

The Effect of Cooperative Integrated and Reading Composition Model on Elementary School Students' Personal Experience Creative Writing

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ABSTRACT

This research is motivated by the lack of personal experience creative writing skills in fifth grade students of elementary school. The purpose of this study was to determine the effect of the Cooperative Integrated Reading and Composition model based on digital literacy in creative writing learning on the personal experience of elementary school students. In this study used a quantitative approach with a quasi-experimental method. The design of this study was a nonequivalent control group design. The participants of this study amounted to 30 students in the experimental class and 30 students in the control class. The instruments in this study were tests used in two stages namely the pre-test before being given treatment and the post-test after being given treatment. The results of this study indicate that the Cooperative Integrated Reading and Composition model based on digital literacy has an effect on improving the creative writing ability of elementary school students' personal experiences. This was evidenced by the significant value of increasing students using the Cooperative Integrated Reading and Composition model based on digital literacy. Using this model, students are required to work together with their group members to understand the content of the story and be able to rewrite the story according to their respective experiences.

Keywords: *Cooperative integrated and reading composition model, digital literacy, personal experience creative writing*

1. INTRODUCTION

Indonesian language learning has a very important role in schools, especially in elementary schools. Indonesian language learning has an influence in developing students' intellectual, social, and emotional emotions. Learning Indonesian involves a series of activities that students do to achieve certain language skills. Especially in elementary schools, language learning is focused on four components of language skills: listening skills, speaking skills, reading skills, and writing skills which are interrelated and cannot be separated. Through these skills, it is proven Indonesian language plays a very important role in the education process in Indonesia (Rahman, 2019). Therefore, Indonesian language should be taught from an early age, because Indonesian is used as a communication tool for children in the language of unity.

Indonesian language learning is directed to improve students in communicating orally or in writing. It would not be an exaggeration to say that writing skills are one of the characteristics of an educated person or an educated nation. Sidiq (2013) explained that without having adequate writing skills from an early age, children will experience learning difficulties in the future. Another factor that causes students' low writing skills is the tendency of teachers to prioritize grammar in writing compared to how students can express ideas in writing (Abidin, 2015). This is what causes students to be able to speak the language well but the content of the writing is less weighty.

Kharizmi (2015) reported the results of the IEA survey related to the literacy skills of Indonesian children that about 50% of students in elementary schools in the six provinces assisted by the Primary Education Quality Improvement Project (PEQIP) could not write. Based on

the results of these data, one factor in the low writing skills of students is due to the low interest in reading students. In line with Hartati's (2017) opinion which states that students' low interest in reading is caused by the lack of quality of students' writing themselves. In the era of global competition, the creativity of elementary school students is very important because all aspects of modern life are increasingly complex. In fostering students' creativity, it is crucial that they should be introduced to literacy as early as possible to develop their creativity in the development of new ideas, and elementary school is the most suitable stage to introduce them.

Writing is one of the competency standards that must be mastered by students with the provisions of special assessment standards. One of the students' creativity that needs to be developed through learning to write is personal experience creative writing. Dafit (2017) explains that creative writing is a way or process of conveying ideas, ideas, or messages that contain added value, uniqueness, and is the author's original work. The ability to write is not only obtained automatically, but through a learning process, through many and regular exercises, practice, and through creative thinking. To foster creativity in students' writing skills, there are four important factors that influence student learning creativity, namely: textbooks, learning atmosphere, media and learning resources.

Rita (2019) revealed that the creativity of a teacher is needed to modify interesting learning activities and motivate students to be active and develop their insights in learning activities. A pedagogical intervention that can be done to deal with the problems related to personal experience creative writing is to apply an innovative digital literacy-based learning model that can facilitate students in growing creativity in writing. Because, today various countries are shocked by the Covid-19 pandemic. The COVID-19 pandemic has disrupted all areas of human life, including education at all levels (Daniel, 2020) and the impact is very real in the world of education with a shift in the direction of learning in schools, from what usually carries out face-to-face learning, has now drastically changed to online-based learning.

The Cooperative Integrated Reading and Composition learning model is designed to develop reading, writing, and language skills that provide increased structure not only opportunities for direct and written teaching but also the application of writing techniques (Irwansyah & Kristina, 2019). The effectiveness of this learning model has been tested in a study which states that there is an effect of the Cooperative Integrated Reading and Composition learning model on students' writing skills. Judging from the posttest score which was higher than the pretest obtained by students after the implementation of the

Cooperative Integrated Reading and Composition model (Febriyanto, 2018).

Based on the brief review above, it can be said that Cooperative Integrated Reading and Composition is a collaborative learning model that integrates reading skills as a whole and then arranges them into important parts which maximizes the empowerment of thoughts and feelings with a repetition pattern. Therefore, the authors were motivated to conduct a research on the application of the digital literacy-based Cooperative Integrated Reading and Composition (CIRC) model in learning personal experiences creative writing for students' in elementary schools.

2. METHODS

This study uses a quantitative approach with a quasi-experimental research method. This method was chosen by the researcher as the experimental method used for causal relationships was given to the experimental and control groups (Creswell & Creswell, 2017). Practical research to measure how much influence the digital literacy-based Cooperative Integrated Reading and Composition model on creative writing learning's personal experience of fifth grade elementary school students.

The research design used in this study was a quasi-experimental research with the form of a nonequivalent control group design. In this study, two groups were selected. These two groups were given a pretest to determine the initial ability of the experimental class and control class. Further treatment was given to the experimental class using the Cooperative Integrated Reading and Composition model and no treatment was given to the control class. After measuring to determine the final ability of students in the experimental class and control class. This was done in order to determine the difference in results between the experimental group and the control group.

The participants of this research is the fifth-grade students an elementary school. The sampled class will be used as an experimental class and a control class. The experimental class was given treatment using Cooperative Integrated Reading and Composition based on digital literacy and the control class was not given treatment. The sampling technique in this study used purposive sampling. This was done because the sampling in this study was not chosen at random but was chosen based on certain considerations (Alwi, 2015). Things to consider in sampling are student learning achievements who are both in the moderate category, then the characteristics of students in the class are equally diverse academically in the sense that there are students whose academics are categorized as very good, moderate, and poor.

The instrument used in this study was a test. The test instrument used to determine the creative writing skills of students' personal experiences before and after being given treatment. The indicators on the test instrument that are the focus of this research are: (1) Organization; (2) Contents; (3) Information; (4) Grammar, Punctuation, Spelling, and Mechanics; and (5) Written Language Creativity.

The next learning stage is group discussion conducted on the WhatsApp group of each group. Students were directed to work on group worksheets and comment on each other's work and make presentation on online conference application.

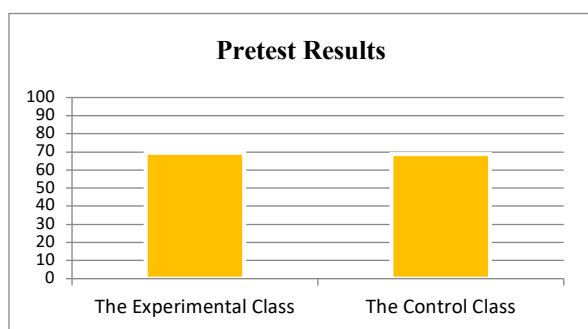
3. FINDINGS AND DISCUSSION

3.1. Pre-Test Results

Based on data analysis on the students' initial abilities (pretests) from research that has been carried out in grade fifth of an elementary school. The experimental class and control class the results were almost the same and there are no significant differences. This means that the creative writing ability of students' personal experiences in the experimental class and control class is similar. This is in accordance with the results of calculations that have been carried out using the SPSS version 23 application. The probability value or significance value (2-tailed) is greater than $\alpha = 0.05$, so H_0 is accepted. This means that there is no difference in the students' initial ability (pretest) in learning to write creatively with personal experiences in the experimental class and the control class students. This can be seen from the average creative writing ability of students' personal experiences, it is found that the average experimental class is 69.6 greater than the control class is 67.5. The average score in both classes is still below the KKM, which is 75 (Figure 1). The following is a picture of the average creative writing ability pretest of students' personal experiences in the experimental and control classes.

The implementation of learning by applying the Cooperative Integrated Reading and Composition model based on digital literacy in the experimental class, firstly

Figure 1 Average Pre-test Results.



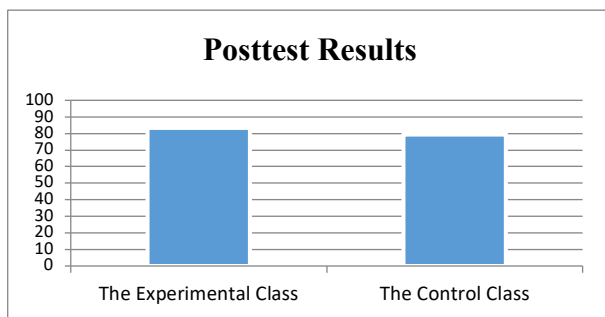
the teacher divides students into several groups consisting of four to five people. This group applies in learning from the first meeting to the fifth meeting. This group is carried out by the teacher by considering gender and student achievement. A group will consist of female and male students with various learning achievements from high, medium, and low. This is done so that students can work well together and students who do not appreciate the presence of students who have higher learning achievements. In this study, students made WhatsApp groups according to their respective groups. This is done to make it easier for students to conduct group discussions. After the students, the teacher gives a discourse to each group that is adapted to the learning topic. The discourse given at the first meeting, "Ants and Bears", the second meeting entitled, "The Most Valuable Flower", the third meeting entitled, "Learning Tolerance from Children's Traditional Games", the fourth meeting entitled, "Groundwater Cycle", and at the meeting. The last one is entitled, "Water Cycle and Drought Disaster".

In the subsequence learning activities via WhatsApp group, the students were directed to work on group worksheets, wherein these activities students work together to read to each other and find the main idea then each group member can provide responses to the discourse they have read in the WhatsApp group chat room. After each group finished working on their group worksheet, students were directed to return to the zoom meeting to make a presentation. Students present the results of their group work by appointing group representatives to take turns presenting them. After that, it was continued with the teacher's explanation of the learning material while supporting students in the learning process. In the last stage, the teacher and students together make conclusions related to today's learning.

3.2. Post-Test Results

The final capability (post-test) of creative writing students' personal experiences in the experimental class and control class showed that the results were better than the results of the students' initial creative writing capability (pre-test). The results of the two classes have significant differences, where the students' creative writing results in the experimental class are better than the control class. This is in accordance with the results of statistical tests which show the probability value or the value of sig (2-tailed) is smaller than $\alpha = 0.05$, so H_0 is rejected. It means, there is a difference in the final capability (post-test) of creative writing students' personal experiences obtained by the experimental class students and the control class students. If it seen from the average creative writing capability of students, it is found that the average experimental class students are 83.33 which is greater than the control class which is 79.3. From the results of the average of the two classes, it

Figure 2 Average Posstest Results.

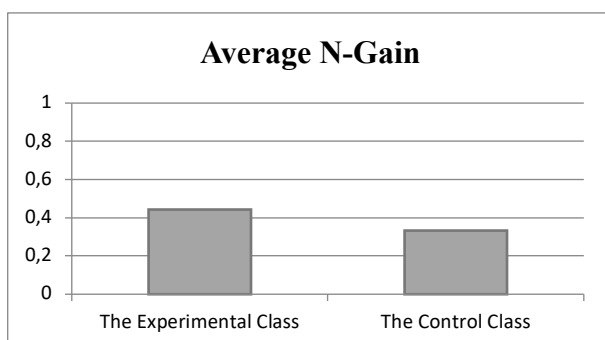


shows that the scores of students from both classes are already above the KKM, which is 75 as seen in Figure 2. The following is an illustration of the average post-test of creative writing skills of students' personal experiences in the experimental class and control class.

Figure 3 shows the effect of the application of the Cooperative Integrated Reading and Composition learning model based on digital literacy in creative writing learning on the personal experience of students in class V at SDN Cistitu can be seen from the results of the increase in data analysis test (N-gain) in the experimental class and control class. The t-test analysis in this study was assisted by the SPSS version 23 program. The results of the t-test analysis of the increasing data (N-Gain) obtained that the significance level (2-tailed) was 0.004, it means that the significance level (2-tailed) was smaller than $\alpha=0.05$, so H_0 is rejected. Thus, there is a difference in the final creative writing capability of students' personal experiences in the experimental class with students in the control class. If it seen from the average of the experimental class students of 0.443, it is greater than the control class students of 0.333. It means that the application of the Cooperative Integrated Reading and Composition model based on digital literacy is more influential in improving students' creative writing skills compared to the control class that was not given any treatment. The following is the average increase in the experimental class and the control class.

As can be seen from the above-average students, the experimental class is 0.443 larger than the control class students is 0.333. This means that the application of the

Figure 3 Average N-Gain.



Cooperative Integrated Reading and Composition model based on digital literacy is more influential in improving students' creative writing skills. This can also be seen from the average score of the pre-test and post-test in the experimental and control classes. The experimental class had an average score increase of 13.73, while the control class had an average score increase of 10.53. From the increase in the average score of the two classes, there is a difference of 3.2 between the two classes. The increase in scores in the experimental class was greater than in the control class. This shows that the Cooperative Integrated Reading and Composition learning model based on digital literacy can be said to be more influential in applying personal experience creative writing learning.

4. CONCLUSION

Based on the results, it can be concluded that the literacy-based Cooperative Integrated Reading and Composition learning model is more influential in significantly improving students' creative writing skills. This can be seen from the results of students' creative writing skills in the initial measurement (pretest) there is no significant difference in the experimental class and the control class. The initial ability of students in creative writing learning personal experience is still relatively the same, both in the experimental class which will be given treatment and the control class which will not be given treatment. However, after being given treatment by applying the Cooperative Integrated Reading and Composition model based on digital literacy in the experimental class, there was a significant difference between the experimental class and the control class in the final measurement (posttest). Based on the results of these data, the Cooperative Integrated Reading and Composition learning model based on digital literacy is proven to significantly improve the creative writing ability of fifth grade elementary school students.

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