

ABSTRAK

PENGARUH MODEL PEMBELAJARAN *COOPERATIVE INTEGRATED READING AND COMPOSITION* (CIRC) TERHADAP KEMAMPUAN MENULIS TEKS NARASI PESERTA DIDIK KELAS IV SEKOLAH DASAR

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Masalah dalam penelitian ini adalah rendahnya kemampuan menulis teks narasi peserta didik kelas IV Sekolah Dasar karena peserta didik kurang aktif dalam pembelajaran dan masih mengalami kesulitan dalam menyusun cerita secara runtut. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Cooperative Integrated Reading and Composition* (CIRC) terhadap kemampuan menulis teks narasi peserta didik kelas IV Sekolah Dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi experiment* dan desain *non-equivalent control group design*. Teknik pengumpulan data dilakukan melalui tes dan non-tes, sedangkan analisis data menggunakan uji N-Gain dan uji regresi linier. Hasil penelitian menunjukkan bahwa terdapat pengaruh model pembelajaran *Cooperative Integrated Reading and Composition* (CIRC) terhadap kemampuan menulis teks narasi peserta didik kelas IV Sekolah Dasar. Model CIRC membantu peserta didik lebih aktif dalam pembelajaran, bekerja sama dalam kelompok, serta mampu mengembangkan ide dan menyusun teks narasi dengan lebih baik.

Kata kunci: *Cooperative Integrated Reading and Composition* (CIRC), Kemampuan Menulis, Teks Narasi

ABSTRACT

THE INFLUENCE OF THE COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) LEARNING MODEL ON THE NARRATIVE TEXT WRITING SKILLS OF FOURTH-GRADE ELEMENTARY SCHOOL STUDENTS

By

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The problem in this study was the low narrative text writing skills of fourth-grade elementary school students because the students were less active in the learning process and still experienced difficulties in organizing stories coherently. This study aimed to determine the effect of the Cooperative Integrated Reading and Composition (CIRC) learning model on the narrative text writing skills of fourth-grade elementary school students. This study employed a quantitative approach with a quasi-experimental method and a non-equivalent control group design. The data were collected through tests and non-test instruments, while the data analysis used the N-Gain test and linear regression analysis. The results showed that the Cooperative Integrated Reading and Composition (CIRC) learning model had an effect on the narrative text writing skills of fourth-grade elementary school students. The CIRC model helped students become more active in the learning process, collaborate effectively in groups, and develop ideas and organize narrative texts more effectively.

Keywords: Cooperative Integrated Reading and Composition (CIRC), narrative text, writing skills