

Implementation of The Cooperative Integrated Reading and Composition (Circ) Method in Learning Narrative Writing for Elementary Students

Luma'ul 'Adilah Hayya'^{1,*}, Abdul Wachid BS.²,

Corresponding author. Email: lumaulhayya@gmail.com

^{1,2} UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Banyumas, Indonesia

Abstract

This qualitative research aims to analyze the application of the method *Cooperative Integrated Reading and Composition* (CIRC) in learning to write narrative essays for elementary school students. This study uses a descriptive qualitative approach. The research subjects were 10 grade 4 elementary school students consisting of 5 boys and 5 girls. Data was collected through observation, interviews and documentation. The results of the study show that in using the CIRC method in writing narratives, there are several important steps that must be taken, such as reading, discussing, determining focus, making summaries, writing narratives, revising and editing, and presenting. However, there are several obstacles that may be encountered, such as students' difficulties in reading, writing, and communicating, lack of student participation which can slow down the learning process, and the lack of teacher experience in using this method. Therefore, several solutions are needed to overcome these obstacles, such as planning lessons carefully and choosing the right material, providing additional support to students who need it, providing motivation and appreciation to active students, and holding meetings with parents to explain the benefits of the CIRC method for student learning. . By taking these steps, it is hoped that the CIRC method can be effective in improving students' writing skills and collaboration in learning. as well as holding meetings with parents to explain the benefits of the CIRC method for student learning. By taking these steps, it is hoped that the CIRC method can be effective in improving students' writing skills and collaboration in learning. as well as holding meetings with parents to explain the benefits of the CIRC method for student learning. By taking these steps, it is hoped that the CIRC method can be effective in improving students' writing skills and collaboration in learning.

Keywords: CIRC Method, Writing Skills, Narrative.

1. Introduction

Education is an important factor in forming a quality and competitive generation. One important aspect in the formation of a quality generation is language skills. Language skills include the ability to read and write. The skill of using written language is important because everything that is thought and felt can be expressed in written form. Writing is a means of communication between readers and writers. The skill of a writer in presenting information greatly influences whether or not that information reaches the reader. Given the importance of writing skills, students at school need to learn writing skills so that they are proficient at writing. However, in reality there are still many elementary school students who experience difficulties in writing, especially writing narrative essays.

Writing narrative essays is an important skill in everyday life, both in the school environment and outside of school. Writing narrative essays can help students to develop critical thinking skills, creativity, and imagination. Therefore, efforts are needed to improve the ability to write narrative essays in elementary school students. Learning to write narrative essays for elementary school students is one of the basic skills that must be mastered by students. However, the skills of writing narrative essays among elementary students are still low, this is caused by several factors such as a lack of understanding of narrative structure, lack of good vocabulary and sentence structure, and lack of reading skills with understanding.

One of the learning methods that can be applied to improve the ability to write narrative essays in elementary school students is the Cooperative Integrated Reading and Composition (CIRC) method. This method is a cooperative learning method that combines reading and writing activities in one interrelated activity, so as to improve reading skills with comprehension, vocabulary, good sentence structure, and understanding of narrative structure. In this method, students work in groups to read and understand the text, then write narrative essays based on the text they have read.

The CIRC model is a cooperative learning model that is used for elementary to junior high school students. According to Slavin, this cooperative learning model is a learning model that prioritizes groups. Each student in the group has different levels of ability (Nurtamam & Maynarani, 2019). The learning process with the cooperative learning model can encourage students to work together as a team with the same goal. In a task, students must coordinate or interact with their group mates to complete the task given by the teacher. The purpose of the cooperative learning model is that students are able to work together with their friends and are able to write narrative essays well in groups.

The CIRC Learning Model is a learning model that prioritizes the process of reading in finding main ideas or understanding problems in stories (Dewi & Haryadi, 2022). The implementation of the CIRC model is very dependent on the teaching and learning process implemented. The CIRC model has been developed for learning since 1986 in elementary schools. But at this time CIRC has been used in high class and low class. Experts who continue to develop this method are Robert Slavin, Robert Steven, Nancy Maden, and Marie Famish.

According to Shoimin, the CIRC model is a learning model that is used specifically for language subjects, in terms of language it can be interpreted as a learning model that focuses on students reading thoroughly and then dividing it into important parts. (Ahyar et al., 2021). In addition, according to Uno and Muhammad. The CIRC (Cooperative Integrated Reading And Composition) model is a type of cooperative learning model which is an integrated part of reading and writing cooperatively or in groups, students read the material they are teaching from various sources and then write it down in written form which is done cooperatively. (Epina et al., 2018). However, CIRC as a type of learning model that is well used in its implementation has a systematic learning syntax. The learning syntax is carried out to achieve the learning objectives to be achieved. The syntax to be implemented must be adapted to the conditions of the students.

Cooperative integrated reading and composition (CIRC) learning is a type of cooperative learning model. By learning cooperative integrated reading and composition (CIRC) it can improve students' essay writing skills. In this learning students are expected to work well together in solving or solving problems in learning according to the existing stages or syntax.

The CIRC learning model was developed to improve students' ability to read well and receive feedback from reading activities, by having students read in groups and training students in groups about responding to each other in student reading activities. The CIRC learning model aims to improve students' ability to understand reading content while at the same time fostering the ability to write reproductions of the reading material they read. In the learning process the CIRC model can help teachers integrate reading and writing activities as integrated activities in the implementation of reading learning.

The CIRC model for writing and language arts lessons can design, implement and evaluate a writing process approach to writing and language arts lessons that will attract students' learning interest. Language learning is truly integrated and at the same time becomes part of writing lessons, writing lessons themselves are integrated with reading comprehension lessons both by integrating writing process activities into reading programs as well as using reading comprehension abilities that have just been learned in writing lessons.

The Cooperative Integrated Reading and Composition (CIRC) method is a collaborative learning method that integrates reading and writing activities. This method requires students to work in teams and help each other in developing reading and writing skills. In the CIRC method, the teacher selects reading texts according to students' abilities and gives assignments to students to read and understand the text. After reading, students work in groups to develop ideas and create plans for writing narrative essays. This method has been proven effective in improving students' reading and writing skills, including in learning to write narrative essays for elementary school students.

According to Suyitno in Wedayanti, et al, the advantages of this CIRC learning model are: (Wedayanti et

al., 2013):

- a. The CIRC learning model is very appropriate for students' ability to write narrative essays in reading and writing;
- b. The teacher's dominance in learning is reduced;
- c. Can foster student learning motivation towards dynamic, optimal and effective learning;
- d. Students are motivated by precise results, because they work in groups;
- e. Helping less intelligent students in groups,
- f. Optimizing learning outcomes, especially in understanding reading content with serial pictures and summarizing a discourse.

By using the CIRC learning model, it can provide learning completion and an interesting new atmosphere in the learning process so that students acquire new learning concepts. Learning that uses the CIRC model brings innovative understanding concepts so that it can optimize Indonesian language learning, especially reading and writing skills.

It can be concluded from the explanation above that the CIRC learning model is highly recommended for use in Indonesian language learning so that teachers can easily explain the material to be taught to students and students are also enthusiastic about learning.

Writing is an activity carried out by someone to produce a piece of writing. Meanwhile, according to Saddhono in Wediyanti, et al writing is "decreasing or depicting graphic symbols that describe a language that is understood by someone so that other people understand the language and the graphic description". So, writing is a language skill that is useful in terms of formulating, reconstructing and recompiling information or knowledge that is owned into writing by utilizing language structures and vocabulary.

In relation to the notion of writing, Tarigan Novika argues that writing is a language skill that is used to communicate directly or indirectly, not face to face with other people. Meanwhile, Ak gift (1998) states that writing is (Tawakkal, 2021):

- a. Is a form of communication;
- b. Is a thought process that starts with thinking about the ideas to be conveyed;
- c. The form of communication is different from speaking, in writing there is no intonation of facial expressions, physical movements, and situations that accompany the conversation;
- d. It is a variety of communication that needs to be complemented by a form of communication to convey the author's ideas to a reading audience that is limited by distance and time.

So, it can be concluded that writing is a language skill that produces a productive activity in written form so that it can be used to communicate either directly or indirectly.

The characteristics of good writing include:

- a. Good writing reflects the writer's ability to use the right tone;
- b. Reflects the author's ability to arrange the available materials into a unified whole;
- c. Reflects the writer's ability to write clearly and not vaguely. Utilizing sentence structure, language, and examples so that the meaning is as intended by the author;
- d. Reflects the author's ability to write convincingly;
- e. Reflects the author's ability to criticize his first manuscript and improve it; And
- f. Reflecting the pride of the author in the manuscript or manuscript (Ruslanudin, 2023).

According to Purwanto, essay is a written work of one's activities to express opinions and convey them through written language to readers to be understood (Suhardjono, 2021).

Narration is writing in the form of a series of events that occur in one unit of time. Narration is also called a story. Story is writing that has character, setting, time, and problem. However, narratives can also be written based on personal experiences, observations or interviews. As a piece of writing, narrative is developed by taking into account the basic principles as the basis for thinking, namely plot, characterizations, point of view, selection of details of events.

According to Keraf, narrative is a form of discourse that tries to describe as clearly as possible to the reader an event that has occurred (Hartinah & Abdullah, 2019). In other words, narrative attempts to answer a question "what happened". This form of essay tries to tell an event or event as if the reader can see and can experience that event. The important elements in this narrative are actions or actions and the time series of events that occurred.

There are several theories that can be used to support the application of the CIRC method in teaching narrative essay writing to elementary school students, among others (Roside, 2022):

1. Constructivism Theory

Constructivism theory states that learning is an active process in which students must build their own understanding through experience and reflection. In the CIRC method, students are actively involved in learning by reading, discussing, and writing together with their groups. This process helps students to build

their own understanding of the topic being studied.

2. Collaborative Theory

Collaborative theory states that effective learning occurs when students work together in groups to achieve the same goals. In the CIRC method, students work together in groups to read, understand, and write texts together. This process helps students to learn from one another and develop social skills such as cooperation and communication.

3. Social Acceptance Theory

Social acceptance theory states that students learn better when they feel accepted and valued by their learning environment. In the CIRC method, students are valued as group members and given the opportunity to contribute to the learning process. This helps students feel accepted and motivated to learn better.

By applying the theories above, teachers can optimize the use of the CIRC method in learning to write narrative essays for elementary school students. By paying attention to the skills and needs of students, as well as creating a supportive learning environment, teachers can help students develop skills in writing narrative essays in an effective and fun way.

Several theoretical studies regarding the application of the CIRC method in learning to write narrative essays for elementary students are as follows:

1. According to Faridah (2016), the application of the CIRC method in learning to write narrative essays for elementary students can improve students' writing skills. This is because by working in groups, students can help each other develop ideas and improve their writing.
2. According to Wijayanti and Nurhayati (2018), the CIRC method can help elementary school students develop reading and writing skills in an integrated manner. In this method, students not only read texts, but also make writing plans and write narrative essays. This can improve students' understanding of reading texts and expand their vocabulary and writing skills.
3. According to Nurhayati (2017), the application of the CIRC method in learning to write narrative essays for elementary students can increase student motivation and participation in learning. This is because students are given the opportunity to work in groups and help each other in developing writing skills. In addition, this method can also increase students' confidence in writing narrative essays.

From some of the theoretical studies above, it can be concluded that the application of the CIRC method in learning to write narrative essays for elementary students can improve writing skills, assist students in developing reading and writing skills in an integrated manner, and increase student motivation and participation in learning.

2. Research Methods

In carrying out this research, researchers used field research using descriptive qualitative methods. A quality research method is something that is based on the philosophy of postpositivism. (Sugiyono, 2018) Qualitative research methods are also used to examine an object that is natural. The research will be conducted at MI Ma'arif NU Penaruban. Sources of information in this study were class teachers and fourth grade students. Data collection will be carried out using three methods, namely, observation will be carried out by researchers directly during class learning, interviews with the principal and teacher concerned, and documentation which can be carried out directly at the madrasa or through an intermediary media, namely WhatsApp. The researcher's observations were made to find out about the application of the cooperative integrated reading and composition (CIRC) method in learning to write narrative essays. In the interview the researcher will find out about how planning, implementation, and evaluation are carried out. Data analysis was carried out using three stages, the first was data reduction related to the results of observations, interviews, and supporting documentation. The second is the presentation of data, after the researcher has sorted out the required documents, the researcher presents the data. The third is drawing conclusions, after the data is presented, the researcher analyzes the conclusions based on the data that has been presented. Test the validity of the researcher's data by triangulating techniques, sources, and time. researchers analyze conclusions based on the data that has been presented. Test the validity of the researcher's data by triangulating techniques, sources, and time. researchers analyze conclusions based on the data that has been presented. Test the validity of the researcher's data by triangulating techniques, sources, and time.

3. Results and Discussion

The steps for implementing the cooperative integrated reading and composition (CIRC) method in learning to write narrative essays:

1. Formation of groups: The teacher divides students into small groups consisting of 4-5 people. Groups should consist of students of varying abilities to assist each other in building understanding and skills.
2. Reading texts together: Students read the selected narrative texts together in turns, with each student reading a few sentences or paragraphs. During the reading process, students can ask questions or express their opinions about the text.
3. Group discussion: After reading, students have small group discussions about the contents of the text, such as the plot, characters, and themes. Discussion was carried out by sharing ideas, opinions, and information obtained from the text.
4. Determine the focus: Each group determines the focus of the narrative they want to write based on the results of the discussion and their understanding of the text.
5. Summarize: Each group makes a summary of the ideas they want to write about in their narrative. This summary can be in the form of a mind map or an outline.
6. Narrative writing: Students write narratives in accordance with the focus and summary that has been made before. During writing, students can help each other and provide feedback to their group members.
7. Revision and editing: After completing writing, students do revision and editing together in groups. During this stage, students can provide feedback and suggestions for narrative improvement.
8. Presentation: Each group presents their narrative to the whole class. In presentations, students can provide explanations about the narrative focus, characters, and themes in their narrative.

Obstacles that occur during learning:

1. Time constraints: The CIRC method requires more time to carry out each step, especially during the reading and discussion stages. This hampers the learning process, especially because the time available is limited.
2. Limited student abilities: There are students who still have difficulty reading, writing, or communicating well. This slows down the learning process and hinders group productivity.
3. Lack of student participation: There are students who are not active in groups or do not participate in discussions. This greatly reduces the effectiveness of the CIRC method in improving students' writing and collaboration skills.
4. Not achieving the learning objectives: Although the CIRC method is well implemented, the learning objectives are not fully achieved. This can be caused by the teacher's ignorance of students' abilities or the lack of appropriate material development.
5. Lack of support from parents: There is one parent who does not support learning with the CIRC method because of their lack of understanding or experience in this method. This certainly affects the student's motivation and reduces his participation in learning.

Solutions provided:

1. Optimizing learning time: The teacher plans the lesson carefully and chooses the right material for the CIRC method. This is thought to help minimize the time required for each step in this method.
2. Provide additional support: Teachers provide additional support such as tutoring or tutoring for students in need. This helps students who have difficulty reading, writing or communicating.
3. Increase student participation: The teacher motivates and rewards students who are active in groups and discussions. This increases student participation and the effectiveness of the CIRC method.
4. Setting clear learning objectives: The teacher sets clear and specific learning objectives and communicates these to students. This helps ensure that the learning objectives are well achieved.
5. Involve parents in learning: The teacher holds a meeting with parents to explain about the CIRC method and its benefits for student learning. This of course can increase parental support and student motivation in learning.

3.1. Application of the CIRC Model in Class IV Narrative Learning

As stated by (Setyaningrum et al., 2012) in his research, that the CIRC method is effective for use in narrative learning. In accordance with this research, to achieve effectiveness, of course, through several stages used in learning. Among these stages are:

1. Group formation

The teacher divides students into small groups consisting of 4-5 people. Groups should consist of students of varying abilities to help one another build understanding and skills. Forming small groups consisting of students with diverse abilities is a good strategy in education. In this way, students will have the opportunity to learn from

each other and build a better understanding. In addition, students can also acquire social skills such as working together, leading, and respecting differences (Lipton & Hubble, 2023). Some things to consider in forming a group include: (Miranty, 2023):

- a. Consider student abilities. Make sure the group consists of students with different abilities, so that each member of the group can help each other and learn from each other.
- b. Do not let students choose their own group members. This can result in the formation of groups that are unequal in terms of ability and can lead to the exclusion of some students.
- c. Define rules and responsibilities. Before starting group activities, make sure each group member understands the rules and responsibilities. This can help maintain the smooth running of group activities and prevent conflicts between group members.
- d. Monitoring and evaluation. Teachers need to monitor group activities and provide regular feedback to ensure every student is involved in and benefiting from group activities.

By paying attention to these things, the formation of small groups can be an effective strategy in increasing student involvement in learning.

2. Read the text together

Students read the selected narrative texts together in turn, with each student reading a few sentences or paragraphs. During the reading process, students can ask questions or express their opinions about the text.

Taking turns reading and sharing opinions is an effective strategy to increase students' understanding of texts. In this activity, each student is given the opportunity to read part of the text and express opinions or questions about the text. The process of taking turns reading helps students to pay attention to details that might be missed when reading alone. In addition, by sharing opinions, students can get different points of view and can enrich their understanding of the text. This strategy can also improve students' speaking and listening skills. When students share opinions and ask questions, they learn to respect and pay attention to other people's points of view. Besides that, (Harianja et al., 2022).

In this case, the teacher can facilitate discussion by asking open questions or responding to students' opinions by opening up space for further discussion. Thus, students can feel comfortable and motivated to participate in discussions and improve their understanding of the text.

3. group discussion

After reading, students hold discussions in small groups about the contents of the text, for example plots, characters, and themes. Discussion was carried out by sharing ideas, opinions, and information obtained from the text.

In this discussion, students have the opportunity to speak and share ideas, opinions, and information they get from the text. In this discussion, students can also ask each other and answer questions that may arise during reading. By discussing in small groups, students can also learn to listen to different opinions and ideas from their peers. This will help students broaden their perspectives and practice critical thinking skills. In addition, discussion in small groups can also help students to better understand the plot, characters, and themes in the text. By sharing ideas and opinions, students can develop a better understanding of how all these elements interrelate and influence one another (Suharno, 2022).

As teachers, we can supervise and guide discussions in these small groups to ensure that students are really involved in the discussions and support each other in building understanding of the text.

4. Determine focus

Each group determines the focus of the narrative they want to write based on the discussion results and their understanding of the text. This step is a form of writing activity by referring to the narrative text that has been read before. Each group can determine the focus of the narrative they want to write based on the discussion results and their understanding of the text. The focus of the narrative determined can be in the form of characters in the text, conflicts or problems that occur in the text, or moral messages that can be learned from the text. Each group can work together to develop their ideas and plan the narrative structure they will write (Talib et al., 2023).

5. Summarize

Each group makes a summary of the ideas they want to write about in their narrative. This summary can be in the form of a mind map or an outline. The summary of the ideas that you want to write down in the narrative is very important so that later the group can develop these ideas in a systematic and structured manner. Mind maps or outlines can be effective tools to help groups organize their ideas well and organize them into a coherent narrative. (Fakhriyah et al., 2022). With this summary, the group will more easily understand the structure of the narrative they want to write and prevent confusion when writing.

6. Narrative writing

Students write narratives according to the focus and summary that have been made before. During writing, students can help each other and provide feedback to their group members. This is an important stage in the process of learning to write narratives. Students can write their narratives individually or collaboratively by assisting one

another in developing their ideas (Arifin et al., 2023). During this process, teachers can provide feedback and guidance to assist students in developing their narrative writing skills.

7. Revision and editing

After completing writing, students do revision and editing together in groups. During this stage, students can provide feedback and suggestions for narrative improvement. In addition, during the revision and editing stages, students can check the suitability of the focus of the narrative with the summary that was made before. Students can also pay attention to narrative structure and coherence, as well as make improvements to grammar and spelling. This process aims to improve the quality of narratives and increase students' understanding of good and correct narrative writing techniques.

8. Presentation

Each group presented their narrative to the whole class. In presentations, students can provide explanations about the narrative focus, characters, and themes in their narrative. After the presentation, students and teachers can provide feedback and evaluate the narratives that have been made. This can help students to refine and enhance their narrative writing skills in the future. In addition, students can also learn from other groups' narratives and get inspiration to write better narratives in the future.

3.2. Obstacles in Applying the CIRC Method in Narrative Writing Learning

1. Limited time

The CIRC method requires more time to carry out each step, especially during the reading and discussion stages. This hampers the learning process, especially because the time available is limited.

It is true that the CIRC method requires quite a long time to carry out each stage, especially during the reading and discussion stages. However, this method is designed to facilitate deeper and more effective understanding and learning. Therefore, even though it requires more time, this method can help students develop their understanding and skills better.

In implementing the CIRC method, teachers need to take into account the time available and decide whether this method is suitable for a particular topic or learning objective. In addition, the teacher can also modify and adapt this method to suit the needs and situation of the class.

2. Limited ability of students

There are students who still have difficulties in reading, writing, or communicating well. This slows down the learning process and hinders group productivity.

3. Lack of student participation

There are students who are not active in groups or do not participate in discussions. This greatly reduces the effectiveness of the CIRC method in improving students' writing and collaboration skills. Indeed, students who are not active in groups or do not participate in discussions can reduce the effectiveness of the CIRC method. To overcome this, the teacher can do several things, such as giving each group member a special role, giving challenges or challenging questions to provoke student participation, or providing regular feedback to motivate students who are less active. In addition, teachers can also provide assistance or special assistance to students who have difficulty reading, writing or communicating.

4. Failure to achieve learning objectives

Although the CIRC method is well implemented, the learning objectives are not fully achieved. This can be caused by the teacher's ignorance of students' abilities or the lack of appropriate material development. This can happen to any learning method, including the CIRC method. Therefore, it is important for teachers to understand students' abilities and develop materials according to students' skill levels and needs. In addition, continuous evaluation must be carried out to ensure that learning objectives are achieved effectively.

5. Lack of support from parents

There is one parent who does not support learning with the CIRC method because of their lack of understanding or experience in this method. That way, of course, it affects the student's motivation and reduces his participation in learning. This is possible because parents play an important role in supporting their children's learning at home. If parents do not understand or do not support the learning methods used in school, this can affect students' motivation and participation in the learning. Therefore, it is important for teachers to communicate with parents regularly and provide information about the learning methods used and why they were chosen to help improve students' skills and understanding.

3.3. Solutions Offered to Overcome Obstacles

1. Optimizing learning time

The teacher plans lessons carefully and chooses the right material for the CIRC method. This is thought to help minimize the time required for each step in this method.

Planning lessons carefully is very important to maximize the effectiveness of the CIRC method. The teacher

must choose the right material that is relevant to the learning objectives, so that students can understand and apply the material well. In planning lessons, teachers also need to take into account the time available and organize learning activities effectively so that each step in the CIRC method can be carried out properly within the allotted time.

2. Provide additional support

Teachers provide additional support such as tutoring or tutoring for students in need. This helps students who have difficulty reading, writing or communicating.

3. Increase student participation

Teachers provide motivation and appreciation to students who are active in groups and discussions. This increases student participation and the effectiveness of the CIRC method. Motivating and rewarding students who are active in groups and discussions is one way to increase their participation and the effectiveness of the CIRC method. This can be done by giving praise, gifts, or recognition for their contribution to the group. In this way, students feel valued and motivated to continue to actively participate in learning.

4. Develop clear learning objectives

The teacher sets clear and specific learning objectives and communicates these to students. This helps ensure that the learning objectives are well achieved. Teachers who develop clear and specific learning objectives will make it easier for students to understand what they have to learn and achieve after learning is carried out with the CIRC method. Clear learning goals also help teachers evaluate student progress and provide better feedback. Therefore, it is important for teachers to develop specific learning objectives and convey them clearly to students before starting learning.

5. Involve parents in learning

The teacher held a meeting with parents to explain about the CIRC method and its benefits for student learning. This of course can increase parental support and student motivation in learning. Involving parents in the learning process and providing them with an understanding of the learning methods used in class can help increase their support and increase student motivation. It can also help reduce parents' distrust or worry about learning methods that may be new to them.

3. Conclusion

We can conclude that in using the CIRC method in writing narratives, there are several important steps that must be taken, such as reading, discussing, determining focus, making summaries, writing narratives, revising and editing, and presenting. However, there are several obstacles that may be encountered, such as students' difficulties in reading, writing, and communicating, lack of student participation which can slow down the learning process, and the lack of teacher experience in using this method. Therefore, several solutions are needed to overcome these obstacles, such as planning lessons carefully and choosing the right material, providing additional support to students who need it, providing motivation and rewards to active students, as well as holding meetings with parents to explain the benefits of the CIRC method for student learning. By taking these steps, it is hoped that the CIRC method can be effective in improving students' writing skills and collaboration in learning.

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