# IMPROVING THE ABILITY TO WRITE REVIE TEXTS THROUGH LEARNING MODELS COOPERATIVE INTEGRATED READING AND COMPOSITIO (CIRC) CLASS XI STUDENTS STATE SENIOR HIGH SCHOOL 1 SARADAN

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| ARTICLEINFO | ABSTRACT |
|---|---|
| | One of the goals of learning Indonesian is that students can write. Writing is an activity of expressing ideas that are in the mind which are obtained through reading, speaking, and listening activities which are described in a word to become a sentence. One of the abilities that students must have in learning Indonesian is writing review texts. The review text is one of the texts that is learned in class XI at the senior high school level. Writing review texts has not obtained optimal results following the minimum school completeness criteria. So we need a learning model that can facilitate students, namely the cooperative integrated reading and composition (CIRC) learning model. The purpose of this study was to obtain results of improving the ability to write review texts through the cooperative integrated reading and composition (CIRC) learning model. SMAN 1 Saradan became the research location. As many as 28 students in class XI MIPA 3 in the 2022/2023 school year were the subjects of the study. Classroom Action Research (PTK) is a research design that goes through four research steps namely planning (plan), action (action), observation (observation), and reflection through two cycles. Tests and observations become instruments in research. Data analysis was carried out through a qualitative approach by calculating the class average value using the percentage of classical completeness. Students who get a KKM score of ≥75 are declared complete. The results of the study were that the ability to write review texts without going through cooperative integrated reading and composition (CIRC) at SMAN 1 Saradan was 82.2, meaning that there were 23 whose grades did not exceed the KKM. While the results of the study were able to write review texts through cooperative reading and composition (CIRC) in cycle I 67.9% or 19 students in the less category. Whereas after being given cycle II it showed a result of 3.6% or 1 student in the less category. Based on the results of the study it was concluded that students' ability to write review texts through cooperative integrated reading and composition (CIRC) can be increased. |

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## INTRODUCTION

Writing activities are activities that cannot be separated from the learning process of students while studying. Particularly in learning Indonesian, writing is an inherent competency and must be learned in the process of learning Indonesian. Tarigan (2008: 22) says that writing can be interpreted as deriving or depicting graphic symbols that describe a language that someone understands so that other people can read these graphic symbols if they understand the language and graphic images. When other people read graphic symbols, it can be said that someone has carried out communication activities indirectly, meaning communicating without meeting face to face.

Writing is an activity of expressing ideas that are in the mind that have been obtained from reading, speaking, and listening activities which are described in sentences to become words, paragraphs, and even pages which finally have a meaning from writing (Aminah & Aminah, 2021; Ruslan, 2021). Writing activity can be said to be a complex activity. This is because writing activities involve other language competencies such as listening, speaking, and reading. So that writing activities are included in activities that are difficult to implement in learning appreciation because when someone is going to write the three aspects below such as listening, speaking, and reading must be passed and mastered first.

One of the materials taught in schools related to writing activities is writing review texts. This is following the Basic Competency (KD) in class XI SMA in the 2013 Curriculum which reads: Constructing a review of a collection of stories or novels read. In the activity of writing review texts, students are required to first understand the principles of writing review texts, then students must first look for books/other literary works that they will review. After getting the work/material to be reviewed students need to read first and understand the contents of the book/work to be reviewed to facilitate the process of writing the review text to be carried out

Based on the results of research observations, referring to the KD sound above, students are required to be able to write a text review both from a collection of stories, novels, and other works in the form of films, songs, and others. But, based on the results of observations, the ability of students has not met the Minimum Completeness Criteria (KKM). This is evidenced by the score obtained by students in the activity of writing review texts lacking KKM, namely 70, while the KKM that students must exceed is 75. Not only based on the results of observations of researchers who stated that students' ability to write review texts was still lacking but also the Indonesian teacher at SMA Negeri 1 Saradan also stated the same thing.

Factors that cause students' lack of ability in writing review text activities include: a) Students are less enthusiastic in reading the work to be reviewed which affects the product work in the form of review text. b) The learning strategy used is less effective so the learning that is carried out is also less effective. From the problems above, the researcher will apply the cooperative integrated reading and composition (CIRC) learning model in his research. With this learning model, it is hoped that students will experience increased results in learning to write review texts.

The cooperative integrated reading and composition (CIRC) learning model is one of the learning models that can be used to improve students' writing skills. The CIRC learning model aims to improve students' ability to understand reading material and foster students' ability to write. According to Abidin, Y (2016, p. 92) the CIRC learning method can help students in an integrative manner, that is, students can understand reading while at the same time improving their writing abilities in the implementation of their learning. CIRC learning is one of the learning designs used in the context of the 2013 curriculum.

Improving the ability to write review texts is done by using the CIRC learning model because according to researchers the CIRC learning model is quite interesting and can foster motivation in learning to write review texts. Student learning motivation is the main factor that must be grown to get the expected maximum results. Mainly in improving students' abilities in learning to write review texts.

Based on the background, of the identification that has been described above, the problem can be formulated as follows. 1) What are the steps for using the cooperative integrated reading and composition (CIRC) learning model in improving students' abilities in learning to write review texts? 2) How is the ability of students to write review texts improved after participating in learning using the cooperative integrated reading and composition (CIRC) learning model?

This research is expected to provide benefits for researchers, students, teachers, and schools. For researchers, this research can add experience and insight into learning by using the cooperative integrated reading and composition (CIRC) learning model. Benefits for students, it is hoped that students can increase creativity in learning, especially in learning to write review texts to get the expected results. For teachers, it can add insight into learning to write review texts using the cooperative integrated reading and composition (CIRC) learning model so that the learning process can be interesting and achieve the expected goals and for schools, this research can be used as a reference in developing learning by other teachers.

**METHOD**

The research method used in this research is Classroom Action Research (CAR). According to Kemmis and McTaggart (in Hopkins, 2011, 92), the CAR research method consists of four components, namely: planning, action, observation, and reflection. The four components in the form of strands are seen as one cycle. Implementation of the cycle in this study twice. The research instruments used to reveal the data were tests, observations, field notes, and interviews.

The subjects in this study were Indonesian language teachers and class XI MIPA 3 students at SMAN 1 Saradan. Students were chosen as research subjects because in fact, many students experienced difficulties in learning to write review texts. Based on research interviews conducted with Indonesian language subject teachers, it was also revealed that many students experienced difficulties in learning to write review texts, so they could not achieve maximum results.

Data analysis techniques used by researchers are quantitative techniques and qualitative techniques. Quantitative techniques were used by researchers to analyze data on students' written test results in cycle I and cycle II. Meanwhile, qualitative techniques were used by researchers to analyze observational data on the implementation of student learning activities and teacher performance in each cycle. Data on test results and observation results were analyzed descriptively by comparing the test results and observations of cycle I and

cycle II. The formula for calculating the percentage of students' test results using the CIRC model steps is as follows.

$$HP = \frac{\text{The total value of all students}}{\text{Number of students}} \text{ X } 100\%$$

Source: Riduwan (2011)

Information:

HP = Rating Result

After the test results are obtained, the next step is to categorize the scores obtained by students.

Table 1. Interpretation of Scores Obtained

| Score Range | Criteria |
| --- | --- |
| 0-69 | Not Good |
| 70-80 | Pretty Good |
| 81-90 | Good |
| 91-100 | Very Good |

(Riduwan, 2011)

According to the guidelines for implementing the 2013 Curriculum learning process (Permendikbud, number 104 of 2014), a student has completed learning if he gets a score of 75 or higher, and a class is considered to have completed learning if 85% of the total number of students has completed learning.

Furthermore, to measure data in the form of observation sheets, a Likert scale is used as a reference used by researchers to calculate percentages.

Table 2. Likert Scale

| Evaluation | Scoring Scale |
| --- | --- |
| Very good | 5 |
| Good | 4 |
| Enough | 3 |
| Not Enough | 2 |
| Very Less | 1 |

(Riduwan, 2011:39)

**RESULT AND DISCUSSION**

The steps or stages in the cooperative learning model or what is often called the Cooperative Integrated Reading and Composition (CIRC) model are shown in the table below.

| Phase | Teacher Activity | Student Activity |
| --- | --- | --- |
| Phase-1 Delivering goals and motivating students | The teacher conveys all the learning objectives to be achieved in these subjects and motivates students to learn | Students listen to the goals and motivation conveyed by the teacher |
| Phase-2 | The teacher presents information to students | Students pay attention to the information |

| Presenting information | by means of demonstrations or through reading material | conveyed by the teacher |
|---|---|---|
| Phase-3 Organize students into cooperative groups | The teacher explains to students how to form study groups and helps each group to make the transition efficiently | Students pay attention to the teacher's explanation and form study groups according to the direction of the teacher |
| Phase-4 Guiding group work and study | The teacher guides study groups when they do their assignments | Students pay attention to the teacher's guidance and work together with their group mates |
| Phase-5 Evaluation | The teacher evaluates the results of learning about the material that has been studied or each group presents the results of their work | Students answer evaluation questions from the teacher and present the results of their group work |
| Phase-6 Give awards | Teachers look for ways to reward both individual and group learning efforts and outcomes | Students are motivated to receive rewards from teachers |

In the Cooperative Integrated Reading and Composition (CIRC) learning model, students are placed in small, heterogeneous groups consisting of four or five students. In this group there are students who are smart, moderate or weak and each student should feel comfortable with one another. In this group there is no difference between gender, ethnicity/nationality, or level of intelligence of students. Before forming groups, students are taught how to work together in groups. Students are taught to be good listeners, to be able to provide explanations to group mates, discuss, encourage other friends to work together, and respect the opinions of other friends (Djamarah, 2002). The main objective of cooperative integrated reading and composition (CIRC) for writing and language arts lessons is to design, implement, and evaluate the writing process approach to writing and language arts lessons which will take advantage of the presence of classmates (Rahim, 2008).

After analyzing the data by the researcher, the average score of the ability to write a review text test without using the Cooperative Integrated Reading and Composition (CIRC) model in class XI MIPA 3 SMA Negeri 1 Saradan is 63.2 with the highest score being 88 and the lowest score 50. The average score of the ability to write a review text using the Cooperative Integrated Reading and Composition (CIRC) model in cycle I was 71.7 with the highest score of 88 and the lowest score of 60. The average score of the ability to write a review text using the Cooperative Integrated Reading and Composition (CIRC) model in cycle II was 87.2 with the highest score of 95 and the lowest score of 84.

Table 4. Average Scores and Percentage of Student Completeness

| | Average Value | Completeness Percentage | |
|---|---|---|---|
| | | Complete | Not Complete |
| Pre Cycle | 63,2 | 17,8% | 82,2% |
| Cycle I | 71,7 | 32,1% | 67,9% |
| Cycle II | 87,2 | 96,4% | 3,6% |

Table 5. Complete and Incomplete Students

|  | Pre Cycle | Cycle I | Cycle II |
|---|---|---|---|
| **Complete** | 5 | 9 | 27 |
| **Not Complete** | 23 | 19 | 1 |

The completeness of students has increased from the pre-cycle to the second cycle. At the beginning of the pre-cycle, the completeness of students was only 17.8%, meaning that there were only 5 children whose scores exceeded the KKM. Then in cycle I the completeness of students increased to 32.1% meaning that there were 9 children whose scores exceeded the KKM, this showed an increase. Likewise, with cycle II the completeness of students increased again to 96.4%, meaning that there was an increase in the number of students who previously only completed 9 children, in cycle II it increased to 27 children whose grades exceeded the KKM.

**CONCLUSION**

Based on the results of research findings and discussions conducted in two cycles, the following conclusions can be drawn.

1) The application of the CIRC learning model can improve the ability to write review texts for class XI MIPA 3 students at SMA Negeri 1 Saradan.

2) The improvement in the ability to write student review texts can be seen from the results of the student's writing ability test results. In the pre-cycle, the average value is 63.2. In the first cycle, it increased to 71.7. Then in cycle II, it increased again to 87.2.

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