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## THE IMPACT OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) MODEL ON STUDENTS' LEARNING ACTIVITY

*Study Issues in this article is Learning Model: The Cooperative Integrated Reading and Composition (CIRC) learning model has not yet been implemented and Learning Active: Student learning activeness is still not optimal. Based on a theoretical study it can be concluded that the CIRC method influences learning activities. The CIRC method uses a syntax of seven steps: reading in pairs, writing concerned with grammar, pronouncing words aloud, word meanings, retelling, checking by partners, and writing tests. The method that has been run according to the syntax will have an effect on the activity of learning, namely the inductor: Activities, visuals, verbal, listening, writing, drawing, motoric, mental, and emotional.*

**Key words:** activity; cooperative integrated reading and composition (CIRC); learning; model; reading.

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**Introduction.** Through education, individuals can develop a variety of potentials owned optimally, the potential development in various aspects such as physical, intellectual, emotional, social, and spiritual aspects, according to the stage of development and the characteristics of the surrounding environment. Education prepares individuals to be ready to adapt to all competition in life. The preparing individuals who are ready for all competitions through education, needs to be prepared early on, starting from the family environment and also the school environment. Education at the elementary level at the elementary school level is one example of efforts to prepare for the realization of national goals. It is stated in the Ministry of Education and Culture in 2016 that efforts to realize the goals of national education have been determined by Graduates Competency Standards which are criteria regarding the qualifications of graduate's abilities that include attitudes, knowledge, and skills. To achieve the competency of the graduates it is necessary to set content standards which are criteria regarding the scope of the material and the level of competency of students to achieve graduate competencies at certain levels and types of education ranging from primary to secondary education in order to prepare the nation for the future.

Education can determine the life of the nation in the future to meet the golden generation of Indonesia in 2045. Written in a copy of the attachment to the

Regulation of the Minister of Education and Culture (*Kementerian Pendidikan dan Kebudayaan*) No. 21 of 2016 that in order to meet the future needs and meet the Indonesian Golden Generation in 2045, the Graduate Competency Standards have been established. Based on XXI Century Competence, Indonesia's Demographic Bonus, and Indonesia's Potential to become the 7th Group of the World's Largest Economic Countries, and at the same time strengthens Indonesia's contribution to the development of world civilization. The scope of the material and the level of competence of students must also be achieved at an educational unit in certain levels and types of education that have been formulated in the content standards for each subject. Content standards are adjusted to the substance of national education goals in the domain of spiritual attitudes and social attitudes, knowledge, and also skills.

Content standards are developed to determine the criteria for the scope and level of competencies that are in accordance with the competencies of graduates formulated in Graduates Competency Standards, namely knowledge, attitudes, and skills. The three competencies namely knowledge, attitudes and skills have different acquisition processes. Attitudes are formed through activities: receive, run, respect, appreciate, and practice. Knowledge is owned through activities such as knowing, understanding, applying, analyzing, evaluating, and creating. Skills are obtained through activities: observing, asking, trying, reasoning, presenting, and creating. According to Machali (2014) said that the

three competencies both knowledge, attitudes and skills, each of which has been developed in a curriculum that has been widely applied in several schools at this time, namely the 2013 curriculum or integrated thematic, whose application is prioritized in grades 1 and IV of primary schools for primary schools.

The 2013 curriculum is designed to develop student competencies in the realm of knowledge, skills and attitudes as a whole. The achievement process is carried out by integrating the three domains through an integrated thematic learning approach in the implementation of the education system. The implementation of the 2013 curriculum in primary schools mostly uses references in teacher books and integrated thematic student books from the Ministry of Education and Culture of the Republic of Indonesia in which written that «learning activities are designed to develop the competencies (attitudes, knowledge, and skills) of students through activities varied». So in its application there needs to be varied learning activities in order to develop competency attitudes, knowledge and skills, the need to apply approaches, strategies, or learning models that are appropriate to the implementation of the applicable education system.

The implementation of the education system is influenced by various aspects, one aspect that influences the quality of the teacher. Government Regulation (*Peraturan Pemerintah*) Number 74 Year 2008 About Teachers Chapter I Article 1 states that: «Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating early childhood learners through formal education, basic education, and middle education». The teacher becomes the main actor in the implementation of the education system, this is because the teacher as a person who practices the curriculum in the classroom by transferring all the useful knowledge in a learning. In this case the teacher's duty is to educate, teach, guide, direct, train, assess and evaluate students in the 2013 thematic learning curriculum in the classroom.

Teachers can develop and enrich student learning experiences with creative power in the form of relevant and varied activities that are tailored to the potential of students in school. Teachers need to explore and master learning with the curriculum that applies in schools, one way is to apply various approaches, strategies, or cooperative learning models that are appropriate to thematic learning in the classroom. Cooperative learning has many model variants, one of which is CIRC (Cooperative Integrated Reading and Composition). The existence of innovative learning models can be used as teachers as input in the selection of learning models that can be applied and adapted to thematic learning in class.

**Overview and Elements of Cooperative Integrated Reading and Composition (CIRC).** CIRC is one of the learning models that were originally a cooperative teaching of several aspects of language skills such as reading and writing in high class. Supported by the opinion that the CIRC model is a comprehensive program for elementary school students in the high class for learning to read, write, and language arts in higher grades in primary schools (Gupta, 2014; Slavin, 2010).

A. Fathman & C. Kessler (1992) argues that the CIRC type of cooperative learning model is a combination of reading and writing programs using cooperative learning, the success of the CIRC method is highly dependent on

the learning process implemented. CIRC can have a good impact on students' skills, as stated by S. Lazarowitz (1992) which confirms that CIRC has a good impact such as offering a natural approach that is rich in language experience that integrates speaking, listening, reading and writing skills. CIRC group learning is expected to increase skills and active learning.

CIRC learning elements according to R. Slavin (2010), namely: reading groups, team formation, activities related to stories, examinations by partners, tests, direct teaching in understanding reading, language skills and integrated writing, and reading independent and book report.

**Advantages and weaknesses of Cooperative Integrated Reading and Composition (CIRC).** A learning model in its application certainly has advantages and disadvantages, as well as a CIRC learning model. From some understanding of the CIRC model, the experiences and learning activities in the CIRC model are in accordance with the level of development and ability of children, making learning activities more meaningful so that learning is more active and effective through social interaction between students in groups to foster collaboration, tolerance, communication and respect towards the ideas of others, integrated learning can foster student skills towards dynamic, optimal and effective learning. As a cooperative learning model of reading and writing, the CIRC model can improve students' skills in writing based on reading activities as a reference for students writing.

R. Slavin (2010) explains the existence of several advantages of the CIRC learning model, namely: The CIRC model can help students who are weak in understanding the given task; The CIRC model can help students understand the meaning of the questions and correct each other's work in one group; The CIRC model reduces teacher dominance in learning, so students can actively contribute to learning; The CIRC model can improve students' understanding of learning material; The CIRC model can improve learning outcomes especially in solving problems given by the teacher; The CIRC model can train students' language skills such as reading and writing skills; The CIRC model can motivate students to get better and meticulous results and actively work in groups.

CIRC learning also has some drawbacks, for example if the teacher is not supervising students when working in groups optimally, these results in a less than optimal learning quality. For example, if the teacher is teaching to one group, students of other groups may be less conducive so that activities need to be given that they can complete with only a little direction. For this reason, teachers need to manage time and class well and the importance of teachers to master classroom management (Slavin, 2010).

Based on this description, it can be concluded that the CIRC model is an effective learning model in terms of students' skills in completing tasks such as reading and writing. Its application in groups, students who have less ability will be helped by students who have more abilities, with groups of students will be more active and contribute more in learning.

**Cooperative Integrated Reading and Composition (CIRC) Steps.** As a learning model, in its application the CIRC model has several syntaxes or steps in learning, including reading in pairs, writing concerned with grammar, saying words out loud, word meanings,

retelling, checking by a partner, and writing tests (Cheung & Slavin, 2005). At the end of the activity students are given a test regarding report writing skills. In this test students should not help each other.

**Learning Activity Review.** Initiative can be interpreted as things or circumstances in which students can be active, which means actively working, actively trying, able to react and act as described in the *Kamus Besar Bahasa Indonesia* or Big Indonesian Dictionary (Setiawan, 2012). Students said to be active in learning are characterized by carrying out several activities in the learning process or learners not only physical activities, but also psychic. O. Firsova (2014) states that activity can be in the form of physical and psychological activities. Physical activities can include reading, listening, writing, practicing skills and so on. Whereas psychic activities, for example, use the knowledge possessed in solving problems encountered, comparing one concept with another, summarizing the results of experiments and other psychic activities. A. Sardiman (2011) states that «Activity is an activity that includes physical and mental, acting (physical) and thinking (mental) is an inseparable activity. In line with some of the previous opinions, D. Mudjiono (2006) also states that «The activeness of students in learning takes a variety of activities from physical activities to psychological activities, meaning learning activities involve physical activities and moral activities».

**Learning Activity Assessment Indicators.** D. Mudjiono (2006) state that activity indicators include activities such as taking notes or just listening to notifications, paying attention to things explained by the teacher, taking notes on assignments and doing homework, discussing in groups, involving themselves in the question and answer process, and involved in concluding learning. R. Daryanto (2012) added that indicators of activeness include student participation in the teaching and learning process for example participation in decision making, student interaction with individuals such as teachers or other students, and students handling or solving problems either related or not related to the lesson (p. 4).

According to N. Sudjana (2013), the activeness of students in the teaching and learning process can be seen in several ways, including (p. 61): 1) Participating in carrying out their learning tasks 2) Engaging in problem solving or expressing opinions 3) Asking other students or the teacher if do not understand the problems they face 4) Trying to learn the subject matter, search for, and record various information needed for problem solving. 5) Carry out the learning process in accordance with the instructions of the teacher 6) Assess the ability of students themselves and the results obtained, this can be seen from the ability of students to work on problems independently 7) Train themselves in solving problems and answer questions both from the teacher and other students. 8) Using or applying what he gets in completing the task can be seen from the willingness, enthusiasm, and enthusiasm of students in the learning process.

This learning activeness research refers to the classification of learning activeness according to A. Sardiman (2001) which classifies learning activeness with various activities described explained as follows:

- *Visual activities* include reading, looking at pictures, observing experiments, demonstrations, exhibitions, and watching others work;

- *Oral activities* include the activity of presenting a fact or principle, linking an event, asking questions, giving advice, expressing opinions, interviewing, discussing and interrupting;

- *Listening activities* include listening to presentation material, listening to conversation or group discussion;

- *Writing activities* include writing stories, writing reports, writing essays, making summaries, doing tests and filling out questionnaires;

- *Drawing activities* include drawing, making graphs, charts, diagrams, maps and patterns;

- *Motor activities* include experimenting, selecting equipment, holding exhibits, making models, playing games, dancing and gardening;

- *Mental activities* are reflecting, remembering, solving problems, analyzing, seeing relationships and making decisions.

- *Emotional activities* are interest, differentiate, brave, calm and others.

**CIRC Optimization of learning activities.** Learning at the elementary school level is an effort to prepare for the realization of the national goals set forth in the Ministry of Education and Culture stipulated in the Graduates Competency Standards which include aspects of attitudes, knowledge and skills in them. Learning at the elementary school level is currently implementing an integrative thematic curriculum in which developing these three aspects, namely attitudes, knowledge and skills through various activities in learning. In order to realize varied learning and innovate the need to apply learning models those are suitable for classroom learning. Integrative thematic learning in several schools prioritizes its application at the primary school level in grades I and IV, where in the competency standard in class IV students are expected to be active in learning activities and can develop their skills in order to achieve maximum learning goals.

Student learning activeness is marked by the involvement of students in activities both physically and mentally through visual activities which include reading, observing, and demonstrating. Verbal activities are formulating, asking, giving ideas, interviewing, giving advice, discussion, and interruption. The activity of listening is discussions, conversations, and speeches. Writing activities are as examples of writing stories, reports, essays, and copying. Drawing activities are such as drawing, making maps, and making diagrams. Motor activities included in this activity such as conducting experiments, playing, gardening. Mental activities are such as responding, solving problems, analyzing, and making decisions. And emotional activities are as an example of putting interest, feeling bland, happy, excited, brave, calm, and nervous. Learning models are appropriate to the aspects that will be developed and in accordance with thematic learning and competencies through varied activities in the classroom.

Learning Model *Cooperative Integrated Reading and Composition* (CIRC) is a model of group learning which a cooperative learning model is. *Cooperative Integrated Reading and Composition* (CIRC) model has syntax or learning steps which include reading in pairs, writing concerned with grammar, saying words out loud, word meanings, retelling, checking by spouses, and writing tests. The application of the CIRC model can be seen from the activeness of learning and writing skills of students which are applied to learning by using the syntax or steps

of learning the CIRC model, namely reading in pairs, writing concerned with grammar, saying words aloud, meaning of words, retelling, partner examination, and

writing test. Learning activeness can be seen its influence through several indicators of learning activeness assessment (Figure 1).

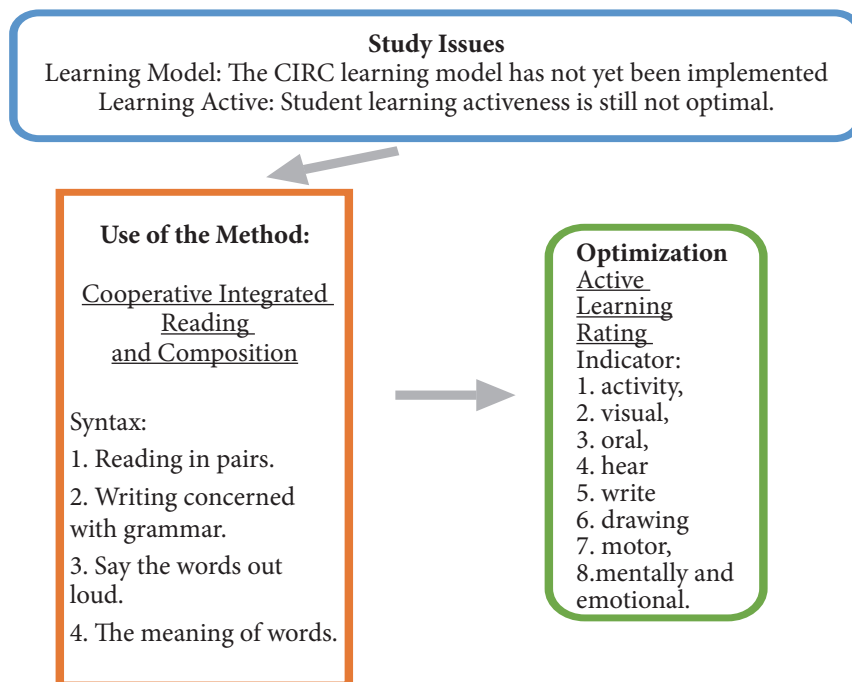


Figure 1. CIRC Optimization of learning activities

**Conclusion.** Based on a theoretical study it can be concluded that the CIRC method influences learning activities. The CIRC method uses a syntax of seven steps: reading in pairs, writing concerned with grammar, pronouncing words aloud, word meanings, retelling, checking by partners, and writing tests. The method that has been run according to the syntax will have an

effect on the activity of learning, namely the inductor: Activities, visuals, verbal, listening, writing, drawing, motoric, mental, and emotional. After paying attention to this study, the author provides suggestions for writing the next article that is conducting research to test the study of this theory.

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## ВПЛИВ МОДЕЛІ ІНТЕГРОВАНОГО КООПЕРАТИВНОГО ЧИТАННЯ ТА ПИСЬМА НА НАВЧАЛЬНУ АКТИВНІСТЬ УЧНІВ

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*Стаття присвячена впливу моделі інтегрованого кооперативного навчання читання та письма (Cooperative Integrated Reading & Composition – CIRC) на навчальну діяльність учнів. Теоретичний аналіз досліджень науковців дав змогу зробити висновок, що метод CIRC підвищує активність учнів початкової школи в навчальній діяльності, а також розвиває їх вміння читання, письма, слухання і говоріння та збагачує їх мовленнєвий досвід. Інтегроване навчання є більш активним та ефективним завдяки соціальній взаємодії учнів у групах; воно розвиває вміння співпраці, толерантності, спілкування та поваги до ідей інших людей. Модель CIRC розвиває три основні компетентності, зафіксовані в освітній програмі початкової школи – знання, ставлення та навички. Модель CIRC складається з таких послідовних кроків: читання в парах; написання слів, пов'язане з граматичними характеристиками слів; вимовлення слів уголос; пояснення значення слів; переказ; перевірка партнером по навчанню в групі; тестування. Дослідження доводить, що інтегроване кооперативне навчання читання та письма активізує всі види навчальної діяльності учнів: активність візуального сприйняття (читання, перегляд фотографій, спостереження за роботою інших); активність слухового сприйняття (задавання питань, надання порад, висловлення думок, обговорення); письмову діяльність (написання оповідань, відповідей на тести); малювання ілюстрацій, картинок та візерунків; рухову активність (підбір обладнання, рольові ігри); психічну діяльність (запам'ятовування, розв'язання проблем, аналіз, синтез, систематизація); емоційну активність (цікавість, жвавість, радісне захоплення навчальним матеріалом, спокій, щастя). Показники активності класифіковані за видами навчальної діяльності учнів.*

**Ключові слова:** активність; інтегроване кооперативне навчання читання та письма; діяльність; навчання; навчальна модель; читання.

## ВЛИЯНИЕ МОДЕЛИ ИНТЕГРИРОВАННОГО КООПЕРАТИВНОГО ЧТЕНИЯ И ПИСЬМА НА УЧЕБНУЮ АКТИВНОСТЬ УЧАЩИХСЯ

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*Статья посвящена влиянию модели интегрированного кооперативного обучения чтению и письму (Cooperative Integrated Reading & Composition – CIRC) на учебную активность учащихся. Теоретический анализ исследований ученых позволил сделать вывод, что метод CIRC повышает активность учащихся начальной школы в учебной деятельности, а также развивает их умения чтения, письма, слушания и говорения и обогащает их речевой опыт. Интегрированное обучение является более активным и эффективным благодаря социальному взаимодействию учащихся в группах; оно развивает умение сотрудничества, толерантности, общения и уважения к идеям других людей. Модель CIRC состоит из следующих последовательных шагов: чтение в парах; написание слов, связанное с грамматическими характеристиками слов; произнесение слов вслух; объяснение значения слов; пересказ; проверка партнером по обучению в группе; тестирование. Исследование доказывает, что интегрированное кооперативное обучение чтению и письму активизирует все виды учебной деятельности учащихся: активность визуального восприятия; активность слухового восприятия; письменную деятельность; рисования; двигательную активность; психическую деятельность; эмоциональную активность.*

**Ключевые слова:** активность; деятельность; интегрированное кооперативное обучение чтению и письму; обучение; учебная модель; чтение.

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