THE LEARNING OF NARRATIVE TEXT USES A COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) MODEL IN THE JUNIOR HIGH SCHOOL

Pembelajaran Teks Naratif Menggunakan Model Cooperative Integrated Reading and Composition (CIRC) di SMP

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Abstract
The learning model used can be a determining factor for the success of learning in the classroom. One of the learning models used in learning to write narrative texts is the Cooperative Integrated Reading and Composition (CIRC) model. This model combines reading and writing skills in an integrated manner so that it is assumed to influence learning outcomes to write narrative texts, especially imaginary story texts. This research was a quantitative study with a correlational method. A total of 33 junior high school students received learning to write narrative text using the CIRC model. This study aims to describe students' responses to the learning model and the influence of the learning model on writing narrative text skills. The results showed that the student response to the learning model was very good with a percentage of 83.64%. The relationship between the learning model variable and the narrative text writing variable is significant and very strong seen from the correlation value range, namely 0.781. The learning model factor affects the ability to write narrative text by 61% and the remaining 39% is influenced by other factors. Collaboration carried out in groups starting from reading alternately, looking for keywords, providing responses, and writing collaborative results has a good impact on the ability to retell the content of fantasy story texts according to the story elements both oral and written.

Keywords: learning, narrative text, cooperative model, CIRC

Abstrak
Model pembelajaran yang digunakan dapat menjadi salah satu faktor penentu keberhasilan pembelajaran di kelas. Salah satu model pembelajaran yang digunakan dalam pembelajaran menulis teks naratif adalah model Cooperative Integrated Reading and Composition (CIRC). Model ini memudahkan keterampilan membaca dan menulis secara terintegrasi sehingga diasumsikan memiliki pengaruh terhadap hasil belajar...
The Learning Of Narrative Text Uses A Cooperative Integrated Reading And Composition (CIRC) Model In The Junior High School

menulis teks naratif, khususnya teks cerita imajinasi. Penelitian ini merupakan penelitian kuantitatif dengan metode korelasional. Sebanyak 33 orang siswa SMP menerima pembelajaran menulis teks naratif menggunakan model CIRC. Penelitian ini bertujuan untuk mendeskripsikan tanggapan siswa terhadap model pembelajaran dan pengaruh model pembelajaran terhadap keterampilan menulis teks naratif. Hasil penelitian menunjukkan bahwa respon siswa terhadap model pembelajaran sangat baik dengan persentase 83,64%. Hubungan antara variabel model pembelajaran dengan variabel penulisan teks naratif adalah signifikan dan sangat kuat dilihat dari rentang nilai korelasinya yaitu 0,781. Faktor model pembelajaran mempengaruhi kemampuan menulis teks naratif sebesar 61% dan sisanya 39% dipengaruhi oleh faktor lain. Kolaborasi yang dilakukan dalam kelompok mulai dari membaca secara bergantian, mencari kata kunci, memberikan tanggapan, dan menulis hasil kolaboratif berdampak baik pada kemampuan menceritakan kembali isi teks cerita fantasi sesuai dengan unsur-unsur cerita baik lisan maupun tulisan.

Kata-kata kunci: pembelajaran, teks naratif, model kooperatif, CIRC

INTRODUCTION

Cooperative learning with its various types is often used as a way to solve learning problems in class. Cooperative learning relies on the exchange of information between learners in social groups. Students work together to master the subject matter taught by the teacher. The purpose of cooperative learning is so that students can help each other for academic success. Learning is carried out in heterogeneous groups in terms of age, gender, culture, economic background, and so on. This is in accordance with the habits of humans as social creatures who like to socialize, hang out with other people, and work together (Sachs, Shum, Bureau, Kong, & Christopher, 2003). Student interaction in heterogeneous groups will greatly affect the accountability of each individual in carrying out tasks (Ramadhanti & Yanda, 2018).

One of the cooperative learning that is often used in the learning process is Cooperative Integrated Reading and Composition (CIRC). CIRC is learning that is carried out in five steps, namely: students sit in groups, the teacher provides learning material, students work together in groups (read alternately, find keywords, respond to the subject matter, and write collaborative results), group presentations, and reflection (Slavin, 1994).

CIRC's type of cooperative learning increases student activity in the learning process (Puspitasari & Hidayat, 2018) so that it is often used in the learning process for various subjects and levels of education. The CIRC learning model is used in mathematics learning to investigate students' algebraic thinking skills in terms of student learning interests (Pratiwi & Mashuri, 2020) and assisted by web learning (Muchlis &
Maizora, 2020). The CIRC learning model is used in social studies learning to increase the capabilities of Higher Order Thinking Skills (Komara, 2020) and to improve social skills and learning outcomes with the help of mind mapping (Royani, Roesminingsih, & Yani, 2020). The CIRC learning model assisted with mind mapping is used in Biology learning to improve critical thinking skills (Maspupah, Hidayat, & Latifah, 2018). The CIRC model is also used to improve learning outcomes for Economics subjects (Oktavia, Jaya, & Arga, 2020).

These results refute the notion that the CIRC model is used not only in the language field but also in other fields of science. However, in this study, the CIRC model was tested in language learning, especially in writing narrative texts. The narrative text is part of a literary text that aims to build a view of the world that entertains or informs readers or listeners in the form of myths, fairy tales, fantasy stories, science fiction, historical fiction, novels, and romances (Anderson & Anderson, 1997).

In accordance with its concept that integrates reading and writing, the CIRC model is used to improve reading and writing skills (Durukan, 2011). The CIRC learning model is used to improve reading learning from elementary to high school levels. The CIRC model is used to improve reading comprehension skills (Artawan (2020); Syafitri & Mansuridin (2020); Mariana, Sutisna, & Wahyuni (2020); (Damanik, Pangaribuan, & Ginting, 2020); (Harahap & Swondo, 2020); (Maruf & Anjely, 2020); Wahyuningsih & Citraningrum (2019); (Erlidawati & Syarfuni, 2018); Mubarok & Sofiana (2017); Gupta & Ahuja (2014); Ginting (2017) and help increase students' interest in reading (Donal & Niati, 2017) because students who have a low reading interest are motivated by students who have high reading interest in the learning process (Ramadhanti & Yanda, 2018).

In literature learning, the CIRC model is used for learning to understand poetry and is proven to have an influence on the ability to understand poetry (D P Yanda, Ramadhanti, Afrinda, Bahardur, & Ihsan, 2019). In addition, CIRC is used as the basis for developing learning media for reading comprehension (Sofiana, 2018) and practical guidelines for teaching writing (Shollina, Rochsantiningsih, & Nur Kamto, 2019).

Besides being used to improve reading skills, he CIRC model is also used to improve writing skills, especially in developing content and organizing writing (Mustafa & Samad, 2015). In text-based writing learning, the CIRC model is also used to improve
reading and writing skills, especially narrative text (Mahrani & Harahap (2020); (Febriyanto, 2018)). Students are required to work together with their group friends to understand the content of the reading, then rewrite the contents of the reading with their own sentences.

In this study, the CIRC cooperative learning model was used in learning to write narrative texts. Previous research has shown that the CIRC model improves the ability to write narrative text (Ramadhanti, 2017). However, it has not been explained how much influence this model has in improving students' writing skills. The response given by students to the learning model used in the classroom is needed by the teacher to obtain information about the achievement of using the learning model in the classroom. Then, how much influence the learning model has on student learning outcomes, it is necessary to know so that reflection can be carried out on learning by both teachers and students.

Therefore, this study aims to answer two research formulations, namely: first, how do students respond to the application of cooperative learning models in learning to write narrative text? Second, how much does the cooperative learning model affect the ability to write narrative text?

THEORY

Cooperative Integrative Reading and Composition (CIRC) Model

Cooperative learning starts from the habit of everyone who likes to socialize, get along with other people, and work together. In practice in the classroom, cooperative learning is seen as a form of the learning process in heterogeneous groups so that they can work together for academic success. The group structure consists of three to four students who differ in terms of age, subject area, gender, age, and culture. In addition, cooperative learning also has five basic principles, namely: interdependence, individual accountability or responsibility, active participation in learning, simultaneous interaction, and group processing (Sachs et al., 2003). Cooperative learning aims to foster a commitment to success because individual success is also the success of the group. The success of the group is realized because of mutual cooperation and interdependence within the group. Each member in the group is considered important and must be responsible for their performance so that they are expected to actively participate in the learning process. These assigned responsibilities encourage face-to-face interaction and promote one another's a success by sharing resources, encouraging
one another, helping one another, supporting one another, and complementing one another's efforts to learn. The group is seen as an academic and personal support system. Students are also taught how to provide effective leadership, develop decision-making skills, build trust, actively communicate, and skillfully manage conflict. Each group member discusses and monitors how well they are achieving their goals and monitors which member actions are useful and which are not useful in making decisions about which behaviors to continue or change.

The five principles of cooperative learning are shared by all types and models of cooperative learning. One of them is the Cooperative Integrated Reading and Composition (CIRC) model. Like other cooperative learning models, CIRC also has its own uniqueness, one of which is the effort to divide groups based on the level of students' reading interest (Yanda & Ramadhanti, 2021). The division of groups in pairs between students who have high reading interest and students who have a low reading interest. In its implementation in the classroom, CIRC is carried out with three main steps, namely: basic activities, reading comprehension, and integrated writing activities (Slavin, 1994). In the basic activity, the teacher divides students into heterogeneous groups according to the level of students' reading interest and provides learning materials to students. At the reading comprehension stage, the activities carried out are: students in groups understand the lesson material given by the teacher, students in pairs or groups identify each other's keywords from the lesson material provided, and students in groups make conclusions about the lesson material. In the integrated writing activity, each student writes down their collaborative results.

**Narrative Text**

The narrative text is a text that tells a story that aims to build a view of the world that entertains or informs the reader or listener. In addition to entertaining, narrative texts can make viewers think about a problem, give them wisdom or lessons, and/or arouse their emotions. Narrative texts can be presented in writing or orally. Narrative texts that are presented in writing are usually told by a narrator. If the narrator is one of the characters in the story, the story is told in the first person. If the narrator is outside the story, the story is told in the third person (Anderson & Anderson, 1997). Examples of narrative texts are: myths, fairy tales, fables, legends, anecdotes, imaginary stories,
The Learning Of Narrative Text Uses A Cooperative Integrated Reading And Composition (CIRC) Model In The Junior High School

Science fiction, historical fiction, folklore, inspirational stories, saga, biographies, short stories, novels, and romances.

The narrative text is also known as fiction. Fiction is generally divided into old fiction and new fiction. Both old fiction and new fiction are built by intrinsic and extrinsic elements. Intrinsic elements include plot/plot, character/characterization, setting, theme, mandate, point of view, language style, while extrinsic elements include authors and objective reality in the form of norms, literary conventions, language conventions, and cultural conventions (Ramadhanti, 2016). Meanwhile, in terms of structure, the narrative text has four parts, namely: orientation, complication, sequence of events or the climax of the story, resolution, and coda (Anderson & Anderson, 1997).

**METHOD**

This research is a quantitative study that uses a correlational design to determine how much influence the learning model has on the ability to write narrative text. The sample of this research was 33 junior high school students who participated in learning Indonesian. The sample selection of this research was done randomly.

There are two instruments used in this study, namely: *First*, the student response questionnaire to the implementation of the CIRC's cooperative learning model. *Second*, the test sheet for writing narrative text. Before being given to research subjects, the questionnaire instrument and the performance test instrument were validated first. The questionnaire instrument was tested and then tested for validity and reliability. The questionnaire instrument which was declared valid and reliable was used in this study. Meanwhile, the performance test instrument for writing narrative text before being used was checked by experts in terms of instructions, language, and content.

The data collection procedure was carried out by: *First*, the teacher carried out learning to write narrative text using the CIRC cooperative learning model. Students will learn one type of narrative text, namely: fantasy stories as stated in the 2013 Curriculum, namely: identifying the elements of fantasy story texts and retelling the contents of fantasy story texts. The stages of the CIRC model in this learning are: (1) The teacher who already knows the students' reading interest groups students into heterogeneous groups in pairs, then gives examples of fantasy story texts to students. (2) Students in pairs understand the fantasy story text, identify the elements of the fantasy story text, and conclude the story elements. (3) each student writes down their collaborative results.
by retelling the contents of the fantasy story text in writing and presenting it in front of the class.

Second, students take a narrative text writing test. Third, students fill out a questionnaire to provide their assessment of the implementation of the CIRC type of cooperative learning model. The questionnaire consists of 20 statements with five answer choices, namely: strongly agree, agree, doubt, disagree, and strongly disagree.

Data analysis was performed using descriptive statistics and correlational designs (Fitri & Ramadhanti, 2019). To find out how much influence the learning model has on learning outcomes to write narrative text. Data analysis was performed using the SPSS 23 application.

RESULTS AND DISCUSSION

This section will explain the answers to two research questions, namely: students responses to the application of learning models and learning models as factors that affect the ability to write narrative text.

Students' Response to the Application of Learning Models

One type of cooperative learning model used in narrative writing learning is Cooperative Integrated Reading and Composition (CIRC). A total of 33 research samples gave their responses through a questionnaire on the application of the learning model. In general, the research sample assessed that the CIRC type of cooperative learning model is very good for use in the narrative writing learning process. The percentage of student responses was 83.64% categorized as very good. The responses given by students consisted of two aspects, namely: the implementation of the learning model and the benefits obtained. The percentage of student responses to these two aspects is presented in Table 1 below.

Table 1.

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>%</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Implementation of learning models</td>
<td>85,01</td>
<td>Very Good</td>
</tr>
<tr>
<td>2</td>
<td>Benefits obtained</td>
<td>81,95</td>
<td>Very Good</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>83,64</strong></td>
<td>Very Good</td>
</tr>
</tbody>
</table>

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Based on Table 1, students gave a very good response to the implementation of the CIRC type learning model and felt the benefits of this learning model in learning to write narrative text. The details of the student responses are described below.

First, the implementation of the learning model. Students said that before the learning process started, they already knew their reading ability level (84.20%). In the learning process, students do not experience significant problems because the teacher always monitors and controls their learning process in class (87.90%). In the learning process, students can improve their reading skills because of the collaboration between students who have high and low reading skills to improve their reading skills (85.45%). In pairs, students read the narrative text to one another and give each other input if a student misreads the text (82.42%). After reading in pairs, students answer questions from the teacher according to the text they have read (81.82%). Students can understand the narrative text in terms of the structure and rules of language text (81.21%). Students can identify problems and solutions to the problems presented in the narrative text that has been read (87.30%). Students can identify main ideas, understand cause-and-effect relationships in the text, make conclusions, and respond to the contents of the narrative text as a unified whole. (87.27%). Students can rewrite the contents of the text that has been read by paying attention to the sentence structure and appropriate vocabulary (84.80%). Students can do every reading and writing activity because each stage carried out leads students to be able to learn independently (84.85%). In the end, students can write a narrative text according to the structure and rules of the text language because reading and writing activities are carried out in an integrated manner. (87.88%).

Second, the benefits obtained. Students feel a number of benefits from implementing the CIRC model in learning to write narrative text. Students say that learning with the CIRC model can improve collaboration with friends in class, especially in writing narrative text (85.45%). Students can increase their participation to share ideas with their friends in class (90.30%). Students can solve various problems faced in writing narrative text, especially in presenting text in accordance with the structure and rules of text language (84.85%). Students can help each other improve their reading skills so that students with low reading abilities are motivated by students who have high reading abilities (75.15%). Students can increase concern for others, especially in an effort to increase interest in reading (75.76%). Students can help each
other check the writing according to the text criteria (75.15%). Students can increase cooperation and mutual respect for the opinions of others (78.79%). Students can increase their independence in writing because each step taken helps them develop writing skills (84.24%), especially writing narrative text (87.88%).

Learning Model as a Factor Affecting the Ability to Write Narrative Text

The CIRC type of cooperative learning model is assumed to be the main factor affecting students' ability to write narrative text. In this case, the CIRC type of cooperative learning model is called the independent variable that affects the dependent variable, namely the ability to write narrative text.

The descriptive statistical test for the two research variables is visualized in Table 2 below.

<table>
<thead>
<tr>
<th></th>
<th>Cooperative</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>83.6364</td>
<td>88.2424</td>
</tr>
<tr>
<td>Std. Error of Mean</td>
<td>1.23308</td>
<td>.98668</td>
</tr>
<tr>
<td>Median</td>
<td>83.0000</td>
<td>88.0000</td>
</tr>
<tr>
<td>Mode</td>
<td>85.00</td>
<td>85.00a</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>7.08351</td>
<td>5.66806</td>
</tr>
<tr>
<td>Variance</td>
<td>50.176</td>
<td>32.127</td>
</tr>
<tr>
<td>Skewness</td>
<td>.275</td>
<td>.437</td>
</tr>
<tr>
<td>Std. Error of Skewness</td>
<td>.409</td>
<td>.409</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>.020</td>
<td>.154</td>
</tr>
<tr>
<td>Std. Error of Kurtosis</td>
<td>.798</td>
<td>.798</td>
</tr>
<tr>
<td>Range</td>
<td>30.00</td>
<td>23.00</td>
</tr>
<tr>
<td>Minimum</td>
<td>69.00</td>
<td>77.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>99.00</td>
<td>100.00</td>
</tr>
<tr>
<td>Sum</td>
<td>2760.00</td>
<td>2912.00</td>
</tr>
</tbody>
</table>

Based on Table 2 above, the descriptive statistical test for the variable type CIRC cooperative learning model, namely: samples that filled out the questionnaire were 33 people and no data was lost. Tendency central data values, namely: the mean of data is 83.64; the median of data is 83.00; the mode of data is 85.00; and the sum of data is 2760. The data dispersion (deviation) values, namely: the minimum score is 69.00; the maximum score is 99.00; the range of data is 30.00; the variance of data is 50.18; the
standard deviation of data is 7.08; and the standard error of mean data is 1.23. Based on the data distribution, namely: the value of skewness is 0.275 and the standard error of skewness is 0.409. The value of the skewness ratio is 0.672. The value of kurtosis is 0.020 and the standard error of kurtosis is 0.798. The value of the kurtosis ratio is 0.025. Based on the value of the skewness ratio and the value of the kurtosis ratio, it is stated that the student response data to narrative learning is normally distributed because the value of the skewness ratio and the value of the kurtosis ratio is in the range of -2 to 2.

For the variable writing narrative text, the sample worked on the task of writing narrative text as many as 33 people and no data was lost. Tendency central data values, namely: the mean of data is 88.24; the median of data is 88.00; the mode of data is 85.00; and the sum of data is 2912. The dispersion value (data deviation), namely: the minimum score is 77.00; the maximum score is 100; the range of data is 23.00; the variance of data is 32.13; the standard deviation of data is 5.67; and the standard error of the mean data is 0.99. Based on the data distribution, namely: the value of skewness is 0.437 and the standard error of skewness is 0.409. The value of the skewness ratio is 1.068. The value of kurtosis is 0.154 and the standard error of kurtosis is 0.798. The value of the kurtosis ratio is 0.192. Based on the value of the skewness ratio and the value of the kurtosis ratio, it is stated that the student's narrative text learning outcomes data are normally distributed because the value of the skewness ratio and the value of the kurtosis ratio is in the range of -2 to 2.

To find out how much the learning model factor affects the ability to write narrative text, the Pearson Product Moment correlation formula is used. The results of the product moment statistical test are visualized in Table 3 below.

Table 3. Product Moment Correlation Test

<table>
<thead>
<tr>
<th></th>
<th>Cooperative</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pearson Correlation</strong></td>
<td>1</td>
<td>.781**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Sum of Squares and Cross-products</td>
<td>1605.636</td>
<td>1003.909</td>
</tr>
<tr>
<td>Covariance</td>
<td>50.176</td>
<td>31.372</td>
</tr>
<tr>
<td>N</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td><strong>Pearson Correlation</strong></td>
<td>.781**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Sum of Squares and Cross-products</td>
<td>1003.909</td>
<td>1028.061</td>
</tr>
</tbody>
</table>
Based on Table 3 above, the coefficient of the CIRC type of cooperative learning model and the ability to write narrative text is 0.781 (p = 0.01). These results indicate that the magnitude of the relationship between the learning model variable and the narrative writing ability variable is 0.781. This relationship shows a positive and strong relationship between the two variables because it is in the range 0.60-0.79. These results indicate that the sample who received high scores in writing narrative text also showed high scores in responding to the implementation of the cooperative model in the learning process of writing narrative text. Samples that get low scores in writing narrative text also show low scores in responding to the learning model used.

To determine the contribution of the learning model to the ability to write narrative text, a statistical test is performed as visualized in Table 4 below.

<table>
<thead>
<tr>
<th>Variable Significance Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Based on Table 4 above, the t-count value is 3.59 and the t-table for sample 33-2 is 1.70. These results indicate that the t-count value is greater than the t-table. It can be concluded that there is a significant relationship between the CIRC cooperative learning model and the ability to write narrative text. The relationship between the two variables is strong. Thus, the application of the CIRC type of cooperative learning model has a significant effect on the ability to write narrative text.

The amount of contribution of the learning model variable to the ability to write narrative text is seen based on the R-Square value in Table 3 is 0.611. By using the formula KP = r<sup>2</sup> x 100%, the value of contribution of variable X to variable Y is 61%. This means: the learning model becomes a predictor that affects the ability to write narrative text by 61% and the remaining 39% is determined by other variables.

The responses given by students to learning models and learning outcomes that show the ability to write narrative text indicate that students have succeeded in building
cooperation in completing group and individual assignments. Students are also able to apply five basic principles of cooperative learning, namely: interdependence, individual accountability, active participation in learning, simultaneous interaction between students, and group work (Sachs et al., 2003). The first principle is shown by students collaborating in completing group assignments starting from taking turns reading, finding keywords, giving responses, and writing collaborative results in the form of narrative text. The second principle is shown by students showing their responsibility in completing individual and group assignments in the form of narrative text. The third principle is demonstrated by students being actively involved in group discussions and class discussions. The fourth principle is shown by students in heterogeneous groups working together and guiding each other so that all who are members of the group both know how to write narrative text. The fifth principle is indicated by students monitoring how well they achieve their learning goals and determining the appropriate way to complete the given task. In other words, cooperation, interdependence, and responsibility shown in the learning process have had a positive influence on students' writing skills. In the process, students can also use mind mapping and sharing in the form of brainstorming to improve writing skills (Ramadhanti & Mana, 2018).

This CIRC learning model guides students to brainstorm in a collaborative process to complete group assignments. Brainstorming is seen as an activity that can encourage active student participation in groups so that students can generate lots of ideas in a short time (Virdyna, 2016). In addition, this model also encourages students to map thoughts in the form of mind mapping, making it easier for them to compile ideas and write collaborative results in the form of narrative text.

Student learning outcomes are influenced by the learning model used. Reading and writing activities that are integrated during the learning process provide benefits to students. The benefits that students get during learning with the CIRC model, namely: students can increase cooperation between students and active participation in class, develop problem-solving skills, improve reading skills, increase care and respect for each other among students, and increase independence in completing assignments.

In addition, the CIRC learning model is proven to be able to overcome various problems in reading and writing. Problems commonly faced by students in reading, namely: lack vocabulary, not knowing the criteria for the text being read, and difficulty
finding the main idea from the reading (Ginting, 2017). Conversely, the problems that students generally face in writing are related to failure to apply five competencies in writing, namely: generalizing content, creating organizational structures in writing, formulating goals and writing plans, speed and efficiency in carrying out the mechanical aspects of writing, revising text and reformulating objectives (Harris, Graham, Brindle, & Sandmel, 2009). Students can simultaneously overcome problems in reading and writing because this CIRC model guides students to be able to reconstruct the subject matter so that their knowledge can be stored in long-term memory (Ristanto, Zubaidah, Amin, & Rohman, 2018). Moreover, it is supported by evaluation tools that can improve students' cognitive development in writing (Ramadhanti, Yanda, Ghazali, Hasanah, & Harsiati, 2019). In the end, this CIRC model can be used as an indicator to develop and improve students' literacy skills (Maryani, Sujana, Sopandi, & Rahman, 2017).

In addition, the successful application of the learning model cannot be separated from the role of the teacher as a facilitator and implementer of learning in the classroom. The learning model is chosen according to the problems encountered by the teacher in the classroom and according to the difficulty level of the subject matter. Collaboration carried out in heterogeneous groups makes students who have low reading interest motivated to complete their assignments, both group assignments and individual assignments (Ramadhanti & Yanda, 2018). In addition, the learning model used by the teacher can also be integrated with appropriate learning media, (Hapsari, 2015) for example serial image media (Permana, Hilaliyah, & Muzak, 2016). Therefore, teachers need extensive knowledge about various learning models and media that can be used in the learning process. The selection and use of learning models must be in accordance with the learning needs of students. The teacher chooses a learning model that can encourage students to find ideas and make it easier for students to arrange these ideas in text form. This learning model can be in the form of ideas about how to convey writing activities that are easily accepted by students in class or ways that can make it easier for students to write various activities into various types of texts with ideas that are arranged coherently (Azizah, 2013).

In addition to the right learning model, the evaluation tool provided to measure students' abilities also plays a very important role. The teacher must realize that the evaluation or test given to students aims to create a positive attitude towards the class by
giving students a sense of achievement and a feeling that the evaluation given is in accordance with what was taught to them, helping students master a certain language, and helping students to study actively. and show them what they need to improve (Azizah, 2012). Therefore, when providing feedback on student writing, teachers need to avoid notes or symbols that can confuse students. Students need clear and specific feedback, both positive and negative responses to improve their writing skills (Raihany, 2014).

Thus, the learning model, evaluation tools, and responses given by the teacher become an integral part of the writing learning process. This is indispensable in the preparation of a writing learning program so that it has a positive impact on the students' writing process and results. Teachers and students develop good relationships in order to achieve successful learning in the classroom. Student responses to the learning model used are very important to be an evaluation tool for teachers to be more selective in choosing and using learning according to the learning needs of students in the classroom.

CONCLUSION

The response given by students to the use of the CIRC model in the learning process was classified as good with a percentage of 83.74%. The CIRC learning model used can be understood well by students and has an influence on the ability to write narrative text. This learning model contributed 61% to the students' writing ability. Students can work well in groups to complete writing assignments. In groups students take turns reading, finding keywords, giving responses, and writing down collaborative results. The collaborative results in the form of narrative text are presented in class discussions. The activities carried out provide motivation for students to be actively involved in completing group assignments and individual assignments. As a result, students can write narrative text according to the text's criteria so that the learning objectives are achieved, which is to make students skilled in writing narrative text.

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The Learning Of Narrative Text Uses A Cooperative Integrated Reading And Composition (Circ) Model In The Junior High School

