

English Learning Achievement Through the Application of Cooperative Integrated Reading and Composition (Circ) Learning Model With Audio-V Media

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Abstract

This class action research was conducted in junior high school with the aim to improve English learning achievement of students of class VIII A SMP Negeri 1 Sumberrejo through the application of Cooperative Integrated Reading and Composition (CIRC) learning model with Audio-V media. The subjects of this study were 34 students of class VIII A SMP Negeri 1 Sumberrejo in English subject. Data on students' learning achievement was obtained by using the test method with the instrument in the form of a learning achievement test. The data was then analyzed using quantitative descriptive analysis techniques. The result of this study is the application of Cooperative Integrated Reading and Composition (CIRC) learning model with Audio-V media can improve the English learning achievement of students of class VIII A SMP Negeri 1 Sumberrejo in the first semester of the 2024/2025 academic year. The average score of students' learning achievement showed an increase from cycle I to cycle II. The class average of learning achievement at the beginning of learning only reached 66.76, cycle I increased to 73.82 in cycle II to 83.82. Initial classical completeness only reached 38.23%, in cycle I it increased to 67.64% and in cycle II to 94.11%.

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1. INTRODUCTION

The Cooperative Integrated Reading and Composition (CIRC) learning model is a research-based instructional approach that combines reading and writing instruction in a cooperative learning environment. It is designed to improve students' literacy skills by engaging them in collaborative activities that promote reading comprehension and writing proficiency. In a CIRC classroom, students work together in small groups to read and discuss texts, write responses, and provide feedback to their peers. This approach encourages active participation, critical thinking, and collaboration among students, which ultimately leads to improved academic outcomes.

One of the key aspects of the CIRC model is the use of flexible grouping, which allows students to work with peers of different abilities and learning styles. This promotes a sense of inclusivity and encourages students to learn from each other. In addition, the emphasis on reading and writing in the CIRC model helps students make connections between the two skills, thus strengthening their understanding of language and communication. By providing opportunities for students to engage in meaningful discussions and writing tasks, the CIRC model encourages deeper understanding of texts and promotes higher literacy achievement.

In addition, the CIRC model also emphasizes the importance of student collaboration and cooperative learning. Through group work and peer feedback, students can support each other in their learning process and develop important social and

communication skills. This collaborative approach not only enhances students' academic growth, but also prepares them for success in future educational and professional environments. In addition, the CIRC model encourages students to take over responsibility for their learning by actively participating in group activities and taking on leadership roles within their peer group. This sense of responsibility and autonomy empowers students to become more independent and self-reliant learners, ultimately leading to greater academic success and personal growth.

In this way, the CIRC model fosters a sense of responsibility and cooperation among students, promoting a supportive and inclusive learning environment. By working together towards a common goal and solving problems as a group, students also learn the importance of collaboration and cooperation in achieving success. Through this hands-on learning approach, students are able to develop important skills such as critical thinking, communication, and decision-making, all of which are critical to their future success in academia and professionally.

For example, in a CIRC model class, students may be assigned to complete a group project where they must collaborate to research, plan, and present their findings. Through this process, students learn how to communicate effectively with each other, delegate tasks based on individual strengths, and work towards a common goal. As they face challenges and overcome obstacles together, students not only achieve academic success but also build valuable interpersonal skills that will benefit them in their future careers. However, this model may not be suitable for all students, as some individuals may experience difficulties in group work and collaboration due to social anxiety or communication difficulties. In this case, forcing students to work together in a CIRC model class may lead to increased stress and hinder their academic and professional success, rather than enhance it.

In connection with the learning process that takes place at *SMP Negeri 1 Sumberrejo*, from the results of preliminary data collection, the average score of students in class VIII A in English subject only reached 66.76 with learning completeness only reaching 38.23%. These results are certainly not in accordance with the expectations of educational success set at 74.00. About the lesson delivered, if the lesson was received by students and has not been successful, the cause may be due to the limited willingness of the teacher to apply all the knowledge mastered in order to achieve maximum results in learning.

Furthermore, researchers carried out learning improvements by applying the Cooperative Integrated Reading and Composition (CIRC) learning model with audio-visual media in order to improve students' English learning achievement, especially students of class VIII A at *SMP Negeri 1 Sumberrejo*.

Cooperative Integrated Reading and Composition (CIRC) learning with Audio-V media is a teaching strategy that combines student curiosity. The use of this strategy is to enhance the development of critical thinking skills through learning activities. The application of the Cooperative Integrated Reading and Composition (CIRC) learning strategy with Audio-V media is an effort to arouse students' curiosity (Mubarok & Sofiana, 2017). The urge develops through the process of formulating questions, formulating problems, observing, and applying new information in improving understanding of a problem. The curiosity continues to be fostered to increase the spirit of exploration so that students learn actively.

To create a more inclusive and effective learning environment, it is important to consider the needs and preferences of all students. One way to do so is by integrating audio-visual components into the learning process. By incorporating videos, interactive presentations, and other multimedia resources, educators can cater to different learning

styles and engage students in ways that traditional methods cannot. This not only enhances the overall learning experience, but also provides students with valuable skills that are increasingly important in today's digital age.

In addition to the audio-visual component, it is also important for educators to provide opportunities for hands-on learning and collaboration. By incorporating group projects, experiments and real-world applications into the curriculum, students can apply their knowledge in practical situations and develop critical thinking and problem-solving skills. In addition, creating a supportive and inclusive classroom environment where students feel comfortable to share their ideas and perspectives is crucial to fostering a sense of belonging and promoting academic success. By taking a holistic approach to teaching and considering the diverse needs of all students, educators can create a more dynamic and enriching learning experience for everyone involved.

Based on the explanation above, this research will take the title ENGLISH LEARNING Achievement through the Application of the Cooperative Integrated Reading and Composition (CIRC) Learning Model with Audio-V Media for Students of Class VIII A Semester I *SMP Negeri 1 Sumberrejo* in the 2024/2025 Academic Year.

2. RESEARCH METHODS

This Classroom Action Research (CAR) was conducted at *SMP Negeri 1 Sumberrejo*. The schedule for implementing this research is in the first semester of the 2024/2025 academic year. The research design uses CIRC with audio-visual and group activities. The research will involve a group of 34 high school students who will participate in a 6-week cooperative learning program focused on improving their English language skills. The students will be divided into small groups and assigned various tasks and activities that require collaboration and communication. Data will be collected through pre and post assessments, observations, and student feedback to evaluate the effectiveness of the cooperative learning approach in improving their language skills. The purpose of this study is to provide empirical evidence on the benefits of cooperative learning in language education and its impact on students' academic achievement.

In conducting research, the design is a very important thing to convey. Without a design, it is possible that the flow of research will be chaotic in its implementation. Operationally, the basic procedure for developing the action to be taken can be described as follows.

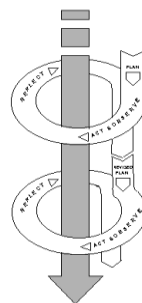


Figure1. Kemmis and Mc Taggart's concept of action research (1988:10)

3. RESEARCH RESULTS AND DISCUSSION

The results revealed that students who were exposed to a combined approach of audio-visual aids and the CIRC method showed significant improvement in their language skills compared to those who were not. The data showed a clear correlation between the use of audio-visual aids and improved proficiency in speaking, listening, reading and writing. In addition, feedback surveys from the students indicated a strong preference for incorporating audio-visual aids into their language learning curriculum. These results

suggest that the integration of multimedia resources can greatly enhance the language acquisition process and contribute to a more effective learning experience for students.

The results showed that the acquisition of the class average value of English learning achievement was still very low, namely with the acquisition of a classical score of 2,270 and an average of only 66.76, where students who reached the percentage of learning completeness were 41.02%, and those who did not reach completeness were 38.23%, with the demands of clasical completeness for English subjects in class VIII A *SMP Negeri 1 Sumberrejo* is with a score of 74.00.

In cycle I, efforts have been made to improve learning to improve English language learning achievement by using the Cooperative Integrated Reading and Composition (CIRC) learning model with audio-visual media (Mubarok & Sofiana, 2017). Researchers have been actively carrying out activities that are in accordance with the truth of the existing theory so that researchers obtain better results from the initial process, namely with an average score of 73.82 from a total score of 2510 all students in class VIII A *SMP Negeri 1 Sumberrejo*, and the percentage of learning completeness is 67.64%, which is not complete is 32.35%. This result is not optimal, because it has not yet reached the indicator of the success of the research which proclaims with a minimum percentage of 85% learning completeness.

With very maximum action and implementation that really follows the theoretical truth in accordance with the Cooperative Integrated Reading and Composition (CIRC) learning model with audio-visual media in learning English in class VIII A *SMP Negeri 1 Sumberrejo*, where the results obtained in cycle II turned out that English learning achievement increased significantly with an average score of 83.82, and learning completeness was 94.11%.

A summary of the results obtained from the baseline, cycle I and cycle II is depicted in table 01.

Table 01: Student Learning Achievement

DATA	PRE-CYCLE	CYCLE I	CYCLE II	VARIABLES
Score	2270	2510	2850	English Language Learning achievement with classical completeness = 74
Mean	66,76	73,82	83,82	
Percentage	38,23%	67,64%	94,11%	

The success of the Cooperative Integrated Reading and Composition (CIRC) learning model with Audio-V media to improve learning achievement is also reinforced by Saputri's research, (2016) with the title Application of Cooperative Integrated Reading and Composition Method with Audio-V Media to Improve the Ability to Write News Texts in Junior High School Students. Based on the results of the study it is evident that there is an increase in the quality of learning, namely an increase in student activeness and the ability to write student news texts. The increase in the liveliness of the learning process is marked by increasing student activeness in cycle I with an average value of 16.25 and an average value in cycle II of 18.93 with a maximum average value of 25. The improvement in the ability to write news texts is marked by increasing student learning completeness, namely the average value in cycle I of 77, 31 and the average value in cycle II of 81.37.

4. CONCLUSIONS

Based on the research that has been done, it was found that the initial data there were 21 students scored below the classical completeness and in cycle I decreased to 11 students and cycle II only 2 students scored below the classical completeness. The initial average score of 66.76 rose to 73.82 in cycle I and in cycle II rose to 83.82. From the initial data, only 13 students who were complete, while in cycle I it became more, namely 23 students and in cycle II as many as 32 students were able to meet the classical completeness. The findings above prove that the Cooperative Integrated Reading and Composition (CIRC) learning model with audio-visual media can provide answers according to the objectives of this study, namely the use of the Cooperative Integrated Reading and Composition (CIRC) learning model with audio-visual media is able to improve the English learning achievement of students in class VIII A semester I *SMP Negeri 1 Sumberrejo* in the 2024/2025 academic year.

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