

## The Implementation of Cooperative Integrated Reading and Composition (CIRC) Model Through Mind Mapping Method to Improve Students' Participation in Social Studies Teaching

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**Abstract.** Students' learning participation in learning social science. This issue is caused by the lack of students' enthusiasm in reading and writing, in exploring the resources, and in collecting the assignments on time, in group activities, listening to the lectures, and in responding question. Based on the problems, this study attempts to conduct a research on a model and method that can increase the students' learning participation. This study conducted the model of Classroom Action Study by Kemmis and Taggart with three cycles. This study used some steps of research which were namely observation, interview, and documentation for collecting the data. The subjects of this research were the 32 students of VII B SMPN 12 Bandung taken in Social Science class. This study found that CIRC model with mind mapping method shows some improvements in the students learning participation in Social Science teaching activity. The finding shows that the CIRC model with mind mapping method is effective to make the students be more active on studying the Social Science at the class.

**Keywords:** CIRC model, mind mapping method, learning participation, social science learning

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### A. INTRODUCTION

Teaching is reputed as a teacher activity process in order to make the students learn (Komala, 2014:3). In teaching process, the interaction between the teacher and the students or between the students and the learning source is expected to happen. That interaction is prospected to build the knowledge actively, an interactive and inspiring teaching, and to create an in-class learning activity.

The students are the core of the teaching-learning activity process. The teacher conducts the teaching activity that can bring the students to be more active and participative in the learning activity. The teaching process will not be succeed without any students' active involvement bin learning. The students' active participation as the teaching core is genuinely needed to create a conducive class situation. That students'

active participation can be confirmed by their activeness in the teaching process, their completeness in doing their tasks, their full attention and asking question activity in the lecturing, and their confirming for the clarity of the given instructions.

Based on the result of the observation on class VII-B, it is found that the problem in teaching process is the students' low participation. That problem can be validated from some aspects which are namely the lack of: (1) students' enthusiasm in reading the books and note-taking; (2) the students' competence in concluding the lectures or getting the gist of a reading material; (3) the students' punctuality in task submitting; (4) the students' participation in group activities; (5) the students' enthusiasm in the teachers' lecturing; (6) the students' optimization of subject books utilization; and (7) the students' participation in responding the questions.

## B. LITERATURE REVIEW

### 1. Cooperative Model of CIRC Type

Cooperative Integrated Reading and Composition (CIRC) teaching model is one of cooperative teaching types which focuses on reading and writing activity in school. This model markedly train the students to comprehend the text contents and find the important concepts in the reading materials extracted from various sources. Besides, this model train the students to present the result of their reading in group or in front of the class (Kiah, 2018:3; Slavin dalam Purwanti, 2010:22).

#### a. Mind Mapping

Mind Mapping is teaching method which helps the students in giving the conclusion and finding the main idea of a text. Mind Mapping enables the students in fact arranging, organizing, and planning by involving the colors and pictures thus it facilitates the students to select the information. Moreover, Mind Mapping is a teaching method that employs visual and sensory reminders in a relating ideas pattern like a road map (Buzan and Alamsyah in Nissa, 2015: 11-30; Huda in Nurbaiti, 2016:16; Deporster & Hernacki in Tiara, 2016: 13).

The active mind mapping teaching with discussion can be successful because there is a good teamwork in groups or among the other students (Siti, 2015:245). This method has been proven can improve the students' participation and achievements in teaching activity by expressing their opinion through the discussion with their friends and teachers, and able to appreciate their imagination (Prihatiningsih, 2012:56).

#### b. Learning Participation

Learning participation is the students' involvement in teaching process in class not only in physical activities but also in the activities which include their emotional and mental. This involvement can raise their responsibility attitudes since it motivates the individuals or groups to achieve a collective

purpose. Every student has a deliberate hand to express their opinion or reaction in certain group thus the conducive situation in teaching process can be established because the students involve lively there to answer, propose the questions, and solve the problems (Irene, 2011:50-51; Arnstein in Nurasa, 2010:62; Sanjaya, 2006:142).

#### c. Social Studies Teaching

Social Studies is an integrative study concerning human life in multiple space and time dimensions with their entire activities. In other terms, Social Science is the considerable study related to social life with their environment for education purposes and the formation of social subjects (Edy, 2017:3).

A team of IKIP (an institute of teachership education) Surabaya (Lucia and Kristin, 2016:219) suggest that Social Science is the subject which scrutinize, process, and discuss the matters concerning human relationship problems to be perceived and solved.

Wesley explains that social studies is the selected parts or aspects of current social studies which are adapted to be used in school or any other teaching situation (Komalasari, 2011).

The social studies teaching in junior high school level has a lesson cohesiveness thus the presentation must be integrated with the selected social studies. Besides in lesson issues, the matters of the social studies teaching in junior high school level as a contextual teaching is combined with the students' surrounding environment. This cohesiveness is not only material integrated but also the model and method assimilation to make the students participate in the teaching. The integrated teaching planning will create a student-oriented teaching process.

This notion is in line with Komalasari (2011) who says that Social Studies teaching can be referred as a system of several organized teaching components i.e. purposes, materials, strategies and methods, media, class organization, and evaluation and follow up such as remedial and enrichment. Besides, the teaching can be subjected as a process

comprised of preparation, implementation, and follow-up.

*d. The Correlation between CIRC Model with Mind Mapping Method towards the Learning Participation in Social Science Teaching*

The characteristics of Cooperative Integrated Reading and Composition (CIRC) teaching model fits into Social Science teaching materials. In CIRC model, a great deal of contextual fundamental knowledge and concepts are continuously developed to be followed by the students by utilizing the various reading sources such as the articles from the newspapers, magazines, or internet. The students have a competence to re-describe the obtained knowledge, so they must be coached to be able to find the main idea and articulate the finding to the others. The CIRC model will make the students be responsible of the given tasks.

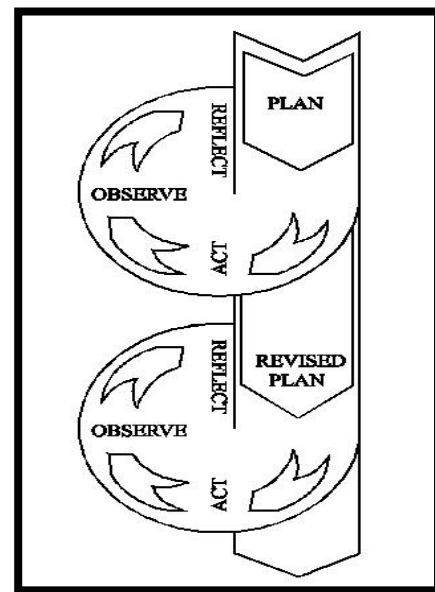
The selection of the CIRC cooperative teaching type is a good choice because it integrates the reading and writing activities in groups thus the students can be more active to seek and find the information of text's main idea autonomously. The students' willingness to be involved actively in the teaching activities will give some positive impacts on them and the teaching process. The activeness in *Cara Belajar Peserta didik Aktif* (CBSA) or active students learning method shows the students' mental activeness in either emotional or intellectual, although there are some aspects required in many forms of physical activeness the live realization.

The enormous materials of Social Science subjects make the students tired if the teaching activities are just reading the books and making it into summaries. The students are demanded not only to memorize, read, or write the materials, but also conceived it. Mind Mapping is an active teaching method and the easiest way to sum the information into the brain and bring the students take it out from the brain. Mind Mapping can help the students to understand the obtained lesson materials not only to memorize it but also precisely identify the concepts. By making a mind map, the students can recast the idea or creative theories

of every main experience through the desirable pictures, colors, shapes, and lines.

## B. METHODS

This study is a Classroom Action study by Kemmis and Taggart's (1988) method, consists of *planning* steps which are namely pre-research planning, collaboration with the tutor teacher in teaching plan and research instrument making; *action*: step of teaching plan implementation, communicating the observation result and making the further steps with the collaborator; *observation*: observing the development of students' learning participation through CIRC model and mind mapping method; and *reflection*: analyzing the data of observation result collaboratively with the observer. This study was conducted in three cycles with two phases. Here is the research design.



Source: Wiriaatmadja (2012:66)

Meanwhile, the subjects of this study are the 32 students of VII-B SMPN 12 Bandung. The research instruments are observation sheets, interview sheets, and documentation to dig the result after using CIRC model with mind mapping method. The observed indicators are visual activities, oral activities, listening activities, drawing activities, and emotional activities.

The data were analyzed by using qualitative approach with data reduction, presentation, and conclusion. This data analysis was used to measure the development of the students' learning participation using CIRC model with mind mapping method. The collected data were defined in the presentation of tables, diagram, and percentage. According to Komalasari (2013), counting the score acquisition can be done by using this formula:

$$\text{Average counting} = (\text{the total score} : \text{the maximum score}) \times 100\%.$$

Based on that average counting, the predicates are categorized as follows.

Predicate	Percentage
Less	0% - 33.30%
Enough	33.40% - 66.60%
Good	66.67% - 100%

Meanwhile, the data validity used in this study is *member check, expert opinion and triangulation*.

### C. RESULTS AND DISCUSSION

The result and discussion of this research is to describe and see the improvement of students' learning participation in Social Science teaching through CIRC model with mind mapping method. Here are the explanation.

#### 1. The Planning of Cooperative Integrated Reading and Composition (CIRC) Model with Mind Mapping to Improve the Students' Learning Participation

The researcher had arranged the teaching plan that covers purpose of teaching, the materials used, and the instruments of the research: teachers' activity, evaluation sheets of CIRC-mind mapping teaching, and evaluation sheets of the students' learning participation. The steps of teaching were designed deliberately by using CIRC model of mind mapping method. The researcher designed the teaching steps accordingly to Swadarma (Nurbaiti, 2016: 18) which include

students grouping, delivering lectures, making a mind map, presenting the result of mind map, and evaluating the groups and the achieved result.

Besides, in the step of planning, the researcher arranged the instruments to measure the students' learning participation based on the learned literature by the researcher. This instrument arranging is to facilitate an easier observation. During the observation process, the observer was asked to pay attention to the classroom actions. The researcher set the teaching plan in every cycle based on CIRC model with mind mapping method.

Based on the interview result, the students did not quite fond to make a summary and tend to like making mind maps since it is easier to be memorized. During the teaching process, the teacher supervised and offered them to creatively make the mind maps allowing to their imagination. The teacher also gave some motivation by giving certain times to the group who had finished the mind map to take a break.

#### 2. The Implementation of Cooperative Integrated Reading and Composition (CIRC) Model with Mind Mapping Method to Improve The Students' Learning Participation

Social Science teaching Cooperative Integrated Reading and Composition (CIRC) model with Mind Mapping method gives some impacts on the students because the mind map making is done in group and the result is presented in front of the class. In the teaching process, the teacher only shared the sub-chapter handouts and the groups may develop it. The heterogeneous grouping also makes the class situation more conducive because the students' focused in finishing their work.

During the teaching process, the teacher allowed the students to utilize their smartphone to seek for any needed information. The implementation of CIRC model with Mind Mapping method requires the students to actively propose some questions, consider the instructions, read the

materials, make the mind maps, present the mind maps, and pay attention to other group's presentations and give the reaction.

Nonetheless, Sanjaya (2006:142) says that the students' learning participation in teaching process can be categorized as good when its activity is ideal, graded from: 1) the students' involvement in any physical, emotional, mental, or intellectual process; 2) live-learning study; 3) the students' willingness to create a conducive study climate; 4) the students' involvement in seeking and utilizing every related learning sources; 5) the students' involvement in answering, proposing questions, problem solving during the teaching; and 6) multi-direction interactions in the class

The realization of first to third cycles shows a good result. The learning participation using this model involves the students in the teaching series in both product making until the presentation.

### 3. The Improvement of Students' Learning Participation after the Implementation of Cooperative Integrated Reading and Composition (CIRC) Model with Mind Mapping

The result of the observation of this study shows improvements in every cycle. Below is the diagram of the students' learning participation of class VII-B SMPN 12 Bandung.

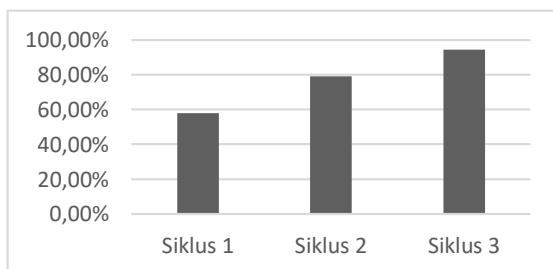


Figure 1. Students' Learning Participation  
Source: Research Result Data (2019)

Based on figure 1, there are improvements in every cycle. In first cycle, the improvement is 57.81% and rises in second cycle 21.35% so it 79.16%. Then, in third cycle, the score is 94.27%, accumulated from the previous cycle 15.11%.

The improvements are caused by the ability of the students to conduct a teamwork on mind map making deliberately, and do the instruction in right ways, listening to the other group's presentation, asking the question, presenting the mind map result, and giving reaction toward the other groups.

Besides, the scoring in the CIRC model with mind mapping method also increases in every cycle. The percentage in cycle 1 is 54.16% and in cycle 2 increases 22.92%, thus the score in cycle 2 is 77.08%. Then, in third cycle, the score is 91.67%, accumulated from the previous cycle 14.59%, as the figure 2 shows below.

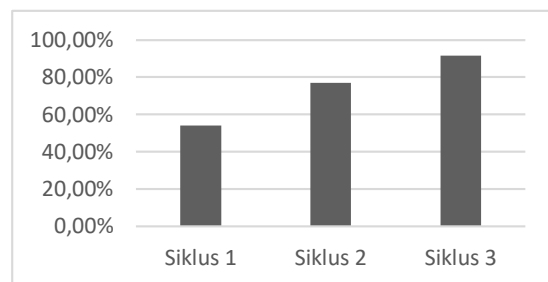


Figure 2. The Development in Using CIRC with Mind Mapping Method  
Source: Research Result Data (2019)

The effective purpose is stated by the fulfilment of the set special indicators. The decisions were taken based on the consideration of the result of observation and the expected result or the criteria that had been defined. The decision alternatives are: the further worth action, the needed revision, or the terminated action replaced by other action.

### 4. The Obstacles in the Implementation of Cooperative Integrated Reading and Composition (CIRC) Model with Mind Mapping to Improve the Students' Learning Participation

The obstacles in the implementation of Cooperative Integrated Reading and Composition (CIRC) Model with Mind Mapping to improve the students' learning

participation are: a) the students have not comprehend the differences between summarizing with mind mapping; b) the students do not like the CIRC grouping by the teacher so there were some uncondusive moments in the class; c) the students have not been accustomed to read, they tend to give up easily thus they do not listen the other groups' presentation; d) the students are not confident in giving reaction or presentation; e) the students were given the support too often and they tend to be lazy; and f) the uncomfortable situation of the class.

The implementation of Cooperative Integrated Reading and Composition (CIRC) Model with Mind Mapping in Social Science teaching needs a clear instruction on grouping and the rules of mind mapping thus the students can understand the differences between mind mapping and summarizing. This implementation will be successful when the teacher is mobilizing and monitoring the lazy students. In the end, there must be a scoring session continuously thus it can encourage the students to have the best result.

The rewarding in the class is one of the ways for the students to improve their efforts in teaching-learning activity and participation. The teaching process using this method will be rather uncondusive when the students are not enthusiastic in Social Science subject, according to the opinion of several students in class VII-B. Therefore, rewarding is prosperous to gain students' enthusiasm.

#### D. CONCLUSION

First, the planning for the implementation the Social Science teaching in Cooperative Integrated Reading and Composition (CIRC) Model with Mind Mapping to improve the students' learning shows improvements by conducting all the plans in all three cycles.

Second, implementing the teaching action according to the designed teaching plan improves the students' learning participation. In cycle 1, there were a lot of students who have not comprehend the differences between summarizing with mind mapping, the students are still accustomed only accepting the

information from the teacher and have not been able to give reaction towards the other groups, and also they are not confident to present their mind map results. In cycle 2, the students were improved and followed the teaching activity well although it had not been maximal. In cycle 3, all the students are able to follows the learning activity well.

Third, the implementation the Social Science teaching in Cooperative Integrated Reading and Composition (CIRC) Model with Mind Mapping shows improvement in the students' learning participation, in Social Science in VII B SMPN 12 Bandung in cycle 1 until cycle 3.

Fourth, the teacher found some obstacles in the implementation of Cooperative Integrated Reading and Composition (CIRC) Model with Mind Mapping to improve the students' learning participation in Social Science teaching. The students are not confident in giving reaction, question, or presenting their mind map thus the teaching process was still passive, quite uncondusive when other groups are presenting the mind map. To encounter the obstacles, the teacher motivated the students by giving stimulus to them.

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