BirLE-Journal
Budapest International Research and Critics in Linguistics and Education
p.ISSN: 2655-2647
e.ISSN: 2655-1470
Budapest Institute

The Influence of Cooperative Learning Models and Learning Motivation on the Skills of Reading Students in 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 the Cooperative Integrated Reading and Composition learning model 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 were the fifth grade students of Elementary school 101883, Tanjungmorawa District, Deliserdang Regency, amounting to 54 people. Data collection in this study was through questionnaires and students' reading skills tests. Hypothesis testing is done by using the Two Way Anova test. The results showed that: (1) The reading skills of students taught with the Cooperative Integrated Reading and Composition learning model were higher than those taught by conventional learning models (F_{count} = 21.164 and sig. 0.000> 0.05); (2) Reading skills of students who have high learning motivation are higher than 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; learning motivation; reading skills.

I. Introduction

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 (2011:7), 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. (Sipayung, 2018)

Reading in primary school is a cornerstone of higher levels of education. As a basis of ability that underlies the next level of education. So reading needs the attention of the teacher. So that students do not experience difficulties in obtaining and having 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. There are several problems in learning that affect reading skills in Indonesian language learning, namely: (1) students 'lack of motivation in reading, (2) students' lack of

understanding of the reading content, (3) difficulty in making writing that takes a long time and is tedious and (4)) lack of student attention to spelling / punctuation in writing. So that students' reading skills in Indonesian are also not satisfactory, some students always get low scores when reading lessons. This can be seen from the results of the Daily Test. The average score of Indonesian language learning outcomes from 2019 is still below the KKM value. Data on the average value of daily tests that the researchers took in 2019. The following shows the data on the daily test scores of 4 aspects of language skills carried out in 5th grade Elementary School 101883, Tanjungmorawa District, 2018/2019 academic year.

Table 1. Average Value of Daily Test Reading Comprehension Skills in Indonesian Language Lessons

No	Aspect	KKM	Average Score	Completeness Presentation
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 5th grade Elementary School 101883Tanjungmorawa, Deliserdang Regency, Semester 1

The following is a list of the average scores for daily tests, which contain 4 aspects of Indonesian language skills, namely:

Table 2. Average Value of Daily Test of Reading Comprehension Skills in Indonesian Language Lessons

No	Aspect	KKM	Average Score	Completeness Presentation
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 5th grade Elementary School 101883 Tanjung Morawa, Deliserdang Regency, Semester 2

The students' reading skills in Indonesian were also not satisfactory in the second semester. This can be seen in tables 1 and 2, which is the comparison value of the average daily test scores in language skills at Elementary School 101883 in class V. Therefore it can be concluded that the students' ability to read comprehension is still low.

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

Based on the researcher's observations, the researcher offers an alternative research that needs to be applied in learning reading comprehension and writing in 5th grade Elementary School with the Cooperative Integrated Reading and Composition-CIRC (Cooperative Integrated Reading and Writing) learning model. flow of constructivism. This learning model

is offered as a solution because this model provides opportunities for students to develop students' reading skills and provides an attitude of mutual assistance in collaboration to help group members who are still having difficulty in the learning process or understanding teaching material so that they can develop student learning motivation that affects success. students in reading skill.

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) states that reading is a process that is carried out and used by readers to obtain messages conveyed by writers through written language media. Rahim (2012: 11) states that the various purposes of reading are: (1) Pleasure; (2) perfects loud reading; (3) using certain strategies; (4) updating his knowledge about a topic; (5) linking the new information to the information it already knows; (6) obtaining information for oral or written reports; (7) inform or reject predictions; (8) performing an experiment or applying information obtained from a text in other ways and studying the structure of the text; (9) answering specific questions.

The types of reading in primary schools are classified into preamble and advanced reading. Preliminary 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 high class is a continuation of reading in low classes which is usually called Advanced Reading which emphasizes understanding. Reading lessons are more emphasized on further reading activities starting from (1) critical reading aimed at finding facts in reading. (2) speed reading to find the main idea. (3) read the tela'ah to study the language. (4) Free reading to fill leisure time (Sukirno, 2009: 6).

2.2 Learning Model Cooperative Integrated Reading and Composition (CIRC)

The learning method Cooperative Integrated Reading and Composition-CIRC (Integrated Cooperative Reading and Writing) is a form of learning originating from John Dewey, this learning model is the most complex model. Piaget assumes that knowledge is not static but continuously grows and changes as students face new experiences that force them to build and modify new experiences. 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 CIRC is a comprehensive program to teach reading, writing, and language arts in high-grade classes in elementary schools. To run this CIRC learning model so that it can run well Slavin (2005: 205) mentions that several supporting components are needed. Among the components, namely: 1) Reading group; 2) Team; and 3) Activities related to the story.

Some of the advantages of the integrated learning model or (CIRC) include: 1) Students' learning experiences and activities will always be relevant to the child's level of development; 2) Activities that are selected according to and depart from the interests of students and children's needs; 3) All learning activities are more meaningful for students so that their reading skills will last longer; 4) Integrated learning can develop children's thinking skills; 5) Integrated learning presents activities that are pragmatic (useful) in accordance with the problems that are often encountered in the child's environment; 6) Integrated learning can foster student learning motivation towards learning that is dynamic, optimal and efficient; 7) Fostering children's social interactions such as cooperation, tolerance, communication and respect for other people's ideas; and 8) Generating motivation to learn, broadening the insights and aspirations of teachers in teaching (Saifulloh, 2003). While the shortcomings of

the CIRC learning model include: In this learning model can only be used for subjects using language, so this model cannot be used for subjects such as: mathematics and other subjects that use the principle of counting.

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 a job, 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 which will ensure the continuity of learning activities that provide direction to learning activities so that the goals desired by students in learning will be achieved. Yusrizal, I Hajar, and S Tanjung (2019) said learning is a change in students in the form of knowledge, skills and behavior resulting from interactions with their environment.

Based on the above opinion, it can be concluded that learning motivation can describe a process that can generate and encourage behavior, provide direction and behavioral goals and can determine whether or not it is good to achieve goals so that the greater the motivation the greater the learning success.

III. Research Method

This research is a quasy experimental study with a 2x2 factorial design. This research was conducted in 5^{th} grade Elementary School 101883 Tanjungmorawa District, Deliserdang Regency. The population in this study were all students in class V, amounting to 54 students and spread into 2 classes, namely V / A and class V / B. 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 reading skills tests. Data analysis techniques in this study used inferential statistical techniques. Hypothesis testing is done by using 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 data homogeneity test was carried out by the Levene test with a significant level of 0.05.

IV. Results and Discussion

4.1 Results

a. Data Description

1. Student Reading Skills Taught with 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 the average and 45% of students' reading skills below the average. The frequency distribution of students' reading skills scores being taught using the Cooperative Integrated Reading and Composition learning model is shown in the following figure:

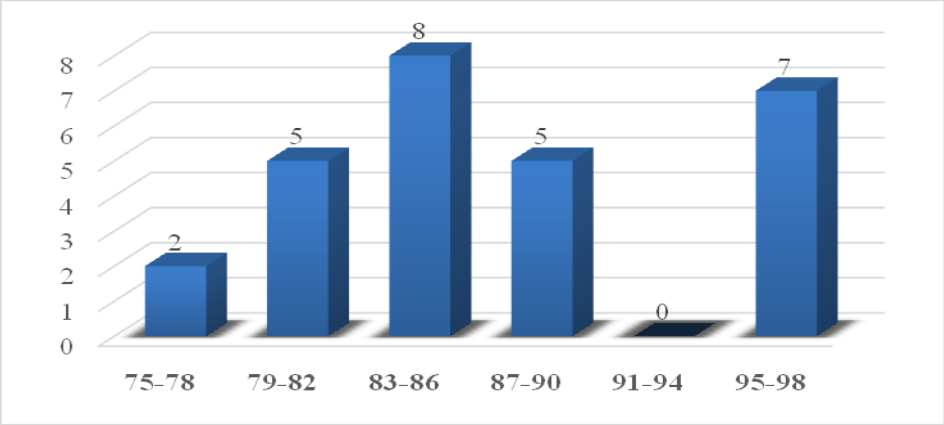

Figure 1. Histogram of Student Reading Skills Taught with the Cooperative Integrated Reading and Composition Learning Model

2. Student Reading Skills Taught Using Conventional Learning Models

From the results of statistical calculations it is known that the reading skills of students who are taught by conventional learning models get the lowest score, namely 55, and the highest score is 95, with an average of 78.52; the variance is 82.34 and the standard deviation is 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 with conventional learning models is shown in the following figure:

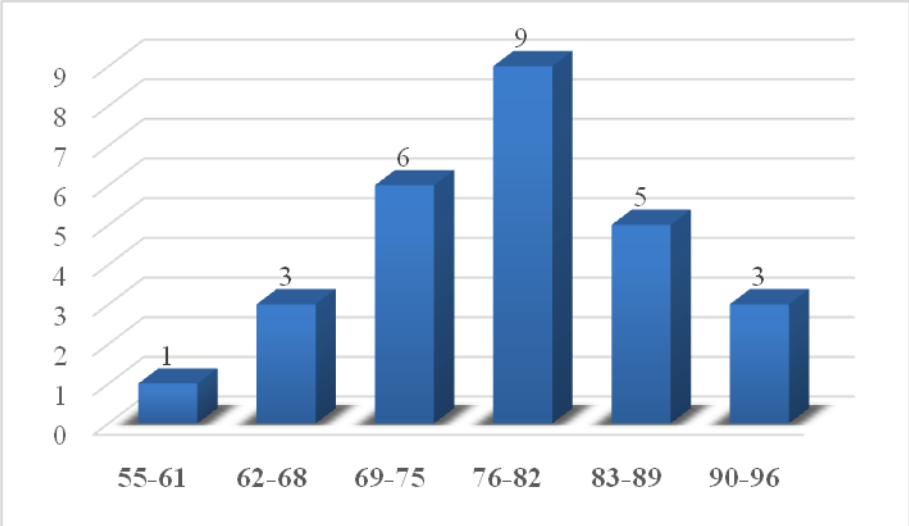

Figure 2. Histograms of Students' Reading Skills Taught by Conventional Learning Models

b. Prerequisite Test

1. Normality Test

Table 3. 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 the normality test of the research data obtained a sig value. amounting to 0.085> 0.05, thus it can be concluded that the research data were normally distributed.

2. Homogeneity Test

Table 4. Levene's Test of Equality of Error Variances[a]

Dependent Variable: Reading_ skills

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

Based on the table above shows that the homogeneity test of the research data obtained the sig value. amounting to 0.109> 0.05, thus it can be concluded that the research data group is relatively the same or is homogeneous

c. Hypothesis Test

This research hypothesis testing using two-way ANOVA with 2x2 factorial. Hypothesis testing data can be seen in the following table:

Table 5. SPSS Output Two Way Anova Calculation

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 6. 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 7. 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, the ANAVA calculation results in Table 3, it is found 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 by the Cooperative Integrated Reading and Composition learning model compared to the conventional learning model. Furthermore, based on the SPSS output regarding the comparison of students' reading skills based on the learning learning model in Table 5, it was found that the average reading skills of students taught by the Cooperative Integrated Reading and Composition learning model were 87.417. While the reading skills of students taught by conventional learning models amounted to 78,516. This shows that the average reading skills of students taught with the Cooperative Integrated Reading and Composition learning model are higher than the average reading skills of students taught with conventional learning models. So that the hypothesis testing rejects Ho and accepts Ha. Thus it can be concluded that the reading skills of students taught with the Cooperative Integrated Reading and Composition learning model are higher than students taught with conventional learning models.

Second Hypothesis

Ho : $\mu B_1 \leq \mu B_2$

Ha : $\mu B_1 > \mu B_2$

Based on the SPSS output, the ANAVA calculation results in Table 4, it is found 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 by the Cooperative Integrated Reading and Composition learning model compared to the conventional learning model. Furthermore, based on the SPSS output regarding the comparison of students' reading skills based on the learning learning model in Table 5, it was found that the average reading skills of students taught by the Cooperative Integrated

Reading and Composition learning model were 87.417. While the reading skills of students taught by conventional learning models amounted to 78,516. This shows that the average reading skills of students taught with the Cooperative Integrated Reading and Composition learning model are higher than the average reading skills of students taught with conventional learning models. So that the hypothesis testing rejects Ho and accepts Ha. Thus it can be concluded that the reading skills of students taught with the Cooperative Integrated Reading and Composition learning model are higher than students taught with conventional learning models.

Third Hypothesis

Ho : A x B = 0

Ha : A x B ≠ 0

Based on the SPSS output, the ANAVA calculation results in Table 5 show that F_{count} = 7.054 and the sig. equal to 0.011 with α = 0.05. Then it can be seen that the sig. 0.011 <0.05 so that 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.

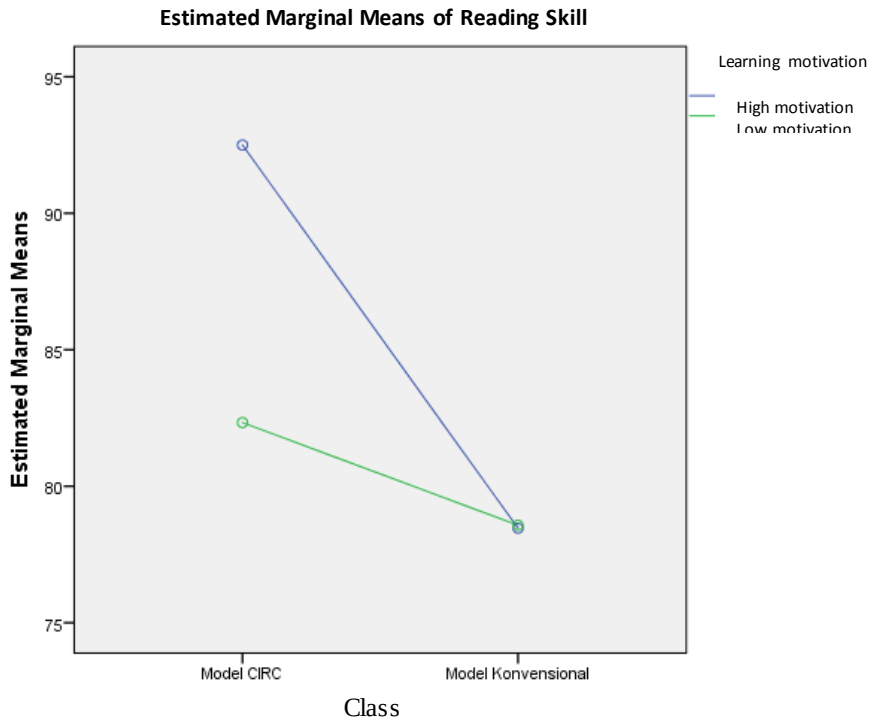

Figure 3. Interaction of Learning Models and Learning Motivation in Affecting Students' Reading Skills

d. Tukey's test

After the hypothesis test is carried out, further testing is necessary, namely by using the Post Hoc with Tukey test, the results of which are presented in the following table.

Table 8. SPSS Output Tukey Test Results

Multiple Comparisons

Dependent Variable: Reading_ skills

Tukey HSD

(I) Learning Motivation	(J) Learning Model	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-High	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-High	3,87	2,684	,480	-3,26	11,01
	Conventional-Low	3,76	2,632	,488	-3,23	10,76
Conventional-High	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-High	,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 8, an explanation of 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 learning is low (Mean Diff = 10.12; significant = 0.003).
2) Based on the results of Tukey's test, it can be concluded that there is a significant difference between the reading skills of students who are taught with the Cooperative Integrated Reading and Composition learning model and have high learning motivation compared to the reading skills of students taught with conventional learning models and have high learning motivation (Mean Diff = 14.04; significant = 0.000).
3) Based on the results of Tukey's test, it can be concluded that there is a significant difference between the reading skills of students who are taught with the Cooperative Integrated Reading and Composition Learning Model and have high learning motivation compared to the reading skills of students who are taught using

conventional learning models and have low learning motivation (Mean Diff = 13.93; significant = 0.000).

4.2 Discussion

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 member of the group issues ideas to understand a concept and complete a task, thus forming a long understanding and learning experience. This learning model continues to experience development starting from the elementary school level (SD) to middle school. This learning process educates students in learning motivation with the school and environment (Suyanto, 2013).

The success or failure of student learning depends to a great extent on whether or not the teaching model used by the teacher. Teachers should be able to bring an educational learning atmosphere, be able to place students so that they can be actively involved in animating the ongoing learning process. CIRC is effective learning that can be applied to students because it can improve student achievement. This is evidenced 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 share individual ideas or ideas.

So far, the classroom has been conditioned as an unpleasant place in which there are directions that require students to sit listening to material presented by the teacher using the conventional model. Even though students' reading ability can be seen by using the 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 groups to solve problems and can develop skills to become learning students independently. The independence of students depends on how much motivation is given.

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

V. Conclusion

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

1. The reading skills of students who are taught with the cooperative integrated reading and composition learning model are higher than the 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. The 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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