



## The Influence of the Cooperative Integrated Reading and Composition (CIRC) Model on Learning Biographical Text Writing Skills

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### ABSTRACT

The purpose of this study is to describe: 1) the skills of writing biographical texts without using the Cooperative Integrated Reading and Composition (CIRC) learning model; 2) the skills of writing biographical texts using the CIRC learning model; 3) the effect of the CIRC learning model on the skills of writing biographical texts. This study uses a descriptive-quantitative method through a quasi-experiment. The design of this study is the posttest only group design which took place in the 2025/2026 academic year at MAN 2 Padang City. The study population was all grade X students of MAN 2 Padang City who participated in the learning of biographical text writing skills both in the control class, namely Phase E4, and in the experimental class, namely Phase E5, totaling 77 students. The sample was determined as many as 65 students based on the Slavin formula divided into 32 E4 students and 33 E5 students. Data were collected using a performance test instrument. Data on biographical text writing skills were analyzed using SPSS-based descriptive statistics. Data on the influence of the learning model were analyzed using parametric inferential statistics, namely the independent sample t-test. The results of the study: 1) the skill of writing biographical texts without using the CIRC learning model is categorized as good; 2) the skill of writing biographical texts using the CIRC learning model is categorized as very good; 3) the CIRC learning model has a significant effect on the skill of writing biographical texts. The t value = -5.087 on df 65 has a sig. value of 0.00. Thus, Ho is rejected because sig. 0.000 < 0.05.

*Keywords:* CIRC, model on learning, biographical text, writing skills

## Pengaruh Model *Cooperative Integrated Reading and Composition* (CIRC) terhadap terhadap Pembelajaran Keterampilan Menulis Teks Biografi

### ABSTRAK

Tujuan penelitian ini mendeskripsikan untuk mendeskripsikan: 1) keterampilan menulis teks biografi tanpa menggunakan model pembelajaran *Cooperative Integrated Reading and Composition* (CIRC); 2) keterampilan menulis teks biografi dengan menggunakan model pembelajaran CIRC; 3) pengaruh model pembelajaran CIRC terhadap keterampilan menulis teks biografi. Penelitian ini menggunakan metode deskriptif-kuantitatif melalui quasi-eksperimen. Rancangan penelitian ini adalah *the posttest only group design* yang berlangsung pada tahun ajaran 2025/2026 di MAN 2 Kota Padang. Populasi penelitian adalah seluruh siswa kelas X MAN 2 Kota Padang yang mengikuti pembelajaran keterampilan menulis teks biografi baik di kelas kontrol yakni Fase E4 maupun di kelas eksperimen yakni Fase E5 yang berjumlah 77 siswa. Sampel ditentukan sebanyak 65 siswa berdasarkan formula Slavin yang terbagi dari 32 siswa E4 dan 33 siswa E5. Data dikumpulkan menggunakan instrumen tes unjuk kerja. Data keterampilan menulis teks biografi dianalisis menggunakan statistik deskriptif berbasis SPSS. Data pengaruh model pembelajaran dianalisis menggunakan statistik inferensial parametrik yakni uji t sampel independen. Hasil penelitian: 1) keterampilan menulis teks biografi tanpa menggunakan model pembelajaran model CIRC berkategori baik; 2) keterampilan menulis teks biografi dengan menggunakan model pembelajaran model CIRC berkategori sangat baik; 3) model pembelajaran CIRC berpengaruh signifikan terhadap keterampilan menulis teks biografi. Nilai t = -5,087 pada df 65 memiliki nilai sig. 0,00. Dengan demikian, Ho ditolak karena sig. 0,000 < 0,05.

*Kata kunci:* model pembelajaran, CIRC, keterampilan menulis, teks biografi

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## INTRODUCTION

Indonesian language is a compulsory subject for students in school. This is in line with Gusnayetti's (2020) opinion, which states that Indonesian is a compulsory subject for students from elementary to high school. Indonesian language learning comprises four components of language skills: listening, speaking, reading, and writing. One of the language skills that students must master is writing. Writing requires students to think critically, creatively, and imaginatively when putting words together (Hendrisman & Yanis, 2022). Mastering this skill is crucial for students to develop their skills in expressing thoughts and feelings using good and correct Indonesian (Ramadhanti et al., 2016). Therefore, writing skills require serious attention from teachers in developing them in schools.

In reality, students' writing skills are still relatively low. This low level of writing skills is due to the difficulty in expressing ideas through writing (Sapitri & Abdurahman, 2020). Furthermore, Trismanto (2017) stated that writing is the most difficult skill to achieve and the least mastered because it requires complex thinking skills and intensive practice, which are often lacking in the learning process. Furthermore, there is a lack of student interest in writing and a lack of creativity in expressing ideas through writing.

In Indonesia, the Independent Curriculum (Kurikulum Merdeka), officially launched by the Ministry of Education and Culture on February 11, 2022, is currently being used. This curriculum is a development of the previous curriculum, the 2013 Curriculum (Aulia et al., 2023). The Independent Curriculum focuses on the importance of aligning learning with assessment, particularly summative assessment, as part of the learning process. Indonesian language learning in the Independent Curriculum includes text-based learning. One of the texts required for tenth-grade students at MAN 2 Kota Padang is a biographical text in the even semester. Biographical texts can also be a factor in students' understanding of text-based language

learning (Farhanah & Safi'i, 2021). Teaching biographical texts not only focuses on students' understanding of the reading content but also aims to facilitate the development of various language skills, including critical reading, writing, and analysis.

Several studies have identified factors contributing to students' poor biographical writing skills. Nurhayati (2020) found that students struggle to understand basic structures, such as orientation, key events, and reorientation. This is due to the dominance of rote learning over creative writing practices. According to Nurhayati, students are often only able to write simple descriptions without in-depth analysis, which makes their biographical texts seem bland and uninteresting. Furthermore, Rohilah & Hardiyana (2018) found that a factor contributing to students' poor writing skills is that students still find it difficult to express what they need to write and tend to be confused about how to begin. This is because students do not write directly using real objects, so the material is perceived as difficult due to the continued use of the lecture method by teachers. Similarly, Nengsih et al. (2023) revealed that a factor contributing to students' low writing skills in Indonesia is the implementation of inappropriate learning strategies or models. Implementing inappropriate learning models or strategies can impact students' learning abilities and achievements.

Furthermore, another factor contributing to students' poor writing skills is a lack of motivation and encouragement from teachers.

In this study, the solution to this problem was selecting a learning model that could engage students. The Cooperative Integrated Reading and Composition (CIRC) cooperative learning model is one that can improve student learning outcomes, particularly in writing biographical texts. The CIRC model emphasizes reading and writing activities. The CIRC learning model has components that can make learning more effective and creative, as students, working in groups, can



develop and exchange knowledge to learn material assigned by the teacher. The core activity in CIRC learning is problem-solving, thus training students in critical thinking (Slavin in Ekawati, 2015; Santoso, 2023; Amin et al., 2023; Setiawan, 2007).

The success of the CIRC learning model can be seen in previous research. Nola (2017) stated that the CIRC learning model can improve students' initial scores from an average of 62.77, with a 56%-65% classification of Sufficient, to 80.83, with a 76%-85% classification of Good. In line with research conducted by Apriani (2019), which stated that the CIRC learning model can improve students' initial scores from an average of 64.38 to 83.60, it can be concluded that the CIRC model can significantly improve students' writing skills. These two research findings can be used as a guideline that the CIRC learning model can be used as a solution to overcome students' difficulties in writing biographical texts.

Based on the problem limitations that have been described, the formulation of the problem in this study is as follows. First, what is the level of biographical text writing skills of grade 10 students at MAN 2 Kota Padang without using the CIRC model? Second, what is the level of biographical writing skills of grade X students at MAN 2 Kota Padang using the CIRC model? Third, is there an effect of the CIRC model on the biographical writing skills of grade X students at MAN 2 Kota Padang?

This research has two benefits: theoretical and practical. Theoretically, this research is expected to increase knowledge in the field of writing skills, particularly in the field of biographical writing skills. Practically, this research can be beneficial for the following parties. First, for grade X students at MAN 2 Kota Padang, it is expected to provide benefits so they can improve their biographical writing skills. Second, for Indonesian language teachers at MAN 2 Kota Padang, it can serve as input for learning so students can easily understand learning concepts. Third, for other researchers on biographical texts. Fourth, for other researchers as material for academic studies.

This research is quantitative. It is considered quantitative because it uses numbers as data. This is in accordance with the opinion of Atmazaki et al. (2023), who explain that quantitative research presents data in the form of numeric data. These scores are obtained from tests given to students. The numerical data were obtained from the results of a biographical writing skills test of 10th-grade students at MAN 2 Padang City. The results of the biographical writing skills test were analyzed using statistical formulas.

The method used in this research was an experimental method. Experimental methods are used to determine the effect of certain treatments on others under controlled conditions (Sugiyono, 2016:72; Razak, 2017; Balaka, 2012; Abubakar, 2021; Afifuddin & Saebani, 2002) The experimental method was used to determine the effect of the CIRC model by comparing students' writing skills without and with the treatment.

This research design used a posttest-only control group design. The posttest-only control group design consists of two groups: an experimental group, which receives the treatment, and a control group, which does not receive the treatment. In this research design, both groups, the experimental group and the control group, will be tested and observed to determine which group performs better. This aligns with Sugiyono's (2018) opinion that the posttest-only control group design is a research design divided into two groups: the experimental group and the control group, which are randomly selected (R). The experimental group receives the treatment, while the control group receives no treatment.

The influence of the learning model was determined by testing the independent sample t-test. The calculation process used the SPSS application. If the t-value has a sig. > 0.05, it is determined that the learning model has no effect on biographical writing skills. If the t-value has a sig. < 0.05, it is determined that the learning model has a significant effect on biographical writing skills (Razak, 2005).

Table 1  
 Assessment Rubric

Indicator	Scoring Description			
	Score-1	Score-2	Score-3	Score-4
Completeness of the structure of the biographical text	There is absolutely no clarity in the structure of the biographical text	There are only three structures: orientation, event, and reorientation.	There are only two of the three structures: orientation, events, and reorientation.	There is a complete structure: orientation, events, and reorientation.
Clarity of Character Description	The description of the character is very unclear.	Description of unclear characters	Clear description of the characters	Very clear description of the character
Clarity of Description of Events and Problems	A very unclear description of the series of events and problems	Description of a series of events and problems that are not clear	A clear description of the sequence of events and problems	A very clear description of the series of events and problems
Clarity of Reorientation Structure Description	The description of the cover and the author's views are very unclear.	Unclear description of the cover and author's views	A clear description of the author's conclusion and views	A very clear description of the author's conclusion and views
Sentence Structure Accuracy	The dominant sentence uses a very inappropriate structure	The dominant sentence uses a inappropriate structure	Dominant sentences use precise structures	Dominant sentences use very precise structures
Kepaduan Pargaraf	The dominant paragraph is very disjointed	The dominant paragraph is disjointed	The dominant paragraph is cohesive	The dominant paragraph is very cohesive
Spelling Error	Spelling errors >30	Spelling errors 20-29	Spelling errors 10-19	Spelling errors < 10

## RESULT

### 1. Comparison of Biography Text Writing Skills Experimental Class and Control Class

Before determining the effect of the CIRC learning model on biographical writing skills, descriptive statistical data are presented. The data in question are the mean, standard deviation, N, percentage, maximum score, minimum score, and mode.

First, for the control group, the mean was 21.34, and the mean standard percentage was 76.23 with a standard deviation of 3.366. The minimum score was 16, the maximum score was 28, and the total score was 683 (Table 2).

Second, for the experimental group, the mean was 25.15, and the mean standard percentage was 89.83 with a standard deviation of 2.635. The minimum score was 19, the maximum score was 28, and the total score was 830 (Table 3).



Table 2  
 Single Frequency Distribution of Biographical  
 Text Writing Skills in the Control Group

Pre-test	Frequency	Percent	Value
16	5	15,2	
17	1	3,0	
19	3	9,1	
21	10	30,3	
23	7	21,2	
26	5	15,2	
28	1	3,0	
Total	32	97,0	
N			32
Mean			21,34
Percent			76,23
Category			good
Std. Deviation			3,366
Minimum			16
Maximum			28
Sum			683

Table 3  
 Single Frequency Distribution of Biographical  
 Text Writing Skills in the Treatment Group

Postest	Frequency	Percent	Value
19	2	6,1	
21	2	6,1	
23	6	18,2	
24	2	6,1	
26	12	36,4	
28	9	27,3	
Total	33	100,0	
N			33
Mean			25,15
Percent			89,83
Category			very good
Std. Deviation			2,635
Minimum			19
Maximum			28
Sum			830

## 2. The Effect of the CIRC Model on Biography Text Writing Skills of Grade X Students at MAN 2 Kota Padang

The independent samples t-test yielded a t-value of -5.087 with a df of 63 and a significance level of 0.00 (Figure 1). Therefore, a significance level of  $0.00 < 0.05$  means that  $H_0$  is rejected, indicating that the control group mean of 21.34 is indeed significantly different from the experimental group mean of 25.15 (Figure 2). Considering that the experimental group mean is significantly greater than the control group mean, the use of the CIRC model significantly influences the learning of biographical writing skills in grade 10 of MAN 2 Kota Padang.

Independent Samples Test				
	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	-5,087	63	0,000	-3,808
Equal variances not assumed	-5,068	58,711	0,000	-3,808

Figure 1  
 SPSS Screenshot: Independent Samples t-Test

Independent Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Control	21,34	32	3,366	0,595
Experiment	25,15	33	2,617	0,459

Figure 2  
 SPSS Screenshot: Independent Samples t-Test

## DISCUSSION

The research results show that the CIRC model significantly influenced the learning of biographical writing skills in grade 10 of MAN 2 Padang City. This finding is believed to be influenced by the reading variable contained in the CIRC model. Through reading, students are believed to acquire important information about the

subject matter. Scientific articles highlighting the importance of reading in learning were written by (Aminah & Magal, 2024; Debataraja, 2023; Razak & Elmustian, 2024).

Several scientific articles with similar findings are found in online journals. The scientific articles in question were written by (Aslin & Zuve, 2025; Sukijo, 2025).

On the one hand, this article has the advantage of using parametric inferential statistics in data processing. Another advantage is the use of SPSS software. However, this article also has one weakness in data analysis. This weakness is that it does not perform the required tests for homogeneity and normality.

## CONCLUSION

The CIRC model has a significant influence on the learning of biographical writing skills among 10th-grade students at MAN 2 Padang City.

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