



## **Application of learning model cooperative integrated reading and composition to improve literacy ability in class V of tetey state elementary school**

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### **Abstract**

This study aims to improve literacy skills, namely reading and writing skills of fifth grade students of Tetey Elementary School by applying the Cooperative Integrated Reading and Composition learning model. This study used a class action research design (CAR) which was carried out in stages in 2 cycles to get the best results. Each cycle consists of 4 stages, namely: Planning, Action, Observation and Reflection. This research was conducted in Tetey Elementary School in the even semester of 2018/2019 academic year for two weeks. In this study, the subjects of the study were 14th grade students of Tetey Elementary School as many as 14 people. Data on students' reading and writing skills are obtained using the rubric test. There are also results of this study are (1) the average reading skills of students in the first cycle of 65%, in the second cycle of improvement reached 92% (2) the average writing skills of students who in the first cycle was 65%, in the second cycle enhancers reached 87%, (3) student learning outcomes in cycle 1 were 65% and student learning outcomes in the second cycle reached 90%. Based on these findings, it can be concluded that the application of Cooperative Integrated Reading and Composition learning can improve students' reading and writing skills Class V of Tetey Elementary School and became a means for teachers to improve student learning outcomes through literacy activities.

**Keywords:** cooperative integrated reading and composition learning, Indonesian

### **Introduction**

Education is a strategic means for improving the quality of human resources. For a nation that wants to progress, educators must be seen as a necessity as well as other needs. So of course, improving the quality of education also affects the development of a nation, in the current era of globalization the education system experiences challenges and various problems that become obstacles to the pace of the national education system. To realize the goals of education one of them is by using Language. Language can be interpreted as a tool for communicating to convey something that is in the heart, but furthermore Language is a tool for interacting to convey ideas, ideas or good thoughts must be able to present quality education because education aims to transfer the values and abilities to other parties so that they are expected to search for and create something new.

In general, the world of education is a public discourse in Indonesia, in the sense that it is discussed extensively by various groups both in direct and indirect contact with the affairs of education. However, there are still many problems that arise as obstacles to the development of education in Indonesia. government. The rapid pace of development in the field of technology, especially information and communication technology in the last decade brought enormous changes in the field of life including education activities, in facing the challenges in the fast world with technological sophistication there are still many obstacles experienced in the world of education, namely the gap between education in the interior and in urban areas.

Indonesian language education has an important role in the world of education. As we know that every day, we use

Malay as a communication tool, but in the process of learning Indonesian as a communication tool. Therefore, we must learn the language of education so that we can learn and know how we use Indonesian with good and right. Especially for an educator, Indonesian language education is indeed very important, because when an educator provides teaching to his students, he must be able to use good and correct Indonesian.

Indonesian Language Learning in Elementary School includes four skills, namely listening (Listening), speaking (Speaking), reading (Reading) and writing (Writing). These language skills are a unity that cannot be separated from each other, to create a motivated classroom situation, according to CIRC. H Douglas (1994) instructors should be able to create a learning environment that can provide stimuli or challenges so students are interested in learning actively. The four aspects of skills in the Indonesian language are contained in the appreciation of literature which consists of 3 parts, namely essays, poetry and drama, the literary appreciation raised in this study is the reading and writing skills.

In 2013 the Ministry of Education and Culture through Ministerial Regulation number 23 of 2013 concerning School Literacy Movement (GLS) to assist students in fostering a culture of reading and writing in school environments starting from elementary school. The School Literacy Movement is basically an activity that focuses on the ability to read and write students by involving all school citizens (principals, teachers, students, parents / guardians of students) and the community, as part of the education ecosystem.

Alwasilah (2012) suggests that teaching literacy essentially

makes people who are functionally capable of reading, educated, intelligent, and showing appreciation for literature. Now literacy activities have been seen as a necessity that must be mastered by every student in elementary school. Literacy competency in the high class emphasizes students to be able to conduct critical analysis, such as conducting interviews, environmental observations, writing reports, and making observations (Widodo 2015)<sup>[15]</sup>. Students can do this activity by writing on the book then presenting in front of the class, or displaying observations in the classroom.

In fact, there are literacy activities now, but schools do not have programs that are serious about the importance of literacy activities. Students are still less interested in reading and writing activities through literacy activities, lack of strategies, models and ways to teach teachers to arouse students' desire in literacy activities, obstacles that are now experienced by students are difficult to write what is read in their own words. Literacy abilities of fifth grade students of SD Tetey are still far from expectations. The average score of Indonesian language is below the KKM. While the KKM for the value of Indonesian is 70.

The results of the evaluation on learning with the theme "Heat and Displacement" there were only 4 students (28.57%) who reached the KKM while 10 students (71.42%) had not yet reached KKM. This shows that the ability to read and write is still lacking, it needs to be improved through activities that must be carried out with the correct strategy. The problem needs a solution so that it does not drag on so that it can affect student learning outcomes.

Hamalik (in Arsyad, 2011)<sup>[1]</sup> reveals that the use of learning models in the teaching and learning process can arouse new desires and interests, encourage motivation and stimulation of learning activities, and even psychological influences on students. Learning models chosen in the implementation Literacy activities are CIRC learning models.

Based on the background above, the formulation of the problem to be raised is: How is the implementation of the learning model cooperative integrated reading and composition to improve the ability to read students in class V Tetey Elementary School? How to implement cooperative learning models integrated reading and composition to improve students' writing skills in fifth grade Tetey Elementary School?

Cooperative Integrated Reading and Compositon type CIRC learning is a comprehensive or comprehensive program for teaching reading and writing. In the CIRC learning model, students are placed in heterogeneous small groups, which consist of 4 or 5 students. In this group they are not distinguished by gender, ethnicity, or level of intelligence of students. So, in this group there should be students who are smart, moderate or weak, and each student feels suitable with each other (Slavin, 2008)<sup>[13]</sup>.

Iskandarwassid (2009)<sup>[6]</sup> explains learning is something very complex because there is interaction in all components of learning, namely the interaction between students and teachers, student interaction with the media, student interaction with other students. In the learning process all supporting elements need to be considered, namely material, learning methods, sources, media, assessment tools, and assessment instruments.

The purpose of this study was to obtain a study of the application of cooperative learning models of integrated reading and composition to improve literacy skills of

students in the fifth grade of Tetey Elementary School, and also to study the improvement in literacy skills of students in the fifth grade of SD Elementary School as early as possible.

Teachers can continue to improve their creativity and potential in creating a pleasant learning environment for students. Increasing teacher creativity and being able to innovate is a sign of increasing quality of learning as a form of mastery of a teacher's pedagogic, professional, personality and social potential.

Implementing the integrated reading and composition Cooperative learning model needs to fully understand the steps in implementing learning with a variety of other readiness including problems to be solved, problem solving solutions. Thus, the teacher can condition students in learning activities well.

### Research Methods

The method used in this study is Class Action Research, also called CAR (Classroom Action Research). The research consists of four main activities, namely planning, implementation, observation, and reflection. The model can be described as follows:

Kemmis through Sukarno (2009) argues that classroom action research is a form of study that is reflective in nature by the perpetrators of actions taken to improve the rationality of the action in carrying out tasks, deepen understanding of the actions taken and improve the conditions in which the learning practices are carried out.

a) Planning.

In this stage the thing that must be done by the researcher is

1. Arranging the plan for implementing learning (RPP)
2. Determine and prepare learning resources
3. Determine learning time
4. Making observation sheets students and teachers prepare materials for evaluation tools
5. Prepare learning tools / media

b) Implementation.

Researchers carry out actions according to the planning stage, using learning plans and adapted to the integrated Cooperative learning model of reading and composition.

c) Observation.

Observations are carried out by observing teacher skills and student activities in the learning process through the results of student development findings. using a cooperative learning model of integrated reading and writing to what extent has an effect on improving student learning outcomes through literacy activities

d) Reflection

This reflection activity is very appropriate to be carried out when the implementing teacher has completed the action, looking back at the extent to which the success of the learning process uses the cooperative learning model of integrated reading and composition in literacy activities in Indonesian language subject matter. The things that are of concern are: 1) How the ability of teachers in the teaching and learning process to use a model of cooperative learning integrated reading and composition in improving literacy skills in accordance with the prepared lesson plan? 2) What about the student learning outcomes, is it appropriate for the learning objectives to be achieved or not after following the learning process?

The results of this reflection are used by researchers as a reference to determine the next action.

**Results and Discussion**

The study was conducted in Tetey Elementary School, with a total of 14 students consisting of 7 (seven) women and 7 (seven) men. This study was carried out in stages in 2 cycles.

The types of data in this study are qualitative and quantitative. Qualitative data are data obtained through observation sheets. While the type of quantitative data is from student learning outcomes obtained through written / oral test conducted by students. As for the data sources are student learning outcomes. These learning outcomes are obtained from student evaluations. Other data sources that can be found in this study are in the form of observations, field notes in the form of observations, documentation of each learning action.

The following is the data of evaluation results before learning cycle I (pre cycle).

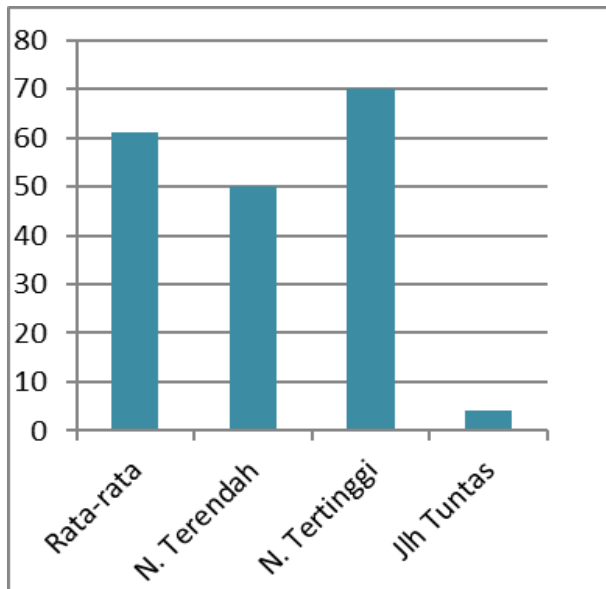
1. Description of the results of pre-cycle student literacy skills.

**Table 1:** Frequency Distribution Results of student literacy skills

Value (x)	frequency (f)	f. x
50	2	100
55	1	55
60	7	420
70	4	280
Total	14	855

Mastery learning before action

$$= \frac{855}{14} \times 100 = 61 \%$$



**Fig 1:** Graph of the results of student literacy skills

Based on the results obtained from the found in Tetey State Elementary School, the language lessons are still very low because the scores are still far below the specified KKM, which is 70. This is triggered by a lack of literacy skills.

1. Research Result Data Cycle.

**Table 2:** Frequency Distribution Results of student literacy skills

No	Value (x)	Frekuensi (f)	f. x
1	42	2	84
2	54	2	108
3	55	1	55
4	59	1	59
5	61	1	61
6	66	1	66
7	73	1	73
8	77	3	231
9	80	1	80
10	82	1	82
Total		14	899

$$\text{Learning completeness} = \frac{899}{14} \times 100 = 64\%$$

Note: Predicate range:

A = Very good (89 < A 100)

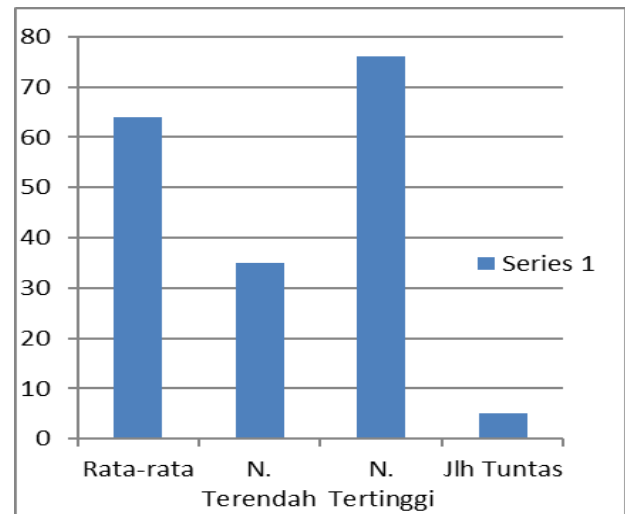
B = Good (79 < B 89)

C = Enough (70 < C 79)

PB = Need guidance (D < 70)

**Table 3:** Results of student literacy skills

No	Aspect	Achievement of literacy/percentage
1	The average value achieved	64 %
2	The highest value	82
3	Lowest value	42
4	Students complete	5
5	Students do not complete	9



**Fig 2:** Graph of Literacy of ability of students in cycle I

**Table 4:** Frequency Distribution Results of student literacy skills

N0	Nilai (x)	Frekuensi (f)	f. x
1	76	1	76
2	78	1	78
3	81	1	81
4	82	3	246
5	87	4	348
6	91	1	91
7	96	1	96
8	100	2	200
Total		14	1.216

Learning completeness

$$\frac{1216}{14} \times 100 = 87\%$$

Learning completeness

Note: Predicate range:

A = Very good (89 < A 100)

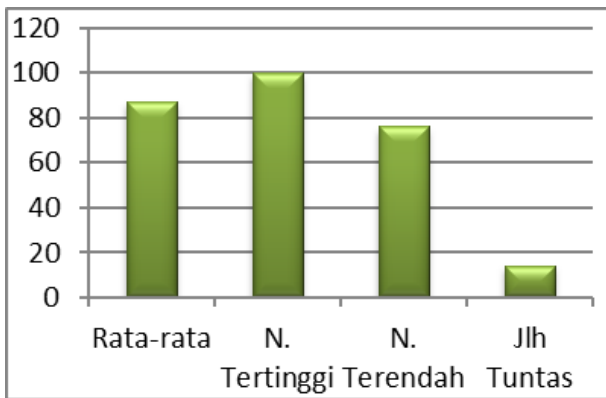
B = Good (79 < B 89)

C = Enough (70 < C 79)

PB = Need guidance (D < 70)

**Table 5:** Results of student literacy skills

No	Aspect	Achievement of Literacy / percentage
1	Average value achieved	87 %
2	The highest value	100
3	Lowest value	76
4	Students complete	14
5	Students are not complete	0



**Fig 3:** Graph of Literacy ability of students in cycle II

Pre-cycle learning completeness =  $855/14 \times 100 = 61\%$

Mastery learning cycle action I =  $898/14 \times 100\% = 64\%$

Complete learning cycle II action =  $1,216 / 14 \times 100 = 87\%$

completeness cycle II learning > cycle I

(87% > 64)

The application of the CIRC learning model is made by the teacher to improve students' literacy skills. This is the result of a study on improving the literacy skills of students in the V Tetey Elementary School class. cooperative learning integrated reading and composition to improve literacy skills 84% and 93% in the second cycle. The results of the student activities in the first cycle were 71% and the second cycle was 91%. It was seen that the student learning activities were obtained in the second cycle with the enthusiasm of students in active learning so that the learning process

**Conclusion**

The application of cooperative learning models to integrated reading and composition can improve reading ability, making it possible to improve literacy skills and be able to improve. student learning outcomes in Indonesian language subject matter.

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