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The Effect of Cooperative Learning Models and Learning Motivation towards the Skills of Reading Students in Public Elementary School 101883 Tanjung Morawa Sub-district

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Abstract

This study aims to: (1) Know the differences in reading skills of students taught with Cooperative Integrated Reading and Composition learning models compared to students taught with conventional learning models; (2) Knowing the difference in reading skills of students who have high learning motivation compared to students who have low learning motivation; (3) Knowing the interaction between learning models and learning motivation in influencing students' reading skills. The population in this study was the fifth grade students of Public Elementary School 101883 Tanjung Morawa Subdistrict, Deliserdang Regency, amounting to 54 people. The data collection in this study was through a questionnaire and a test of students' reading skills. Hypothesis testing is done by the Two Way Anova test. The results showed that: (1) The reading skills of students taught with Cooperative Integrated Reading and Composition learning models were higher than those of students who were taught with conventional learning models (F_{count} = 21,164 and sig. 0,000> 0.05); (2) The reading skills of students who have high learning motivation are higher than the reading skills of students who have low learning motivation (F_{count} = 6.756 and sig. 0.012> 0.05); (3) There is an interaction between learning models and learning motivation in influencing students' reading skills (F_{count} = 7.054 and sig. 0.011> 0.05).

Keywords
learning model; cooperative integrated reading and composition; motivation to learn; reading skills

I. Introduction

Reading in elementary school is the foundation of a higher level of education. As a basic ability that underlies the next level of education. So reading requires the attention of the teacher. So that students do not experience difficulties in gaining and possessing knowledge. Demands for learning changes that must be done by teachers have not been realized properly. Because in some schools learning innovation and meaningful quality improvement have not yet been seen. As for several problems in learning that affect reading skills in learning Indonesian, namely: (1) lack of student motivation in reading, (2) lack of student understanding of the content of reading, (3) difficulty in making writing that takes a long time and is boring and (4) lack of student attention to spelling / punctuation in writing. So that students' reading skills in Indonesian are also unsatisfactory, some students always get low marks when reading lessons.

Reading is about understanding written text. Reading is also the window of knowledge. By reading, people may get much information by understanding the content of the text and may know everything in the world. Vassiliou in Sipayung (2018), the written

word is present everywhere and therefore reading is a fundamental skill which is increasingly needed in almost every sphere of life. A wide range of reading skills including digital reading are essential for an individual's personal and social fulfillment for taking an informed and active part in society and exercising full rights of citizenship

This can be seen from the results of Daily Repetition. The average value of Indonesian language learning outcomes from 2019 is still below the KKM value. Data on average daily test scores that researchers took in 2019. The following data are presented daily test scores of 4 aspects of language skills carried out in 5th grade student Public Elementary School 101883 Tanjung Morawa Subdistrict in the academic year 2018/2019.

Table 1. Average Daily Test Score Reading comprehension skills in Indonesian Language Learning

No	Aspect	KKM	Average Score	Percentage of completeness
1	Reading	65	6,00	63%
2	Listening	70	6,00	70%
3	Writing	65	6,80	62%
4	Speaking	70	73,55	78%

Source: List of grades for grade V students of Public Elementary School 101883, Deliserdang Regency, semester 1

The following is a list of average scores of daily tests that have 4 aspects of Indonesian language skills, namely:

Table 2. Average Score of Daily Repetition of Reading Comprehension Skills in Indonesian Language Learning

No	Aspect	KKM	Average Score	Percentage of completeness
1	Reading	70	65,25	67%
2	Listening	70	68,45	73%
3	Writing	70	67,25	63%
4	Speaking	70	73,25	75%

Source: List of grades for fifth grade students of Public Elementary School 101883 Deliserdang Regency, second semester

Indonesian students' reading skills are also unsatisfactory in the second semester. This can be seen in tables I and II which are the comparative values of the average daily test scores in language skills in public elementary schools 101883 in 5th grade student. Therefore it can be concluded that the ability of students in reading comprehension is still relatively low.

Judging from the field conditions, the students' low reading skills are due to the difficulty of students learning Indonesian. This is supported based on the results of preliminary observations of Indonesian learning activities in providing understanding, so that students are less eager to follow Indonesian Language learning and are not enthusiastic when the learning process takes place. So that the process of reading skills is not achieved properly.

Based on the observations of researchers, researchers offer one alternative research that needs to be applied in learning to read comprehension and writing in the fifth grade elementary school with Cooperative Integrated Reading and Composition-CIRC (Cooperative Integrated Reading and Writing) Model Based on John Dewey's view, which is one of the characters constructivism flow. This learning model is offered as a solution because this model provides opportunities for students to develop student reading skills and provides mutual assistance in working together to help group members who are still having difficulty

learning or understanding teaching material so as to develop student learning motivation that has an effect on success students in reading skills.

II. Review of Literatures

2.1 The Nature of Reading Skills

Reading is a very important skill to be mastered by every individual. Tarigan (2008: 7) says reading is a process that is carried out and is used by readers to obtain messages conveyed by the writer through written media. Rahim (2012: 11) states that the kinds of reading objectives are: (1) Fun; (2) perfects loud reading; (3) using certain strategies; (4) updating his knowledge of a topic; (5) linking new information with information that it already knows; (6) obtaining information for oral or written reports; (7) inform or reject predictions; (8) presenting an experiment or applying information obtained from a text in another way and learning about the structure of the text; (9) answering specific questions.

Types of reading in primary school are classified into beginning reading and advanced reading. Beginning reading is given to students from grade 1 to grade 2, while the high class is grade 3 to grade 6. The purpose of reading in the high class is a continuation of reading in the low class which is usually called Advanced Reading which emphasizes understanding. Reading lessons are more emphasized in the activity of further reading starting from (1) critical reading aims to find facts in the reading. (2) speed reading to find the main idea. (3) read the study to examine the language. (4) free reading to fill leisure time (Sukirno, 2009: 6).

2.2 Cooperative Integrated Reading and Composition (CIRC) Learning Model

(Chaer, 2010) expressed his opinion related to the use of good language. According to him, a good language user is that people can communicate well and ethically without being separated from good and correct language acquisition. The big question is whether language speakers have mastered the Indonesian language in a way that is used properly and correctly or not. The answer may have been mastered and perhaps not yet mastered. Given that Indonesian is not the mother tongue for most ethnic groups in Indonesia. The use of good or polite language is not only used by one party. This issue was also stated by (Wijana, 2009) the principle of politeness involving two parties, namely self (self) and others (other). In line with the above opinion, (Watts, 2003) states that the use of polite language between the first speaker and the interlocutor may be able to avoid friction in interpersonal communication. Furthermore, stated by (Utami, 2017), according to him, a good speech needs to apply pragmatic principles properly which refers to the principle of politeness.

(Ellen, 2001) politeness is the most important principle in communication. This is done to maintain the feelings of the interlocutor so that good communication is always going on. Then (Markhamah & Sabardila, 2009) also expressed the opinion of politeness according to them that politeness is merely done so that the speech partner does not feel pressured. This view is in line with opinions (Zamzani, Tadkiroatun Musfiroh, Siti Maslakhah, Ari Listyorini, 2011) politeness in language should be done well and uphold ethics in language. More or less the same opinion about politeness of language comes from (Slamet, 2013) according to him politeness of language is only done to avoid conflict. Furthermore according to (Leech, 1993) according to him politeness language does not only occur in a conversation, more than that how to convey, body gestures, and emotional control also need to be considered in order to avoid failure in communication.

2.3 Learning Motivation

Learning motivation is very important in improving learning. Motivation comes from the word "motive" which is interpreted as "the driving force that has become active. Motivation is the driving force / impetus to do something work, which can come from within and also from outside "(Dalyono, 2005: 55). According to Sardiman (2011: 10) learning motivation is intended as the overall driving force within students that connects learning activities that will ensure the continuity of learning activities that provide direction to learning activities so that the desired goals of students in learning will be achieved. Yusrizal, I Hajar, and S Tanjung (2019) said learning is a change in students in the form, knowledge, skills and behavior as a result of interactions with their environment.

Based on the opinion above, it can be concluded that learning motivation can describe the processes that can bring up and encourage behavior, provide direction and purpose of behavior and can determine whether or not good in achieving goals so that the greater the motivation will be greater learning success.

III. Research Methods

This research is a quasy experimental study with a 2x2 factorial design. This research was conducted in 5 grade student Public Elementary School 101883 Tanjung Morawa Subdistrict, Deliserdang Regency. The population in this study were all fifth grade students totaling 54 students and spread in 2 classes namely V / A and V / B classes. Class V / A as many as 27 students and V / B as many as 27 students. Data collection techniques in this study used a motivation questionnaire and a reading skills test. Data analysis techniques in this study used inferential statistical techniques. Hypothesis testing is done by the Two Way Anova test with a significant level of 0.05. Before the Two Way Anova test is performed, first the analysis requirements test is performed, namely the normality test and the data homogeneity test. The normality test was carried out by the Kolmogorov-Smirnov test while the homogeneity test of the data was carried out by the Levene test with a significance level of 0.05

IV. Discussion

4.1 Data Description

a. Student Reading Skills Taught by the Cooperative Integrated Reading and Composition Learning Model

From the results of statistical calculations it is known that the reading skills of students taught with the Cooperative Integrated Reading and Composition learning model get the lowest score of 75, and the highest score of 95, with an average of 86.85; variance of 40.67 and standard deviation of 6.38. Furthermore, based on the results of statistical calculations it is known that there are 55% of students 'reading skills above average and 45% of students' reading skills below average. The frequency distribution of students' reading skills scores taught by the Cooperative Integrated Reading and Composition learning model is shown in the following figure:

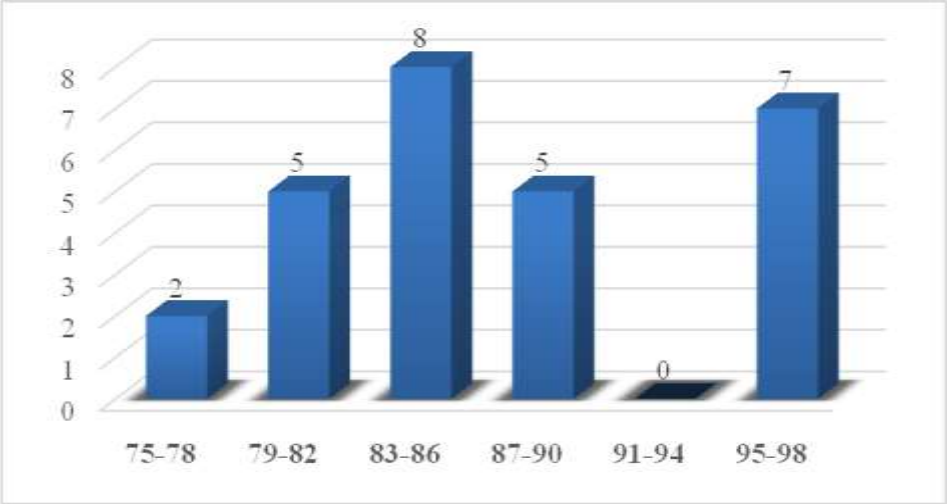

Figure 1. *Histogram of Students' Reading Skills Taught by the Cooperative Integrated Reading and Composition Learning Model*

b. Student Reading Skills Taught by Conventional Learning Models

From the results of statistical calculations it is known that the reading skills of students taught with conventional learning models get the lowest score of 55, and the highest score of 95, with an average of 78.52; variance of 82.34 and standard deviation of 9.07. Furthermore, based on the results of statistical calculations it is known that 37% of students have reading skills above the average and 63% of students have reading skills below the average. The frequency distribution of students' reading skills scores taught by conventional learning models is shown in the following figure:

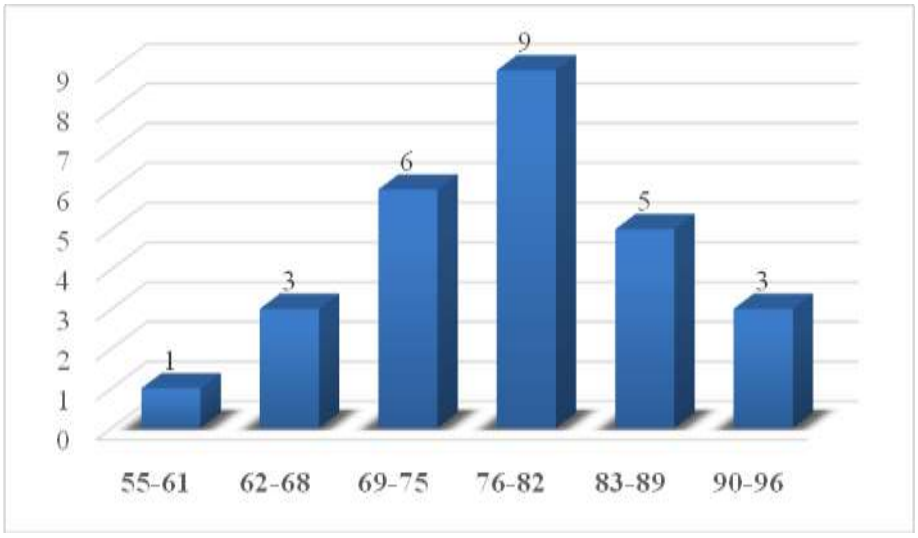

Figure 2. *Histogram Reading Skills of Students Taught by Conventional Learning Models*

4.2 Test Prerequisites

a. Normality test

Table 1. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual for Reading Skills	,113	54	,085	,968	54	,155

a. Lilliefors Significance Correction

Based on the table above shows that the results of normality testing of research data obtained sig. of 0.085> 0.05, thus it can be concluded that the research data is normally distributed

b. Homogeneity Test

Table 2. Levene's Test of Equality of Error Variances

Dependent Variable: Reading skills

F	df1	df2	Sig.
2,663	1	52	,109

Based on the table above shows that the homogeneity of research data obtained sig. of 0.109> 0.05, thus it can be concluded that the research data groups are relatively the same or homogeneous.

c. Hypothesis Test

Testing the hypothesis of this study using two-way ANAVA with 2x2 factorial. Hypothesis testing data can be seen in the following table:

Table 3. SPSS Two Way Anova Calculation Results

Tests of Between-Subjects Effects

Dependent Variable: Reading skills

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1626,655[a]	3	542,218	10,806	,000
Intercept	369145,744	1	369145,744	7356,453	,000
Learning model	1062,012	1	1062,012	21,164	,000
Learning Motivation	338,992	1	338,992	6,756	,012
Learning model * Learning Motivation	353,970	1	353,970	7,054	,011
Error	2508,993	50	50,180		
Total	373325,000	54			
Corrected Total	4135,648	53			

a. R Squared = ,393 (Adjusted R Squared = ,357)

Table 4. Comparison of Reading Skills Based on Learning Models

Dependent Variable: Reading skills

Learning approaches	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Model CIRC	87,417	1,372	84,661	90,172
Konvensional	78,516	1,364	75,776	81,257

Table 5. Comparison of Reading Skills Based on Learning Motivation

Dependent Variable: Reading skills

Learning Motivation	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
High	85,481	1,418	82,633	88,329
Low	80,452	1,316	77,809	83,096

First Hypothesis:

Ho : $\mu A_1 \leq \mu A_2$

Ha : $\mu A_1 > \mu A_2$

Based on the SPSS output ANAVA calculation results in Table 4 shows that the value of F_{count} = 21.164 and the significant value of the learning model is 0.000 <0.05. Thus it can be said that there is a difference between the average reading skills of students taught with Cooperative Integrated Reading and Composition learning models compared to Conventional learning models. Furthermore, based on the SPSS output on the comparison of students' reading skills based on the learning model of learning in Table 5 it is found that the average reading skills of students taught with the Cooperative Integrated Reading and Composition learning model is 87,417. While the reading skills of students taught with conventional learning models amounted to 78,516. This shows that the average reading skills of students taught with Cooperative Integrated Reading and Composition learning models are higher than the average reading skills of students taught with conventional learning models. So the hypothesis testing rejects Ho and accepts Ha. Thus it can be concluded that the reading skills of students who are taught with Cooperative Integrated Reading and Composition learning models are higher than students who are taught with conventional learning models.

Second Hypothesis

Ho: $\mu B1 \leq \mu B2$

Ha: $\mu B1 > \mu B2$

Based on the SPSS output ANAVA calculation results in Table 4, it was found that the value of F_{count} = 6.756 and the value of the probability or sig value. of 0.012 <0.05. Thus it can be said that there is a significant difference between the average reading skills of students who have high motivation compared to reading skills of students who have low motivation. Furthermore, based on the SPSS output on the comparison of reading skills based on the level of student motivation in Table 4.19 it is found that the average reading skills of students who have high motivation is 85.481. While the reading skills of students who have low motivation amounted to 80,452. This shows that the average reading skills of students who have high motivation are higher than the average reading skills of students who have low motivation.

So the hypothesis testing rejects Ho and accepts Ha. Thus it can be concluded that the reading skills of students who have high motivation are higher than students who have low motivation.

Third Hypothesis

Ho: A x B = 0

Ha: A x B ≠ 0

Based on the SPSS output the ANAVA calculation results in Table 4 show that F_{count} = 7.054 and sig. of 0.011 with α = 0.05. Then it can be seen that the value of sig. 0.011 <0.05 so the hypothesis testing rejects Ho and accepts Ha. Thus it can be concluded that there is an interaction between learning models and learning motivation in influencing students' reading skills. The interaction of learning models and learning motivation in influencing students' reading skills can be seen in the following figure.

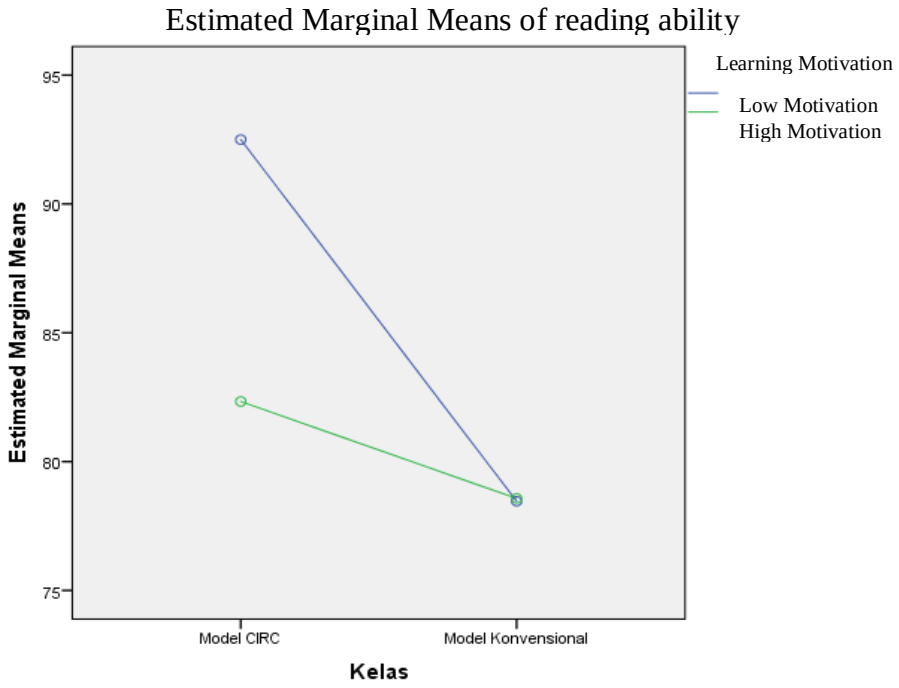

Figure 3. *Interaction of Learning Models and Learning Motivation in Influencing Student Reading Skills*

d. Tukey Test

After the hypothesis test has been carried out, further tests need to be carried out using the Post Hoc with the Tukey test whose results are presented in the following table.

Table 6. SPSS Output Tukey Test Results Multiple Comparisons

Dependent Variable: Reading Skills

Tukey HSD

(I) Learning Motivation	(J) Learning Motivation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound

Model CIRC-High Motivation	Model CIRC- Low Motivation	10,17*	2,744	,003	2,88	17,46
	Conventional-Height	14,04*	2,836	,000	6,50	21,57
	Conventional-Low	13,93*	2,787	,000	6,52	21,33
Model CIRC-Low-Motivation	Model CIRC- High Motivation	-10,17*	2,744	,003	-17,46	-2,88
	Conventional-Height	3,87	2,684	,480	-3,26	11,01
	Conventional-Low	3,76	2,632	,488	-3,23	10,76
Konvensional-Tinggi	Model CIRC- High Motivation	-14,04*	2,836	,000	-21,57	-6,50
	Model CIRC-Low-Motivation	-3,87	2,684	,480	-11,01	3,26
	Conventional-Low	-,11	2,728	1,000	-7,36	7,14
Conventional-Low	Model CIRC- High Motivation	-13,93*	2,787	,000	-21,33	-6,52
	Model CIRC- Low-Motivation	-3,76	2,632	,488	-10,76	3,23
	Conventional-Height	,11	2,728	1,000	-7,14	7,36

Based on observed means.
The error term is Mean Square(Error) = 50,180.
*. The mean difference is significant at the 0.05 level.

Based on Table 7, an explanation about the Tukey test can be given. The explanation is as follows:

1. Based on the results of the Tukey test it can be concluded that there is a significant difference between the reading skills of students being taught with Cooperative Integrated Reading and Composition learning models and having high learning motivation compared to reading skills of students taught with Cooperative Integrated Reading and Composition Learning Models and having motivation low learning (Mean Diff = 10.12; significant = 0.003).
2. Based on the results of the Tukey test it can be concluded that there is a significant difference between the reading skills of students being taught with Cooperative Integrated Reading and Composition learning models and having high learning motivation compared to reading skills of students who are taught with conventional learning models and have high learning motivation (Mean Diff = 14.04; significant = 0.000).
3. Based on the results of the Tukey test it can be concluded that there is a significant difference between the reading skills of students taught with Cooperative Integrated Reading and Composition Learning Models and has high motivation to learn compared to reading skills of students taught with conventional learning models and has low learning motivation Mean Diff = 13.93; significant = 0,000).

CIRC type of cooperative learning in terms of language can be interpreted as a cooperative learning model that integrates a reading as a whole and then composes it into important parts. So it can be concluded that CIRC is a comprehensive program to teach learning to read, write, and language arts in high grades in elementary school. In CIRC learning or integrated learning each student is responsible for group assignments. Each group member issues ideas to understand a concept and complete a task (task), so that formed understanding and a long learning experience. This learning model continues to experience

growth from the elementary school level to elementary school. This learning process educates students in learning motivation with schools and the environment (Suyanto, 2013). Based on the description in the results of the study, it was concluded that the CIRC learning model on reading comprehension skills between students who were taught with conventional CIRC learning models showed significant changes.

The success or failure of student learning depends very much on whether or not the teaching model used by the teacher. Teachers should be able to bring an educational atmosphere of learning, can put students in order to be actively involved in activating the ongoing learning process. CIRC is effective learning that can be applied to students because it can improve student achievement. This is proven by the significant difference between the control class and the experimental class. The internal structure of CIRC learning is to train students to be able to communicate with their groups and express individual ideas.

During this time, the classroom is conditioned as a less pleasant place in which there are directives that require students to sit listening to the material presented by the teacher with conventional models. Whereas students' reading skills can be seen by using existing models, the use of the CIRC model in the teaching and learning process, will have a positive impact on students because students are able to work cooperatively and responsibly in their groups to solve problems and can develop skills to become students who learn independently. Student independence depends on how much motivation is given.

Teaching in a school environment depends on how the process is taught by the teacher to students. The use of appropriate models will be able to provide improvements in learning. In learning reading skills are not only based on learning models, because children's reading depends on how the teacher provides good motivational stimulation to students. Students who have high motivation when taught with a learning model will provide an increase in reading ability. While children who have low motivation if using a learning model will not provide an increase in reading ability. Because reading is what is intended from the heart that is born of high motivation.

V. Conclusion

Based on the results of research and discussion, several conclusions can be drawn including the following:

1. Students' reading skills taught with cooperative learning models integrated reading and composition are higher than conventional learning models (F_{count} = 21.164 and sig. 0.000> 0.05).
2. Reading skills of students who have high motivation are higher than those who have low motivation (F_{count} = 6.756 and sig. 0.012> 0.05).
3. Interaction between learning models and learning motivation in influencing students' reading skills (F_{count} = 7.054 and sig. 0.011> 0.05)

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