

ABSTRAK

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

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Masalah pada penelitian ini adalah masih rendahnya kemampuan menulis teks deskripsi peserta didik kelas V SD Negeri 6 Metro Timur. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Cooperative Integrated Reading and Composition* (CIRC) terhadap kemampuan menulis teks deskripsi peserta didik kelas V sekolah dasar. Jenis penelitian ini adalah penelitian kuantitatif. Metode penelitian yang digunakan adalah *quasi experiment* dengan desain penelitian *nonequivalent control group design*. Sampel penelitian terdiri dari seluruh populasi sebanyak 40 peserta didik yang ditentukan dengan teknik sampel jenuh. Pengumpulan data pada penelitian ini dengan tes menulis teks deskripsi, observasi, dan dokumentasi. Uji prasyarat analisis data menggunakan uji normalitas dan homogenitas. Uji hipotesis menggunakan uji regresi linier sederhana. Hasil penelitian menunjukkan bahwa terdapat pengaruh penggunaan model pembelajaran *Cooperative Integrated Reading and Composition* (CIRC) terhadap kemampuan menulis teks deskripsi peserta didik kelas V Sekolah Dasar.

Kata Kunci: *Cooperative Integrated Reading and Composition*, kemampuan menulis, teks deskripsi.

ABSTRACT

THE EFFECT OF THE COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) LEARNING MODEL ON THE DESCRIPTIVE TEXT WRITING ABILITY OF GRADE STUDENTS IN ELEMENTARY SCHOOL

By

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The problem in this study was that the descriptive text writing ability of fifth-grade students at SD Negeri 6 Metro Timur was still low. This study aimed to determine the effect of the Cooperative Integrated Reading and Composition (CIRC) learning model on the descriptive text writing ability of fifth-grade elementary school students. This research used a quantitative approach. The research method was a quasi-experimental design with a non-equivalent control group design. The research sample consisted of the entire population of 40 students, determined using a saturated sampling technique. Data collection in this study was conducted through descriptive text writing tests, observation, and documentation. The data analysis prerequisite tests included normality and homogeneity tests. The hypothesis test used simple linear regression analysis. The research results indicated that there was an influence of the Cooperative Integrated Reading and Composition (CIRC) learning model on the descriptive text writing ability of fifth-grade elementary school students.

Keywords: Cooperative Integrated Reading and Composition, writing skills, descriptive text.