THE IMPLEMENTATION OF THE COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) MODEL IN TEACHING ANALYZING THE STRUCTURE AND LANGUAGE OF DESCRIPTIVE TEXTS

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Abstract
This study aims to determine if the Cooperative Integrated Reading and Composition (CIRC) model is effective in teaching class VII students at SMP NU Kaplongan Indramayu about the structure and language of descriptive texts. The researchers chose the CIRC model because it is relevant and helpful in teaching students about descriptive texts. The study was conducted at NU Kaplongan Middle School, with a total of 204 students from 6 classes. The sample for the study included 34 students from class VII E and 34 students from class VII F. The data collected included initial and final tests from both the experimental and control classes. The results of the study are as follows. The t-value value for both research groups is 5.892, while the t-table value is 1.996. Therefore, the t-value is greater than the t-table value, indicating that the alternative hypothesis stating the significant influence of the CIRC learning model on the ability to study descriptive texts is accepted. Additionally, the CIRC learning model brings about significant changes in teaching methods and student learning. It promotes active, creative, effective, and enjoyable learning experiences. It also helps students develop problem-solving skills and encourages teamwork and mutual respect.

Keywords: Cooperative Integrated Reading and Composition (CIRC) Model, Structure and language of Descriptive Texts, Influence of CIRC Learning Model, Teaching Methods, Problem-solving Skills

1. INTRODUCTION

Bahasa Indonesia, as the official language of education, has unquestionably played a crucial role in introducing education under the implementation of Curriculum 2013 (Priyatni, 2015). The Curriculum 2013, based on the scientific approach involving observing, questioning, reasoning, presenting, and creating, has incorporated text-based Indonesian language learning methods (Harsiati et al., 2017). Language skills encompass four pivotal aspects: (1) listening skills, (2) speaking skills, (3) reading skills, and (4) writing skills. These aspects are intricately interconnected, emphasizing that every language learning endeavor should consistently refer to or be oriented towards the development of these language skills.

In the Curriculum 2013 Revised Edition 2017, there are several competencies, with KD 3.2 focusing on examining the structure and linguistic elements of descriptive texts about objects such as schools, tourist attractions, historical places, and the atmosphere of regional art performances—texts that are both heard and read. This competency, as emphasized by Shoimin (2021), is essential for students to master. The term "*Menela*" is derived from the word "*telaah*," which encompasses investigation, study, examination, and research. According to the Big Indonesian Dictionary (Badan Pengembangan dan

Pembinaan Bahasa, 2022, Last Update: October 2022), the definition of "to examine" is to study, investigate, review, examine, or look at, as exemplified in the context: "We need up-to-date books to examine.

Presently, students exhibit low proficiency in reading skills. Reading is not merely deciphering written symbols; it also involves comprehending the content and intent of the author (Alwasilah, 2005). Based on data collected from the selected school, it is evident that seventh-grade students struggle with reading skills, hampering their ability to analyze the structure and language of descriptive texts. This is substantiated by scores that fall below the predetermined KKM standard score.

Upon conducting observations and interviews with Mr. Mashudi, S.Pd, an Indonesian Language teacher at SMP NU Kaplongan, it was revealed that students encounter difficulties in learning descriptive texts, particularly related to the structure and language aspects. Furthermore, the predominant teaching model employed by teachers is an expository one, conveying material verbally and limiting communication to a one-way interaction, thereby restricting opportunities to assess students' learning abilities.

These challenges pose hindrances to enhancing students' skills and insights in analyzing the content of the texts they read. Additionally, students' attitudes during description text learning sessions are inappropriate and suboptimal, manifesting in behaviors such as chatting, sleeping, joking, and other distractions. Learners exhibit insufficient participation in activities like question-and-answer sessions, group discussions, and lack enthusiasm and concentration during the learning process.

Hence, the author is motivated to conduct research involving the learning of descriptive text through the implementation of a cooperative learning model (Suprijono, 2014). Specifically, the author utilizes the Cooperative Integrated Reading and Composition (CIRC) learning model to enhance students' proficiency in analyzing the structure and language rules of descriptive text (Kosasih & Endang, 2018). As stated by Huda and Pd (2014), the Cooperative Integrated Reading and Composition (CIRC) learning model originated as an integrated cooperative approach to teaching reading and writing, encompassing a comprehensive program for both skills (Suparno, 2009).

The primary focus of Cooperative Integrated Reading and Composition (CIRC) activities is to optimize time utilization (Istarani, 2016). Learners are organized into cooperative teams, which are then aligned with reading group instructions, facilitating objectives such as enhancing reading comprehension and identifying the main idea of a paragraph (Jenisa & Lubis, 2016). This approach aims to foster motivation among learners to collaborate effectively within their teams.

Building on these considerations, this study aims to determine if the Cooperative Integrated Reading and Composition (CIRC) model is effective in teaching class VII students at SMP NU Kaplongan Indramayu about the structure and language of descriptive texts.

2. RESEARCH METHODS

The research methodology employed in this study is the quasi-experimental method, chosen to align with the specific objectives of testing the effectiveness of the Cooperative Integrated Reading and Composition (CIRC) model in enhancing the ability

to analyze the structure and language of descriptive text among seventh-grade students at SMP NU Kaplongan Indramayu.

The chosen experimental design is the nonequivalent control group design. As stated by Sugiyono (2013), the non-equivalent control group design is akin to the pretest-posttest control group design, with the key distinction being that in this design, the experimental class and control class are not randomly selected. The design paradigm of the nonequivalent control group design can be outlined as follows.

$$E = \frac{O_1 \quad X \quad O_2}{K = O_3 \qquad O_4}$$

Description:

E : Experiment Group
K : Control Group
$O_1 - O_2$: Initial test (pretest) and final test (posttest) of the experimental group
$O_3 - O_4$: Initial test (pretest) and final test (posttest) of the control group

The study's population comprised seventh-grade students of SMP NU Kaplongan during the 2022/2023 school year, distributed across six classes, totaling 204 students. The samples were selected using a non-probability purposive sampling technique, with Class VII E assigned as the experimental group and Class VII F as the control group, each consisting of 34 students. Data collection involved the use of tests and observations.

3. RESULTS AND DISCUSSION
3.1. Results
a. Pretest Data of Experimental Class and Control Class

The average value (mean) of the initial test obtained by students in the experimental class was 71.32. The largest initial test score was 80 and the smallest was 55. In the control class, the average value (mean) obtained by students was 71.47. The largest initial test score was 85 and the smallest was 55. The complete data is presented in table below.

Table 1. Initial Test Data of Experimental and Control Classes

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
EKSPERIMEN	34	55	80	71.32	7.417
KONTROL	34	55	85	71.47	7.128
Valid N (listwise)	34				

The description can be concluded that the initial test scores produced by students have an average value that is not much different before being given treatment. This is in accordance with the researcher's expectations because the results that will be obtained by students after treatment will be more objective because the samples have abilities that tend to be the same.

b. Posttest Data of Experimental Class and Control Class

The average value of the final test that students successfully obtained in the experimental class was 80.74. The largest final test score was 90 and the smallest was 60. In the control class, the average value obtained by students was 71.76. The largest final test score was 85 and the smallest was 55. The complete data is presented in table below.

Table 2. Final Test Data of Experimental and Control Classes

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EKSPERIMEN	34	60	90	80.74	5.791
KONTROL	34	55	85	71.76	6.729
Valid N (listwise)	34				

From the aforementioned information, it can be deduced that the average scores of the final test for students in both the experimental and control classes witnessed an increase. Specifically, the experimental class demonstrated a substantial improvement with a rise of 9.42, whereas the control class exhibited a marginal increase of only 0.29. Consequently, it can be affirmed that the students' final test scores in learning to analyze the structure and language of descriptive text in the experimental class surpassed those of the control class, indicating a significant enhancement in their performance.

The independent sample t test (two unrelated samples) is used to determine whether or not there is a difference in the average of two unrelated sample groups. This test was conducted using an independent sample t test on the SPSS version 21 program. The results of the calculation of the final test of the experimental class and control class can be presented in table below.

Table 3. Independent Sample Test of Final Test Data

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Eksperimen	Equal variances assumed	1.575	.214	5.892	66	.000	8.971	1.522	5.931	12.010
	Equal variances not assumed			5.892	64.567	.000	8.971	1.522	5.930	12.012

The post-test difference test results between the experimental group and the control group revealed a t-value of 5.892. To determine the significance of this result, we referred to the t-table using the formula $(\alpha/2); (df)$, where α is $0.05/2$, and df is 66, resulting in $0.025; 66$. Consulting the statistical t-table, the corresponding t-table value was found to be 1.996, as indicated in the table below.

Table 4. List of t-table values

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446

With the t-value of 5.892 exceeding the t-table value of 1.996, the conclusion can be drawn that H0 is rejected, and Ha is accepted. This outcome signifies a significant difference between the two groups.

3.2. Observation Results

The author has implemented the Cooperative Integrated Reading and Composition (CIRC) model learning design with the aim of fostering increased engagement among students within their groups. Furthermore, it is anticipated that students will analyze the structure and language of descriptive texts, benefitting from diverse perspectives within their group discussions. Teacher-led learning activities, as observed through the orientation phase, involve apperception activities and the clear communication of learning objectives (Am, 2011). This initial phase aims to establish a comfortable learning environment, recognizing the positive correlation between learning comfort and readiness with overall learning outcomes. Additionally, it serves to provide both teachers and students with a clear direction for the upcoming learning sessions.

Moving into the organization phase, the teacher strategically organizes learners into groups, providing them with reading materials related to descriptive texts for observation. The teacher then explains the discussion mechanisms and outlines tasks to be accomplished during the learning process.

During the concept introduction phase, students actively participate in listening to the teacher's explanation of new concepts derived from their explorations. Simultaneously, the teacher guides students in examining the structure and language of descriptive texts, offering support and direction as study groups collaborate on assignments.

In the publication phase, students communicate the results of their findings, providing proof and demonstrations about the discussed material in front of the class. During the presentation, both individual students and groups are given the opportunity to ask questions regarding any aspects they find challenging or unclear.

Moving to the reinforcement and reflection phase, the teacher offers additional support related to the learned material, providing explanations that incorporate moral impressions derived from the description text and linking them to students' daily experiences. Both the teacher and students engage in reflective discussions about the

learning process. Following this, students, along with the teacher, draw conclusions from the learning activities. The learning session concludes with the assignment for students to analyze the structure and language of the description text (Kurniasari, 2014).

The success of the Cooperative Integrated Reading and Composition (CIRC) model is evident in student activities throughout the learning process. Overall, students in the experimental class demonstrated superior performance compared to those in the control class when it came to analyzing the structure and language of descriptive texts. This distinction is attributed to the differential treatment received by the experimental and control classes.

In the experimental class, the use of the Cooperative Integrated Reading and Composition (CIRC) learning model supports the emergence of active, creative, effective, and enjoyable learning experiences. It aids students in solving problems that require reasoning and fosters the development of teamwork skills, promoting harmony in living together based on mutual respect. In contrast, the control class follows a different approach, where students receive the foundational theory of the structure and language of descriptive texts through teacher explanations. Subsequently, students are assigned the task of analyzing the structure and language of descriptive texts. This approach contributes to difficulties faced by students in this class when analyzing the structure and language of descriptive text.

Consequently, it can be asserted that learning using the Cooperative Integrated Reading and Composition (CIRC) model proves effective in enhancing students' ability to analyze the structure and language of descriptive texts. These findings align with previous research, such as the study conducted by Ramadhanti and Barat (2018), which concluded that the Cooperative Integrated Reading and Composition (CIRC) model improved student learning outcomes and positively influenced their attitudes and behaviors in the teaching and learning process.

4. CONCLUSION

The findings of this study affirm the effectiveness of the Cooperative Integrated Reading and Composition (CIRC) model in facilitating the analysis of the structure and language of descriptive texts. The conclusions drawn from the research are further substantiated by observations of learning activities within the experimental class. These activities not only support the emergence of active, creative, effective, and enjoyable learning experiences but also contribute to students' problem-solving abilities, reasoning skills, and teamwork capabilities. Additionally, the model fosters harmony in collaborative learning, emphasizing mutual respect among students.

The research found that implementing the CIRC model improves students' comprehension and analysis of descriptive texts. To further enhance its effectiveness, educators can try using CIRC in different classes and receive specialized training. Regularly assessing its efficacy and gathering students' perspectives are important. Investigating how CIRC works in different schools and with diverse students is also valuable. Creating supplementary materials for teachers and promoting a collaborative classroom environment are beneficial. Lastly, teachers can share successful practices and strategies related to CIRC. These recommendations aim to improve learning with CIRC.

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