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The Use of Learning Cooperative Integrated Reading and Composition to the Learning Achievement Indonesian Languange Correspondence in Study Programs of Office Administration

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Abstract: This research aims to determine the effect of the CIRC learning model on learning achievement in the Indonesian Language Correspondence course material for writing official letters. This type of research is experimental form of non equivalent control group design. The subject of the study was all students of UNESA 2016 Office Administration Education Study Program totaling 88 students in which the experimental class was determined as class A and the control class was class B. In the learning control class, it was used the direct instruction model, while the experimental class was treated using the CIRC model. The research uses various instrument tests such as pre-test, post-test, and assignments to make official letters. The results showed that there were significant differences when comparing the average score of the control class with the experimental class, namely the cooperative reading and composition cooperative learning model had a significant effect on students' achievement.

Keywords: CIRC, learning achievement, Indonesian language correspondence

INTRODUCTION

One of the important roles of education in human life is the process of developing knowledge and character building for the better. Early education is provided by the family environment and after that is supported by the learning process by an educator to students in the form of learning interactions or knowledge transformation. Learning requires conducive conditions, creating two-way communication between educators and students in teaching and learning activities that make the desired learning objectives are achieved (Perisya, Zuzano, & Amelia, 2015). Student's understanding of a science provided by educators is a goal of learning in order to obtain the desired learning achievement. The learning model is one of several external factors that can have a major influence on the learning outcomes of students who will be taught (Sari & Maimunah, 2017).

As a result of the preliminary study, the Indonesian Language Correspondence course was a character in the UNESA Office Administration Education Study Program. One of the material contained in the Indonesian Language Correspondence course is the basic competency to make an Office Letter. An official letter is a written communication facility in the form of a letter that has an official nature aiming for official needs made by government agencies or private or companies. The making and handling of official letters is one of the tasks of the administration department. Therefore, graduates of the UNESA Office Administration Study Program are required to have the competence to think creatively in the art of writing, especially writing official letters to support when entering the workforce. Everyone has the ability of creativity, but the level varies

depending on how the person can process to find new ideas or concepts. Therefore, Indonesian Language Correspondence learning should lead to an increase in creative mindset which graduates are able to adapt to meet the desires of the workforce, society and the country (Tang et al., 2016).

Based on the previous observation during the teaching and learning process, the material made official letters in the 2016 class of UNESA Office Administration Education Study Program is more likely using the direct instruction model combining discussion and assignment. Consequently, the learning method does not promote students to think creatively due to students are only given the task to copy letters that have been explained by lecturers and paired with power point slides. In this case, Lecturers dominate learning process and become centers of learning. This condition makes students less trained in developing the ability to think creatively. From the Middle Semester Examination, the score of students are less than optimal. For instance, Class A students of 2016 class of 44 students, approximately 80 percent of students received B grades with interval grades between 70-75 and 2016 students class B as many as 41 students 68 percent also still get B scores (intervals 70-75).

Based on Law No. 20 of 2003 concerning the National Education System an educator has the task of creating meaningful, creative, fun, dynamic, and dialogical learning. Creating learning mentioned above requires the existence of cooperative learning models in order to train students to respect the opinions of others in the form of groups in completing tasks or a problem. According to Slavin (2005), cooperative learning is a teaching method in which students work in small groups to help each other in learning the subject matter. In cooperative classes, students are expected to be able to help each other, discuss and argue with each other, to hone the knowledge they master at that time and close the gap in their respective understanding.

Cooperative learning models are of many types, but what is right for language subjects is the CIRC learning model. The CIRC learning model is aimed specifically at learning to read questions in the form of notes or descriptions, then find the main ideas or themes (creative thinking) in an integrated manner. Rubenstein et al. (2019) remarked that an improving the learning outcomes of students especially in solving questions in the form of descriptions is one of the advantages of a cooperative learning model, namely CIRC. CIRC learning method consists of several steps, namely: 1) Formation of groups of 4-5 students (heterogeneous abilities); 2) Lecturers provide a description of the provisions of the official letter framework; 3) students work together to read, find ideas or concepts of official letters, share their opinions or responses to ideas or concepts of official letters that have been submitted by each member and then write in the resulting sheet of paper, 4) presentation; and 5) joint reflection between lecturers and students.

In learning the Writing Letter, students are required to take responsibility for the assignments given by the lecturer and each member in the group must think creatively to find ideas, understand the concept of official letters and complete the task of writing assignment letters, thus forming an integrated understanding of learning experience and experience (Marpuah et al., 2015). Previous research by Gupta & Ahuja (2014) entitled Cooperative Integrated

Reading Composition (CIRC); Impact On Reading Comprehension Achievement In English Among Seventh Graders. The result is that the CIRC learning model has a significant difference in the achievement of significant reading and writing comprehension between the control classes compared to the class given treatment (experiment with the CIRC model) for the seventh grade students. Based on that previous explained, the researchers are interested in providing an experimental study with the title Cooperative Integrated Reading and Composition Learning Model; Affecting the Achievement of Learning Indonesian Correspondence Courses. Therefore, this study was intended to determine the effect of CIRC learning model on learning achievement in the Indonesian Language Correspondence subject, the material was to write an official letter from the 2016 class students of UNESA Office Administration Education Study Program.

METHOD

This type of research is experimental form of nonequivalent control group design. The subject of the research was all the 2016 UNESA Office Administration Education Study Program students where the experimental class was determined to be class A of 44 students and the control class was class B of 44 students. In the learning control class, it is used direct instruction model, while the experimental class is treated using the CIRC model. The research uses various instrument tests such as pre-test, post-test, and assignments to make official letters as well as observation sheets of student activities. In this study, the independent variable used is the influence of the CIRC learning model, while the dependent variable is the learning achievement of the Indonesian Language Correspondence subject in Writing Service Letter. Data collection through documentation, tests and observation methods. Analysis of this research data with homogeneity test, normality test, gain score analysis and t-test.

Table 1. Research Framework Design

O_1	X	O_2
O_3	-	O_4

Explanation:
O1 and O3 = *Pretest*
O2 and O4 = *Posttest*
X = Experimental class with the CIRC learning model

RESULTS & DISCUSSION

Results

The results of this study refer to the cognitive (knowledge) and psychomotor (skill) domains in writing official letters. The research began with the pre-test of the two classes. Furthermore, the learning control class uses a direct instruction model with lecture, discussion, and assignment methods to make official letters. Whereas, for the experimental class given treatment with learning using the CIRC learning model. The learning process in the experimental class refers to the method of cooperative learning (student-centered) in which students are expected

to be more active and the lecturer is only a facilitator. The learning process in the experimental class (CIRC learning model) is as follows Table 2.

Table 2. Syntax of the CIRC Learning Model in the Experiment Class

Lecturer Behavior	Student Behavior	Time Allocation
Lecturers form small groups; 4 students are heterogeneous and explain the tasks to be done	Students observe lecturer explanations	10 minutes
The lecturer gives a description of the provisions of the official letter framework	Students read together, discuss with groups and understand the concept of the official letter framework,	10 minutes
Lecturers guide students to identify the contents of official letters	Each student submits an opinion or response to the idea or concept of official letter. Students compile and write new concepts will be official letters on the assignment sheet.	60 minutes
The lecturer asks each group to present a new concept from the official letter that has been made by each group and to reflect.	Students together with the group present new concepts in the form of official letters and get input or reflection from lecturers and peers	30 minutes

During the teaching and learning process, both in the control class and experimental class showed various findings that be explained in Figure 1.

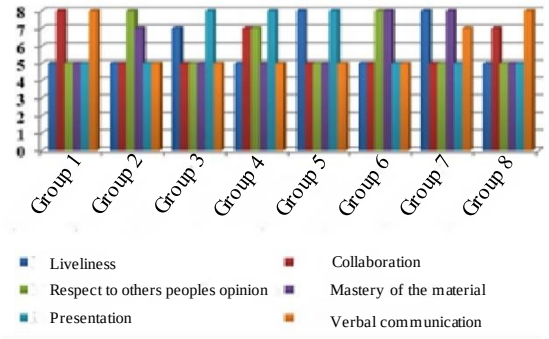

Figure 1. Observation Results of Control Class Student Activities

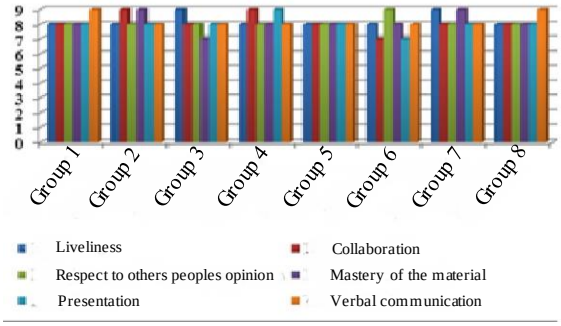

Figure 2. Observation Activities of Student Experiment Class Activities

The results of observations of student activities revealed that the CIRC learning model when applied to the experimental class was higher than the direct instruction class of the control class activity on the material of writing official letters. Activities in the control class are considered passive and unfavorable because during the discussion only a few students were active while others are silent not participating due to they do not have master the material. Meanwhile, the activities of students in the experimental class are more likely active and both seen from the discussion activities, collaborating, respecting the opinions of others, mastering the material, and when communicating or presenting tasks.

In addition to observation of activities, an assessment task assignment analysis was also carried out in which the results of the evaluation of the control class assignments were lower than those of the experimental class assignments. The average value of the assignment of the experimental class is 92.24 with the CIRC learning model and the average value of the assignment for the direct instruction model is 78.75. The results of the assignment assessment can be seen in the Figure 3.

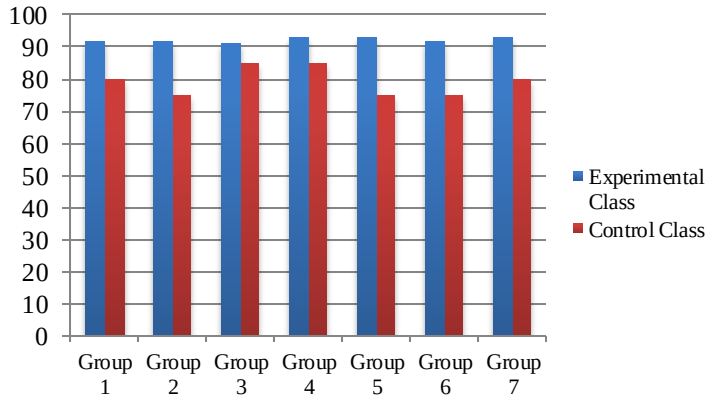

Figure 3. Assessment of Tasks to Make Service Letters

Figure 3 compares between experimental and control class in several groups. In general, it showed remarkable changes toward pre-test and post test. In more detail, the students' score was about 80 for control class and it rose dramatically almost 90 for all groups. The average value of the control class in terms of the psychomotor and cognitive domains is lower than the experimental class. The difference in the results of the pre-test and post-test were provided in Table 3.

Table 3. Results of Experiment Classes

Learning Outcomes	Pre-test		Post-test	
	Cognitive	Pyschomotor	Cognitive	Pyschomotor
Highest Score	65	85	100	100
Lowest Score	20	50	80	80
Average	41.48	70.45	86.59	87.05

Table 4. Results of Control Classes

Learning Outcomes	Pre-test		Post-test	
	Cognitive	Pyschomotor	Cognitive	Pyschomotor
Highest Score	70	75	100	85
Lowest Score	20	40	70	60
Average	50.57	61.36	85	78.07

From Table 3 and Table 4, it can be concluded that the CIRC learning model has a significant effect on the assessment in terms of the psychomotor and cognitive domains in the official writing letter. Therefore, the results of the study seem more significant, the results of the pre-test and post-test are recapitulated and the gain score data is obtained (the difference between the pre-test and post-test results) between the control class compared to the experimental class are.

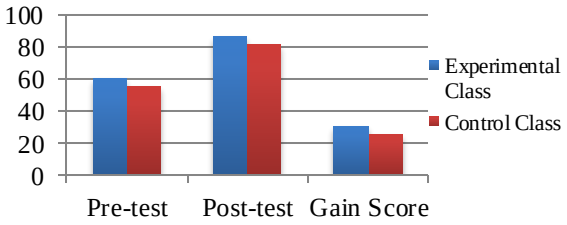

Figure 4. The Results of Pre-test, Post-test and Gain Score

Figure 4 depicts about the recapitulation data of pre-test, post-test and gain score. Overall, the score of all instruments including pre-test, post test and gain score for experimental class was higher than control class. For pre-test, it was about 60 for experimental class and approximately 57 for control class. Indeed, the post-test score rocketed to the point 86.82 for experimental class. It implies that the application of the CIRC learning model to the experimental class has a significant effect on learning achievement when compared to the control class. This is evidenced in the average of post-test experimental class about 86.82 which higher than the control class where the post-test average is 81.53.

Based the posttest resultusing the t-test (hypothesis) then t-count, it can be calculated that the score is 5.004 with a significance level of 000 (0,00). While, the t-table value is seen using the t-distribution table with a confidence level of 95% (α = 5%), the degree of freedom (df) is 86, then the table is 1.987. Referring to the results of the study, it can be concluded that Ha was accepted because the t-test < 0.05 was 0.00 < 0.05 and t-count > t-table was 5.004 > 1.987. The results of the gain score analysis or the difference between the pretest and posttest scores, the result of the tcount is 3.946 the significance level, 000 (0.00). Whereas, the value of t-table is 1.987 with a significance level of 0.05. Therefore, it can be concluded that H0 is rejected and Ha is accepted because the t-test is < 0.05 which is 0.00 < 0.05 and t-count > t-table is 3.946> 1.987 which means that the cooperative reading and composition cooperative learning model has a significant effect on the achievement of learning subjects Indonesian language correspondence material wrote the official letter of students of the 2016 class of the UNESA office administration education program.

Discussion

The cooperative reading and composition (CIRC) cooperative learning model helps to increase student activities by reading a description form in the form of official letters, after reading and then discussing with the group to find ideas or core letters, writing down the core of the letter on the assignment sheet. present and response from colleagues and lecturers. This is consistent with the CIRC learning method which consists of several steps namely: 1) Formation of groups of 4-5 students (heterogeneous abilities); 2) Lecturers provide a description of the provisions of the official letter framework; 3) students work together to read, find ideas or concepts of official letters, share opinions or responses to ideas or concepts of official letters that each member has submitted and then write on the resulting sheet of paper, (4) presentation; and (5) joint reflection between lecturers and students.

The results obtained through observing student activities revealed that, the CIRC cooperative learning model applied to the experimental class had an impact on increasing student activity when compared to the results of the observation in the control class which had lower results in the material of writing official letters. This is reinforced by the opinion of (Munir et al., 2018) which remarked that cooperative learning refers to various kinds of teaching methods where students work in small groups to help each other in learning the subject matter Saborit et al., 2016). In cooperative classes, students are expected to be able to help each other, discuss and argue with each other, to hone the knowledge they master at that time and close the gap in their respective understandings (Emerson et al., 2016) .

In the experimental class by applying the CIRC learning model, the results of the assessment of the mean value of the task were 92.24. The control class applies the lecture combination method and the task has an average value of 78.75. Then it was concluded that the results of the experimental class assignment assessment were higher than the control class. In learning the writing letter, students are required to take responsibility for the assignments given by the lecturer and each member in the group must think critically about finding ideas, understanding the concept of official letters and completing the task of writing assignment letters, thus forming an integrated understanding of learning experience and experience (Marpuah et al., 2015).

Pre-test and Post-test results in Figure 4 showed a remarkable differences, where the average control class results are lower when compared to the experimental class in terms of the psychomotor and cognitive domains. Indeed, it was shown by the results of the data recapitulation where it can be concluded that the experimental class with the application of the CIRC learning model has a significant change in learning achievement compared to the control class. This is evidenced in the average posttest experimental class of 86.82 higher than the control class where the posttest average is 81.53. Overall, it can be concluded that Ha was accepted because the t-test < 0.05 was 0.00 <0.05 and t-count > t-table was 5.004 > 1.987. Whereas the value of t table is 1.987 with a significance level of 0.05. Therefore, it can be concluded that H0 is rejected and Ha is accepted because the t-test is < 0.05 which is 0.00 < 0.05 and t-count > t-table is 3.946 > 1.987 which

means that the cooperative reading and composition cooperative learning model has a significant effect on the achievement of learning subjects Indonesian language correspondence material wrote the official letter of students of the 2016 class of the UNESA office administration education program. The results of this study are supported by previous research by Gupta & Ahuja (2014) entitled Cooperative Integrated Reading Composition (CIRC); Impact On Reading Comprehension Achievement In English Among Seventh Graders. The result is that the CIRC learning model has a significant difference in the achievement of significant reading and writing comprehension between the control classes compared to the class given treatment (experiment with the CIRC model) for the seventh grade students.

CONCLUSION

Cooperative learning of the CIRC model that is applied to the experimental class has an impact on increasing student activity when compared with the results of observations in the control class. Aspects of learning activities, the experimental class is more active and good during discussion activities to draft a letter or presentation. Pre-test and Post-test score showed a significant difference, where the average control class results are lower when compared to the experimental class in terms of the psychomotor and cognitive domains. Thus, the cooperative reading and composition cooperative learning model has a significant effect on student achievement. Based on the findings, the following suggestions can be given CIRC learning model can be an alternative selection of innovative learning models to support the learning process of the Indonesian Language Correspondence subject matter writing official letters, CIRC learning model can be a reference for the campus in making policy selection of learning models that can improve student learning achievement.

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