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## Ability to identify the elements Forming news text using the Circ (Cooperative integrated reading and composition) learning model for class VIII A students at SMP Advent Tompaso Baru, South Minahasa

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### Abstract

This study aims to describe the ability of grade VIII A students of SMP Advent Tompaso Baru Minahasa Selatan in identifying the elements forming a news text using the CIRC (Cooperative Integrated Reading and Composition) learning model and also to describe the application of the CIRC (Cooperative Integrated Reading and Composition) learning model can improve the ability of Class VIII A students of SMP Advent Tompaso Baru, South Minahasa in identifying the elements that make up the text of the story. The method used in this research is classroom action research. The data source is the eighth grade students of SMP Advent Tompaso Baru, South Minahasa. Data analysis used percentage analysis technique. The research method applied is theoretical study through online learning. The research was conducted in two cycles, each of which consisted of two meetings. The results showed that in cycle I the ability of class VIII A students of SMP Advent Tompaso Baru, South Minahasa in implementing the elements forming the news text was classified as “underprivileged” because the class average score obtained was 64.90%. Meanwhile, the results of data analysis in cycle II showed that the ability of class VIII A students of SMP Advent Tompaso Baru, South Minahasa in understanding the elements forming a news text was classified as “capable” because the class average score obtained was 89.79%. Although online learning activities are not as effective as offline learning activities because students are not used to using communication technology, they also need electronic devices and internet networks, so most of them feel that distance learning is much more difficult than conventional learning activities. Based on the results obtained, it can be concluded that the application of CIRC can improve students’ abilities in understanding the elements that form a news text by paying attention to aspects of the CIRC learning steps, the material prepared should be adjusted to the test, and the tests given should be adapted to the child’s language.

**Keywords:** learning model, CIRC, text forming elements

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### Introduction

Language is a very important component and cannot be separated from everyday human life. This is because language is the most effective means of communication, both oral and written communication. One way to develop Indonesian language skills is through learning Indonesian. Teaching Indonesian includes language skills that include aspects of listening, speaking, reading, and writing skills. The four skills are basically a unit called a single chess (Tarigan, 2008) <sup>[17]</sup>. The listening and reading aspects are language skills that are receptive or accepting, while the speaking and writing aspects are language skills that are productive or productive. According to Liando (2020) <sup>[6]</sup> Language and literature learning is directed at improving the ability of students to communicate in Indonesian properly and correctly, both orally and in writing. Therefore, learning Indonesian language and literature is directed so that students are skilled at communicating both orally and in writing. Reading is one part of the four language skills that aims to improve students' ability to understand the content of the reading. Therefore, learning to read must be directed at the aspects of skills, not only on knowledge. Emphasis on the aspect of skills is intended so that students have proficiency, namely the ability to read to understand as much information as possible in the discourse / reading. The ability to read, of course, requires a variety of techniques so that reading goals can be achieved. According to Liando (2009) <sup>[5]</sup> the use of books in learning to read is an alternative for solving problems in learning at school for students. Learning Indonesian in the 2013 Curriculum is text-based. Text can be in the form of written text and spoken text. Text is an expression of the human mind that has a complete situation and context in it. In text-based Indonesian learning according to the 2013 Curriculum, there are several types of texts taught such as news texts, observation texts, descriptive texts, exposition texts, explanatory texts, short stories texts, anecdotal texts, procedural texts, and so on. Text learning is intended so that students can understand the structure of the text, the content of the text, the linguistic

aspects of each text. According to Mandang (2018: 3) <sup>[8]</sup> the structure and rules of language differentiate one text from another and other elements are social functions. News text is a text that contains the fastest report of an important factual event or incident and is of interest to most readers and concerns their interests, Chanley (Komaidi, 2011). According to Suhandang, (2010) the overall structure of the news consists of three elements, namely the headline (main news), the lead (news terrace) which includes 5W + H (what, who, where, why, when, and how), and body. These 5W and 1H elements must be in the news text or news text whose purpose is to make the news delivered in accordance with the rules of the structure of freedom in the process of delivering information or news. In learning Indonesian at VIII A grade junior high school, news texts must be taught to students. This is in accordance with the Indonesian language curriculum. Core competency 3 is understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, and culture related to visible phenomena and events. Basic competency 3.1 is identifying the elements of a news text (boasting and motivating) that are heard and read. The CIRC learning model is one of the comprehensive cooperative models for teaching reading, writing and language arts (Suprijono, 2011) <sup>[13]</sup>. The main purpose of this model is to help students learn the material provided by the teacher through reading, writing, and group discussions. Students are taught to be responsible for group assignments. CIRC type of cooperative learning in terms of language can be interpreted as a cooperative learning model that integrates a reading as a whole and then composes it into important parts (Suyatno, 2009). CIRC is a comprehensive program to teach reading and writing in elementary school classes at a higher level and also in secondary schools (Slavin, 2010) <sup>[11]</sup>. CIRC is one type of cooperative learning model. The cooperative learning approach emphasizes group goals and individual responsibility. Education in Indonesia and even in the world in the 2019/2020 and 2020/2021 school years experienced changes due to the covid-19 pandemic. The covid-19 pandemic is a worldwide event of the spread of coronavirus (English: coronavirus disease 2019, abbreviated as covid-19) throughout the world for all countries (Wikipedia). In this pandemic era, the teaching and learning process at SMP Advent Tompaso Baru in the odd semester 2020/2021 was carried out based on the Decree of the Governor of North Sulawesi in Circular Number: 420/20.6963/Sekr, on July 10 regarding the Implementation of Learning in Units PAUD/RA/SD/MI/SMP/MTs/ SMA/MA/SMK/SLB Education and Other Education Units in the 2020/2021 Academic Year during the 2019 Corona Virus Disease Pandemic (Covid-19). First, face-to-face learning in PAUD/RA/SD/MI/SMP/MTs/SMA/MA/SMK/SLB Education Units and other Education Units in North Sulawesi Province in Green, Yellow, Orange, and Red Zones during the Pandemic Covid-19 is not allowed. Second, learning at PAUD/RA/SD/MI/SMP/MTs/SMA/MA/SMK/SLB Education Units and other Education Units in North Sulawesi Province is carried out by learning from home online/offline/module/and or similar, with utilize all available resources. Third, the learning process from home will continue to be carried out online/offline/module/and or similar until further notice. During distance learning, there are obstacles faced by teachers, students, and parents as learning partners at home. The obstacles faced by teachers in general include: first, teachers have difficulty managing distance learning and tend to focus on completing the curriculum. Second, the curriculum changes frequently so that teachers, in this case Indonesian language teachers, have to settle with different curriculum demands. Third, the learning time is reduced so that the teacher is unlikely to meet the teaching hour load, the teacher has difficulty communicating with students and parents as learning partners at home. The obstacles faced by students include: first, students are less interested in language material. Second, students have difficulty concentrating on learning from home and complain about the difficulty of assigning questions from the teacher. Third, students experience an increase in stress and saturation due to continuous isolation, which causes anxiety and depression for students which results in disrupted distance learning. Furthermore, the obstacles faced by parents include: first, not all parents are able to accompany their children to study at home because there are other responsibilities (work, home affairs, and so on). Second, parents have difficulty understanding lessons and motivating children when accompanying learning at home. Third, the biggest obstacle faced by teachers, students, and parents is access to learning resources (both due to electricity/internet coverage problems), as well as funds for access. The biggest obstacle faced by teachers, students, and parents is in access to learning resources (both due to problems with electricity/internet coverage), as well as funding for access. Therefore, it encourages researchers who are also teachers to conduct research related to the ability to identify the elements that form news texts through CIRC (Cooperative Integrated Reading and Composition) learning for grade VIII A students of SMP Advent Tompaso Baru, South Minahasa in the era of the Covid-19 pandemic. This study aims to describe the ability of grade VIII A students of SMP Advent Tompaso Baru Minahasa Selatan in identifying the elements forming a news text using the CIRC (Cooperative Integrated Reading and Composition) learning model and also to describe the application of the CIRC (Cooperative Integrated Reading and Composition) learning model can improve the ability of Class VIII A students of SMP Advent Tompaso Baru Minahasa Selatan in identifying the elements that make up the text of the story.

### Research Methods

The method used in this research is classroom action research. This research was conducted at SMP Advent Tompaso Baru, South Minahasa, in the academic year 2020/2021, from October to December 2020. The data collection techniques used were tests, observations, and interviews. To analyze the data, the percentage analysis technique was used with the formula  $P = F/N \times 100\%$ . Sources of data from this study were students of class VIII A SMP Advent Tompaso Baru, South Minahasa.

## Result and Discussions

### Result

The research data includes data on the active results of the implementation of the CIRC model, student activities, student responsibility, and test result data. The research data were analyzed according to the research cycle. The results of the first cycle (Table 1) and second cycle (Table 2) research are described based on the results of observations and test results on the implementation of learning to identify the elements forming news texts in class VIII A students of SMP Advent Tompas Baru, South Minahasa with the Cooperative Integrated Reading and Composition (CIRC) learning model. Learning is carried out online through the whatsapp, classroom, and zoom applications focused on material about news texts. Learning is carried out offline by means of the teacher forming groups into seven groups consisting of three students per group to meet face to face with the teacher and focus on the identification test. Student test results are checked and then analyzed.

**Table 1: Cycle I Test Results**

Student	Question items								X	KET
	1	2	3	4	5	6	7	8		
1	10	10	10	10	-	10	20	-	70	
2	10	-	10	10	-	10	20	-	60	
3	10	10	10	10	-	10	20	-	70	
4	10	10	10	10	10	-	-	20	70	
5	10	10	10	10	10	-	-	20	70	
6	10	10	10	10	-	-	20	-	60	
7	10	-	10	10	10	10	20	-	70	
8	10	10	10	10	-	-	-	20	60	
9	-	10	10	10	-	10	-	20	70	
10	10	-	10	10	10	10	-	20	70	
11	-	10	10	10	10	10	20	-	70	
12	10	-	10	10	10	10	20	-	70	
13	-	10	10	10	10	10	20	-	70	
14	-	10	10	10	10	10	20	-	70	
15	-	10	10	10	10	10	-	20	70	
16	10	-	10	10	10	10	-	20	70	
17	-	10	10	10	-	-	20	-	50	
18	-	10	10	-	10	10	20	-	60	
19	10	-	10	10	10	10	-	-	50	
20	10	10	10	-	10	-	20	-	60	
21	-	10	10	10	10	10	-	-	50	
Total	130	150	210	190	160	150	240	140	1360	

$$\bar{X} = \frac{\sum X}{n} = \frac{1360}{21} = 64.76\%$$

$$\text{Problem number 1 what element (what)} = \frac{130:10}{21} \times 100\% = 61.90\%$$

$$\text{Problem number 2 element who (who)} = \frac{210:10}{21} \times 100\% = 71.42\%$$

$$\text{Problem number 3 where element (where)} = \frac{210:20}{21} \times 100\% = 100\%$$

$$\text{Problem number 4 the when element} = \frac{190:20}{21} \times 100\% = 90.47\%$$

$$\text{Problem number 5 the why element (why)} = \frac{160:20}{21} \times 100\% = 76.19\%$$

$$\text{Problem number 6 the How element (how)} = \frac{150:20}{21} \times 100\% = 71.43\%$$

$$\text{Problem number 7 the element of interest (where)} = \frac{240:20}{21} \times 100\% = 57.14\%$$

$$\text{Problem number 8 extraordinary elements (where)} = \frac{140:20}{21} \times 100\% = 33.33\%$$

Starting from the results of the data analysis above, the ability of class VIII A students of SMP Advent Tompas Baru, South Minahasa in implementing the elements of forming a news text is classified as “underprivileged” because the class average score obtained is 64.90%. From the whole aspects, it starts only when and where

aspects are maximally achieved by students because they each get 100% and 90.47% or above 80%. The who aspects, the why aspects, and the how aspects of the class mean score obtained are 71.42%, 76.19%, 71.42%, or classified as “quite capable”. What aspects, importance aspects, and extraordinary aspects, the average values obtained were 61.90%, 57.14% and 33.33%, respectively.

**Table 2:** Cycle II Test Results

Student	Question Items							X	Ket
	1	2	3	4	5	6	7		
1	B	B	B	B	B	B	S	85.71	
2	B	B	B	B	B	B	B	100	
3	B	B	B	B	S	B	S	71.42	
4	S	B	B	B	B	B	B	85.71	
5	B	B	B	B	B	B	B	100	
6	B	B	B	B	B	B	S	85.71	
7	S	B	B	B	B	B	B	85.71	
8	S	B	B	B	B	B	B	85.71	
9	B	B	B	B	B	B	B	100	
10	B	B	B	B	S	B	B	85.71	
11	B	B	B	B	B	B	B	100	
12	B	B	B	B	B	B	B	100	
13	B	B	B	B	B	B	B	100	
14	B	B	B	B	B	B	S	85.71	
15	B	B	B	B	B	S	B	85.71	
16	S	B	B	B	B	S	B	71.42	
17	B	B	B	B	B	B	B	100	
18	B	B	B	B	S	B	B	85.71	
19	B	B	B	B	B	B	S	85.71	
20	B	B	B	B	B	B	B	100	
21	B	B	B	B	S	B	B	85.71	
Total	17	21	21	21	17	18	16	1.885	

$$\bar{X} = \frac{\sum X}{n} = \frac{1885}{21} = 89.79\%$$

$$\text{Problem number 1 what element (what)} = \frac{17}{21} \times 100\% = 81\%$$

$$\text{Problem number 2 element who (who)} = \frac{21}{21} \times 100\% = 100\%$$

$$\text{Problem number 3 where element (where)} = \frac{21}{21} \times 100\% = 100\%$$

$$\text{Problem number 4 the when element} = \frac{21}{21} \times 100\% = 100\%$$

$$\text{Problem number 5 the why element (why)} = \frac{17}{21} \times 100\% = 81\%$$

$$\text{Problem number 6 the How element (how)} = \frac{18}{21} \times 100\% = 85\%$$

$$\text{Problem number 7 the element of interest (where)} = \frac{16}{21} \times 100\% = 76\%$$

The results of data analysis showed that in cycle II the ability of Class VIII A students of SMP Advent Tompas Baru, South Minahasa in understanding the elements forming a news text was classified as “capable” because the class average score obtained was 89.79%. The elements that reach the maximum value (> 80%) are the elements of what, who, where, when, why, and how, and the elements of interest get 76%. Thus, the application of CIRC can improve students' abilities in understanding the elements that make up a news text by improving aspects of the CIRC learning steps, the material prepared should be adjusted to the test, and the tests given should be adapted to the child's language.

### Discussions

The implementation of the CIRC strategy can improve the ability of grade VIII A students of SMP Advent Tompas Baru, South Minahasa in the pandemic era in understanding the elements that make up a news text. Matters related to improving student abilities are that in addition to the teacher having implemented the CIRC learning steps, the aspects of the tests given should be adjusted to the child's language, even though online

learning activities are not as effective as in offline learning activities in class. Apart from the smooth operation of the internet network, the main obstacle in distance learning is that students are not used to using communication technology so that most of them feel that distance learning is more difficult than conventional learning activities. The test used should really measure students' abilities. Sometimes students who are capable, can be judged to be incapable students only because of the mistakes in the preparation of the test. Therefore, the magrative test is a test that is considered appropriate to measure students' ability to understand news texts for the junior high school level. According to Ghazali (1587) the magrative test is considered a test that can measure a person's ability. The measurement is done using a tool that can measure global proficiency or skills as a whole such as listening, reading, writing, beautiful (dictation). So the test is not given separately. Language skills should be tested on different tests. As a guide for a teacher, Ghazali (1587) argues that TDP can serve to measure how much a person can master separate language elements such as phonology, morphology, and syntax. TI can measure a person's ability from the point of view of using language elements in an integrative manner, not separated in a complete discourse. Even though TI involves a complete discourse, it does not mean that syntactic aspects need not be considered. In a text, what time is it, can function as how many interrogative sentences because it is characterized by how many interrogative words. It can also function as an order for someone to immediately leave the place or as an expression of someone's surprise. Therefore, the pragmatic test is a solution that is considered effective. This test can bring together TDP and TI. Pragmatics is the study of language in relation to context. In the about context, the sentence what time it is can serve as a command. The selection of the CIRC model is also an image of the application of the pragmatic or communicative approach, which is preceded by an understanding of written language (reading) or R (Reading). Then students rewrite (write) or C (Composition) which is interesting is the learning steps according to the 2013 Indonesian curriculum. Actually, it must be applied every time the teacher describes certain competencies. The learning steps begin with written (reading) and verbal (listening) observations, and end by confirming verbally (speaking) and writing (writing).

### Conclusion

Based on the results of the study, it was concluded that the implementation of the CIRC strategy could improve students' abilities in understanding the elements forming the news text and it can be seen from the results achieved by the VIII A grade students of SMP Advent Tompaso Baru, South Minahasa in cycle I the class average value obtained was 64.90% "underprivileged" but in the second cycle the class average value obtained increased by 89.79%. This means that students of VIII A SMP Advent Tompaso Baru are "capable" of understanding the elements forming a news text through CIRC learning even in the pandemic era.

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