

# THE EFFECT OF THE COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) LEARNING MODEL ON SUMMARY WRITING SKILLS IN GRADE V

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## ABSTRACT

Penelitian ini bertujuan untuk mengetahui dampak dari Pengaruh Model Pembelajaran Cooperative Integrated Reading And Composition (CIRC) Terhadap Keterampilan Menulis Ringkasan Pada Kelas V di UPTD SDN 124405 Pematangsiantar. Populasi dalam penelitian ini mencakup seluruh siswa kelas V, sementara sampel yang digunakan adalah 23 siswa yang dipilih secara acak berimbang (proporsional random Sample). Penelitian ini bersifat kuantitatif dan termasuk dalam jenis penelitian pra-eksperimen dengan rancangan penelitian One Group Design Pretest - Posttest. Peneliti menggunakan instrumen berupa 6 butir soal uraian Instrumen ini digunakan untuk menilai pengaruh model problem based learning terhadap keterampilan menulis ringkasan siswa kelas V pada pembelajaran Bahasa Indonesia, maka data dikumpulkan melalui observasi, tes dan dokumentasi. Setelah data penelitian terkumpul, dilakukan analisis menggunakan Indeks Aiken's V dan Uji N- Gain. Hal ini dibuktikan dengan uji N-Gain menunjukkan bahwa nilai hasil perhitungan gain kelas eksperimen diperoleh rata - rata pretest sebesar 37,67 dan rata - rata posttest sebesar 85,53. Sehingga diperoleh gain 0,78. Artinya, kelas eksperimen mengalami peningkatan hasil kemampuan berpikir kreatif dengan kategori sangat tinggi ( $g \geq 0,7$ ). Berdasarkan hasil tersebut dapat disimpulkan bahwa terdapat pengaruh model cooperative integrated reading and composition terhadap keterampilan menulis ringkasan siswa kelas V di UPTD SDN 124405 Pematangsiantar Tahun Ajaran 2023/2024..

## ABSTRACT

### Keywords:

Influence of the Cooperative Integrated Reading and Composition Model, Summary Writing Skills

*This study aims to determine the impact of the Cooperative Integrated Reading and Composition (CIRC) learning model on summary writing skills among fifth grade students at UPTD SDN124405 Pematangsiantar. The population in this study includes all fifth-grade students, while the sample consisted of 23 students selected using proportional random sampling. This research employs a quantitative approach and falls under the category of pre-experimental research, using a One-Group Pretest-Posttest Design. The researcher used an instrument consisting of 6 essay questions. This instrument was used to assess the influence of the problem-based learning model on students' summary writing skills in Indonesian language learning. Data were collected through observation, tests, and documentation. After data collection, the analysis was conducted using Aiken's V Index and the N-Gain Test. The results of the N-Gain test showed that the average pretest score in the experimental class was 37.67, and the average posttest score was 85.53, resulting in a gain of 0.78. This indicates*

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*that the experimental class experienced a significant improvement in creative thinking skills, falling into the "very high" category ( $g \geq 0.7$ ). Based on these results, it can be concluded that the Cooperative Integrated Reading and Composition (CIRC) learning model has a positive effect on the summary writing skills of fifth-grade students at UPTD SDN 124405 Pematangsiantar in the 2023/2024 academic year.*

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## 1. Introduction

Education is a continuous process and has a definite goal to be achieved. Education is believed to be able to instill new capacities for everyone to learn new knowledge and skills so that they can be obtained as faithful and pious people. In Law No. 20 of 2003 (chapter II, article 3) it is stated that National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation and state, aiming to develop the potential of students to become people who believe in and are pious to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. (Wajdi et al., 2022). Indonesian language education, particularly the skill of writing summaries, is aimed at improving students' ability to communicate effectively, both orally and in writing. Furthermore, learning Indonesian is also expected to foster students' appreciation for Indonesian literary works. (Maulidia, 2020).

Writing is the highest level of language skill compared to other language skills. Writing, as a verbal linguistic skill, requires support from other language skills, such as speaking, listening, and reading. Writing is the process of expressing ideas, opinions, and thoughts to be conveyed to others. (Nuraniya et al., 2020). Writing skills play a vital role in life. Therefore, these writing skills should be developed from an early age. "Officially, writing skills are acquired in school through Indonesian language learning" (Hasriyanti, 2019). Therefore, children who graduate from school are expected to have good writing skills for the purposes of continuing their education to a higher level and for practical purposes in everyday life. This aligns with the goal of learning to write, namely that writing skills play a vital role in human life. The importance of learning to write summaries is not only because writing learning in elementary school is the foundation for the educational development of each student, but also because every student must be equipped with writing skills to convey their ideas and thoughts.

The reality in Indonesia is that summary writing skills are still relatively low. This is in line with what Pelly & Efendi stated. (Syaputri & Djulia, 2018) stated that "writing, once a core subject and practice, now receives less attention, both from students and teachers." Writing learning is not handled properly. Teachers and students typically focus more on theoretical learning activities that lead to student success in achieving national exam

scores. This results in inadequate writing skills. Badudu (Azizaturrohmi et al., 2021) argues that "the low quality of students' writing skills is caused by the fact that summary writing lessons are often neglected."

Summary writing skills are generally low, with students still having difficulty expressing what needs to be written, and are often confused about where to start, neglecting spelling, capitalization, and sentence structure. Research by Purbania, Rohmadi, and Setiawan (Ningrum et al., 2020) found that explains that the difficulties faced by students in writing descriptive essays are difficulties in expressing ideas, developing words into sentences, determining good and correct spelling; and concentrating on learning (Maulina et al., 2019). Therefore, it can be concluded that the obstacles faced are students' understanding, difficulty in developing ideas into writing, proper writing according to PUEBI and their lack of interest in learning. In addition, teacher factors are also very influential, namely teachers do not use learning models that attract students to get used to writing, so that students rarely do writing exercises, and are confused when developing words and paragraphs in their compositions (Fitri & Aprilla, 2021). Similarly, what happened in class V of the UPTD SDN 124405 Pematangsiantar stated that summary writing skills are still relatively low, especially since summary writing has so far been carried out using books as learning references, which can hinder students from learning actively and creatively. This has an impact on low student learning outcomes. (Royani et al., 2020) .

Teachers dominate most of the teaching and learning process activities until the assessment and students tend to be passive and not involved in the assessment process. Students are more positioned as objects rather than subjects so that learning depends entirely on the initiative of teachers who are considered as learning resources, several obstacles are seen in the implementation of learning, including: 1) teachers have not used an effective learning model used in Indonesian subjects, namely the lecture method 2) the material delivered still refers to reading books only so it looks less effective, because there are no other sources used as references, the lack of application of interesting learning models and the limited provision of creative learning media, are obstacles that make students bored in learning to write (Eliantari et al., 2020) .

One learning model that can be used to address these issues is the Cooperative Integrated Reading and Composition (CIRC) learning model. The CIRC (Cooperative Integrated Reading and Composition) learning model is a learning approach that combines reading and writing skills in an integrated and collaborative manner. This model is designed to strengthen students' reading and writing skills while encouraging collaboration between them. The CIRC learning model is a learning process consisting of small groups of 4-6 people with different characters, to train students' comprehension skills in an integrated manner between reading and finding the main idea of a particular reading, providing written responses to the reading, and summarizing the main elements of the reading (Samsiah & Kusmarni, 2020). The CIRC learning model can make students active in learning because it is group-based, so students can exchange ideas with their friends and can improve students' cooperative attitudes. The CIRC learning model is a group-based learning process that provides students with the opportunity to actively

solve a problem (Saputra, 2021). By using the CIRC learning model, students can practice reading or reading to each other, are required to master the main idea of a discourse and other reading and writing skills together. The purpose of the CIRC model is to develop skills in understanding, reading, and gathering facts obtained by students. The CIRC learning model has advantages, namely All learning activities are more meaningful for students so that student learning outcomes will be able to last longer, and integrated learning can develop students' thinking skills. . "The CIRC learning model basically aims to improve students' ability to understand the contents of the reading, and at the same time foster the ability to write and reproduce the reading material they read (Khasanah et al., 2020) stated that the CIRC learning model is one of the cooperative learning models which was originally an integrated cooperative teaching of reading and writing.

Based on the results of the research and discussion, it can be concluded that learning using the cooperative integrated reading and composition (CIRC) learning model can improve the results of summary writing skills in class V students of SDN 2 Nyuhtebel. (Suci & Yamin, 2022). The results of students' summary writing skills increased after conducting classroom action research. This is indicated by an increase in the value of the skills obtained by students. Ultimately, the number of students who achieved a score of  $\geq 75$  increased and reached the success criteria of  $\geq 75\%$ . The increase in the percentage of students' achievement of KKM in cycle I was 52.94%, increasing to 94.12% in cycle II. The average increase in summary writing skills in cycle I was 73.71, and in cycle II it increased to 78.29%. Therefore, in this study, students who obtained a score of  $\geq 75$  achieved the success criteria of  $\geq 75\%$ , so this study was said to be successful and was stopped in cycle II. The results of research on learning story structure identified that CIRC can improve low student learning outcomes and summarize story elements where these two activities are to improve students' reading comprehension skills. So the CIRC type learning model is suitable for learning reading comprehension. It can be concluded that the CIRC learning model is appropriate for use in narrative reading skills because this model is very effective for learning Indonesian in reading. With this model, teachers are greatly assisted in conducting classroom learning, resulting in smooth learning. Students are also easy to direct in class because the CIRC model has good syntax (Yahya, 2023).

Based on the description above, a problem can be identified that occurs, namely teachers still apply learning models that are less interesting to students' learning interests which are predicted to be one of the sources of failure, as well as teachers are not accustomed to applying innovative learning models and most students experience failure based on intellectual weaknesses, emotional (anxiety) learning habits, and lack of motivation from children, as well as the lack of teachers making writing skills fun, so researchers are interested in developing and researching the Cooperative Integrated Reading and Composition (CIRC) learning model to be able to improve optimal student writing learning outcomes through research entitled The Effect of the Cooperative Integrated Reading and Composition (CIRC) learning model on summary writing skills in Class V students of UPTD SDN 124405 Pematangsiantar.

## 2. METHOD

A research method is essentially a scientific way to obtain data for a specific purpose and purpose. This type of research uses quantitative methods, namely data in numerical form. The method used in this study is a quasi-experimental (quasi-experimental). This form of experimental design is an extension of the true experimental design. This design has a control group, but it cannot fully control external variables that influence the implementation of the experiment. To overcome the difficulty in determining the control group in research, a quasi-experimental design was developed (Sartika et al., 2022).

Researchers used a quasi-experimental research method because the selected groups could still interact and exist in their natural state. This allowed researchers to measure the independent variables themselves. Quasi-experimental research is a method that does not allow researchers to fully control the variables and conditions of the experiment (Maimunah, 2022).

This research started in January 2024. This research was conducted at the UPTD of State Elementary School 124405 Pematangsiantar on fifth-grade students in the second semester of the 2023/2024 academic year. The population is the entire research subject. The population is the entire research object consisting of humans, animals, plants, symptoms, test scores, or events as data sources that have certain characteristics in a study.<sup>5</sup> The population in this study was all fifth-grade students of the UPTD of State Elementary School 124405 Pematangsiantar in the 2023/2024 academic year with a total of 23 people (Jehamin et al., 2020).

A sample is a subset of the population and its characteristics used for research. Based on the sampling technique used, the experimental class sample, Class V, consisted of 23 students. Data collection techniques are the most strategic step in research, as the goal is to obtain data. Without understanding data collection techniques, researchers will not obtain data that meets established data standards. Data collection techniques significantly influence research results, as using the right data collection techniques can produce accurate and reliable data (Purnamayani et al., 2020).

Observation involves observing the research object to see what activities it engages in. This observation allows researchers to determine the learning conditions in the classroom before and after using the Cooperative Integrated Reading and Composition learning model (Nofziarni et al., 2019).

### **3. RESULTS AND DISCUSSION**

This research is an experimental study that aims to determine the effect of the cooperative integrated reading and composition (CIRC) model on summary writing skills in grade V at the UPTD SDN 124405 Pematangsiantar in the 2023/2024 academic year. The instrument test in this study used a descriptive test that was first validated by two validators: one lecturer (Nancy Angelina Purba, MPd) and one teacher (Ruth Elfrida Sinaga, SPd). The validator provided an assessment of the descriptive questions through a validation sheet that had been designed in the (attachment). After the validator declared the questions worthy of being tested, the researcher conducted the research (Kurniawan et al., 2021).

This research is a quantitative research and this research was conducted on July 18, 2024 – July 24, 2024, this research was aimed at grade V students of UPTD SDN 124405 Pematangsiantar with a sample of 23 students.

### N-Gain Test

Gain Factor is the difference between *the posttest* and *pretest scores*. Gain indicates an increase in students' understanding and mastery of concepts after learning is carried out by the teacher. Normalized gain (N-Gain) can be calculated using the equation:

$$N\text{-gain} = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Maksimun Ideal} - \text{Skor Pretest}} \times 100\%$$

The results of the *N-Gain Pretest – Posttest* can be presented in SPSS 21 as follows:

**Table 1. N-Gain Test Results Pretest – Posttest**

Case Processing Summary						
	Valid		Missing		Total	
	Count	Percent	Count	Percent	Count	Percent
Ngain_score	23	100.0%	0	0.0%	23	100.0%
Gain_percent	23	100.0%	0	0.0%	23	100.0%

  

Descriptives			Statistics Std. Error	
gain_score	Mean		.7840	.12399
	Lower Bound		.7348	
	Upper Bound		.8332	
	95% Confidence Interval for Mean			
	5% Trimmed Mean		.7869	
	Median		.8167	
	Variance		.016	
	Standard Deviation		.12693	
	Minimum		.50	
	Maximum		1.00	
	Range		.50	
	Interquartile Range		.16	
	Skewness		-.321	.41
	Kurtosis		-.313	.58
ain_percent	Mean		78.4011	.39884
	Lower Bound		73.4791	
	Upper Bound		83.3231	
	95% Confidence Interval for Mean			
	5% Trimmed Mean		78.6908	
Median		81.6667		
Variance		161.124		
Standard Deviation		12.6934		
Minimum		50.00		

Maximum	100.00
ange	0.00
terquartile Range	5.71
kewness	321 :41
urtosis	313 :58

Class	Class V
<i>Spread</i>	37.67
Spontaneously	85.53
Gain	0.78
Information	Tall

*pre-test* average of 37.67 and a *post-test* average of 85.53, resulting in a gain of 0.78. This means that the experimental class experienced an increase in critical thinking skills with a high category because  $(g) \geq 0.70$ .

### Discussion of Research Results

This research was conducted in class V of UPTD SDN 124405 Pematangsiantar. Academic Year 2023/2024 starting from July 18-24, 2024. The sample used in this study was 23 fifth-grade students (Susanti et al., 2022). In this section, the results found in the research that has been carried out will be described (Heim et al., 2023). The intended results are conclusions drawn based on the collected data and data analysis that has been carried out (Fadhli, 2020).

This study aims to determine the influence of *the cooperative integrated reading and composition* (CIRC) model. on the summary writing skills of fifth grade students of UPTD SDN 124405 Pematangsiantar (Amini et al., 2021). Academic Year 2023/2024. The trial of the research instrument was conducted on validators, teachers, and lecturers with a total of 6 items in the form of descriptions (Purnama, 2022).

Based on the pretest results, it can be concluded that the average value of students' summary writing ability before applying the *cooperative integrated reading and composition model* was 37.67 with the majority of students 71.42% (15 students) in the less category, and while 28.58% (8 students) in the sufficient category. In other words, the level of students' summary writing ability before using the *cooperative integrated reading and composition model* relatively low (Kesumadewi et al., 2020).

In addition, students showed better learning outcomes after using the *cooperative integrated reading and composition model*. This shows that the average *posttest* score was 82.29%. The results of the experimental class gain calculation obtained an average *pre-test* of 37.67 and an average *post-test* of 85.53. So a gain of 0.78 was obtained. This means that the class experienced an increase in summary writing skills with a high category because  $(g) \geq 0.70$ . Based on these data, it is concluded that the application or use of the *cooperative integrated reading and composition model* succeeded in improving students' summary writing skills compared to before (Juniarta, 2018).

Based on the analysis of the research results above, it can be concluded that the use of *the cooperative integrated reading and composition model* has a significant effect on the summary writing skills of fifth grade elementary school students as seen from the

percentage increase between *pre-test* and *post-test* scores of 89.29% (Nasution et al., 2021). The theory stating that *the cooperative integrated reading and composition model* can address summary writing skills by Slavin (Yulkifli et al., 2022). So the research results are in accordance with Slavin's opinion, namely that the cooperative integrated reading and composition learning model can improve summary writing skills (Widiya, 2020) .

#### 4. CONCLUSION

Based on the results of the research conducted with a sample of 23 fifth grade students of UPTD SDN 124405 Pematangsiantar, this research can be concluded that the influence of *the cooperative integrated reading and composition model* has a positive effect on the summary writing ability of fifth grade students of UPTD SDN 124405 Pematangsiantar. This is proven by the N-Gain test showing that the experimental class gain calculation results obtained an average *pre-test* of 37.67 and an average *post-test* of 85.53. So that a gain of 0.78 is obtained. This means that the experimental class experienced an increase in summary writing skills with a very high category ( $g \geq 0.7$ ). Based on these data, it is said that the improvement in summary writing skills of the experimental class using the *cooperative integrated reading and composition model* has increased.

#### Suggestion

Based on the results of research conducted on the critical thinking skills of fifth grade students at UPTD SDN 124405 Pematangsiantar , the researcher describes several suggestions that can be used as a follow-up to the results of this research, namely:

1. Schools. Research shows that schools and educational institutions play a crucial role. Educational institutions are expected to foster and develop their schools to make education and teaching more effective and efficient. Schools are expected to pay attention to student learning outcomes and implement policies that can improve teacher professionalism by considering each teacher's choice of learning model.
2. Teachers. When delivering a lesson, teachers are expected to choose the right learning model. The chosen learning model should encourage students to be more active in the teaching and learning process. Selecting the right learning model can influence learning success.
3. Other researchers. Other researchers can conduct research by developing other language topics, so they can obtain information about the *cooperative integrated reading and composition learning model*. in learning Indonesian and can be used for other subjects.

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