



Empowerment of CIRC Model in Building Competency Writing Prosa-Based Video

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Abstract. Writing skills are one of the most important skills that students must master in order to communicate indirectly. The research aims to determine the students' competence in writing prose through the empowerment of video-based CIRC models. The method used is quasi experiments with the design of one group pre-test and post-test. The subject of research is the elementary school student of Cisitu district 5th grade Cisitu subdistrict, which consists of 25 students, consisting of 8 men and 17 female 17. The instrument used is observation and test. Observations were made to see the activities of learners when implementing a video-based CIRC model, while tests were conducted to gauge student competence in writing video-based prose. The data obtained consists of two types namely qualitative data and quantitative data. The quality data is by using the observation sheet of student activity, while the quantitative data is processed by.

Keywords: Empowerment, CIRC, competence, prose, video

INTRODUCTION ~ Research results of Central Connecticut State University show that writing in Indonesia is ranked at 60 from 61 countries (Rahman, dkk, 2018). Based on data International Study of Achievement in Written Composition known "Indonesia is a country that culture writing and reading is still below average. Indonesia is still culturally oral, because there are still many people who speak rather than read and write " (Rahman, 2011). It is in line with the test results conducted by the Primary Education Quality Improvement Project (PEQIP) and Basic Education Projects (BEP) that only 16% of children write without spelling errors and 52% of children can write with good spelling, cement Tare more than 30% of the case writes with severe or very severe spelling errors. A total of 58% of students wrote more than half a page and 44% of students' well-judged contents were clearly expressed in a logical order (Munawaroh, 2013: 465).

Based on the data the Indonesian writing literacy is strongly missed by other countries. So it should be a concern in order to improve writing interest.

Writing is one of the skills in language skills. Writing is the activity of pouring ideas, ideas, or opinions that will be conveyed to others or readers through writing language media to be understood exactly as intended by the author (Wicaksono, 2017: 437). Writing will still be important in education because writing can help someone think critically, to explain the mind, and a deeper perception (Sulaiman, 2018).

Writing skills are the result of reading, listening, and speaking skills and are the most important skills that students have to master in order to communicate indirectly. Learning writing skills is crucial for students in elementary school, as each learning writing skill process appears in each activity.



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This research emphasizes the writing of prose in elementary school. Prosa is a free essay that expresses the author's inner Essay on life issues in harmonious form and content that causes aesthetic effect. The thing to do in appreciates prose is perception, knowledge, understanding, analysis, and assessment (Ramandhanti, 2018:4).

Based on the above exposure, the solution is done using a video-based Cooperative Integrated Reading and Composition (CIRC) model.

The Cooperative Integrated Reading and Composition (CIRC) is designed to accommodate the diverse level of student abilities, both through heterogeneous (heterogeneous grouping) grouping and homogeneous grouping (homogeneous grouping). (Huda, 2016). The CIRC Learning Model emphasizes on reading and writing. The learning process emphasizes students to train to actively engage in the learning process through reading, discussion, searching for key concepts and rewriting them along with their opinions and reflections. (Ristanto, 2018:51).

The CIRC model is defined as a cooperative learning model to assist teachers in improving reading learning practices. The CIRC model is assumed to be a precise and comprehensive model in writing and reading learning (Ariawan, dkk, 2013).

The six-step cooperative integrative reading and composition (CIRC) learning model is: (1) Teachers

formed groups of four disciples heterogeneous; (2) Teachers provide discourse/text according to learning materials; (3) Students read each other and find the basic ideas and respond to the discourse/text written on the answer sheet; (4) Students read the results of group work; (5) Teachers make a conclusion with students; Dan (5) The teacher reads the conclusion (Rahman,2017:5).

Video media is one of the types of learning media that can be used in the learning process. Video Media is included in the audio visual type. Learning video Media is a medium that presents audio and visual that contains good learning messages that contain concepts, principles, procedures, knowledge application theories to help understanding the learning materials (Suryani, 2017).

The results of the research in previous journals, indicating that CIRC is an effective model to teach the understanding of the narrative text that has been done at SMK An-Nur Sampang (Fariduddin,2018) . Other researchers have also proved that the CIRC model can improve the writing ability of Grade 9 students in Kaula Mud Middle School (Yusuf, dkk, 2018)

Based on the above exposure, researchers are interested in empowering the CIRC model to build a video-based writing competency. The steps for implementing a video-based CIRC model are (a) Teachers prepare learning materials and video media; (b) teachers divide students into groups of five students; (c) The teacher gives a prose story using video media; (d) Group students discussing the assignment in



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the form of rewriting the story that has been tried; (e) Group representatives presented their discussion results; (f) Teachers provide understanding and feedback to students; (g) The teacher concluded the subject matter has been implemented. This research aims to improve the competence

of writing students in the class V SDN Cisitu through a video-based CIRC model.

METHOD

The methods used in this study were quasi experiments, with the design of a pre-test and post-test group.

Table 1 Design of One-group Pretest-Posttest

Pretest	Treatment	Posttest
O ₁	X	O ₂

Sumber: Sugiyono, 2014: 108

Information:

O₁ = Pretests before being given treatment (treatment).

O₂ = Posttest after getting treatment (treatment).

X = Treatment by applying a video-based CIRC model.

This research was conducted at SDN. Cisitu, located in the hamlet of Cisitu, Cisitu District, Sumedang District. The subject of this research is Grade 5 students at SDN Cisitu. With a total of 25 men, consisting of 8 male students and 17 female students.

Data is collected using observation and tests. Observations were conducted to view the activities of learners while empowering the video-based CIRC model and the test was used to obtain the competency data for student prose.

The type of test used is a written test that is performance. Tests were conducted to measure student's prose writing skills.

The data analysis techniques in this study used statistical tests conducted using the help of the Microsoft Excel 2010 Program

and IBM SPSS Statistics 23. For Windows Software. The Statistik test is used, among others, the Normalitas test, the research hypothesis test, the N-Gain The Perhitungan.

RESULTS AND DISCUSSION

Prior to the hypothesis testing, researchers conducted the first normality test on collected data. Based on the test of normality to data pre-test variable writing, the prose acquired the value of Kolmogorov-Smirnov by 0.217 with significance $p = 0.04$ ($P > 0.05$). While the test result normality to post-test data variable variable copentensions writes the value of the prose Kolmogorov-Smirnov of 0.163 with significance $p = 0.86$ ($P > 0.05$). These results indicate that the spread of competency data writes prose is normal.

Table 2 Analysis of Data normality test

Value	Category	Frequency	Percent
Test	Kolmogorov-Smirnov		



	Statistic	Df	Sig.
Pretest	0,217	25	0,04
Posttest	0,163	25	0,86

Based on table 2 above, to see the average difference in each value followed by the Mann-Whitney test.

Tabel 3 Uji Mann-Whitney

Test Statistic	Nilai
Mann-Whitney U	137.500
Wilcoxon W	462.500
Z	-3.400
Asymp.Sig.(2-tailed)	.001

The Mann-Whitney test results gave Asymp. Sig = 0.001. This indicates that there is a significant difference between the average pretests value and the Postes value.

The treatment provided by the empowerment of the learning model based CIRC video gives a good impact on the competence of writing students at SDN Csitu V class.

The competency writing prose with the empowerment of video-based CIRC

models experienced a significant increase as students gain new experience in receiving learning materials. Students are more interested and enthusiastic about the empowerment of video-based CIRC models. The average increase of pre test and post test results showed that learners (sample research) experienced an increase with an average pre test of 66.24 to 78.36 on the average post test. Whereas based on the gain test the table is as follows:

Table 4 Data average value, Min and Max N-Gain			
Class	Average n Gain	Min	Max
One group	0.3536	0.8	8,84



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The table of gain value above shows that the average research is 0.3536, so it belongs to the high category. Acquisition of this category of high criteria is because students enthusiastically during the learning process. So the posttest value becomes increased compared with the posttest value.

Based on the data exposure of the results above, indicating that the empowerment of the model-based CIRC learning program can improve the competence of writing students in the V-class SDN Cisu district of Sumedang. It can be seen from the average posttest value after given better treatment than the average pretests value before given treatment. In line with the research results above, "CIRC models are essentially aiming to improve students' ability to understand the content of readings while fostering reproductive writing skills on reading materials they read (Rahman., dkk: 2018).

Apart from that as for the advantages of the model CIRC among others:1) Students' learning experiences and activities will always be relevant to the level of child development,2) Selected activities in accordance with and departing from the interests and needs of students, 3) All learning activities are more meaningful to students so that student learning results can last longer, 4) Integrated learning can develop children's skills,5) Integrated learning provides pragmatic (beneficial) activities in accordance with the problems often encountered by students,6) Integrated learning can foster the motivation to learn students in a dynamic, optimal and appropriate learning direction.7) Integrated learning can cultivate

students' social interactions, such as cooperation, communication tolerance, and respect for the ideas of others,8) Inspire students' learning motivation and broaden teacher insights and aspirations in teaching (Huda, 2013).

The advantages of the CIRC model are proven to improve students' competence in writing prose with the help of video-based media.

Media Learning has a function that is to visualize something that can not be seen or difficult to see so that it appears clear and can cause understanding or improve one's perception (Sulaiman, 2018).

Audio-visual media is a type of media used in learning activities involving the transmission and vision at once in a process or activity (Arsyad, 2015: 50).

CONCLUSION

Based on the results and research discussion, it can be concluded that the empowerment of CIRC model can improve the competency of students in writing class V SDN Cisu District Cisu Sumedang. The results are as follows: (1) The difference between pretests value before given treatment and posttest after treatment; (2) Competency writing prose students with the empowerment of CIRC model-based video is becoming better Unbandingkan before the empowerment of CIRC model-based video.

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