

Model Implementation cooperative Integrated Reading and Composition through Application of "Ipusnas" to Improve the Ability of Writing Review Texts for Students of Sma Negeri 3 Tondano

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ABSTRACT

This research is motivated by the low ability of students to write review texts and the teacher's lack of understanding of the Cooperative Integrated Reading And Composition learning model. This study also discusses the learning media "Ipusnas" which can be used as a learning resource.

The aims of this research are: 1) to describe the application of the model Cooperative Integrated Reading And Composition via assisted by electronic media "Ipusnas" in learning to write review texts for SMA Negeri 3 Tondano students, 2) to find out the increase in students' writing review text skills by applying the CIRC model (Cooperative Integrated Reading and Composition) through the "Ipusnas" application.

This research is a classroom action research with two cycles. Each cycle consists of four main stages namely planning, action, observation or observation, and reflection. This research was conducted in class XI MIPA 3 with a total of 36 students.

The results of this study indicate an increase in the ability to write review texts using the Cooperative Integrated Reading and Composition learning model through the "Ipusnas" application. This can be seen based on the average value in the first cycle about model application Cooperative Integrated Reading and Composition through the application "Ipusnas" in writing review texts for Tondano 3 Public High School students, namely 63.55%. This value then increased in cycle II to 88.22%. The increase that occurred was not limited to students' ability to write review texts, but was also followed by changes in behavior, as well as responses from class XI MIPA 3 students at SMA Negeri 3 Tondano who were the research subjects..

INTRODUCTION

Education is a basic thing that is very important for everyone to have, especially for the young generation who will continue the nation. Education is the most important part of a country because

with good education, people in a country can live decent lives and have broad views. According to Article 1 paragraph (1) of Law Number 20 of 2003 concerning the national education system, "Education is a conscious and planned effort to create an atmosphere of learning and learners, so that students actively develop their potential, so that they have spiritual strength, religion, self-control, personality, intelligence, noble character, and the skills needed, both for themselves, society and the nation and state". Good education will create superior and quality human resources so that a country can progress. Because the higher the quality of education in a country, the more advanced the country is. That is what will become a major asset in building a nation.

Education is generally divided into three educational pathways including formal, non-formal, and informal education. The formal education pathway is a structured educational pathway with education levels starting from Elementary School (SD), Junior High School (SMP), Senior High School (SMA) and Higher Education (University). Non-formal education according to Coombs is an organized educational activity that takes place alone or as part of a wider activity outside the intended formal system. Meanwhile, the informal education path is a method of education from a certain family and environment towards individual learning activities that are carried out responsibly.

School is one place where students can get formal education. In schools students can get education through teaching and learning activities by teachers. However, it cannot be denied that teaching and learning activities still need a lot of improvement, one of which is the way a teacher provides learning that is interesting and according to the needs of their students.

Learning activities require a variety of strategies so that learning activities can be carried out effectively. Brown (2007: 127) argues that strategies vary within a person. One strategy that someone can do is to apply a learning model. The learning model is an important part of achieving a learning goal. The function of the learning model according to Wikipedia is as a guide for teachers and teachers in carrying out learning. The learning model refers to the learning approach that will be used, including teaching objectives, stages in learning activities, learning environment, and classroom management. This means that each model that will be used in learning determines the device used in the learning. In addition, the learning model also serves as a guide for learning designers and teachers in planning and implementing teaching and learning activities so that learning objectives can be achieved. The purpose of using the learning model as a strategy for how learning is implemented can help students develop themselves in the form of information, ideas, value skills and ways of thinking in increasing the capacity to think clearly, wisely and build social skills and commitment (Joice & Wells).

Application of learning models that involve students directly can improve the quality of learning. But unfortunately this actually happens a lot in the world of education today because in fact there are still many teachers who do not pay attention to good teaching strategies for their students. There are still many teachers today who are fixated with the lecture method which is monotonous to the teacher and does not involve students directly.

According to Djamarah (1996), conventional learning methods are traditional learning methods or also called lecture methods, because this method has long been used as a means of oral communication between teachers and students in the learning and learning process. Learning with lecture method or the classical learning approach is a learning pattern that emphasizes the authority of educators in learning. This learning pattern is a learning pattern where students listen more to the teacher's explanation in front of the class and carry out assignments when the teacher gives practice questions. The teacher is in full control of the learning process while students only act as objects in learning. Because of that learning activities that are felt by students are not optimal. Students also seem to be limited in the space for creativity to devote all their creative thinking processes during learning activities. This is certainly not in line with the current curriculum guidelines currently running because the current curriculum focuses on student-centered learning.

Besides that, the weakness of the lecture method is that it does not provide opportunities for students

to hone the ability to interact directly in empirical activities. This causes students to tend to be passive during learning activities. Students become accustomed to doing things according to the teacher's direction rather than being active to find out and start learning to solve their own problems.

However, what needs to be considered is that not all learning models are appropriate for all KD/learning materials. Some learning models are only appropriate for certain learning materials. Vice versa, certain learning materials will only be maximized if using certain learning models as well. Therefore the teacher needs to do an initial analysis to choose the right learning model to use in a learning material before applying it in the classroom.

The learning model that supports learning to write is the learning model *CIRC* (COOPERATIVE INTEGRATED READING AND COMPOSITION). According to Uno and Muhamad (2011: 115), *CIRC* (Cooperative Integrated Reading And Composition) is a type of cooperative learning model which is an integrated composition of reading and writing cooperatively (groups). Namely reading the material being taught from various sources and then writing it into written form which is done cooperatively. This model was developed to improve students' ability to read and receive feedback from reading activities that have been carried out. This model is a model that can be used in learning to write reviews. Learning with the *CIRC* type cooperative learning model is independent learning without having to always rely on the role of the teacher, because students have been divided into groups that have the same ability (students are selected based on value). A cooperative approach like this can build student enthusiasm in terms of competing, collaborating, and developing solidarity (Ridwan, 2011: 3). In this learning model the teacher is only tasked with providing assistance to the group if the group has not been able to complete its task. This model is in accordance with the current curriculum which demands learning to be student-centered. In this learning model the teacher is only tasked with providing assistance to the group if the group has not been able to complete its task. This model is in accordance with the current curriculum which demands learning to be student-centered. In this learning model the teacher is only tasked with providing assistance to the group if the group has not been able to complete its task. This model is in accordance with the current curriculum which demands learning to be student-centered.

In learning Indonesian, there are four main skills, namely listening, speaking, reading and writing. Listening (listening) and reading are classified as receptive abilities that can receive and understand language so there is no need to produce language. These skills are referred to as passive skills. Meanwhile, productive or active skills are speaking and writing because someone produces language. According to Wuisang (2019) Speaking is a productive language skill and is an important activity in daily activities.

Writing is the last skill after someone has mastered the three previous skills, namely listening, speaking and reading. Because of that writing activity is called the most complex activity. According to Abbas (2006: 125), writing skill is the ability to express ideas, opinions, and feelings to other parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammatical and the use of spelling. Therefore a person needs to combine the various language skills he has in writing activities so that other people who read can understand the contents of the writing properly.

Writing skill is a mechanistic skill. Writing skills cannot be mastered only through theory, but through regular practice and practice so as to produce well-organized writing. The clarity of writing organization depends on the way of thinking, proper arrangement, and good sentence structure (Hasani, 2005: 2).

Writing skill is the most complex skill so it is difficult to master. According to Nurgiyantoro (2001: 296), "Writing activity is a form or form of language ability or skill that is most recently mastered by language learners after listening, speaking, and reading". Compared to the other three language skills, writing is more difficult to master, even for speakers of the language concerned. This is because writing skills require mastery of various linguistic elements. Herman, et al. (2004: 59) describes the

factors most related to learning to write which aims to improve students' skills, namely teachers and students' learning motivation itself. It is undeniable that the teacher has an important role in supporting the success of a student in learning activities such as writing.

However, it is not only students who experience difficulties in writing, as someone who accompanies and directs students in learning activities the teacher also often experiences difficulties. One of them is in attracting students' interest in learning activities and in facilitating students in supporting their success.

Learning Indonesian in the current curriculum is mostly based on text, one example is Text Reviews. According to Keraf (2001: 274) a review is an article or review of a work or book. Mastery of writing review text is very necessary for students today. The Basic Competency designed by the ministry of education number 4.6 which reads 'Constructing a review of a collection of short stories or novels that have been read' is proof that the government pays more attention so that students are able to master writing review texts.

Based on the observations of researchers, the ability of students to write review texts is still very low. This is caused by several things including due to students' understanding that is still limited about the reviewer. In addition, to make reviews students need facilities such as books (novels) to read and review. However, students often do not have novels to review. Most of the book facilities in the school library only contain books containing non-fiction, in this case, namely textbooks, while fiction books such as literary works of novels are rare to find. Facilities such as internet browsers sometimes do not provide complete novels. Only a few chapters, then to read in full, students need to pay so that the story can be read in full. For these reasons, learning to write reviews (novels) is less than optimal.

The use of learning media can also support students to get maximum learning. Learning Media is something that can be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning. Furthermore, Gagne and Briggs (1975) in Arsyad (2013: 4) explicitly say that learning media includes tools that are physically used to convey the contents of teaching materials. Learning media will help teachers and students during the learning process. Teachers as educators can increase students' enthusiasm for learning so that students get learning experiences that are easy to understand so that learning activities will be maximized.

One of the learning media that can be used to support the learning process is electronic media in the form of applications. "iPusnas" is a digital library application offered by the National Library of the Republic of Indonesia. "iPusnas" is a social media-based application that is equipped with an eReader to read ebooks that can be read online or offline. This ebook can be borrowed and can be downloaded on a device so students can read books whenever and wherever they want. In addition, the ebooks in "iPusnas" consist of many types, both non-fiction and fiction books, one of which is a literary work of novels. The advantage of the "iPusnas" application is that borrowed books can be read in full and free of charge so that students can freely read a book.

Starting from some of these things, researchers feel the need to conduct research on students' writing abilities, especially writing book reviews. Therefore, in this study the researcher took the title *Model Deployment Cooperative Integrated Reading and Composition* through the 'iPusnas' application to improve the ability to write review texts for SMA Negeri 3 Tondano students.

LITERATURE REVIEW

According to John et al that ability is a person's talent for performing mental or physical tasks (Wijaya, 2005). Meanwhile, according to Robbins (2000: 46) "Ability can be an innate ability from birth, or is the result of training or practice".

According to Semi (2007: 40) writing is a creative process of transferring ideas into written symbols. Furthermore, DePorter and Hernacki (2003: 179) say that writing is an activity of the whole brain that uses the right (emotional) and left (logical) hemispheres of the brain. The emotional part includes

emotions, imagination, passion, excitement while the logic part includes planning, grammar, punctuation.

Keraf (2001: 274) review is an article or review of a work or book. According to Wagiran and Doyin (2005: 30) the types of writing that have a relationship with summaries and overviews are reviews. A review is a review of the value of a book.

CIRC (Cooperative Integrated Reading And Composition) learning is a type of cooperative learning using small study groups consisting of 4-5 heterogeneous students in each group. The CIRC model is a combination of reading, writing programs, using new learning in reading comprehension and writing.

The steps for implementing the Cooperative Integrated Reading and Composition (CIRC) learning model are as follows: (1) The teacher forms groups, each group consisting of 4 students, (2) The teacher provides material according to the learning topic, (3) Students work together to read to each other and find main ideas then provide responses to the discourse written on sheets of paper, (4) Students present or read out the results of group discussions, (5) The teacher gives reinforcement (Reinforcement), (6) The teacher and students together make conclusions.

METHOD

The research method used in this research is Classroom Action Research (CAR). The research design conducted in this study used the PTK model according to Kemmis and McTaggart (in Hopkins, 2011, 92), which consists of four components, namely: planning, action, observation and reflection.

This research was conducted in class XI MIPA 3 SMA Negeri 3 Tondano with a total of 36 students. The instruments used to collect data are tests, observations and interviews.

To calculate the value obtained by each student in the group when doing the task is done using the following formula.

$$X = \sum A + B + C + D + E$$

Information

X = Individual Value

$\sum$ = Amount

A = Structure Completeness

B = Accuracy

C = Clarity

D = Sentence effectiveness

E = Spelling default

The formula for calculating the percentage of the class average value regarding pModel application *Cooperative Integrated Reading and Composition* through the 'iPusnas' application in writing a review text for SMA Negeri 3 Tondano are as follows.

$$\bar{X} = \frac{\sum X}{n}$$

Information:

$\bar{x}$ = individual values

X = grade point average

$\sum x$ = total student scores

n = the number of students

RESEARCH RESULT

CYCLE I

a. Cycle I Planning

Activities carried out in planning are making and compiling lesson plans, preparing instructional media, and compiling observation sheets for teachers and students.

b. Action Execution

1) Cycle I was carried out in two meetings. Implementation of learning cycle I by applying the CIRC method as follows. Preliminary Stage

- a) The teacher opens by greeting and asks how the day is going.
- b) Students are asked to check their neatness and check the trash beside or under the table.
- c) The teacher checks the attendance of students.
- d) The teacher gives apperception.
- e) The teacher tells the competency to be achieved.

2) Core Stage

- a) The teacher presents material about the review text.
- b) The teacher forms groups, each consisting of 4 people.
- c) The teacher continues to deepen the material regarding the Elements and how to write a review text.
- d) Students are asked to download the "IPusnas" application on their respective devices.
- e) The teacher guides students to be able to use the "IPusnas" application.
- f) The teacher provides keywords in the form of the name of the author of the book which must then be searched by each student.
- g) Students discuss choosing a novel by a predetermined author.
- h) The teacher and students work together to determine the title of the selected book so that it does not overlap.
- i) Students are assigned to be able to read the novel on each device they have.
- j) The teacher gives the opportunity for students to ask questions.

3) Closing Stage

- a) Students and teachers together draw conclusions about today's material.
- b) The teacher motivates students to continue reading the selected novels to completion whenever and wherever.
- c) The teacher asks students to close with a prayer.

Second meeting

1) Preliminary Stage

- a) The teacher opens by greeting and asks how the day is going.
- b) Students are asked to check their neatness and check the trash beside or under the table.
- c) The teacher checks the attendance of students.
- d) The teacher gives apperception.

- e) The teacher tells the competency to be achieved.
- 2) Core Stage
 - a) The teacher asks students to sit back in their respective groups.
 - b) The teacher makes sure that the novel chosen by the group has been read or not.
 - c) The teacher gives brief material about the Elements in the review text to simply remind the material at the last meeting.
 - d) Students are asked to discuss and give feedback to each other about what they have found in the novel they have read before.
 - e) After discussing, students were asked to write a novel review text in groups.
 - f) The teacher guides the group during the activity.
 - g) Students collect the results of group work.
- 3) Closing Stage
 - a) The teacher gives appreciation to each group
 - b) The teacher informs the next activity plan
 - c) The teacher asks a student to close with a prayer

Based on the results of writing the first review text obtained in cycle I, it was found that out of 9 groups with a total of 36 students, only 1 group consisting of 4 students received a complete score of 70. Meanwhile, the results of the calculation of the data above classically show the ability to write review texts using the Cooperative Integrated Reading and Composition model in Cycle I, namely 63.55%, which is in the Enough category.

c. Observation

Based on the results of observations it can be concluded that application of models *Cooperative Integrated Reading And Composition* through the "iPusnas" application to improve the ability to write review texts for SMA Negeri 3 Tondano students by teachers in Cycle I, namely 83.37%, which is in the Very Good category with an A- predicate. Whereas the calculation results application of models *Cooperative Integrated Reading And Composition* through the "iPusnas" application to improve the ability to write review texts for Tondano 3 Public High School students by students in Cycle I, namely 80%, which is in the Good category with a B+ predicate.

d. Reflection

In cycle I students are still not focused on the material that has been taught because students are too enthusiastic to sit in groups so that the concentration of learning to listen to the material and the teacher's instructions begins to be divided. In addition, many students also do not have a time quota for downloading the "IPusnas" application, so many students ask their peers for help to provide hotspots or tethering so they can download the "IPusnas" application. This makes the class atmosphere start to be noisy and students forget important things in compiling a review text, including the elements included in the assessment points.

The follow-up that researchers need to do is to continue to strengthen and re-ensure that students are really focused and ready to receive material before finally letting students do their assignments. Furthermore, the teacher must always visit each group to simply ask about the difficulties they might encounter while working on the task of writing a review. Providing motivation, direction and praise from the teacher is also needed so that students feel more enthusiastic while doing assignments.

Cycle II

a. Planning

The activities carried out in planning are making and compiling lesson plans, preparing instructional media, and compiling observation sheets for teachers and students the same as in cycle I.

b. Action

The actions of cycle II are also the same as in cycle I, which consists of several stages, namely planning, action, observation or observation, and reflection. It's just that in carrying out the actions the teacher is more active in motivating and asking difficulties to each member of the group so that students can write review texts more optimally.

Based on the results of classical data calculations, the value of the ability to write review texts using the Cooperative Integrated Reading and Composition model in Cycle II was 88.22%, which was in the Very good category.

c. Observation

Based on the results of observations of Iwa's actiavita aboutapplication of models*Cooperative Integrated Reading And Composition*through the "iPusnas" application to improve the ability to write review texts for Tondano 3 Public High School students in Cycle II, namely 93.75%, which is in the Very Good category with an A predicate. Meanwhile, the results of observations of teacher activity are 90%, which is in the Very Good category.

d. Reflection

In Cycle II, learning is more focused and maximized because students are more prepared to receive lessons from the teacher. The average student in the group is also more aware of their respective roles. Group discussions also maximized because students began to be active because they already understood the assessment points in the review text better.

Teachers as researchers are also more active in motivating and taking more initiative to approach students who are already sitting in groups even though they don't raise their hands to ask questions.

CONCLUSION

Based on the results of the research that has been done, the following conclusions can be drawn:

1. Application of models*Cooperative Integrated Reading and Composition* through the application "iPusnas" in Writing Review Text Students of SMA Negeri 3 Tondano have followed 4 main stages, namely planning, action, observation and reflection. At the planning stage, the teacher makes preparations such as lesson plans, media and observation sheets which will later be used during learning activities. Next is the action stage where the teacher begins to apply the learning model*Cooperative Integrated Reading and Composition*in learning to write a text reviewconsisting of an introduction, a body and a conclusion. At this stage the teacher also introduces the "IPusnas" application which can help students in review writing activities. At the Observation stage, observations were made to both the teacher and students regarding responses and activities during the learning activities taking place using the Observation Sheet and assisted by an observer. The last stage is reflection, which is the stage where the teacher looks back at the shortcomings of the learning that has been done and how follow-up or solutions must be made.
2. Application of models*Cooperative Integrated Reading and Composition* through the application "iPusnas" can improve the ability to write a text review of students at SMA Negeri 3 Tondano. This can be proven by the class average value which was originally in cycle I was in the Enough category, namely63.55 %.Then it increased to 88.22%, which was in the Very Good category in Cycle II.
3. The increase that occurred was also followed by a change in behavior, as well as the response from the students of class XI MIPA 3 SMA Negeri 3 Tondano who were the research subjects. In

cycle I the class atmosphere became rowdy because students were enthusiastic about learning in groups with their friends so that material absorption was still lacking. Whereas in cycle II, students began to be able to control themselves by paying attention to the material presented by the teacher so that the results of writing reviews could be maximized. In addition, students also become active and responsible for the roles they have to do when they are in a group. This is evidenced by the results of the observations attached to the observation sheet carried out by the observer. Student activity and response proved to have increased from the beginning in cycle I namely 80%, which is in the Good category with a B+ predicate. Then it increases to 90%, which is in the Very Good category with an A rating.

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