

## The Application of the Assignment Method to the Integrated Writing Ability of the Circ Method in View of the Use of Learning Media

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**Abstract,** This research is an action research of using different learning media. The CIRC method is applied by using image media and concept map chart media. The general objective of this research is to prove which students have better writing skills: (1) students who undergo learning using Task-Based Learning Methods, (2) students who undergo learning using pictorial media and concept map chart media, (3) students who undergo learning using the CIRC image media method and CIRC concept map media, (4) students who undergo learning using task-based concept map media, (5) students who undergo learning using illustrated media CIRC methods and media methods task-based pictures, and (6) students who take part in writing lessons using concept map media. Data was collected using a written test. Furthermore, data were collected in the form of tables and graphs, which were then analyzed. The data analysis method used in this study. conclusions can be drawn from this study. First, students who study using the CIRC method have better writing skills than students who study using the task-based method. Second, students who learn by using picture media have less developed writing skills than students who learn by using concept map media.

**Keywords :** Profesionalisme, Supervisi, Individual.

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### I. INTRODUCTION

Law Number 3 of 2017 concerning the Bookkeeping System, in article 4 point c, states that the purpose of implementing the bookkeeping system is to develop a literacy culture for all Indonesian citizens. Previously, the Ministry of Education and Culture (Kemendikbud) had issued Regulation of the Minister of Education and Culture (Permendikbud) Number 23 of 2015 concerning the Growth of Character

and Character through the habit of reading for 15 minutes before studying. .

Writing activity for students is a very important activity for the success of the study. Particularly in elementary school, this writing ability is "one of the basic skills besides reading and arithmetic (calistung) which must be mastered by every student" (Depdiknas, 2002: 1).

In terms of writing, the results of research conducted by Taufik Ismail show

that the writing skills of Indonesian students are the lowest in Asia (Nunuy Nurjanah, 2004:3). According to McCrimmon (1984: 2) writing is an activity of exploring thoughts and feelings about an object, choosing things to write about, determining how to write them so that readers can understand them easily and clearly. The ability to write does not come by itself, it requires sufficient and regular training and programmed education.

McCrimmon (1984: 10-11) classifies the writing process into According to Nunan (1998: 37) success in writing must involve (1) mastering writing techniques; (2) master and comply with conventions in the use of spelling and punctuation; (3) using a grammatical system to convey one's meaning/meaning; (4) organize the contents of the text completely to provide an overview of the information written; (5) revise the writing results; and (6) selecting and adapting to the needs of the reader's style.

In an effort to improve writing skills, one of the cooperative learning methods that can be developed by teachers in learning is cooperative learning of the Cooperative Integrated Reading and Composition (CIRC) type. The CIRC method is "one of the many effective learning methods. CIRC is cooperative learning that integrates learning to read and

write in high school grades" (Slavin, 1995:109)

The CIRC type cooperative learning method is a learning method that integrates reading and writing activities by optimizing cooperative learning groups, where the learning steps are as follows (modified from the Slavin model, 1995: 106-110): (1) The teacher and students briefly discuss the steps of the activities to be carried out, as well as the goals to be achieved in learning, then the teacher and students form heterogeneous groups consisting of 4 students. (2) The teacher gives discourse with worksheets as learning topics. For about 20 minutes students read in cooperative learning teams taking turns between members, by correcting each other's pronunciation mistakes, the teacher monitors student activities going around between groups. In the student worksheet, new vocabulary is prepared taken from the reading, and the team discusses understanding together. (3) Students in groups work together to find main ideas and provide responses to discourse in written form. Students in the cooperative learning team identified five things from the story in the discourse, namely character, setting, problems, efforts to solve problems, the end of problem solving, according to the worksheets given by the teacher. (4) Students through group representatives

present the results of group work. (5) The teacher and students make conclusions. (6) Evaluation, students individually write (essay) based on the topics implied in the media used by the teacher in learning with the correct EBI.

According to Suwarna (2006: 112) the method of giving assignments is a learning method in the form of giving assignments by the teacher to students, and then students must be accountable for the results of the assignment. The learning steps in the assignment method according to Syaiful Bahri Djamarah and Aswan Zain (2002: 97-98) consist of three phases, namely (1) the teacher gives an explanation of the learning to be carried out and the goals to be achieved, then gives the tasks to be completed by students in the form of themes/topics that students must develop in writing, (2) students carry out assignments (writing ideas according to predetermined themes/topics), the teacher provides guidance and supervision, and (3) students are accountable for what is done/written, Several students were given the opportunity to present their work.

Learning media as a learning resource helps teachers enrich students' insights. This is in line with the opinion of Syaiful Bahri Djamarah and Aswan Zain (2002: 138), which explains that "the process of teaching and learning with the help of

learning media enhances student learning activities in a long period of time".

To improve teacher performance and insight in learning at SD Negeri 008 Kabun, the school conducted action research related to the problems above. Due to the limitations of the researchers, this research is only focused on the use of the CIRC method with the title, "What are the results of the application of the assignment method on the integrated writing ability of the CIRC method in terms of the use of learning media?"

## **II. RESEARCH METHODS**

This research is an action research so this implementation is carried out in cycles. Implementation for two cycles. The cycles are a continuous series, meaning that the second cycle is a continuation of the first cycle. In each cycle there is always preparation for action, implementation of action, monitoring and evaluation, and reflection.

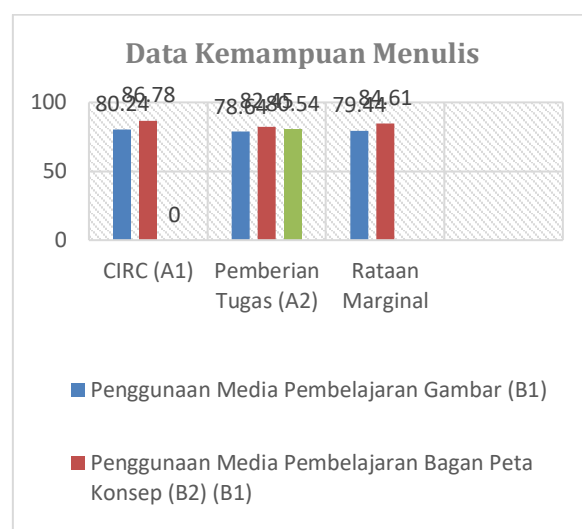
The data collection technique in this study consisted of four main activities, namely initial data collection, data from the results of analysis at the end of each cycle, as well as other responses from the teacher on the implementation of the application of the assignment method to the integrated writing ability of the CIRC method in terms of the use of learning media.

The data that has been collected was analyzed using qualitative and quantitative analysis. Qualitative analysis is used to explain changes in teacher behavior in learning and researcher behavior in carrying out action research. Meanwhile, quantitative analysis is used to determine the success of teachers and students based on teacher competency standards set by the Ministry of National Education.

### III. RESEARCH RESULTS AND DISCUSSION

The results of this study are as follows. First, the writing skills of the students who took part in learning using the CIRC method were better than the writing abilities of students who took part in learning using the assignment method. Second, the writing ability of students whose learning process uses media images is lower than the writing ability of students whose learning process uses concept map chart media. Third, the writing skills of students who took part in learning using the CIRC method using media images were better than the writing abilities of students who took part in learning using the CIRC method using concept map chart media. Fourth, the writing ability of students who take part in learning using the assignment method using media images is lower than the writing

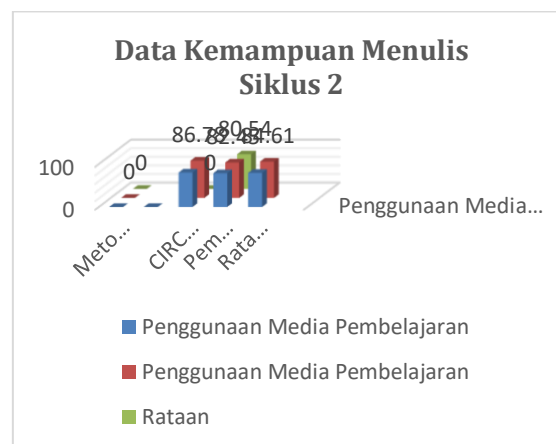
ability of students who take part in learning using the assignment method using concept map chart media Fifth, the writing ability of students who took part in learning using picture media with the CIRC method was better than the writing ability of students who took part in learning using picture media with the assignment method. Sixth, the writing ability of students who take part in learning using concept map chart media with the CIRC method is lower than the writing ability of students who take part in learning using concept map chart media with the assignment method. The results of implementing the actions in cycle 1 can be seen in graph 1.



The actions of the researcher in carrying out the research are as follows: The findings of this study strengthen the theory which argues that writing and reading are interrelated, writers who read a lot have an easier time writing. (2) The application of learning to write using the CIRC method, where the process goes through the peer

assessment stage (assessment of peers in cooperative groups), the revision stage, then assessed by the teacher, results in higher writing skills than teaching writing using the assignment method. (3) The findings of this study also strengthen the theory which says that the learning media used by teachers plays an important role as a tool to create an effective teaching and learning process. (4) The results of this study also found that the use of concept map chart media in teaching writing resulted in higher writing skills compared to learning to write with picture media.

(5) The results of this study also found that learning to write using the assignment method using the concept map chart media resulted in higher writing skills compared to learning to write using the image media, so that the use of the concept map chart media in teaching writing using the assignment method was more effective than using image media. (6) In this study it was also found that learning to write using pictures and the CIRC method resulted in higher writing skills than the assignment method. The results of implementing the actions in cycle 1 can be seen in graph 2.



#### IV. CONCLUSION

The conclusions of this study are: (1) The writing ability of students who take part in learning using the CIRC method is better than the writing ability of students who take part in learning using the assignment method. (2) The writing ability of students who take lessons using picture media is lower than the writing abilities of students who take lessons using concept map chart media. (3) There is no difference in the writing ability of students who take lessons using the CIRC method and media images with the writing abilities of students who take lessons using the CIRC method and the media of concept map charts. (4) The writing ability of students who take part in learning using the assignment method using media images is lower than the writing ability of students who take part in learning using the assignment method using concept map chart media. (5) The writing ability of students who took part in learning using picture media with the CIRC method was

better than the writing ability of students who took part in learning using picture media with the assignment method. (6) The writing ability of students who take part in learning using the concept map chart media with the CIRC method is better than the writing ability of students who take part in learning using the concept map chart media with the assignment method

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