

# IMPROVED ABILITY TO CONVERT NEWS TEXTS INTO DIALOGUE FORMS WITH THE COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) LEARNING MODEL FOR CLASS IX STUDENTS OF BERASTAGI METHODIST MIDDLE SCHOOL IN THE 2020/2021 ACADEMIC YEAR

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## ABSTRACT

This study discusses the problems faced by grade IX students at SMP Methodist Berastagi. This study aims to improve students' ability to convert news texts into dialogue with the Cooperative Integrated Reading and Composition (CIRC) learning model in class IX students of SMP Methodist Berastagi in the 2020/2021 academic year. This research is a Classroom Action Research (PTK). The subjects of this study were 35 students of grade IX at SMP Methodist Berastagi in the odd semester of 2020/2021 academic year. From the results of the analysis, it appears that using the Cooperative Integrated Reading and Composition (CIRC) learning model to improve students' ability to convert news texts into dialogues, there was a significant change compared to before using the model. Based on these results it can be concluded that the use of the Cooperative Integrated Reading and Composition (CIRC) learning model in solving the problems faced by these students is an effective way to improve student abilities.

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## 1. INTRODUCTION

Text is a manuscript consisting of a collection of sentences and paragraphs that contain information. There are several kinds of text form. One form of text is a description or description. News is a form of descriptive text. There are several texts that can be transformed into other text. For example, narrative text can be turned into a dialogue form. However, in this activity of changing the form of the text, many obstacles were faced, especially by grade IX students. For this reason, this study will discuss how to change a news text into a drama form, and the models used so that these activities are understood by students.

In this study, students' reading interest in text is still lacking, the ability of students to convert text into drama is still very low, the learning that has been done so far has not used the right model to stimulate students' desire to read, and so far learning is still in nature. individually, not done in groups. This problem will be solved with the Cooperative Integrated Reading and Composition (CIRC) model and the results will be achieved by applying this model.

**2. METHODOLOGY**

The Cooperative Integrated Reading and Composition (CIRC) learning model can be categorized as integrated learning. According to Fogarty (1991), based on its integrated nature, integrated learning can be grouped into:

1. a model in a scientific discipline which includes the connected model (connectedness) and the nested model;
2. model of inter-field of study that includes model sequenced (sequence), shared models (fusion), Model webbed (cobwebs), the model threaded (fluted) and integrated models (built-in);
3. cross-student models.

The learning steps are as follows:

1. First Phase, Introduction to the concept. This phase the teacher begins to introduce a new concept or term that refers to the findings during exploration. Introductions can be obtained from teacher information, textbooks, or other media.
2. Second Phase, Exploration and application. This phase provides opportunities for students to uncover their initial knowledge, develop new knowledge, and explain phenomena they experience with minimal teacher guidance. This causes cognitive conflict in themselves and tries to do testing and discussion to explain the results of their observations. Basically, the purpose of this phase is to generate interest, curiosity and to apply students' initial conceptions to learning activities by starting with concrete things. During this process students learn through their own actions and reactions in new situations that are still related, it has also proven to be very effective in getting students to design experiments, demonstrations to test them.
3. Third Phase, Publication. In this phase students are able to communicate the findings, prove, demonstrate the material discussed. The discovery can act as something new or simply prove the results of his observations. Students can prove their new ideas conjecture to be known by their classmates. Students are ready to accept criticism, suggestions or vice versa to reinforce each other's arguments.

**3. RESULT AND DISCUSSION**

NO	CYCLE I	CYCLE II
1	At the beginning of the study, learning was carried out without using the CIRC model. After that, a performance test is carried out at the end of the lesson.	In this cycle, learning is carried out using the CIRC model. After that, the performance test is repeated.
2	The success of students in converting news texts into the form of drama only reached 40%.	The success of students in converting news texts into dramas using the CIRC model has reached 80%.

In CIRC learning or integrated learning, each student is responsible for group assignments. Each group member issues ideas to understand a concept and complete a task, so that a long understanding and learning experience is formed. This learning model continues to experience development starting from the elementary school (SD) level to middle school. This learning process educates students to interact socially with the environment. This principle of integrated learning is in line with the four pillars of education outlined by UNESCO in learning activities. The four pillars are "learning to know, learning to do, learning to be yourself (learning to be), and learning to live together (Depdiknas, 2002). ).

**a. CIRC Learning Steps**

The learning steps are as follows:

1. Forming groups of 4 students heterogeneously.
2. The teacher provides discourses / clippings according to the learning topic.
3. Students work together to read each other and find main ideas and respond to discourses / clippings and write them down on sheets of paper.
4. Present / read out the group results.
5. The teacher and students draw conclusions together.
6. Closing.

Data collection activities are carried out by:

1. Observation

Observation, namely making direct observations to the object of research to take a close look at the activities carried out. If the object of research is behavior, human actions, and natural phenomena (occurrences in the natural environment), the work process and the use of small respondents. Observation or observation is a technique or way of collecting data by observing ongoing activities.27

## 2. Test (Test)

The test as a data collection instrument is a series of questions or exercises that are used to measure the knowledge, intelligence, abilities, or talents possessed by an individual or group. In general, the test is defined as a tool used to measure the knowledge or mastery of a measuring object against a certain set of content or material. According to Sudijono (2003), a test is a measuring tool or procedure used for measurement and assessment. The test can also be interpreted as a measuring device that has objective standards, so that it can be used widely, and can actually be used to measure and compare the psychological state or behavior of an individual.

## 4. CONCLUSION

From a study of the application of the Cooperative Integrated Reading and Composition (CIRC) learning model in improving students' ability to convert news texts into the form of dialogue, it was concluded that the model shows that students' ability to solve these problems has increased. Thus, this model needs to be used for other lessons whose learning steps are appropriate and in accordance with the CIRC model.

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