

Efforts to Improve Student's Beginning Writing Ability with the Circ Cooperative Model in Class III SDN 08 Botumoito, Boalemo Regency

Thamrin Kum¹, Deisky Lapa¹

¹Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Gorontalo, Indonesia

Corresponding Email: deisky.lapa22121995@gmail.com

Abstract. *The formulation of the problem in this research is "How to improve students' basic writing skills with the Cooperative Circ model in class II SDN 08 botumoito, Botumoito Sub district, Boalemo Regency?. The method used is classroom action research with the re-search subject being class II students, totaling 14 students with 11 male students and 3 female students. This research was carried out in the form of cycles and each cycle consisted of 4 stages, namely the planning stage, the action implementation stage, the observation stage and the reflection stage. This research showed the students' basic writing ability is still in the low category, this is indicated by the low learning activity of students at the time of initial observation, with a percentage level of 28.57% of 14 students. Therefore, the researchers took action using the Circ Cooperative Model. From the results of research conducted on student learning outcomes in the first cycle, the basic writing ability increased compared to the initial observation of 57.14%. While in the second cycle the students' initial writing ability increased up to 92.85%. Based on research conducted in cycle I and cycle II, it can be concluded that using the Circ Cooperative Model can improve students' basic writing skills in class II SDN 08 Botumoito, Boalemo Regency, this is seen from the increase in student learning outcomes from 57.14% in the first cycle. to 92.85% in the second cycle.*

Keywords: *Media Audio Visual Screencast-O-Matic, Students' Learning Outcomes*

Received: October 2, 2021

Revised: November 19, 2021

Accepted: November 26, 2021

INTRODUCTION

One of the problems faced by the world of education is the problem of the weakness of the learning process. In the learning process, students who are less encouraged to develop thinking skills. The learning process in the classroom is directed at the ability of students to memorize information, the student's brain is forced to remember and hoard the various information it remembers to relate it to everyday life. Teachers or teaching staff are now not the only sources in the learning process.

Based on the Ministry of Education and Culture No. 19 of 2005 Chapter 1 Article 1 paragraph 6, the standard of the educational process is the national standard of education relating to the implementation of learning in an educational unit to achieve graduate competency standards. In addition to the standard of the educational process, there are several other standards set out in the national standard, namely graduate competency standards, content standards, educators and education personnel standards, facilities and infrastructure standards, financing standards management standards, and assessment standards. The emergence of the standards mentioned above is nothing but to encourage the improvement and improvement of the quality of educators who have been far behind by developed countries.

The purpose of language learning, especially Indonesian according to M.Subama and Sunarti (2008) is that students are skilled in language. The field of language teaches four aspects which are commonly referred to as language skills. These skills are listening, speaking, reading, and writing. Listening and speaking skills are basic skills that are already possessed by every student because these skills are innate skills, in the sense that these skills already exist in students due to interaction and communication in their environment. While reading and writing skills are development skills from previous skills, meaning that reading and writing skills require special treatment, namely special treatment through formal education so that students' abilities can develop. All of these skills are a series of skills that must be mastered by students. Therefore, the four language skills are obtained completely and thoroughly.

The task of the teacher in the teaching and learning process, the teacher is the holder of the main role in the teaching and learning process. The teaching and learning process is a process that contains a series of actions of teachers and students reciprocal relationships that take place in educational situations to achieve certain goals. To become a teacher must have special skills because the teacher is a position or profession. So the work of a teacher cannot be done by just anyone who does not have the expertise to carry out activities or work as a teacher. Tasks include educating teachers as a profession, teaching and training. Educating means continuing and developing science and technology. While training means developing skills in students. A teacher should be able and skilled in formulating CAR, understanding the curriculum, and he himself as a learning resource is skilled in providing information to students. As a teacher he must understand and master science. For this reason, teachers should be able to motivate students to always learn in various opportunities.

The ability to write is still considered very important in school. This is due to the fact that the ability to write does not only play a role in improving children's language skills, but also provides benefits for improving students' initial writing skills in other subjects. One of the fundamental problems in learning is writing because learning to write has not focused on efforts to form a generation that loves writing.

However, in fact, according to the results of observations made by researchers at SDN 08 Botumoito, Botumoito District, Boalemo Regency, that of 14 students consisting of 11 boys and 3 girls. There are students' initial writing skills in good criteria, namely with a percentage of 28.57% or 4 students, which are included in the sufficient criteria, namely with a percentage of 7.14% or 1 student and 9 students who are included in the criteria less with a percentage of 64.28% . This is because the learning system implemented by the teacher only tends to use the lecture method without using the media, so students feel bored in participating in class learning. Therefore, to overcome students in these difficulties in writing the beginning, we use the Circ cooperative model.

Definition of Beginning Writing

Beginning writing is the most basic of the four skills. This skill is seen as occupying the most complicated and most complex position among the other four language skills. Because writing is not just copying words and sentences, but pouring and developing new thoughts, ideas and ideas in an orderly, logical and systematic writing structure. According to Tarigan, (2013) writing is a language skill that is used to communicate indirectly without having to meet face to face with other people. Writing activity is a form of language ability and skill that is last mastered by students after the ability to listen, speak, and read. From these skills, students can express thoughts, ideas, and feelings through written language.

Initial Writing Function

In principle, the main function of writing is as an indirect communication tool. According to Tarigan (2008), writing is very important for education because it makes it easier for students to think. Writing is very important for the world of education because it makes it easier for students to think critically, deepens responsiveness or perception, makes it easier to solve

problems at hand, and arranges sequences for experience. One of the most important tasks of a writer as a writer is to master the principles of writing and thinking, which will help him achieve his goals and objectives and the most important of these principles is invention, arrangement, and style.

Benefits of Beginning Writing for Students

Akhaidah (in Susanto, 2014) suggests several benefits of writing, namely; (a) Getting to know one's abilities and potential and knowing the extent of our knowledge about a topic; (b) Can develop an idea; (c) More absorb, seek and master information related to the topic being written; (d) Communicating ideas and systematically and express them explicitly; (e) Can assess ourselves objectively; (f) Can solve problems by analyzing them explicitly in a concrete context; (g) Encourage us to learn more actively, we become inventors, and problem solvers; (h) Get used to thinking orderly.

Understanding Cooperative Learning Model

Cooperative Learning is a group learning model that has certain rules. The basic principle of cooperative learning is that students form small groups and teach each other to achieve common goals. In cooperative learning, smart students teach their less intelligent friends without feeling disadvantaged. Less intelligent students can learn in a pleasant atmosphere because many friends help and motivate them. Students who were previously accustomed to being passive after using cooperative learning will be forced to participate actively in order to be accepted by their group members (Triyanto, 2007).

Cooperative learning does not only study the material, but students also have to learn special skills called cooperative skills. Cooperative skills function to smooth work relationships and tasks. The role of work relations can be built by developing communication between group members, while the role of tasks is carried out by dividing tasks between group members during the activity. Cooperative learning is special compared to other learning models, because it uses a different task and reward structure to enhance student learning. The task structure forces students to work together in small groups. The reward system recognizes joint effort as well as individual effort. The cooperative learning model developed from educational habits that emphasize democratic thinking and practice or practice, active learning, a cooperative learning environment and respect for the cultural differences of various people.

Characteristics of Cooperative Learning

In essence, cooperative is the same as group work, therefore many teachers say that there is nothing strange about cooperative, because they think they are used to using it. Although cooperative occurs in the form of groups. Isjoni (2010) states that there are four basic elements that can distinguish cooperatives from group work, namely; (1) Positive interdependence (positive interdependence), which is a reciprocal relationship based on the same interests or feelings among group members where one person's success is another's success or vice versa; (2) Face to face (face-to-face interaction), namely direct interaction between students without any intermediary. There is no prominence of individual strengths, there are only verbal patterns of interaction and change between students which are enhanced by the existence of positive reciprocal relationships that can affect educational and teaching outcomes; (3) There is personal responsibility regarding the subject matter in group members. The existence of personal responsibility regarding the subject matter in group members so that students are motivated to help their friends, because of group abilities, and maintain effective working relationships; (4) Showing the skills to work together in solving problems (group process). Improving the skills of working together in solving problems (group process), namely the most important goal that is expected to be achieved in cooperatives is that students learn skills to work together and relate these are skills that are important and indispensable in society.

Cooperative Learning Goals

According to Surapranata (2010) at the beginning of the development of cooperative learning in question, to develop democratic values, student activities, cooperative behavior and respect. But actually the academic aspect is also included in it, although it is not implied. Creating an atmosphere of acceptance for fellow students from different backgrounds such as ethnicity, social, culture, and ability.

Understanding Circ (Cooperative Integrated Reading and Compositon) Kessler in Abidin (2012) argues that the CIRC method is a combination of reading and writing activities that use new learning in reading comprehension by writing. The success of the CIRC method is very dependent on the learning process carried out by students. CIRC has been developed in learning since 1986 in elementary schools. Now, CIRC has been used in various grade levels. Experts who continue to develop this method are Robert Slavin (1990). . Furthermore, the CIRC method is a reading learning activity related to direct teaching of reading comprehension and integrated writing language arts (Abidin & Riswanto, 2012). The CIRC method is a TAI cooperative learning development (Slavin, 25 in Abidin & Riswanto, 2012). In learning, student activities learn in heterogeneous groups (various). All activities involve a regular cycle that begins with teacher presentations, team exercises, independent exercises, peer pre-assessments, additional exercises, and tests. The CIRC learning model is an innovative learning model that is increasingly being developed at this time. Initially this learning model was a cooperative learning model that was developed. The name CIRC itself stands for Cooperative Integrated Reading Compositon (Cooperative Integrated Reading and Writing). Of course there are similarities with other cooperative learning models, so in this CIRC learning, the learning process that takes place is carried out by students in groups made.

The Purpose of Using the CIRC Type Cooperative Learning Model

The purposes of using the CIRC type of cooperative learning model include:

Oral Reading

Increase students' opportunities to read aloud and receive feedback on reading activities by having students read to their teammates and by training them on how to respond to each other's reading activities.

Ability to Understand Reading

The use of cooperative teams to help students learn broadly applicable reading comprehension skills.

Writing and Language Arts

CIRC's development of writing and language arts lessons is to design, implement and evaluate a writing process approach to writing and language arts lessons that will take advantage of the presence of classmates (Slavin, 2010)

Learning in schools is the most important activity because the success of education depends a lot on the effective learning process. For this reason, several theories are needed to design effective and efficient learning. The learning process is to determine the basic abilities of students. What is the center of attention of all elements related to education is the problem of low student learning outcomes, in some areas of course even learning is still very limited in terms of learning media and learning facilities. Therefore, student learning outcomes are very important to be considered by using various strategies.

METHODS

Research sites

This classroom action research site will be carried out by researchers at SDN 08 Botumoito in Botumoito District, Boalemo Regency. The determination of the location of this research is

based on the ability of the researcher by considering the distance and location that is easily accessible by the researcher and knowing the condition of the school environment.

Research time

This classroom action research was carried out for 2 months starting from November 26 to December 26. as for the time according to the lesson schedule that applies at SDN 08 Botumoito, Botumoito District, Boalemo Regency in the 2020 school year, which is every day from 7.00 to 12.00 wita.

Research Type and Design

This type of research is Classroom Action Research (CAR). According to Suharsimi Arikunto (2014), classroom action research is an observation of learning in the form of an action, which is intentionally raised and occurs in a class together.

Research on efforts to improve initial writing skills by using the Circ cooperative model in class II students at SDN 08 Botumoito, Botumoito Village, Botumoito District, Boalemo Regency, this type is a type of Class Action research.

Research procedure

According to Susilo, (2007) Classroom action research is planned to be cyclical, while the stages will be explained in detail.

Planning/preparation stage

In this study, planning will be carried out by teachers and researchers. Researchers will conduct Indonesian language learning using the circ cooperative model.

Action implementation stage

The action in this research is the use of cooperative circ. Before taking action, first do a pretest to determine the students' ability in writing beginning. The pretest question is that students are asked to write down what they see in the learning media using the circ cooperative model. The implementation of the action takes place in the classroom, the activities in the first cycle include: a) Giving explanations to students related to the initial writing material with the circ cooperative model; b) Introducing students to learning media; c) The application of learning to write beginning with the use of learning media; d) Seeing student responses or responses to the implementation of learning that has been given; e) Giving a post-test on initial writing to determine the students' initial writing ability after the action is taken.

Implementation stage of monitoring/observation and monitoring

Observations carried out include implementation in utilization activities including (a) Observation of teaching and learning process activities in the classroom directly. The observations made were observing student learning behavior and student responses to Indonesian language lessons related to the use of the circ cooperative model as an effort to improve initial writing skills; (b) Observation of the results of the teaching and learning process in the classroom.

RESULTS AND DISCUSSION

This research uses a classroom action research approach. In the implementation of this classroom action research, it was conducted at SDN 8 Botumoito, Boalemo Regency by using the Circ cooperative model to improve the ability to write early in grade II students. Facilities and infrastructure or facilities contained in this school such as the principal's room, teacher's room, classroom, library room, UKS room, prayer room, and the school canteen room. The school consists of 6 grade levels and has met the minimum number of grade levels in the educational regulations in elementary schools. Researchers started giving class actions in the 2020/2021 school year even semester from January to March 2021 and adjusted to the school's academic calendar.

The subjects in this study were second grade students, totaling 14 students including 11 male students and 3 female students with the aim of improving students' initial writing skills using the Circ cooperative model. In this study, the researcher was assisted by the second grade homeroom teacher as a partner teacher who gave an assessment to the researcher when carrying out the learning process or the process of giving classroom action. Meanwhile, the assessment of students during the learning process is carried out directly by the researchers themselves to find out how far the development of the learning process is being carried out. This research was carried out in the form of a cycle that was adapted to the research procedures that had been made previously. The cycle applied in this study consisted of two cycles, namely cycle I which had 3 meetings and cycle II, which had 3 meetings. The implementation of the research carried out by the researchers started from the initial observation activities carried out to see the extent to which the initial writing activities were then continued in cycle I and cycle II until they reached the indicators that had been set, namely 80% with good categories.

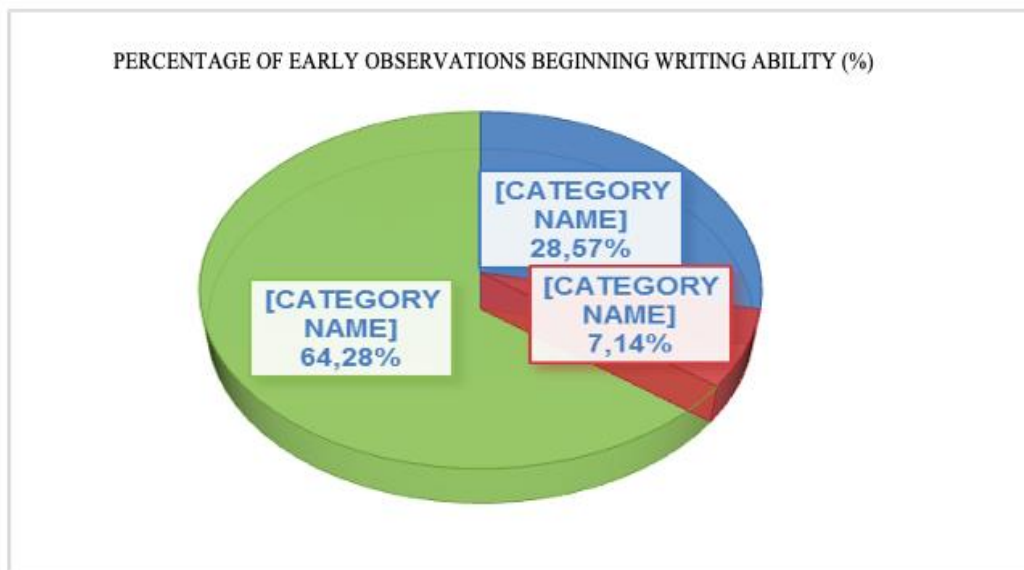


Figure 1. Pie Chart of Preliminary Observations

From the pie chart, the overall results of student learning in initial writing skills are still not optimal, because they have not reached the specified performance indicator, which is 80% and students must achieve a KKM score of 75. -class I.

Based on the results of the implementation of giving student actions that have been carried out in the first cycle of the first meeting the results of observations of teacher activities in learning that have very good criteria 1 criterion with a percentage of 4%, on good criteria there are 4 criteria with a percentage of 16%, on criteria quite good 11 criteria with percentage of 44%, and the criteria are not good there are 9 criteria with a percentage of 36%. In the results of monitoring student activities by teachers in learning who have very good criteria 1 criterion with a percentage of 5%, on good criteria there are 4 criteria with a percentage of 20%, on the criteria of Fairly good 5 criteria with a percentage of 25% and on the criteria not good 10 criteria with a percentage of 50%. While on the student learning outcomes test of a total of 14 students, there are 5 students with a percentage of 35.71% with good criteria, the criteria is sufficient there are 2 students with a percentage of 14.28% and on the criteria less there are 7 students with a percentage 50%. From the description, it shows that the students' initial writing ability achieved has not met the criteria for completeness, both teacher activities and student activities. This can be seen from the achievement of student learning outcomes that do not meet the standards or are not in accordance with the performance indicators, therefore the researcher continues the next meeting.

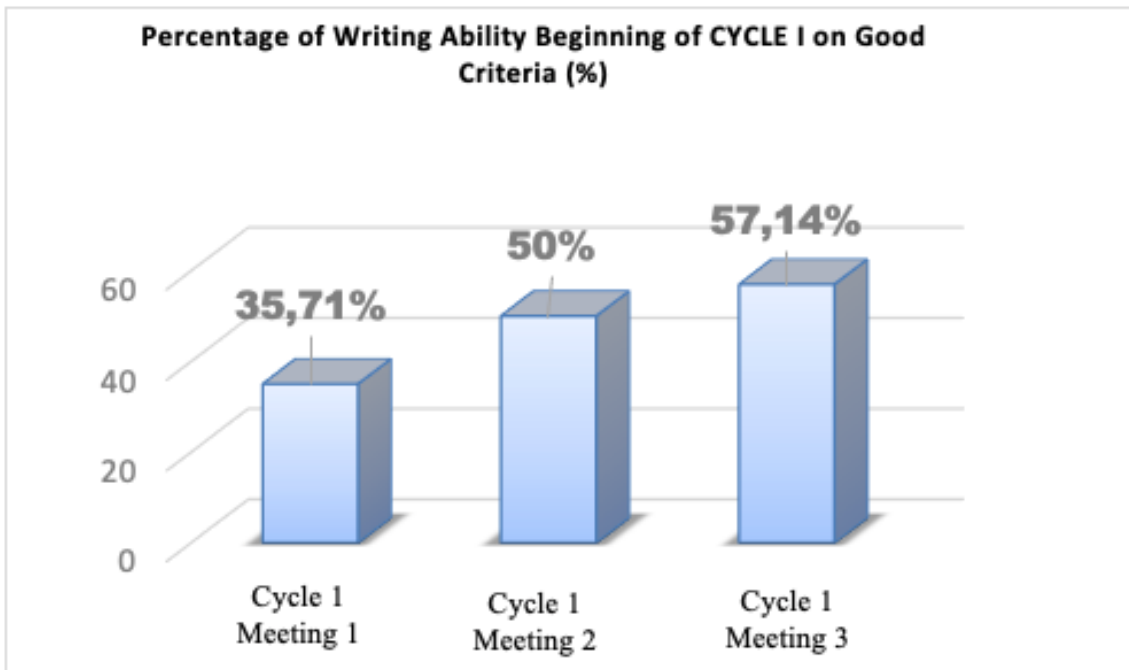


Figure 2. Pie Chart Result of Writing Ability Beginning of Cycle I

Based on the graph above, it is understood that there are still less criteria, there are 3 students with a percentage of 21.42%, a sufficient category of 3 students with a percentage of 21.42% with weaknesses in the application of cooperative Circulation in improving students' initial writing skills both from teacher activities as well as students.meeting in cycle II and can be seen from the average results in the following diagram:

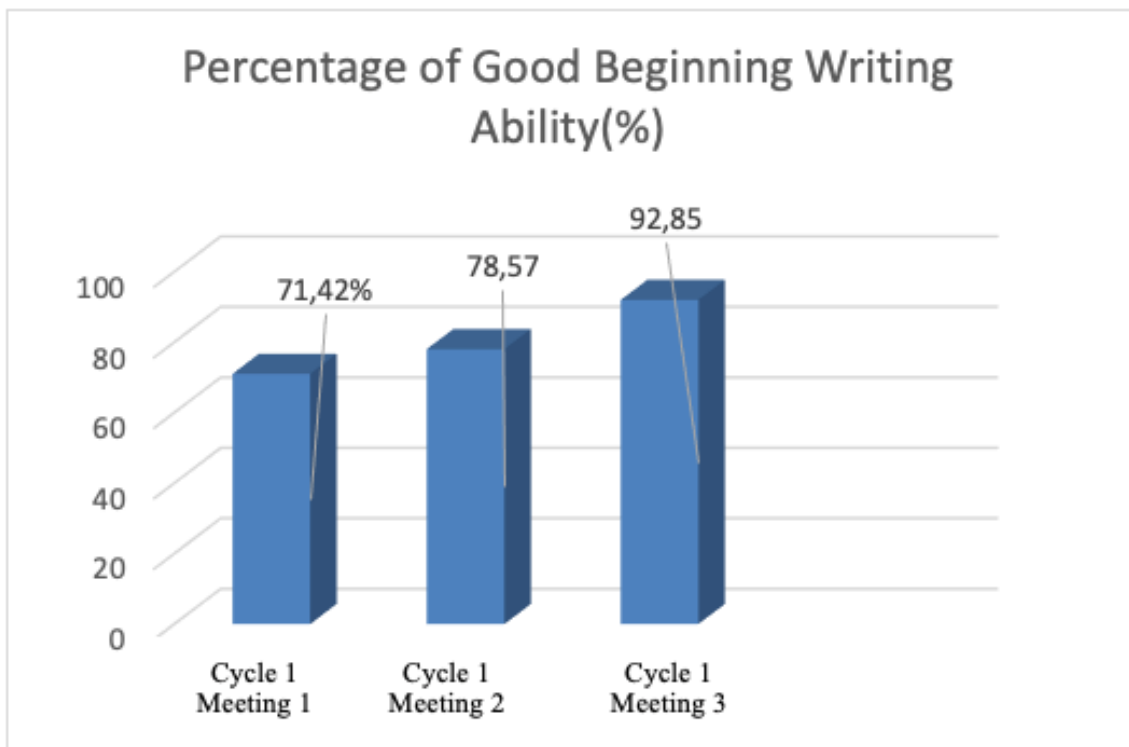


Figure 3. Bar Diagram of the Ability to Write Beginning of Cycle II

The action given in this research was carried out at SDN 8 Botumoito, Boalemo Regency. The subjects in this study were class II with a total of 14 students consisting of 3 female students

and 11 male students. This study uses the Circ cooperative model in early writing skills in grade II. In the application of the Circ model in class II, it is very effective considering that at this grade level, the initial writing ability becomes a learning reference for students in mastering the stages of writing. In line with the opinion according to Akhaidah in Abidin, (2013) that using the Circ cooperative model can make it easier for students to understand the appropriate initial writing stages in the learning process activities. By using the Circ cooperative model, it is hoped that it will make it easier for teachers to facilitate students and provide material that is appropriate to the level of student development.

In this study, the researcher used the type of classroom action research by carrying out 2 cycles at the time of giving the action in the research. In the first cycle there were 3 meetings held at different times, while in the second cycle there were 3 meetings. In the initial observation, it can be seen from the initial ability of students from a total of 14 students, there are 4 students who can write well at the beginning and get a percentage of 28.57%. The results of the action test in the first cycle of the first meeting showed that the students' initial writing ability had increased compared to the initial observation that the researcher had done. This can be seen from the average ability of students to reach a percentage of 35.71% of the actions that have been taken, the percentage increase from the initial observation to the first cycle of the first meeting is 7%. With the achievement of the initial writing ability in the first cycle of the first meeting, when the researcher did reflection, there were still shortcomings and needed improvements during the learning process.

Researchers learn from the weaknesses made in the process of giving actions at previous meetings, so that the process of learning outcomes both in terms of teacher activities, student activities and students' initial writing skills can be improved. Based on these things in the implementation of research that has been done related to students' initial writing skills through the Circ cooperative learning model, in the initial observation, cycle I to cycle II can be seen in the following graph:

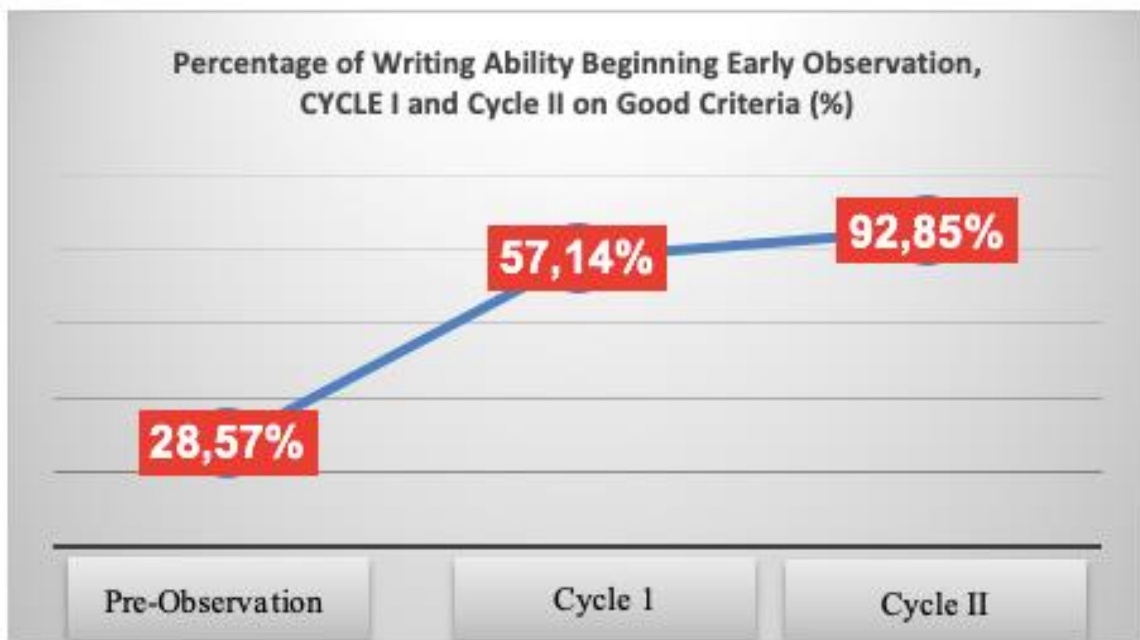


Figure 3. Comparison Graph of Students' Beginning Writing Ability Early Observation, Cycle I to Cycle

Based on the description of the results obtained by researchers after conducting action research related to students' initial writing skills, the average percentage obtained has met the predetermined performance indicators, which is 80%. Thus, the action hypothesis which states

that if the teacher uses the Circ cooperative model in improving initial writing skills, then Class II students at SDN 8 Botumoito, Boalemo Regency can improve, has been proven

CONCLUSIONS

Based on the results of research and discussion, several conclusions can be drawn, including; (1) after the class action activities were carried out, the students' initial writing ability at the time of initial observation reached 28.57% in the poor category; (2) after the class action activities were carried out, the students' initial writing ability in the first cycle increased compared to the initial observation of 57.14% with a fairly good category; (3) after the class action activities were carried out, the students' initial writing ability in cycle II increased by 92.85% with a very good category; (4) the application of the Circ cooperative model in improving the initial writing ability of second grade students at SDN 8 Botumoi-to, Boalemo Regency.

REFERENCES

- Abidin, M. J., & Riswanto, R. (2012). Collaborative strategic reading (CSR) within cognitive and metacognitive strategies perspectives. *European Journal of Business and Management*, 4(1), 61-69.
- Isjoni, C. L. (2010). *Efektivitas Pembelajaran Kelompok*. Bandung: Alfabeta.
- Slavin, R. E. (1990). *Cooperative learning: Theory, research, and practice*. Englewood Cliffs, NJ: Prentice-Hall.
- Surapranata, S. (2010). *Model-model Pembelajaran*. Kementrian Pendidikan Nasional
- Susanto, H. (2014). *Keterampilan Menulis Paragraf Narasi*. *Jurnal*. Di akses tanggal 2 Oktober 2020
- Susilo. (2007). *Penelitian Tindakan Kelas*. Jakarta: Pustaka Book Publisher.
- Tarigan, G. H. (2013). *Menulis Sebagai Suatu Keterampilan Berbahasa*, Bandung: Angkasa.
- Tarigan, H. G. (2008). *Menulis sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa