

Cooperative Learning Model Integrated Reading and Composition (Circ) to Improve Students' Speaking Ability Class III MIS Nurul Iman School

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Abstract

Based on the results of observations, it is proven that there are several students in grade III MIS Nurul Iman who have difficulty in speaking skills, lack of courage of students to express opinions or ask questions, limited use of vocabulary, lack of self-confidence, and there are students who have an introvert nature and teachers who teach still use lecture models or methods and do not know the appropriate learning model to improve students' speaking skills. This study was conducted with the aim of improving students' speaking skills in grade III MIS Nurul Iman by implementing the *Cooperative Integrated Reading And Composition* (CIRC) learning model. This research is a classroom action research (CAR). This research was conducted with 2 cycles. With the research subjects of grade III MIS Nurul Iman students totaling 14 males and 11 females. The research instruments used in this study were student activity observation sheets and teacher activity observation sheets. The data analysis technique used is descriptive quantitative. The results of the study showed that there was an increase in students' speaking skills by implementing the *Cooperative Integrated Reading and Composition* (CIRC) learning model. The improvement of students' speaking ability in cycle I shows that students who are active or in accordance with the KKM are 10 students (40%) while those who are less active are 15 students (60%). And in cycle II shows that students who are active or in accordance with the KKM are increasing, namely 23 students (92%) and those who are less active are only 2 students (8%).

Keyword:

CIRC learning model, students' speaking ability

1. INTRODUCTION

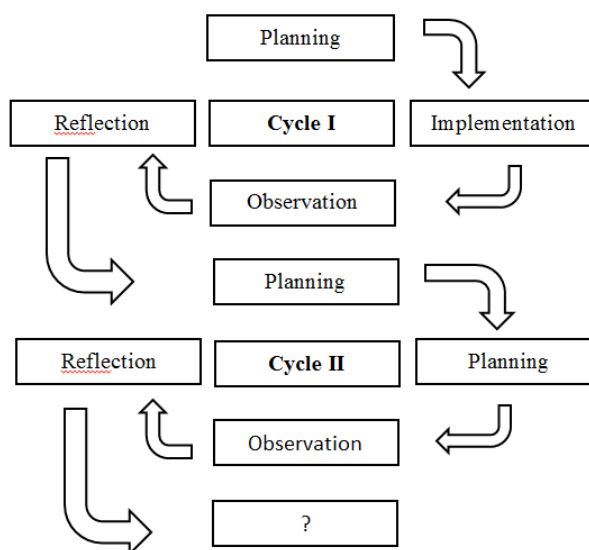
Speaking skills are not an easy task. Not everyone can express their thoughts, ideas, and feelings well, and many feel more comfortable expressing their thoughts, ideas, and feelings through writing. Sometimes there are some topics of conversation that someone brings up that are interesting enough to discuss, but because their tone of voice or way of speaking is not interesting, the topics they bring up seem ordinary and uninteresting. People communicate more through words than any other method. In everyday life, people spend more than half of their time talking and listening. (Shella et al., 2020), According to Tarigan (in Nurlaelah & Sakkir, 2020) Language is a system of auditory and visual signals that convey thoughts and ideas using muscles and muscle groups of the human body. The main purpose of speaking According to Khoiroes in (Wael & Hasanudin, 2020), is to be able to communicate well. Communication is the sending and receiving of messages or news between two or more people so that the intended message can be understood. Its form and meaning depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose of speaking. Speaking is a language skill that allows students to speak fluently and convey their thoughts accurately. He has the ability to produce sounds, syllables, and words, and to construct sentences that express or convey thoughts, ideas, and feelings. (Anggraeni et al., 2019). Speaking skills do not come by themselves but need to be trained so that they continue to develop optimally (Beta, 2019). Many students have difficulty speaking, either due to lack of confidence, limited vocabulary, or lack of opportunities to practice. Therefore, an effective learning model is needed to improve students' speaking skills. Because each teaching method has

its own advantages, the use of methods that are not in accordance with learning objectives will hinder the achievement of objectives, so it is very important for teachers to know the choice of teaching methods before deciding which method to use and considering the learning outcomes to be achieved Samiudin (in Widyanto & Wahyuni, 2020). Learning Model according to Sugiyono (in Dewi et al., 2020) , This shows that the learning model is an approach that is specifically designed to support students' learning processes in relation to declarative knowledge and procedural knowledge that is well organized and can be taught in a sequential step-by-step pattern. To improve these abilities, one of the models that can be applied by teachers in Indonesian language learning is the CIRC (*Cooperative Integrated Reading and Composition*) cooperative learning model . By implementing the CIRC learning model, it can provide new solutions and an interesting atmosphere in the learning process so that students gain new concepts.

According to Miftahul Huda in (Ayuningrum, 2022) the CIRC learning model is a learning model where each student is responsible for group assignments. Each group member shares ideas to understand a concept and complete the task, so that a long-term understanding and learning experience is formed. According to Yunus (in B.HS et al., 2020) learning using the CIRC model brings an innovative understanding concept so that it can optimize Indonesian language learning outcomes. The CIRC learning model motivates students in the learning process, because they work in groups. (*Cooperative Integrated Reading and Composition*) learning model is a type of cooperative learning model that uses small groups with each group consisting of 4-5 students heterogeneously (Kesumadewi et al., 2020). Based on the background mentioned above, there are several problems that are identified as follows: (1) Low speaking ability of students in class III at MIS Nurul Iman, (2) Lack of interaction between students in class III at MIS Nurul Iman, (3) Lack of courage and self-confidence of students in expressing opinions in class III at MIS Nurul Iman, (4) Limited learning methods that can stimulate students' speaking ability in class III at MIS Nurul Iman, (5) Limited learning resources and media that can support students' speaking ability in class III at MIS Nurul Iman. Based on the identification of problems that have been put forward above, there are several problems that have become the problem formulations as follows: (1) How are students' speaking abilities before using the *Cooperative Integrated Reading And Composition* (CIRC) model , (2) How are students' speaking abilities after using the *Cooperative Integrated Reading And Composition* (CIRC) model. Based on the formulation of the problem that has been put forward above, there are several objectives of the problem as follows: (1) To find out students' speaking ability before using the *Cooperative Integrated Reading And Composition* (CIRC) model , (2) To find out students' speaking ability after using the *Cooperative Integrated Reading And Composition* (CIRC) model. From the description above and considering the importance of speaking skills and the still low speaking ability of grade III students of MIS Nurul Iman, the author is interested in raising this problem by taking the title "Implementation of the *Cooperative Integrated Reading and Composition* (CIRC) Learning Model to Improve the Speaking Ability of Grade III Students of MIS NURUL IMAN ."

2. RESEARCH METHODOLOGY

The subjects in this study were grade III students of SD MIS Nurul Iman Tanjung Morawa in the 2024/2025 academic year consisting of 11 girls and 14 boys. The number of subjects in this study was 25 students. This study uses Classroom Action Research (CAR) which the researcher conducted consisting of two cycles. Each cycle is carried out according to the indicators to be achieved by the researcher, namely that students' speaking ability increases after an action is carried out. This study uses a model from Arikunto (in Arukah et al., 2020) , which consists of four stages, namely: planning, implementation (acting), observation, reflection. The following is the PTK design according to Arikunto:



3. RESULT AND DISCUSSION

Based on the results obtained in the research process using these two cycles, they are as follows:

Table 1. Teacher Activity Observation

Teacher Activity Observation	Total Value	Criteria
Cycle I	34 (70.8%)	Enough
Cycle II	45 (93.7%)	Very well
Improvement	10 (22.9%)	

From the table above, it can be seen that there was an increase of 10 (22.9%) from the teacher observation sheets in cycles I and II, where in cycle I the score was 34 with a percentage of 70.8%, while in cycle II the score was 45 with a percentage of 93.7%.

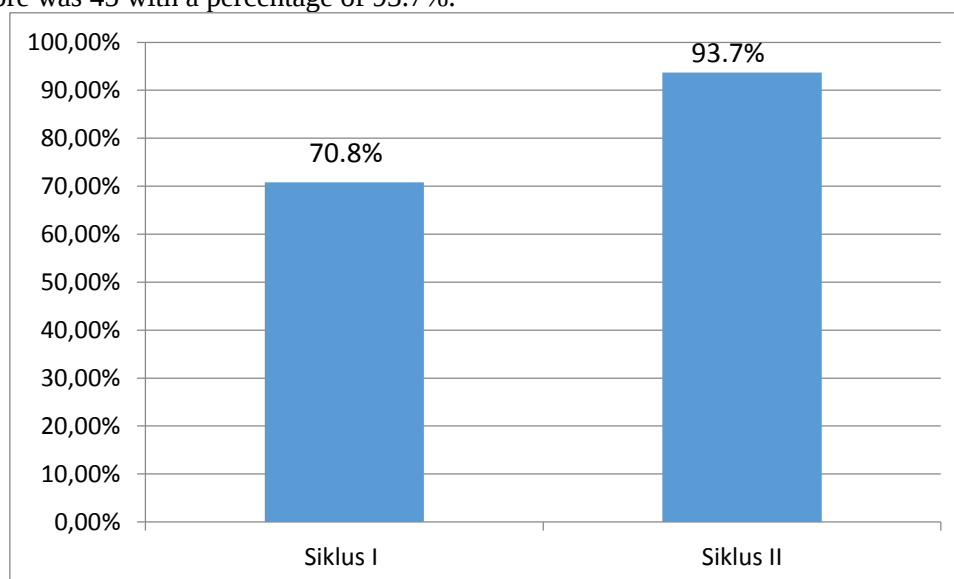
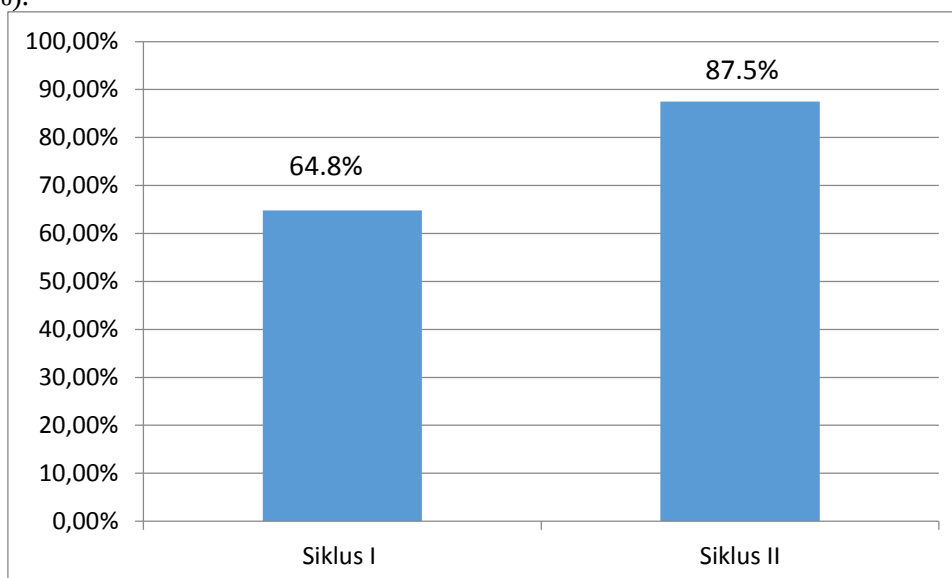


Table 2. Student Activity Observation

Student Activity Observation	Total Value	Criteria
Cycle I	515 (64.8%)	Enough
Cycle II	700 (87.5%)	Very well
Improvement	185 (22.7%)	

From the table above, it can be seen that there was an increase of 185 (22.7%) from the student observation sheets in cycles I and II where in cycle I the score was 515 with a percentage of 64.8%, while in

cycle II the score was 700 with a percentage of 87.5%. And it was found that students' speaking ability in cycle I showed that students who were active or in accordance with the KKM were 10 students (40%) while those who were less active were 15 students (60%). And in cycle II it showed that students who were active or in accordance with the KKM increased, namely 23 students (92%) and those who were less active were only 2 students (8%).



Based on the data obtained, there are results of the research process of observations carried out on elementary school students, namely :

1. Students' speaking ability before implementing the *Cooperative Integrated Reading And Composition* (CIRC) learning model in class III students of MIS Nurul Iman.

Before the implementation of the *Cooperative Integrated Reading and Composition* (CIRC) learning model in class III of MIS Nurul Iman, there were still many students who were shy, did not dare to ask questions and express their opinions and there were still many who did not understand what the teacher explained because the teacher did not apply an interesting learning model to see the improvement in students' speaking.

2. Students' speaking ability after implementing the *Cooperative Integrated Reading And Composition* (CIRC) learning model in class III students of MIS Nurul Iman.

Cooperative Integrated Reading And Composition (CIRC) learning model in Indonesian language learning in class III of MIS Nurul Iman went very well, making students more active in learning and better understanding the material given.

3. Students' speaking ability by applying the *Cooperative Integrated Reading And Composition* (CIRC) learning model to class III students of MIS Nurul Iman .

Student activity in learning Indonesian language has increased with the implementation of the *Cooperative Integrated Reading And Composition* (CIRC) learning model. This can be seen from the percentage of student activity in cycle I 61.0% and in cycle II 87.5%.

This classroom action research (CAR) was conducted in class III MIS Nurul Iman with 25 students. The research aims to improve students' speaking ability by implementing the *Cooperative Integrated Reading And Composition* (CIRC) learning model. This model is a model that aims to improve students' speaking ability while fostering reading ability on the reading materials they read. So that with this learning model, it can provide stimulus to improve students' speaking ability in Indonesian language subjects. The results of the study were obtained from observation sheets of teacher and student activities and student worksheets. This classroom action research was conducted in two cycles. Based on the results of the observation sheets of teacher and student activities, cycle I and cycle II experienced an increase in the learning process. The results of the observation of teacher activities in cycle I obtained 70.8% with sufficient criteria. While in cycle II there was a significant increase by obtaining a percentage of 93.7% with very good criteria. Based on the results of the student activity observation sheet from cycle I and cycle II, there was an increase in the learning process. Where the results of student observations in cycle I obtained a percentage of

61.0% with sufficient criteria. While in cycle II there was a significant increase by obtaining a percentage of 87.5% with very good criteria.

4. CONCLUSION

Based on classroom action research conducted by researchers on class III students of MIS Nurul Iman, it can be concluded that:

1. Before the implementation of the *Cooperative Integrated Reading and Composition* (CIRC) learning model in class III of MIS Nurul Iman, there were still many students who were shy, did not dare to ask questions and express their opinions and there were still many who did not understand what the teacher explained because the teacher did not apply an interesting learning model to see the improvement in students' speaking.
2. *Cooperative Integrated Reading and Composition* (CIRC) learning model in Indonesian language learning in class III of MIS Nurul Iman went very well, making students more active in learning and better understanding the material given.
3. Student activity in learning Indonesian language has increased with the implementation of the *Cooperative Integrated Reading And Composition* (CIRC) learning model. This can be seen from the percentage of student activity in cycle I 61.0% and in cycle II 87.5%.

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