law Number 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills that are needed by himself, the community, the nation and the State (Rahmat, 2021).

The purpose of education in general is to achieve physical growth and spiritual maturity of students. The physical growth in question is the maximum physical growth limit that can be achieved by students while spiritual maturity means the ability of a child to help himself when experiencing problems and be responsible for his actions (Hidayat & Abdillah, 2019). Educational goals can be achieved through three important components, namely schools, educators and students.

School is a formal institution that is very important in determining the success of students. Therefore, a good school environment can encourage students to study harder and achieve educational goals. The condition of the school includes the way of presenting learning, the relationship between teachers and students that is not good will affect their learning outcomes (Harianti and Amin, 2016). For this reason, the relationship between teacher and student is very important in creating a comfortable and enjoyable learning environment.

Qualified teachers are the central point in updating and improving the quality of education, in other words one of the important requirements for improving the quality of education is if the teaching and learning process is carried out by educators who can be relied on for their professionalism (Dewi, 2015). Professional educators must be able to master the material and develop methods, media, models and strategies in learning so that the learning process can run smoothly and students are able to understand the content of the material presented. In this study, researchers focused on the application of learning models.



The learning model is a plan or pattern that can be used to shape the curriculum (long-term learning plans), design learning materials and guide learning in class or others (Rusman, 2013: 133). One of the learning models used is the Cooperative Integrated Reading And Composition model (CIRC). The CIRC model is a comprehensive program for teaching reading, writing and language arts to the higher grades of elementary schools. The main purpose of developing the CIRC program for learning to read and write is to design, implement, and evaluate a writing process approach in writing and language arts lessons (Ariawan et al, 2018). The CIRC model that is applied is expected to improve the writing skills of students who are in the high class. For To achieve the goal of developing writing skills, learning is needed which is able to make students more active, creative, effective and pleasant. Learning it will train the imagination of students to pour into a writing.

According to Susanto (2013) writing skill is an activity of developing an idea or idea that is in one's mind, pouring out one's heart through written language so that others can read and understand it. Meanwhile, Abbas (2016) states that writing skills are the ability to express ideas, opinions, and feelings to other parties through written language. Writing is a communication activity in the form of conveying messages in writing to other parties. Writing is a language activity that cannot be separated from other language activities such as listening, reading and speaking. This is based on the premise that writing skills in elementary schools are a fundamental ability to prepare for writing at the next level.

Based on the problems found by researchers at SD Inpres Ende 14 where are students it is still not right to determine the main idea in a discourse; students are still lacking in responding to the contents of a discourse.

## 2. METHOD

This type of classroom action research ( Classroom Action Research ). One form of inquiry study that is qualitative in nature is Gall and Brog's emancipatory action research ( in Wiriaatmadja , 2012:4). This research was carried out in the classroom. According to Mulyasa (Gregorius , 2016: 19), classroom action research is an attempt to examine the learning activities of a group of students by providing an action ( treatment ) that is intentionally given by the teacher. This statement means that treatment cannot be given if the teacher does not have the sensitivity to understand the three important aspects that are related.

From the opinion of experts at above, it can be concluded that PTK is a type of classroom action research given by the teacher to students to complete and improve students' learning abilities. That is, this research is a solution in solving problems that occur in the classroom.

## 3. RESULTS AND DISCUSSION

### A. Research result

#### 1. Description of Learning Indonesian in Class V SDI Ende 14

At the time of observation and interviews conducted by researchers on Tuesday 17 May 20 22 in class V SDI Ende 14 . Pre-cycle activities are carried out by collecting data about the initial conditions of students and making plans. Implementation of research activities carried out after planning is considered complete. The research was carried out according to the implementation plan which was divided into two cycles.

the observation and interview activities , the researcher has provided an overview of the activities that will be carried out by researchers and students on May 20 20 20 .

#### 2. Description of Implementation of Learning Actions

##### a. Implementation of First Cycle Actions

Activity steps that must be carried out by the researcher. This is done so that learning activities can run well, so that they can realize what is the goal of learning activities.

##### 1) Learning Action Planning



- a) Researchers with teachers discuss Competency Standards, Basic Competency, and Indicators that are in accordance with the subject matter that will be conveyed to students and their KKM.
- b) Designing RPP.
- c) Prepare media.
- d) Prepare worksheets.
- e) Prepare an interview guide.

## 2) Implementation of Learning Actions

In cycle I, one meeting was held. Learning with the material determines the main idea using the CIRC model.

### a) The first meeting

The implementation of learning activities at the first meeting was in the VB SDI Wolowona I classroom. The material for this lesson was to determine the main idea using the CIRC learning model. The activities carried out consist of initial activities, core activities and final activities.

The initial activity contains routine activities such as opening (greeting), praying, checking student attendance and apperception. The teacher does apperception by asking students' experiences related to the main idea, then the teacher relates it to the material that will be taught to students.

In the core activities, students carry out learning steps using the CIRC learning model as the implementation of learning scenarios. The first step is the presentation of the material. After the students understood the teacher's explanation they were assigned to work on the LKS using the CIRC model that had been prepared by the teacher. Then each group presented the results of their discussion. The teacher and the students corrected the results and after they understood the teacher gave evaluation questions that they had to work on individually.

As for the final activity carried out, the teacher asks things that are not yet clear, concluding the learning material. After the whole series of activities was carried out, the teacher closed the meeting that day by greeting.

Based on the description of the activities above, the learning activities at the first meeting have been completed. The results of the evaluation of the first cycle can be seen in the following table:

**Table 1. Value of Writing Skills of Class V Students SDI Ende 14 Cycle I**

No	Name /Code	KKM	$\Sigma$ VALUE	Information	
				T thread (T)	B unfinish ed (BT)
1	AF	75	75	√	-
2	A A	75	56.25	-	√
3	AWL	75	59.37	-	√
4	AMC	75	90.62	√	-
5	AR	75	62.5	-	√
6	AJJ	75	50	-	√
7	EPG	75	43.75	-	√
8	ERW	75	81.25	√	-
9	FCD	75	71.87	-	√
10	HM	75	43.75	-	√
11	HR	75	59.37	-	√
12	HE	75	87.5	√	-
13	MIS	75	78.12	√	-
14	NMDC	75	62.5	-	√
15	NTGL	75	62.5	-	√
16	NSA	75	37.5	-	√
17	TH Z	75	59.37	-	√



18	TA	75	81.25	√	-
19	UK	75	50	-	√
20	VTZ	75	59.37	-	√
21	YR	75	78.12	√	-
22	US	75	37.5	-	√
23	LDJ	75	46.87	-	√
24	MAGJ	75	84.37	√	-
25	SSA	75	62.5	-	√
26	VJK	75	43.75	-	√
27	MAKPP	75	75	√	-
<b>Amount</b>			<b>1,699.95</b>		
<b>Average</b>			<b>62.96</b>		
<b>Completeness Percentage</b>				<b>33.33%</b>	
<b>Incompleteness Percentage</b>					<b>66.66%</b>

Source: Cycle I Value

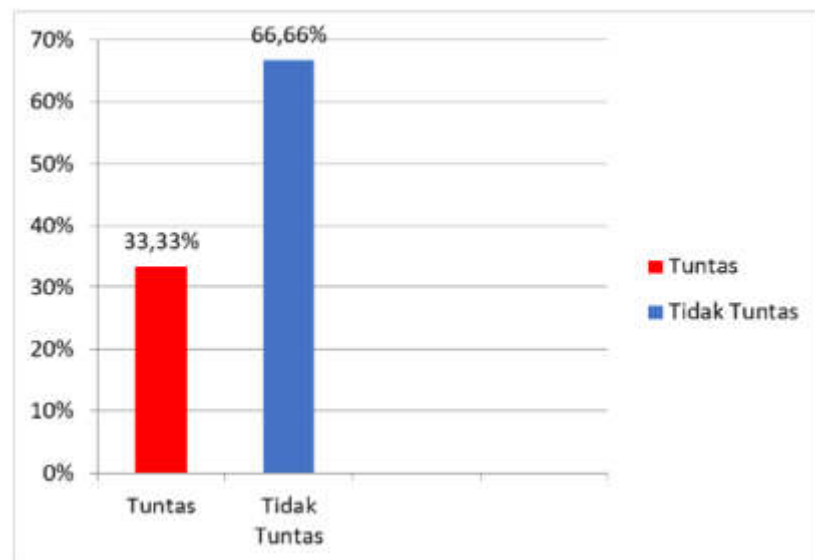


Figure 1. Graph of Post Test Scores of Class V Students at SDI Ende 14 Cycle I

Based on the results of the first cycle test, it showed that there were 9 students who obtained KKM scores of 75 and above, and 18 others who were still below KKM 75 with an average of 62.96 .

This shows that the test results of students in cycle I have not reached completeness or have not reached the specified criteria, so the researcher decided to continue this research in the next cycle, namely cycle II.

### 3) Observation of Cycle I Actions

Observation is an act of observation that is carried out in the first action where the activity is running, this observation is carried out from the start of the CIRC model to the end of the activity and records all the things needed using the assessment format that has been prepared.

#### a) Teacher Activity Observation

Based on the results of observations on the activities of Class V teachers at SDI Ende 14, aspects such as observing, orienting students to problems with a total score of 19 can be explained. This is explained in the observed aspects, namely preparing students to be ready following the lesson (conditioning the class, giving greetings, starting learning activities by praying) gets a score of 3 , checking student attendance gets a score of 2, preparing students to learn gets a score of 2, delivering

basic competencies and learning objectives achieved gets a score of 4, apperception and the motivation of the material to be studied gets a score of 3, discussing the learning objectives to be achieved and the concepts and material learned that day gets a score of 3, motivating students to be actively involved in learning to increase student confidence gets a score of 2.

Organizing students to learn with a total score of 7. This is explained in the observed aspects namely giving students the opportunity to read the material being studied gets a score of 3, dividing students into heterogeneous groups gets a score of 2, managing the use of time for class discussion appropriately gets score 2.

Associating, formulating answers with a total score of 16. This is explained in the observed aspects, namely guiding students to use source books gets a score of 3, guiding and motivating students to collect appropriate information gets a score of 3, directs students' attention to the material faced in each group checks each group to monitor the activities of students in groups gets a score of 2, guiding and encouraging each student in the group to be actively involved in the investigation gets a score of 2, stimulates interaction between students during class discussions gets a score of 3, during the mentoring stage, the teacher does not directly answer each problem to students gets a score of 3.

Communicating with a total score of 11. This is explained in the observed aspects, namely asking students to prepare the results of discussions that will be presented with a score of 2, motivating and encouraging students to be actively involved in learning to get a score of 2, stimulating interaction between students on when class discussions take place get a score of 2, provide feedback on student errors during discussions get a score of 2, respond to activities carried out by students get a score of 3.

Analysis and evaluation of the process of solving problems with a total score of 6. This is explained by the aspects observed, namely classically asking students to provide conclusions about the learning activities carried out getting a score of 3 and the ability to give an evaluation gets a score of 3.

Based on the explanation in From above, it can be seen that the observation of researcher activity in cycle I with a score of 56 with an average of 2.43 is sufficient. This shows that the activities that have been carried out are quite good, but there are still some obstacles when carrying out the learning process. For more details, consider the diagram of the teacher's observations below.

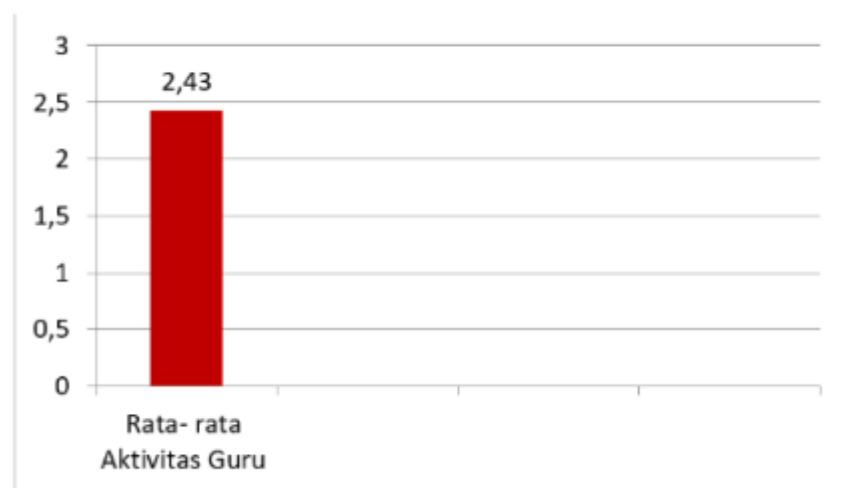


Figure 2. Class V Teacher Activities at SDI Ende 14 Cycle I

From the results of observations on activity sheets and diagrams, it can be concluded that the teacher's activities during teaching and learning activities using the CIRC model in Indonesian subjects with the main ideas of paragraphs , went quite well. This results in obtaining an average of 2.43 with the sufficient category.



b) Observation of Student Activities

Based on the results of observations of student activity, it can be described in the following aspects: the ability to think and analyze questions gets a score of 2, the courage to answer teacher questions gets a score of 2, answers questions correctly and correctly gets a score of 3, the ability to maintain argument gets score 3, dare to ask questions get a score 2, be critical in asking questions get a score 2, be able to link concepts and reality get a score 2, be able to give concrete examples in questions get a score 3, analytical thinking skills get a score 2, synthetic thinking skills get a score 2, being able to find a solution to a problem gets a score of 2, being able to offer several ways of solving a problem gets a score of 2, being able to provide a relationship between concept and practice gets a score of 2, being critical in responding to opinions gets a score of 2, the ability to accept friends' opinions logical and reasonable gets a score of 2.

Based on the explanation above, it was concluded that the activities of students during the learning process in cycle I obtained a score of 33 with an average of 2.06 in the less category. To find out the results of the observations of students in the first action, assessed by the attached student observation sheet. Can be explained with the diagram below :

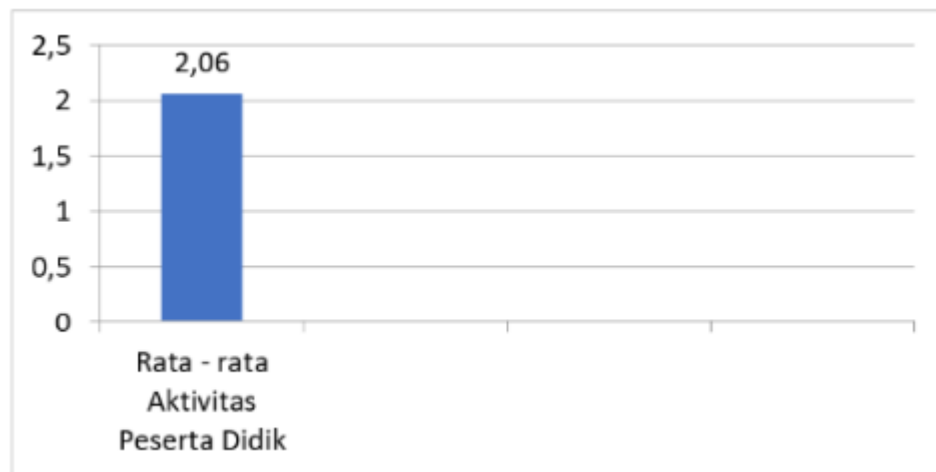


Figure 3. Graph of Class V Student Activity at SDI Ende 14 Cycle I

From the results of observations on activity sheets and diagrams, it can be concluded that the activities of students during teaching and learning activities using the CIRC model in Indonesian subjects with the main ideas of paragraphs, the learning was not good. This resulted in obtaining an average of 2.06 in the less category.

Based on the real results of the first cycle that had not reached completeness or had not reached the specified criteria, the researcher decided that this research would be continued to the next cycle, namely cycle II with the hope of increasing the percentage of students' understanding for all cycle II indicators.

**b. Implementation of Second Cycle Actions**

In the second action activity the researcher will describe the procedures for using the CIRC model in learning Indonesian on the main ideas of paragraphs.

1) Learning Action Planning

The data obtained in cycle I was used as a reference in carrying out actions in cycle II, with the aim of obtaining an improvement in writing skills in Indonesian subjects with the CIRC model. At the planning stage, the researcher rearranged the lesson plan based on the results of Cycle I's reflection

2) Implementation of Learning Actions

In cycle II two meetings were held the same as cycle I. Learning with the main idea of a paragraph using the CIRC model.





Implementation of learning activities at the first meeting was in class V SDI Ende 14 on Friday May 22 2022. The material in this lesson is the main idea of a paragraph using the CIRC model to improve students' writing skills. The activities carried out consist of initial activities, core activities and final activities.

The initial activity contains routine activities such as opening (greeting), praying, checking student attendance and apperception. The teacher does apperception to retrieve students' initial knowledge by making a real problem which is then solved by students.

In the core activities, students carry out the steps using the CIRC learning model as the implementation of learning scenarios. Based on the activity plan, the next action of the researcher begins by dividing students into groups and giving worksheets in the form of paragraph text to read and students write a paragraph based on the main ideas found in the reading with attention to the accuracy of the main idea, the quality and scope of the content, choosing words or diction, writing sentence structures, writing capital letters, style and form of language, mechanics: grammar, spelling, punctuation, neatness and cleanliness of writing.

#### **4. CONCLUSION**

Cooperative Integrated Reading and Composition learning model to fifth grade Indonesian learning can improve writing skills and make it easier for students to understand the material. The skills of class V students at SDI Ende 14 using the CIRC model increased from 9 people, the number of students in the first cycle of action experienced 33.3% completeness and 66.66% incomplete, then carried out the second cycle of action, and in the second cycle of action This completeness of students reaches 100% with KKM 75.

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