ABSTRAK

PENGARUH PENGGUNAAN MODEL PEMBELAJARAN *COOPERATIVE INTEGRATED READING AND COMPOSITION* TERHADAP AKTIVITAS DAN HASIL BELAJAR TEMA 7 SUBTEMA 1 PESERTA DIDIK KELAS IV

Oleh

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Masalah penelitian ini adalah peserta didik kesulitan memahami bacaan dan kurang berperan aktif dalam proses pembelajaran. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan model pembelajaran *Cooperative Integrated Reading And Composition* terhadap aktivitas dan hasil belajar peserta didik kelas IV. Jenis penelitian adalah *quasi eksperimen* dengan desain penelitian *nonequivalen control group design.* Instrumen yang digunakan adalah tes dan non tes. Hasil analisis menggunakan uji z_{hitung}, terdapat pengaruh penggunaan model *Cooperative Integrated Reading And Composition* terhadap aktivitas belajar peserta didik dengan z_{hitung} 2,3578 > z_{tabel} 0,1950 dengan peningkatan nilai rata-rata aktivitas belajar kelas eksperimen sebesar 45,9. Hasil penelitian menunjukkan peningkatan nilai *N-Gain* kelas eksperimen sebesar 0,52 dan kelas kontrol sebesar 0,39 dengan perbandingan sebesar 0,13. Perhitungan uji hipotesis menggunakan uji t-test terdapat pengaruh penggunaan model *Cooperative Integrated Reading And Composition* terhadap hasil belajar peserta didik dengan t_{hitung} 2,85 > t_{tabel} 2,00 (dengan α = 0,05).

Kata kunci: aktivitas, *cooperative integrated reading and composition*, hasil belajar.

ABSTRACT

**THE EFFECT OF USING COOPERATIVE INTEGRATED
READING AND COMPOSITION LEARNING MODELS
ON ACTIVITIES AND RESULTS OF LEARNING
THEMES 7 SUB-THEME 1 PARTICIPANTS
IN CLASS IV**

By

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The problem of this study is that students have difficulty understanding reading and less actively participate in the learning process. This study aims to determine the effect of using the Cooperative Integrated Reading and composition learning model on activities and learning outcomes of fourth grade students.. This type of research is a quasi-experimental research design with nonequivalent control group design. The instruments used are tests and non-tests. The analysis technique the effect of the Cooperative Integrated Reading And Composition model on the learning activities of students using the z_{count} test shows that z_{count} $2.3578 > z_{table}$ 0.1950 with an increase in the average value of experimental class learning activities of 41.9. The results showed an increase in the N-Gain value of the experimental class by 0.52 and the control class by 0.39 with a ratio of 0.13. Hypothesis testing the effect of the Cooperative Integrated Reading And Composition model on student learning outcomes using t-test shows that t_{count} $2.85 > t_{table}$ 2.00 (with $\alpha = 0.05$).

Keywords: activity, cooperative integrated reading and composition, results learn.