

IMPROVING THE ABILITY TO WRITE NEWS TEXTS USING THE CIRC METHOD IN CLASS X SCIENCE 1 AT SMAN PAKUSARI IN 2018/2019

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Abstract

This study aims to: (1) describe the learning process of writing news texts and (2) describe the learning outcomes of writing news texts using the CIRC learning method in class X Science 1 at SMAN Pakusari. Each cycle consists of four stages, namely: (1) planning stage; (2) the stage of implementing the action; (3) the observation stage; (4) the reflection stage. The research subjects were students of class X Science 1, totaling 30 students. The research location is at X Science 1 SMAN Pakusari. The results showed that the application of the Cooperative Integrated Reading and Composition (CIRC) method can improve the process and learning outcomes of writing news texts in class X Science 1 at SMAN Pakusari. The improvement of the learning process, among others: (1) increased student activity during apperception from 56% in cycle I to 75.6% in cycle II; (2) increased student activeness and attention when the teacher delivered material from 69.4% in cycle I to 78.6% in cycle II; and (3) increased student interest and motivation when participating in learning activities from cycle I to cycle II, namely 70.6% and 78%. This study also shows that applying the Cooperative Integrated Reading and Composition (CIRC) method can improve learning outcomes to write news texts in class X Science 1 at SMAN Pakusari. This can be seen from the results of cycle I and cycle II. In cycle I, there were only 14 students who scored more than 75 and an average score of 70.97. However, student achievement increased in cycle II. There were 30 students who scored more than 75 and an average score of 80.33

Keywords:

Writing News Text, Cooperative Integrated Reading and Composition (CIRC), Learning Method

INTRODUCTION

Writing is an activity in the form of pouring out ideas or ideas with complex abilities through active productive activities in the form of letter and number symbols systematically so that they can be understood by others. Writing skills are language skills that are productive, which means the ability to produce, in this case, to produce writing.

The skill of writing news texts is one of the language competencies that must be developed. After participating in learning activities to write news texts, students are expected to be able to compile headline data, be able to compile headline data into news that are short, concise, and clear.

Based on the preliminary writing score data obtained from the subject teacher, only 4 students (13.33%) out of 30 students whose writing scores had reached the minimum completeness standard with a class average of 63.50. The absence of media in learning, teaching methods that are dominated by lecture methods, and individual class management make students less enthusiastic in participating in lessons. It is expected that the average grade obtained by class X Science 1 students of SMAN Pakusari is greater or equal to the specified KKM score (value 75).

This learning problem is corrected by applying the cooperative learning model. This model was chosen because it has several advantages. According to Cilibert-Macmilan (in Isjoni, 2014: 23) states that cooperative learning provides opportunities for students to express and discuss a view, experience, gained by students learning collaboratively in formulating a group viewpoint.

There are many types of cooperative learning models that can be applied in Indonesian language learning. Researchers and teachers agree that the cooperative method used in teaching news writing is the Cooperative Integrated method

Reading and Composition (CIRC). Cooperative Integrated Reading and Composition (CIRC) is a comprehensive approach to instruction in reading and writing classes by dividing students into heterogeneous groups to carry out a series of activities together. Through the CIRC method students can work in groups, identify the main points of the news first, develop the main elements into a short, concise, and clear news text, then edit the news text they have compiled.

Based on the above considerations, the authors are interested in researching *"Improving the Ability to Write News Texts using the CIRC Method in class X Science 1 at SMAN Pakusari in 2018/2019 "* Through the application of this method, it is hoped that it can increase the motivation and enthusiasm of students in learning to write so that the quality of learning to write will increase.

LITERATURE REVIEW

Writing

Definition of Writing

Henry Guntur Tarigan (2008: 22) states that writing is lowering or depicting graphic symbols depicting a language that is understood by a person, so that other people can read the graphic symbols if that person can understand the language and graphic images. Pictures or paintings can convey meanings, but do not describe language units. Writing is a representation of parts of language expression units. According to D'Angelo (in Henry Guntur Tarigan, 2008: 23) states that learning to write is learning to think in a certain way.

Function and Purpose of Writing

According to Henry Guntur Tarigan (2008: 23) states that the main function of writing is as an indirect communication tool. Writing is very important for education because it makes it easier for students to think, can help us think critically, makes it easier for us to feel and enjoy relationships, deepen our perceptions or perceptions, solve problems faced, and arrange sequences for experiences.

Hugo Hartig (in Henry Guntur Tarigan, 2008: 25) states that writing skills are not only about producing writing, but there is a purpose in the writing process itself. The purpose of writing skills is none other than so that someone has the ability or writing experience and take advantage of this capability for various purposes. Next Hugo Hartig (in Henry Guntur Tarigan, 2008: 25) summarizes several writing objectives as follows:

1. Assignment purpose. The objective of the assignment actually has no purpose at all. The author wrote something because he was assigned not of his own accord (for example students who were given the task of summarizing books, secretaries who were assigned to make reports, meeting minutes).
2. Altruistic purpose. The author aims to please the readers, relieve the grief of the readers, wants to help readers understand, appreciate their feelings and reasoning, wants to make readers' lives easier and more enjoyable with his work.
3. Persuasive purpose. Writing that aims to convince readers of the truth of the ideas expressed.
4. Informational purpose. Writing that aims to provide information or information / information to readers.
5. Self-expressive purpose. Writing that aims to introduce or declare the author to the reader.

6. Creative purpose. Writing that aims to achieve artistic values and artistic values.
7. Problem-solving purpose. In writing like this the writer wants to solve the problem at hand. The writer wants to explain, clarify, and explore and scrutinize his own thoughts and ideas so that they can be understood and accepted by readers..

The purpose of writing is to express feelings, provide information, influence readers, and provide entertainment. However, in reality, sometimes the goals and objectives are mixed with each other, in the sense that they have a dual purpose. Persuasive writing certainly contains information, informative writing also has persuasive elements, as well as entertainment in nature can also be colored with the intention of influencing readers.

Writing Stages

According to Henry Guntur Tarigan (2008: 178) states that the stages of writing in scientific writing are as follows: (1) Choose a subject / topic; (2) Read the introduction; (3) Determine the introductory bibliography; (4) Preliminary outline; (5) Make notes; (6) Develop the final framework; (7) Write the first script; (8) Making revisions; (9) Compiling the final manuscript; dan (10) Correcting the proof of proof

News

Definition of News

According to Asep Syamsul (2014: 3) states that news (news) is the main presentation of a mass media in addition to views (opinions). M. Lyle Spencer, et al (in Asep Syamsul, 2014: 4) states that news is a report about an event that can attract the attention of readers. Michtel V. Charnley (in Asep Syamsul, 2014: 5) states that news is the fastest report of an event or incident that is factual, important, and interesting for most readers, and concerns their interests.

The elements of news

According to Asep Syamsul (2014: 10) states that the elements of the news are known as 5W + 1H which stands for:

1. What = apa yang terjadi.
2. Where = di mana hal itu terjadi.
3. When = kapan peristiwa itu terjadi.
4. Who = siapa yang terlibat dalam kejadian itu.

- 5. Why = kenapa hal itu terjadi.
- 6. How = bagaimana peristiwa itu terjadi.

News Value

According to Asep Syamsul (2014: 5) states that there are four elements known as news values or journalistic values, including:

- 1. Fast, that is, actual and on time. In this element, the literal meaning of news is something new (new). Journalistic writing is writing that provides the reader with insights or information that he did not know beforehand.
- 2. Real (factual), namely information about a fact (fact), not fiction or essay. Facts in the world of journalism consist of real events, opinions, and statements on news sources.
- 3. Important, meaning that it concerns the interests of many people.
- 4. Interesting, which means inviting to read the news we write. News that usually attracts readers' attention, in addition to being actual and factual and involving the interests of many people, is also news that is entertaining (funny), contains anomalies or oddities, or human interest news (touching emotions, arouses attention).

Kind of News

According to Asep Syamsul (2014: 11) states that the types of news known in the world of journalism include:

1. Straight News

Straight news is straight news, as is, written briefly and straightforwardly. Most of the front pages of newspapers or the headlines are this type of news

2. Depth News

Depth news is in-depth news, developed by deepening things that are under a surface.

3. Investigation News

Investigation news is news that is developed based on research or investigation from various sources.

4. Interpretative News

Interpretative news is news that is developed with the opinion or judgment of journalists based on the facts found.

5. Opinion News

Opinion news is news about a person's opinion, usually someone's opinion, usually the opinion of scholars, scholars, experts, or officials, regarding a matter, event, poleksosbudhankam conditions (political, economic, social, cultural, defense and security), and so on.

The Structure of News

According to Asep Syamsul (2014: 12) states that the structure of news, especially straight news, generally refers to the inverted pyramid structure, which starts writing news by stating facts or data that are considered the most important, then followed by the section. -sections that are considered somewhat important, less important, and so on. The complete news structure is as follows: (1) Title (head); (2) Dateline, namely the place or time the news was obtained and compiled; (3) Terrace news (lead); (4) News content (body); (5) Closing.

Writing News

According to Chaer (2010: 24) states that news writing starts from the news title, the news terrace, the body of the news and the closing section. Each explanation is presented below: (1) Headlines, also called headlines or news headlines, must be made in such a way that they look attractive and "alive; (2) News terrace is an important part of a story, which is placed in the first paragraph under the headline. The news terrace can be in the form of a sentence or several sentences (two or three sentences) tied to a paragraph. The news terrace contains 5W and 1H elements; (3) Agency and news cover news agency is a broader description or detail about the core of news. Meanwhile, the closing news is in the form of hope.

Cooperative Learning Model

Definition of Cooperative Learning Model

Before talking about understanding the cooperative learning model, first we will mention a little about the meaning of the learning model itself. Learning model can also be interpreted as patterns used for curriculum preparation, organizing material, and giving instructions to teachers in class. According to Isjoni (2014: 11-12) states that cooperative learning is a form of learning based on constructivist understanding. Cooperative learning is a learning strategy with a number of students as members of small groups with different levels of ability.

Main Elements in Cooperative Learning Model

There are five basic elements that can distinguish cooperative learning from other group work according to Bennet (in Isjoni, 2014: 41) as follows:

1. Positive Interdependence, which is a reciprocal relationship based on the same interests on feelings among group members where one's success is another's success or vice versa.
2. Face to face interaction, namely interaction that occurs directly between students without intermediaries. There is no highlighting of individual strengths, only patterns of interaction and verbal changes among students which are enhanced by the existence of positive reciprocal relationships that can affect educational and teaching outcomes.
3. There is personal responsibility regarding the subject matter in group members so that students are motivated to help their friends, because the goal in cooperative learning is to make each member of the group stronger personally.
4. Requires flexibility namely creating interpersonal relationships, developing group skills, and maintaining effective working relationships. improve the skills to work together in solving problems (group process), namely the most important goal that is expected to be achieved in cooperative learning is that students learn skills, cooperate and relate these are the most important and indispensable skills in society. Students know the level of success and effectiveness of the collaboration that has been done.

Objectives of Cooperative Learning Model

The objectives of implementing the cooperative learning model include: (1) Students can achieve success in learning; (2) Train students to express opinions; (3) Training students to have skills, both thinking skills and social skills, such as the skills to express opinions, receive suggestions and input from others, cooperate, feel loyal to friends, and reduce the incidence of deviant behavior in life in the classroom and in the school environment.

Furthermore, according to Sharan (in Isjoni, 2014: 23) states that students learning using the cooperative learning method will have high motivation because they are encouraged and supported by their peers. Cooperative learning also results in increased academic ability, increases critical thinking skills, forms friendly relationships, accumulates various information, learns to use courtesy, increases student motivation, improves the nature of school and learns to reduce unfavorable behavior, and helps students appreciate the main points of thought. other people.

Steps in Cooperative Learning Model

According to Suyadi (2013: 70-71) states that there are six main steps or stages in lessons that use cooperative learning. The steps are shown in the following table:

Table 1 The Stages of Implementing Cooperative Learning

| Stages | Cooperative Learning | Teacher 's actions |
|---------|---|---|
| Stage 1 | Convey goals and | The teacher conveys all the lesson objectives to be achieved in the lesson and motivates students to learn |
| Stage 2 | motivate students | The teacher presents information to students by way of demonstrations or through reading material. |
| Stage 3 | Presenting information | The teacher explains to students how to form study groups and helps each group to make the transition efficiently. |
| Stage 4 | Organizing students into cooperative groups | The teacher guides study groups as they work on their assignments. |
| Stage 5 | Guiding groups | The teacher evaluates the learning outcomes of the material that has been studied or each group presents the results of their work. |
| Stage 6 | work and study | Teachers look for ways to reward both individual and group learning efforts and outcomes |

Strengths and Weaknesses of the Cooperative Learning Model

Jarolimek and Parker (in Isjoni, 2014: 24) state that the advantages obtained in cooperative learning include:

1. Positive interdependence.
2. There is recognition in response to individual differences
3. Students are involved in planning and class processing.
4. A relaxed and pleasant classroom atmosphere.

5. The establishment of a warm and friendly relationship between students and teachers.
6. Have many opportunities to express pleasant emotional experiences.

Cooperative Integrated Reading and Composition (CIRC) Learning Methods

Definition of CIRC Learning Method

CIRC stands for Cooperative Integrated Reading and Composition, including one of the cooperative learning learning models which was originally an integrated cooperative teaching of reading and writing. According to Slavin (2005: 16) states that the Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program to teach reading and writing in elementary school classes at a higher level and also in secondary schools.

Objectives of the CIRC Learning Method

According to Slavin (2005: 202-203), the objectives of the CIRC learning method include: (1) Use cooperative teams to help students learn reading comprehension skills that have a wide range of applications; (2) Increase students' opportunities to read aloud and receive feedback on their reading activities by having students read to their teammates and by training them in how to respond to their reading activities.

Steps of the CIRC Learning Method

According to Stevens (in Huda, 2015: 222) states that the CIRC method has the following implementation steps:

1. The teacher forms groups of 4 students each.
2. The teacher provides a discourse in accordance with the learning topic.
3. Students work together to read each other and find the main idea then respond to the discourse written on a sheet of paper.
4. Students present or read out the results of the group discussion.
5. The teacher provides reinforcement.
6. The teacher and students draw conclusions together.

The Advantages and Disadvantages of the CIRC Learning Method

According to Saifulloh (in Huda, 2015: 221) states that the advantages of the CIRC learning method include:

1. Students' learning experiences and activities will always be relevant to the child's level of development.

2. The activities chosen are in accordance with the learning material and are based on the interests and needs of students.
3. All learning activities are more meaningful for students so that student learning outcomes will last longer.
4. Integrated learning can develop students' thinking skills.
5. Integrated learning provides pragmatic (useful) activities in accordance with problems that are often encountered in student environments.
6. Integrated learning can foster student learning motivation towards dynamic, optimal, and efficient learning.
7. Integrated learning can foster students' social interactions, such as cooperation, tolerance, communication, respect for other people's ideas.
8. Generating motivation to learn and broaden the insights and aspirations of teachers in teaching.

RESEARCH METHOD

This type of research is classroom action research. According to Arikunto (2010: 130) states that classroom action research is an examination of activities that are deliberately raised and occur in a class. Mulyasa (2012: 11) states that classroom action research is an attempt to scrutinize the learning activities of a group of students by providing an action (treatment) that is deliberately raised. Based on this opinion, classroom action research is a study of scrutinizing learning activities, which are deliberately raised in the social situation of a class to improve the quality of learning.

Henry Guntur Tarigan (2008: 22) states that writing is depicting graphic symbols depicting a language that is understood by someone, so that other people can read the graphic symbols if that person can understand the language and graphic images.

The subjects in this study were students of class X Science 1 in semester 2 of the 2018/2019 academic year, totaling 30 students. Research on learning to write news texts using the CIRC learning method in class X Science 1 students of SMAN Pakusari. This research was conducted at the school located at PB Sudirman street 120 Pakusari, Jember.

The instruments used in this study were tests and non-tests. The test instrument is in the form of a written test in writing news texts, while the non-test instrument is in the form of observation, interview and documentation.

RESULTS AND DISCUSSION

1. Results of the Learning Process to Write News Texts

The results of the learning process to write news texts after being given action with the Cooperative Integrated Reading and Composition (CIRC) method can be seen in the following table.

Table 2. Learning Process Results in Writing News Texts

| No | The aspect | Cycle I | Cycle II |
|----|--|------------------------|------------------------|
| 1. | Student activity during apperception Percentage | 2,80 (56%) | 3,73 (74,6%) |
| 2. | The activeness and attention of students when the teacher delivers the material Percentage | 3,47 (69,4%) | 3,93 (78,6%) |
| 3. | Student interest and motivation when participating in learning activities Percentage | 3,53 (70,6%) | 3,90 (78%) |

From the table above, it can be concluded that the activities from cycle I to cycle II carried out by students showed an increase. This can be seen from the percentage obtained. In cycle I to cycle II, the activeness of students in apperception is 56% to 75.6%, student activeness and attention of students when taking lessons is 69.4% to 78.6%, and student interest and motivation when participating in learning activities, namely 70.6% to 78%. From the table above, it can be concluded that the activities from cycle I to cycle II carried out by students showed an increase. This can be seen from the percentage obtained. In cycle I to cycle II, the activeness of students in apperception is 56% to 75.6%, student activeness and attention of students when taking lessons is 69.4% to 78.6%, and student interest and motivation when participating in learning activities, namely 70.6% to 78%.

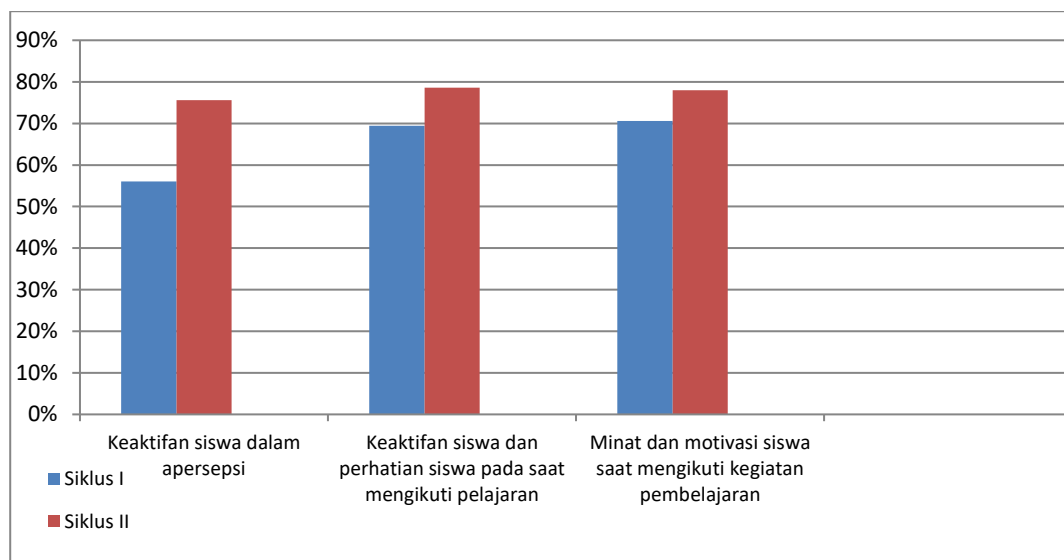


Chart 1. Improving the Learning Process of Writing News Text using the CIRC Method

2. Results of Learning to Write News Texts

The results of learning to write news texts after being given action with the Cooperative Integrated Reading and Composition (CIRC) method can be seen in the following table.

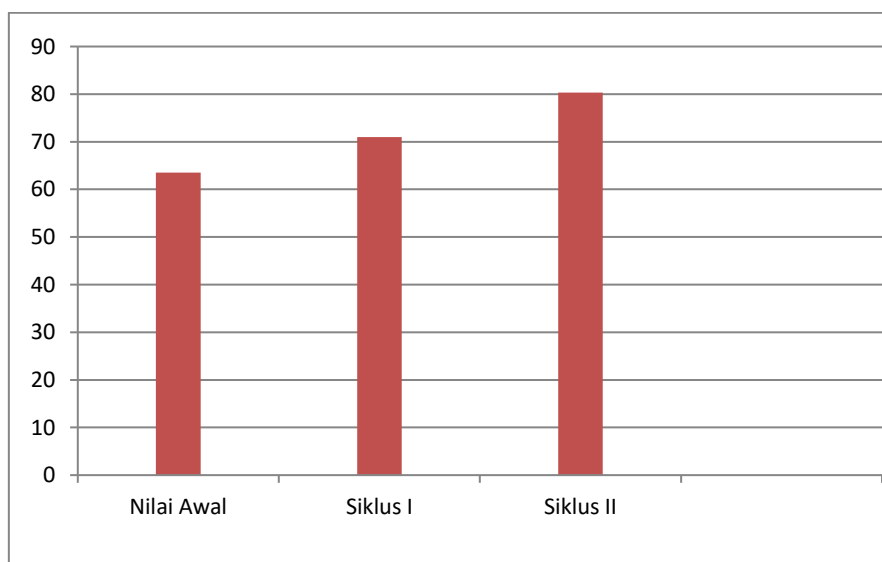
Table 3. Learning Results to Write News Texts

| Students name | The first score | Cycle 1 | Cycle 2 |
|---------------|-----------------|---------|---------|
| Adelia P. A | 60 | 75 | 83 |
| Adi R. | 55 | 57 | 75 |
| Anisa Dwi | 70 | 71 | 83 |
| Anisatus S. | 60 | 68 | 83 |
| Dwi Mitha | 65 | 60 | 78 |
| Efa Fitriana | 55 | 62 | 76 |
| Ega Tri I. | 70 | 68 | 75 |
| Elisa F. S. | 60 | 75 | 83 |
| Firadatus S | 55 | 75 | 85 |

| | | | |
|-------------------------------------|---------------|----------------|----------------|
| Fitriatus S. | 75 | 79 | 83 |
| Hadiyatul L | 60 | 75 | 85 |
| Hikmatur R | 50 | 65 | 75 |
| Imro'atul H | 65 | 70 | 76 |
| Jamilatun | 60 | 70 | 85 |
| Juliana D.S | 55 | 76 | 80 |
| Lailatul M. | 70 | 75 | 80 |
| Latifatul L | 75 | 75 | 81 |
| Lia Adestin | 55 | 75 | 78 |
| Maulidatul | 55 | 76 | 85 |
| Nabila Q.N. | 70 | 68 | 85 |
| Nuruddin | 65 | 68 | 76 |
| Rian Eka W | 75 | 70 | 78 |
| Riskatul M | 70 | 75 | 77 |
| Ristanti S.A | 70 | 81 | 86 |
| Siska S. | 55 | 65 | 80 |
| Sofiatun H. | 70 | 76 | 78 |
| Vina Pandu | 75 | 71 | 83 |
| Wandawati | 60 | 65 | 80 |
| Widia Eka | 60 | 75 | 80 |
| Yunis S. | 65 | 68 | 78 |
| the average of the class | 63,50 | 70,97 | 80,33 |
| Presentase | 63,50% | 70,97 % | 80,33 % |

From the table above, it can be concluded that the improvement of learning outcomes in learning to write news texts using the CIRC method. At the initial score the students' mean was 63.50. Furthermore, the first cycle of follow-up was carried out, the results increased to 70.97, and the second cycle of student learning outcomes increased and obtained a class average from 70.97 to 80.33. The

improvement of student outcomes in learning to write news texts using the CIRC method can also be seen in the following chart.



**Chart 2. Improvement of Learning Outcomes in
Writing News Texts using the CIRC Method**

3. Proof of Hypotheses

Based on the research results, it turns out that there is an increase in the student learning process from cycle I to cycle II. Student activeness in perceptions is 56% to 75.6%, student activeness and attention during lessons are 69.4% to 78.6%, and student interest and motivation when participating in learning activities is 70.6% to 78% . So the hypothesis that the application of the CIRC learning method can improve the learning process of the ability to write news texts in class X Science 1 students of SMAN Pakusari is proven to have increased.

Based on the research results, it turns out that there is an increase in student learning outcomes from the initial or pretest grades with a class average score of 63.50 to cycle I, namely a class average of 70.97. Then the second cycle was held, the results were more improved than the first cycle with a class average of 80.33. So the hypothesis which states that the application of the CIRC learning method can improve the learning outcomes of the ability to write news texts in class X Science 1 students of SMAN Pakusari is proven to have increased.

CONCLUSION

Based on the results of research and discussion of the ability to write news texts using the CIRC method in class X Science 1 students of SMAN Pakusari, the researchers concluded as follows: (1) The student learning process increases between cycle I and cycle II. Student activeness in perceptions is 56% to 75.6%, student activeness and attention during lessons are 69.4% to 78.6%, and student interest and motivation when participating in learning activities is 70.6% to 78%; (2) Writing news texts using the CIRC method can improve student learning outcomes in class X Science 1 students of SMAN Pakusari. This can be seen in the results of students writing news texts which are increasing from cycle I to cycle II. The initial or pretest scores indicate the class average value obtained in writing news texts, namely 63.50. After taking action by applying the CIRC method, the average results obtained by students increased to 70.97.

However, there were five students whose test scores in cycle I decreased from the initial or pretest scores. Based on interviews with Indonesian teachers, the decline in student scores was due to several factors, namely there were still some students who still experienced difficulties in writing news texts, especially in the news element, namely why and how and wrongly writing the dateline at the beginning of the paragraph, and there were still a small number of students who late in collecting the test results in writing the news text. However, It is given an example of writing a news text in a short, concise, and clear manner in the second cycle the class average learning outcomes increased to 80.33. From these data, it can be concluded that after the follow-up was carried out in the second cycle, the students' scores increased.

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