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The Influence of CIRC Model and Cooperative Script on Listening Learning Achievements in Class XII

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Abstract:

Background of this research is listening teaching model used by teachers are still teacher's center and it haven't given chance for students'development well. Problem in this research is which one more dominant between teaching model of CIRC and Cooperative script to result study of XII grade students ?. The purpose of the research is to knowwhich one more dominant between teaching model of CIRC and Cooperative script to result study of XII grade students ?. Research method uses Descriptive Quantitative Approach because in this research uses one variable,sympthom that are researched naturallyand the result will be taken quantitatively. Sampling method that used is cluster sampling. The sample taken just 64 students of XII grade SMAN 1 Kwanyar. Analysis method is using Paired sample T - test and one way ANOVA. The formula to look for validity value in the research is Product Moment Correlation (Pearson). Instruments in the research issome questions given orally. Result of the research based on first trying hypothesis by using SPSS show result 0,000 < 0,05 it can be concluded that CIRC model have a significant influencing to studying achievement of listening. The second trying hypothesis also get the same value it means that Cooperative script model also has a significant influencing to listening achievement. On the third trying hypothesis by using one way ANOVA got result value 0,020 < 0,05 So it can be concluded that cooperative script has higher influence than CIRC. Mean of using cooperative script is 79,20 while CIRC get mean 75,10.

Keywords: Teaching model, studying achievement

Introduction

One of the factors that causing the low listening achievements of students is the learning model used by the teacher. The conventional listening learning model or lectures will provide teacher dominance and do not provide access for students to develop independently through discovery in their thinking processes.

The first thing that can be done to improve the quality of education is to make listening fun so that students do not feel bored to take part in listening

learning activities. This kind of improvement is called as CIRC type cooperative learning method and cooperative script that familiarize students with being comfortable and fun.

In order to increase the activeness of the learning process for students, researcher is interested in conducting innovative learning by combining two learning models namely the CIRC type cooperative learning model and cooperative script in accordance with the implementation of the 2013 curriculum mission (K13).

Based on the background of the research above, the formulation of the problem in this study is about: which one is more dominant between the CIRC type cooperative learning model and cooperative script type on the learning achievement of class XII students at SMAN I Kwanyar?

According to Elaine and Melissa (2004), in their article "A Problem in Teaching Reading", CIRC is considered to be one model of the students' team learning approach that still needs to be developed and evaluated. In the report of Margarata et al (1997) in the article entitled "How to Teach Well", the activities contained in the CIRC model are students assigned to study in group whose members consist of four students and the members are heterogeneous.

According to Lambiotte et al (2013) in the article entitled "Teaching and Learning Models (Methodical and Paradigmatic Issues), cooperative script is a learning model that makes students work together in pairs and take turns orally in summarizing the parts of the material that is being studied. This material is intended to help students think systematically and concentrate in the subject matter.

Moreover, Sudjana (1990) in his article entitled "Effective Learning Methods" mentioned what is meant by learning achievements are the abilities that have been possessed by the students after they received their learning experience. Thus, learning achievement is the ability obtained based on the learning process. There are five categories of abilities generated based on the learning process namely:

1. The ability to communicate knowledge verbally, which is categorized as verbal information
2. The ability to act through an assessment of a stimulus, is categorized as an attitude

3. The ability to distinguish, understand concepts and rules and be able to solve problems, is said to be an intellectual skill
4. The ability to manage and develop thought processes through understanding, analysis and synthesis, is categorized as a cognitive strategy skill
5. Skills that are shown precisely and fluently through limb movement, are categorized as motor skills

The CIRC type of cooperative learning model and cooperative script are applied as a learning model. There is no competition between students and groups. They work together to solve problems in solving problems with different ways of thinking. Students in groups are responsible for mastering the learning materials.

Based on the description above, the CIRC type cooperative learning model and the cooperative script are expected to improve listening learning achievement because each student is required to master the material in depth providing by the teacher by collaborating with groups in overcoming the existing problems. This way, learning achievement will be achieved according to teachers' perspective.

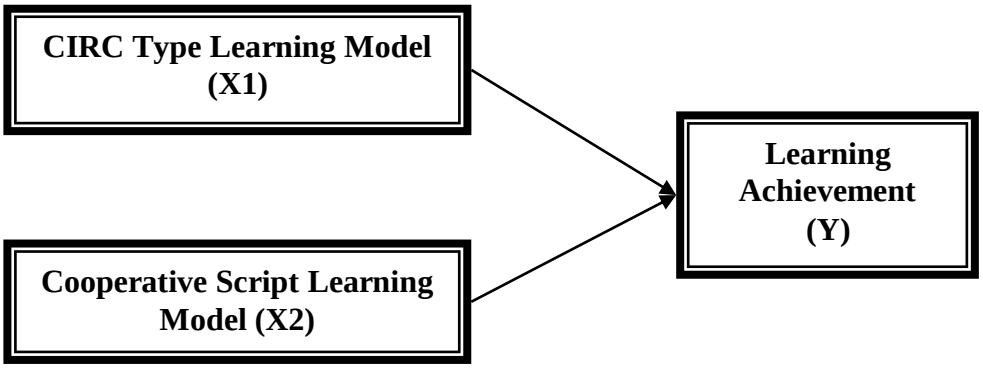
Hypothesis:

H1 : it is suspected that CIRC model and cooperative script learning models individually have a significant affect on learning achievement in class XII listening learning at SMAN 1 Kwanyar.

H2 : it is suspected that CIRC model and cooperative script learning models simultaneously have a significant affect on learning achievement in class XII listening learning at SMAN 1 Kwanyar.

H3 : it is suspected that CIRC model and cooperative script learning models have a more dominant effect on learning achievement in class XII listening learning at SMAN 1 Kwanyar.

Through this research, it will be compared whether there is an effect of learning achievement between the CIRC type learning model and the cooperative script. From the description above, to facilitate the thinking process, an illustration of the framework or conceptual thinking is used as follows:



Picture 1: Conceptual Thinking

Based on the explanation above, in order to answer the problem posed in this study, a research hypothesis was first proposed, namely "The Effect of CIRC Type Cooperative Learning and Cooperative Script on Listening Learning Achievement".

Review of Literature

Based on previous research, Ni Ketut Desia et.al (2016) in her article entitled "Cooperative Integrated Reading Composition Learning Model with Lesson Study Pattern" said that there are several findings in her study including about the average reading skill of students in the first circle was 67; in the second cycle the increase was 76. Then, the average writing skill of students in the first circle was 69 and in the second cycle was 79. Moreover, in the first cycle the score of students' reading skill in the 'good' and 'very good' category only reached 57.1% while during the second cycle, it increased to 92.9%. And for the students' writing skill in the 'good' and 'very good' category during the first cycle was only 64.3% and in the second cycle it increased significanly to 92.9%.

Based on the findings that previously presented, it can be concluded that the application of CIRC learning model is able to improve reading and writing skills of the fourth grade students of SDN 3 Kampung Anyar in the 2016/2017 academic year.

Irwan Hidayat et.al (2017) through his article entitled "The Application of the Cooperative Script Learning Model with the Aid of the Mind Map to Improve Critical Thinking Skills and Social Studies Learning Outcomes for Class V Students" found that the social studies learning outcomes after the

implementation of learning using cooperative script model with the aid of mind map had increased. The learning outcomes assessed in this study cover three domains namely the affective, cognitive, and psychomotoric domains. In the affective domain, the percentage of completeness in the first cycle was 76.92%. And in the second cycle it increased to 92.30%. Assessment in this affective domain includes aspects of respect, concientiousness, diligence, and curiousity. The cognitive domain also experienced an increase after the implementation of learning. In the initial observation, the percentage of students' learning completeness was 28.57%, in pre-research activities it increased up to 57.14%. Cognitive learning outcomes in the first cycle showed a percentage of 69.23% and increased in the second cycle by 86.41%. With the achievement of this percentage, the criteria for the success of the actions have been achieved.

Agung Jatmiko et.al (2013) in his article entitled "The Application of the CIRC Type Cooperative Learning Model Accompanied by Biology Comics Media to Increase Students' Interest in Learning Biology in Class VIIA SMPN 4 Surakarta" found that the application of Cooperative Integrated Reading and Composition (CIRC) accompanied by biological comics media can increase junior high students' interest in learning biology.

Method

Types of Research

The method used in this research is considered to be a quantitative approach or the so-called quantitative analytical design. In its implementation, it is carried out through work stages or research performance structures that tend to test certain theories with a focus on variables or relationships between variables.

Research Design

In this research, the type of research is descriptive quantitative research. This research uses a quantitative descriptive research approach because in this study it only describes a variable, symptom or condition that is studied as it is from numerical data (quantitative). Furthermore, this research aims to determine the effect or find the relationship of one variable with another variable.

In this case, in order to determine the effect of the CIRC type cooperative learning model and cooperative script on the learning achievement of class XII

students at SMA Negeri 1 Kwanyar. The technique of data collection is using a written test in the form of multiple choice questions.

According to Arikunto (2002) entitled "Research Methodology", the population means the entire individual who is the subject of the study. In this case, the research population is all class XII students at SMA Negeri 1 Kwanyar which consist of six classes (four classes of Mathematics and Natural Sciences with a total of 119 students and two classes of Social Studies Specialization with a total of 84 students. Thus, the total students from those six classes are 203 students.

Still, according to Arikunto (2002) entitled "Research Methodology", the sample is part of representative of the population studied. To represent the sample so that it is representative, this research only take two classes out of those total six classes. The sampling method used is the technique of cluster sampling. This technique is used when the population is divided into sub-groups can be done on the basis of the government administration area or the boundaries of the sub-group. The sample is selected according to the wishes of the researcher because all of these clusters have homogeneous characteristics, so it is not necessary to sample of the entire cluster. Thus, the number of sample in this study is about two classes or groups with a total of 64 students.

Research Variable

In this study, the research variable consists of independent variable and dependent variable.

a. Independent variable

   Independent variables are variables that are often reffered to as stimulus, predictor, and antecedent variables. In Indonesian, it is often reffered to as the independent variable R&D. In this research, the CIRC type cooperative learning model and cooperative script are used as independent variables.

b. Dependent variable

   Dependent variables are often called output variables, criterias, and consequences. In Indonesian, it is often called as dependent variables. Dependent variable is the variable that is influenced or which is the result, because of the independent variable (Sugiyono, 2015:4). Dependent variable in this study is learning achievement, a pattern of

actions, values, understandings, attitudes, appreciations, and skills.

Research Instruments

The instrument in this study used listening questions with multiple choice options to record the effect of CIRC type cooperative learning model and cooperative script on students' achievement.

In this study, the instrument for taking data was tested first to determine the level of validity test, test reliability test, data normality, homogeneity test (similarity of variance). After that, a hypothesis test was conducted to answer the problem formulation using measurements through the t-test (Paired Sample T-Test) and One Way ANOVA test.

A test is said to be valid if it does measure what it is supposed to measure, in almost the same language that validity is a measure of how accurately a test performs its measuring function. Test validity can be divided three main groups including (1) content validity, (2) construct validity, (3) criteria validity (criterion related validity). The formula used to find the value of validity in this study is the Product Moment (Pearson) correlation.

Results and Discussions

The result of the study based on hypothesis testing using SPSS. The first hypothesis obtained a Sig value of 0.0000.05, so it can be concluded that the CIRC model has a significant effect on listening learning achievement.

The second hypothesis obtained the value of Sig of 0.0000.05. So, it can be concluded that the cooperative script model in class B also has a significant influence on students' achievement and the hypothesis using the third one way ANOVA based on the results of hypothesis testing obtained the value of Sig of 0.0200.05.

a. Description of Learning Outcomes Data Conventional Learning Model

   From the research of the calculation, it can be obtained from the post-test of the conventional learning model, the highest score is 82 and the lowest score is 70. The average value (X) is 75.92, the standard deviation (S) is 3.135, and the variance (S2) is 9.827. For more details, the description of the post-test data for the learning model is shown in the following table:

Table 4.1. Distribution of Learning Outcomes Data Conventional Learning Model

Statistics

Konvensional

N	Valid	25
	Missing	0
Mean		75,92
Median		75,00
Std. Deviation		3,135
Variance		9,827

b. Description of Learning Outcomes of Cooperative Script Learning Model
From the research of the calculation, it can be obtained from the post-test that cooperative script learning model gives the result: the highest score is 83 and the lowest score is 73. The average value (X) is 77.64, the standard deviation (S) is 2.498, and the variance (S2) is 6.240. For more details, the description of the post-test data for the cooperative script learning model is shown in the following table:

Table 4.2. Distribution of Learning Outcomes Data Cooperative Script Learning Model

Statistics

Cooperative Script

N	Valid	25
	Missing	0
Mean		77,64
Median		78,00
Std. Deviation		2,498
Variance		6,240

Testing Data Analysis Requirements

Before testing the hypothesis, it is necessary to test the analysis requirements first on the research data. Several test requirements that must be met are validity test, reliability test, normality test, and homogeneity test.

a. Validity test result

Validity in this study is used as a measuring tool that shows the level of validity or validity as an instrument. To test the validity of this instrument, the IMB SPSS v21.0 application was used. With the test criteria if rcount > rtable = 0.05, then the measuring instrument is declared valid and vice versa if rcount > rtable, then the measuring instrument is declared invalid. Based on the criteria, the result of the written test trial regarding the algebraic form and its operation are all valid questions. More details can be seen through the table as follows:

Table 4.3. Validity Test Result

Correlations		r_hitung	r_tabel	keterangan
S1	Pearson Correlation	,596**	0,396	Valid
	Sig. (2-tailed)	,002		
	N	25		
S2	Pearson Correlation	,614**	0,396	Valid
	Sig. (2-tailed)	,001		
	N	25		
S3	Pearson Correlation	,614**	0,396	Valid
	Sig. (2-tailed)	,001		
	N	25		
S4	Pearson Correlation	,804**	0,396	Valid

b. Normality test result

After processing the data using IBM SPSS v21.0 application, the calculation obtained from the questionnaire data. This normality test is used to determine that the given instrument is normally or not normally distributed, with the criteria for a significance level of 0.05, if the significance obtained is > 0.05, then the sample comes from a normally distributed population. But if the significance obtained is < 0.05, then the sample does not come from a population that is normally distributed. It can be seen from the PP Plot where if the data spreads away from the diagonal line, then the data is considered not normally distributed, but if the data approaches the diagonal line or follows the

diagonal line, then the data is considered normally distributed. Test carried out from the PP Plot can be concluded that the written test or the post-test in both classes are normally distributed because it meets the criteria that the data does not spread apart, but the data is closer to the diagonal line.

c. Homogeneity test result

The homogeneity test of variance is very necessary before we compare two or more groups so that the differences are not caused by the differences of rough data to test the homogeneity of the variants used, along with the results of the homogeneity test on the items before the learning model is applied.

Table 4.4. Homogeneity Test Result

Test of Homogeneity of Variances

Hasil_belajar

Levene Statistic	df1	df2	Sig.
1,020	1	48	,318

Based on the homogeneity test criteria, if the value of sig. > 0.05, then the data is assumed to have the same variance, but if the value of sig. < 0.05, then the data is assumed to have unequal variance. The result of the homogeneity test above showed that the data has the same variance as the sig. Value 0.318 which means greater than 0.05 or (0.318 > 0.05).

Conclusion

From the result of hypothesis testing, it can be concluded that the cooperative script learning model has more influence on listening learning achievement than the CIRC cooperative learning model. The average of the use of the cooperative script learning model is 79.20, while the CIRC learning model is has an average of 75.10.

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