

INFLUENCE LEARNING MODEL COOPERATIVE INTEGRATED READING AND COMPOSITION TO ABILITY WRITING BALLADS AND POEMS ROMANCE BY INDONESIAN LANGUAGE EDUCATION STUDY PROGRAM STUDENTS UHKBPNP

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ARTICLE INFO	ABSTRACT
<i>Article History: (Filled in by</i> Diterima: 02 Februari 2026 Direvisi: 21 Februari 2026 Disetujui: 14 Maret 2026 Tersedia Daring: 30 April 2026 Keywords: <i>Learning; CIRC; Ability; Ballad; Romance</i>	<i>Learning Cooperative Integrated Reading and Composition is a learning model integrated, building cooperation in groups and develop skills think students. Encourage students to be more active and confident in learning Good in a way physique and mental, in the learning process. Improvement results learn on this model increase understanding students and results Study they as well as can overcome difficulty study. Excellent students can help students who are having difficulties in his group, creating atmosphere inclusive learning. Improvement trust self, involvement in discussion and work group can increase trust self student in write poetry. Urgency study based on from existence Independent learning curriculum which emphasizes learning based literacy in accordance development of the times. Research This aim For know the influence of learning models Cooperative Integrated Reading and Composition to Ability Writing Ballads and Poems Romance by Indonesian Language Education Students of UHKBPNP. Output mandatory expected in the form of journal national accredited Syntax 4</i>

ABSTRACT
Kata Kunci <i>Pembelajaran; CIRC; Kemampuan; Balada; Romansa</i> Pembelajaran Cooperative Integrated Reading and Composition merupakan model pembelajaran terpadu, membangun kerjasama dalam kelompok dan menumbuhkembangkan keterampilan berpikir mahasiswa. Mendorong siswa menjadi lebih aktif dan percaya diri dalam belajar baik secara fisik maupun mental, dalam proses pembelajaran. Peningkatan hasil belajar pada model ini meningkatkan pemahaman siswa dan hasil belajar mereka serta dapat mengatasi kesulitan belajar. Siswa yang unggul dapat membantu siswa yang kesulitan dalam kelompoknya, menciptakan suasana belajar yang inklusif. Peningkatan kepercayaan diri, keterlibatan dalam diskusi dan kerja kelompok dapat meningkatkan kepercayaan diri siswa dalam menulis puisi. Urgensi penelitian didasari dari adanya kurikulum Merdeka belajar yang menekankan pembelajaran berbasis literasi sesuai perkembangan zaman. Penelitian ini bertujuan untuk mengetahui pengaruh Model pembelajaran Cooperative Integrated Reading and Composition terhadap Kemampuan Menulis Puisi Balada dan Puisi Romansa oleh Mahasiswa Prodi Pendidikan Bahasa Indonesia UHKBPNP. Luaran wajib yang diharapkan berupa jurnal nasional terakreditasi sinta 4.

1. INTRODUCTION

Language is something system communication that uses symbols vowels (sounds speech) which is arbitrary, which can strengthened with gestures real physical form. Keraf (Sasferi, 2018) states, "Language is tool communication between member public in the form of symbol sound produced by the tool say human." Big Indonesian Dictionary (KBBI) edition fourth (Dewi et al., 2018) states, "Language is system symbol arbitrary sounds, used by members something public For Work same, interact, and identify " Basic language skills have four components, namely listening skills, speaking skills, reading skills, and writing skills. All of these skills are expected to be mastered by students considering that these skills are the basis for learning Indonesian. One of the skills that is expected to be mastered is writing (Jehamin et al., 2020).

Writing poetry is a communication activity in the form of conveying a message (information) in writing to another party using written language as a tool or medium. The activity of writing involves several elements, namely: the writer as the message deliverer, the content of the writing, the channel or media, and the reader. Marwoto in Dalman (Suci & Yamin, 2022) states that, "Writing is expressing ideas or thoughts in the form of writing freely. In this case, writing requires a broad schemata so that the writer is able to express his ideas, thoughts, opinions easily and fluently. The schemata itself is the knowledge and experience possessed. So, the broader a person's schemata, the easier it is for him to write." Writing poetry is a language skill used to communicate indirectly, not face to face with others and is a productive, expressive and imaginative activity (Saputra, 2021). By writing, a person can recognize his abilities and potential, through writing activities a person can develop various ideas, writing activities force a person to absorb more, search for and master information related to the topic being written, writing is organizing ideas systematically and expressing them in writing (Christina & Kristin, 2016).

Through writing, a person can review and evaluate ideas objectively. By writing on paper, a person will more easily solve problems, namely by analyzing them explicitly, in a more concrete context. Writing assignments on a topic encourage someone to learn actively and creatively. Planned writing activities will accustom us to think and speak orderly, especially writing ballads and romantic poetry. However, in reality, writing activities among students have not yet become a culture. This is evident in the tendency of students to prefer talking over writing. The number of works produced is still far from expectations. Various reasons and obstacles are put forward by students for not engaging in writing activities, including lack of talent, lack of motivation, lack of time, not knowing where to start, and lack of references are some of these reasons (Hasriyanti, 2019).

Ballad is poems that contain story about mighty people or figure idol. Poetry ballad often tell A incident important, story love, or legend, which has dramatic elements and strong emotions (Sartika et al., 2022). Ballads often found in old literary works, and

even though its shape can different, goals mainly is For inspiring feeling reader or the listener, bringing they are in the mood heart or incident certain. In literary context, poetry ballads also play a role in inherit culture And values public, often contains moral message or teachings life that can endure cross generation (Syaputri & Djulia, 2018). Therefore that ballad often have depth meaning that invites reader For contemplating or feel what is depicted in story said. Meanwhile poetry romance is type poetry stories that use Language romantic content story romance, interspersed fights and adventures. uisi romance is type poetry that expresses feeling love darling, or connection deep emotions between two individuals. Usually, poetry This themed about Love in various the shape is good That Love between couple, love to nature, or even Love to life (Royani et al., 2020). Poetry romance more put forward feelings and emotion sincere, full passion, as well as sometimes accompanied by with anxiety or longing. In literary tradition, romance more known as form works that depict feeling soft, beautiful, and full feeling in connection human (Kartini et al., 2018). Although often associated with story Love romantic, poetry romance can also touch other related themes with feeling in more context wide (Khasanah et al., 2020).

The formulation of the research problem is: (1) How are students' abilities in writing ballads and romantic poetry before using the learning model? Cooperative Integrated Reading and Composition ?; (2) How students' ability to write ballads and romantic poetry after using the learning model Cooperative Integrated Reading and Composition ? ; (3) Is there is difference results ability write poetry ballads and poetry romance before and after using a learning model Cooperative Integrated Reading and Composition ?

2. METHODS

The method is method main used researchers reach something objective for example For test a series hypothesis with use technique as well as tools certain. also methods used in study This is quantitative with pre- experimental method. Design study This is One Group Pretest- Posttest Design (Fatimah et al., 2018).

Table 1. Experimental Design *One-Group Pre-test and Post-test*

Pretest	Variables Free	Posttest
Y1	X	Y2

Information :

Y₁ : Ability beginning (before) get treatment)

X : Learning direct

Y₂ : Ability after get treatment

3. RESULTS AND DISCUSSION

The results and discussion in this study are focused on answering all the problem formulations of *Cooperative Integrated Reading and Composition*. to Writing ability Ballads and Poetry Romance by Indonesian Language Education Study Program

Students. The data analysis in this study used the following instruments and data analysis techniques (Israwaty et al., 2020):

Instruments Data collection

Data collection techniques will be used done study This is through observation (sheet observation), documentation implementation learning and testing write. According to its benefits as following (Safitri, 2026):

a. Observation sheet

Observation sheet used For register, give capability process overview writing that takes place inside class.

b. Documentation

Used For take proof during ongoing study.

c. Test

Assessment sheet ability write poetry used For digging up implementation data learning ability write with using the *Cooperative Integrated Reading and Composition* model to Writing ability Ballad Poetry and Romance Poetry. Test done twice, first during the pre-test and second during the post-test. This instrument used as test tools for get value (Samsiah & Kusmarni, 2020). The value collected and used as material analysis. Criteria evaluation in the form of related aspects on evaluation ability write poetry (Eliantari et al., 2020).

Table 2. Instruments Evaluation Poetry Writing Skills

Rated aspect	Score	Criteria
Theme	20	a. Appropriate theme with content of the text
	10	b. Poetry in accordance with theme but the meaning that is intended
	0	expressed blurry or not enough clear
Diction		c. Theme no in accordance with content of the text
	20	a. Choice of words used Already right, so that No
		b. cause different interpretations about meaning from the words used
	10	c. Choice of words used not enough careful so that its meaning not enough clear
	5	d. Poor word choice congested or too Lots so that its meaning blurry or not enough clear
	0	e. Choice of words is not appropriate so that No add
Use style of language/ figurative language		f. clarity meaning
	20	a. There is more from four style language / figures of speech
	10	b. There is more of two styles language / figures of speech
	5	c. There is One style language / figures of speech
	0	

Rhyme/ rhythm	20	d. There is none style language / figures of speech
	0	a. Have equality sound in the part beginning, middle, and end sentence
Mandate	20	b. Not using repetition word so No effective sound intended meaning the more No beautiful
	0	a. Able to convey messages in expression hidden
		b. Not able to convey messages in expression hidden

Table 2. Categories Evaluation Write Poetry

No	Category	Evaluation
1	Very good	85-100
2	Good	70-84
3	Enough	60-69
4	Not enough	40-59
5	Very less	0-39

Data Collection Techniques

Data collection techniques were carried out based on :

- Test initial (pre-test) was conducted before student get treatment using the Learning model *Cooperative Integrated Reading and Composition* to Ability Writing Ballad Poetry and Romantic Poetry (Permana & Indihadi, 2018).
- Test final (post-test) was conducted after student get treatment using the Learning model *Cooperative Integrated Reading and Composition* to Ability Writing Ballad Poetry and Romantic Poetry (Karlos et al., 2012).

Data Analysis Techniques

According to Sugiyono (Yanti et al., 2018) in study quantitative, data analysis is activity after the data from all over respondents or other data sources collected. Activities in Data analysis is grouping data based on variables and types. Respondents tabulating data based on variables and all respondents, presenting data for each variable studied, conducting calculation For test hypothesis that has been submitted.

Data analysis techniques used in study This is a technique statistical data analysis. After the data is collected, then done analysis to the data. Data analysis in study This is a statistical test with using the t-test as tool For test hypothesis (Puspasari & Setyaningsih, 2020).

For analyzing research data This use techniques and steps as following :

- Compile pre-test and post-test data form table
- Counting average value /mean

$$\bar{D} = \frac{\sum D}{N}$$

Information :

$\bar{D}$ = mean

$\sum$ = amount

D = each mark in distribution

N = number case

c) For test hypothesis using the t-test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

information :

t = t- value for the unbiased mean independent (existing) relationship)

D = difference between paired scores

— $\bar{D}$ = mean difference the

$\sum D^2$ = amount score squared difference

N = number partner

Test the significance the difference in the mean scores of the students tested at the level 95% confidence for ($p < 0.05$) (Lina & Juwita, 2021).

Hypothesis Statistics

Testing hypothesis in study This :

H_0 : There is no the influence of learning models *Cooperative Integrated Reading and Composition* to Ability Writing Ballads and Poems Romance by Indonesian Language Education Study Program Students, UHKBPNP.

H_a : There is The Influence of Learning Models *Cooperative Integrated Reading and Composition* to Ability Writing Ballads and Poems Romance by Indonesian Language Education Study Program Students UHKBPNP (Purba et al., 2023).

As for the criteria from the t-test statistical test

- If the value significant t test > 0.05 then H_0 is accepted and H_a is rejected. This means No There is influence between independent variables on variables dependent.
- If the value significant t test < 0.05 then H_0 is rejected and H_a is accepted. This means there is significant influence between independent variables on variables dependent.

Table 3. Pretest and posttest score data

No	X1 (pretest)	X2 (posttest)	D=X2-X1	d2
1	60	75	15	225
2	30	45	10	100
3	30	75	45	2025
4	30	70	40	1600
5	50	75	25	625
6	30	80	50	2500
7	30	85	55	3025
8	40	85	45	2025

9	70	75	5	25
10	70	80	10	100
11	45	75	30	900
12	65	80	15	225
13	30	75	45	2025
14	30	80	50	2500
15	65	80	15	225
16	30	60	30	900
17	30	85	55	3025
18	30	80	30	900
19	30	50	20	400
20	45	75	30	900
21	30	75	45	2025
22	50	80	30	900
23	40	75	35	1225
24	30	80	30	900
25	70	85	15	225
26	70	80	20	400
27	30	55	25	625
28	50	80	30	900
29	30	80	50	2500
30	30	60	30	900
31	55	85	30	900
32	35	75	40	1600
Total 1360 2327			1000	35527
Average 42.5 72.71				

Determining the mean difference paired score (D) with formula :

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{1000}{32} \\ &= 31.25\end{aligned}$$

c. find the price of $\sum X^2 d$ using the formula:

$$\begin{aligned}\frac{\sum X^2 d}{N} &= \frac{\sum D^2 - \frac{(\sum d)^2}{N}}{N} \\ &= \frac{35527 - \frac{1000^2}{32}}{32} \\ &= \frac{35527 - 31.25}{32} \\ &= 35.49\end{aligned}$$

d. For test hypothesis used sample mean difference test relate.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2(\sum D)^2}{N(N-1)}}}$$

$$t = \frac{31.25}{\sqrt{35.49}}$$

$$32(31)$$

$$t = \frac{31.25}{0.006}$$

$$t = 5.2$$

CONCLUSION

The ability to write poetry after being given treatment in the form of the Cooperative Integrated Reading and Composition learning model. This proven with The average score on the pre-test was 42.5 in category less, whereas The average score on the post-test was 72.71 in category Good. So based on the discussion of the results with level significance For level real $P < 0.05$ then the t table = 1.69 is obtained. By rejecting H_0 then H_a is accepted meaning there is influence significant learning model Cooperative Integrated Reading and Composition to ability write poetry ballads and poetry romance by students of the Indonesian Language Education Study Program, UHKBPNP.

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