

**"The Application of the Cooperative Integrated Reading and
Composition (CIRC) Learning Model in Improving the Ability to Find
Elements of the Nonfiction Book for Class VII Students of SMP
Negeri 1 Ma'u Nias Regency 2020/2021 Learning Year"**

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ABSTRACT

Reading is the process of obtaining information through writing. By reading, someone will add insight. The message conveyed by the author will be a consideration for the reader because in the discourse there is information that attracts readers. The more often you read, the more knowledgeable someone will be. Reading in education is one aspect of language skills that students need to master because reading is an important skill to support the learning process. This is because reading is the first step in understanding a subject matter. Through reading, students can absorb the information and ideas in reading. The objectives of this study were: To improve the ability to find elements of non-fiction books using the Cooperative Integrated Reading and Composition (CIRC) Learning Model for seventh grade students of SMP Negeri 1 Ma'u Nias Regency 2020/2021 Learning Year.

Key words :

Elements of non-fiction books, Cooperative Integrated Reading and Composition (CIRC) Learning Model

**PIG
PRELIMINARY**

A. INTRODUCTION

Nowadays, the development of technology is getting faster, the easier it is for everyone to access and get information. In general, this information is in written form, both printed and digital. The human need for information is also increasing, so everyone will certainly do reading activities.

According to Tarigan (2008: 7), reading is a process that is usually carried out and used by readers to get messages, which the writer intends to convey through the media of words or written language. By reading, we will get various information conveyed by the author through the medium of words. So with reading activities, we will be able to get and understand the message directly from the author.

Reading is the process of obtaining information through writing. By reading, someone will add insight. The message conveyed by the author will be a consideration for the reader because in the discourse there is information that attracts readers. The more often you read, the more knowledgeable someone will be. Reading in education is one aspect of language skills that students need to master because reading is an important skill to support the learning process. This is because reading is the first step in understanding a subject matter. Through reading, students can absorb the information and ideas in reading. Reading in Junior High School (SMP) is a foundation for students to improve their abilities at a higher level of education. Therefore, reading needs to get serious attention from the teacher,

because if the basis is not strong then at the next stage students will experience difficulties in obtaining knowledge. Relationships, deepen our perceptions or perceptions, solve the problems we face, arrange sequences for experiences.

In the 2013 Curriculum on Indonesian subjects, one of the KI and KD studied is Core Competency 3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events. eye. Basic Competency 3.15: Finding elements from fiction and non-fiction books read with the specified minimum completeness criteria (KKM), namely 75. The indicator that must be achieved is being able to determine the elements of non-fiction books.

In this material, students carry out activities to find parts related to the elements of a non-fiction book by reading which is a form of looking for or finding something contained in a book, both its elements and the contents of the book. With regard to non-fiction books, without us realizing there are a lot of non-fiction books in our environment that we can read to broaden our knowledge of science, especially to look for the elements contained in nonfiction books.

Based on observations to students and the results of interviews with class VII Indonesian language teachers at SMP 1 Ma'u Nias, it was found that Students' ability in determining the elements of non-fiction books is still lacking. The average score of student learning outcomes, there were 25% of students who completed while 75% did not complete, even though the Minimum Completion Criteria (KKM) that students should have obtained was 75. In finding elements of nonfiction books, there are several student weaknesses including: students not able to know the cover of nonfiction books, students have not been able to determine the details of nonfiction book subsections, students have not been able to determine the title of subab in nonfiction books, students are less able to know the contents of nonfiction books, students are less able to know how to present nonfiction book content, students are less able to know the language used in non-fiction books, and students are less able to know the systematics of writing in non-fiction books.

In finding the elements of non-fiction books, another weakness is that the method used by the teacher is still unable to solve the problems faced by students in accordance with the material being studied, especially in retelling the contents of the fable.

Based on the above problems, a solution that is deemed effective is needed to improve the ability of grade VII students of SMP Negeri 1 Ma'u Nias Regency to find elements of nonfiction books, namely by using the Cooperative Integrated Reading and Composition (CIRC) learning model. According to Shoimin (2014: 51), free translation of the Cooperative Integrated Reading and Composition (CIRC) is an integrated composition of reading and writing in groups. The CIRC model is a special learning model for language subjects in order to read and find main ideas, main thoughts, or themes of a discourse.

Based on this explanation, the authors hope that reading skills using the Cooperative Integrated Reading and Composition (CIRC) learning model can help students improve learning, especially in learning to read and write, because with the Cooperative Integrated Reading and Composition (CIRC) learning model students will be required to read and writing, because this model combines writing and reading.

Based on the description above, the researchers collaborated with Indonesian language subject teachers at SMP Negeri 1 Ma'u Nias Regency to conduct scientific research. Researchers directed this research to Classroom Action Research (PTK). Researchers are interested in conducting scientific research by applying a learning model entitled: "Application of the Cooperative Integrated Reading and Composition (CIRC) Learning Model in Improving the Ability to Find Elements from the Class VII Student's Nonfiction Book of SMP Negeri 1 Ma'u Nias Regency 2020/2021

B. Problem Identification

Based on the background of the problems above, there are several problems that need to be identified in this study, namely:

1. Students have not been able to know the cover of non-fiction books.
2. Students have not been able to determine the details of the nonfiction book subsection.
3. Students have not been able to determine the title of the subab in nonfiction books.
4. Students are less able to know the contents of nonfiction books.
5. Students are less able to know how to present nonfiction book content.
6. Students are less able to know the language used in nonfiction books.
7. Students are less able to know the systematics of writing in nonfiction books.
8. The method used by the teacher was still unable to solve the problems faced by students in accordance with the material being studied, especially in finding elements of non-fiction books.

C. Problem Limits

Based on the identification of the above problems, this research is limited to: Application of the Cooperative Integrated Reading and Composition (CIRC) Learning Model in Improving the Ability to Find Elements of the Class VII-B Student Nonfiction Book of SMP Negeri 1 Ma'u Nias Regency 2020/2021 Learning Year .

D. Problem Formulation

The formulation of the problem in this study is how the application of the Cooperative Integrated Reading and Composition (CIRC) Learning Model can improve the ability to find elements of nonfiction books for seventh grade students of SMP Negeri 1 Ma'u Nias Regency 2020/2021 Learning Year.

E. Research Objectives

The objectives of this study were: To improve the ability to find elements of non-fiction books using the Cooperative Integrated Reading and Composition (CIRC) Learning Model for seventh grade students of SMP Negeri 1 Ma'u Nias Regency 2020/2021 Learning Year.

F. Research Benefits

To clarify this research, the researchers describe the benefits of the research as follows:

1. For students, research activities are expected to provide new learning experiences, and help students overcome problems and obstacles in learning to find elements from non-fiction books.
2. For teachers, this research can be used as input and contribution of ideas in increasing the effectiveness and creativity of teaching Indonesian Language and Literature, especially learning to find elements of non-fiction books by using

**CHAPTER II
LITERATURE REVIEW****A. Theoretical Framework****1. Learning Model Cooperative Integrated Reading and Composition (CIRC)****a. Understanding the Learning Model Cooperative Integrated Reading and Composition (CIRC)**

The Cooperative Integrated Reading and Composition (CIRC) learning model is an integrated composition of reading and writing in groups. The CIRC model is a special learning model for language subjects, in order to read and find main ideas, or themes in a book, because this model is a model for reading and writing. By reading and writing, we will come to know what is not yet known.

Huda (2013: 221), explains that the Cooperative Integrated Reading and Composition (CIRC) learning model is as follows. The Cooperative Integrated Reading and Composition learning model was first developed by Stevens, et al. (1987) in that this method can be categorized as an integrated learning method. In the CIRC learning model each student is responsible for group assignments. Each member of the group shares ideas to understand a concept and complete a task, so that it forms 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 to interact with the environment. Furthermore, Istarani (2011: 112) says: "The Cooperative Integrated Reading and Composition (CIRC) learning model is a type of cooperative learning model using small groups with a heterogeneous number of members of each group of 4-5 students. Beginning with giving clippings to students, then the teacher provides a discourse / clipping according to the learning topic, then students work together to read each other and find main ideas and respond to discourse / clippings and write them on a piece of paper and present / read out the group results and end with drawing conclusions together (teacher and students)". According to Budiyanto (2016: 37) that, free translation of CIRC is an integrated composition of reading and writing cooperatively in groups. The Cooperative Integrated Reading and Composition-CIRC (Cooperative Integrated Reading and Writing) learning model is a special learning model for Indonesian Language Subjects in order to read and find main ideas, main thoughts or, the theme of a discourse / clipping.

From some of the opinions above, the authors conclude that the CIRC model is a learning model developed starting from the elementary school level, this model is specifically for reading and writing learning activities, with this model it is expected to help teachers in efforts to improve learning, especially in reading learning activities, Because there are still many students who are less interested in reading activities, through this model students are required to read and write.

b. Steps of Learning Model Cooperative Integrated Reading and Composition (CIRC)

The Cooperative Integrated Reading and Composition learning model has steps in the application of its learning by determining student ratings to determine the number of groups.

Istarani (2011: 113) states the steps of the Cooperative Integrated Reading and Composition learning model are as follows.

1. Forming heterogeneous groups of 4 members.
2. The teacher provides a discourse / clipping in accordance with the learning topic.
3. Students work together to read each other and find main ideas and respond to discourse / clippings and write them on a piece of paper.
4. Presenting / reading the group results.
5. The teacher makes conclusions.
6. Closing.

According to Stevens, et al (in Huda 2013: 222) the CIRC learning model has the following implementation steps.

- 1) The teacher forms groups of 4 students each.
- 2) The teacher provides a discourse in accordance with the learning topic.
- 3) Students work together to read to each other and find the main idea then respond to the discourse written on a sheet of paper.
- 4) Students present / read the results of the group discussion.
- 5) The teacher provides reinforcement.
- 6) Teachers and students together make conclusions.

According to Shoimin (2014: 53), the steps of the CIRC learning model are divided into several phases. This phase can be clearly observed as follows.

- 1) The first phase, namely orientation. In this phase the teacher makes students' perceptions and initial knowledge of the material to be given. In addition, it also describes the learning objectives that will be carried out to students.
- 2) The second phase, namely organization. The teacher divides students into groups, taking into account academic heterogeneity. Distribute reading material about the material to be discussed with students. In addition, it describes the group discussion mechanism and its tasks
- 3) The third phase, namely concept introduction. By introducing a new concept that refers to the findings during exploration. This introduction can be obtained from teacher information, textbooks, films, clippings, posters, or other media.
- 4) The fourth phase, namely the publication phase. Students communicate their findings, prove, demonstrate about the material discussed, both in groups and in front of the class.
- 5) The fifth phase, namely the strengthening and reflection phase. In this phase the teacher provides reinforcement related to the material studied through explanations or providing real examples in everyday life. Furthermore, students are given the opportunity to reflect on and evaluate learning outcomes.

From some of the opinions above, the researcher concluded that the steps of the Cooperative Integrated Reading and Composition (CIRC) learning model in the material found elements from non-fiction books, including:

- 1) Researchers convey the competence that the student wants to achieve, namely being able to find elements from nonfiction books.
- 2) Researchers present non-fiction book material.
- 3) Researchers direct students to form groups of 5 people per group.
- 4) The researcher assigns students to work together in groups to read each other and find the elements of non-fiction books and respond to non-fiction books written on a sheet of paper.

- 5) Researchers assign students to present / read the results of group discussions in front of the class.
- 6) The researcher repeats / explains the material about non-fiction books that students have not understood.
- 7) The researcher concludes the learning.
- 8) Researcher delivers closing greetings.

c. Strengths and Weaknesses of the Cooperative Integrated Reading and Composition (CIRC) Learning Model

According to Istarani (2011: 113-114) suggests the advantages and disadvantages of the Cooperative Integrated Reading and Composition (CIRC) learning model, namely:

1. The advantages of the Cooperative Integrated Reading and Composition learning model are:

- a. Making the learning atmosphere more enjoyable because students are grouped into heterogeneous groups. So he doesn't get bored quickly because he gets new friends or friends in learning.
- b. Can make children more relaxed in learning because they are placed in heterogeneous groups.
- c. Can improve cooperation among students, because in learning students are given the opportunity to discuss in a group.
- d. With the percentage, it will be able to increase the enthusiasm of the child to answer the questions asked.

2. The weaknesses of the Cooperative Integrated Reading and Composition learning model, namely:

- a. It is not easy for teachers to determine heterogeneous groups.
- b. Because this group is heterogeneous, there is a mismatch between students in one group, because weak students feel inferior when combined with strong students. Or there are students who feel unsuitable, if they are combined with what they think is contrary to them.
- c. In a discussion, sometimes it is only done by a few students, while others are just a supplement.
- d. In percentage, it is often less effective because it takes a long time so that not all groups can present it.

Furthermore, according to Shoimin (2014: 54) the advantages and disadvantages of the Cooperative Integrated Reading and Composition learning model are:

1) The advantages of the CIRC learning model include:

- a) CIRC is very appropriate for improving student skills in solving problem solving problems.
- b) Teacher dominance in learning is reduced.
- c) Students are motivated by the results carefully because they work in groups.
- d) Students can understand the meaning of the questions and check each other's work.
- e) Helping students who are weak.
- f) Improve learning outcomes, especially in solving problems in the form of problem solving.

2) The weakness of the Cooperative Integrated Reading and Composition learning model is that this learning model can only be used for subjects that use language so that it cannot be used for subjects, such as mathematics, physics, chemistry, and other subjects that use the principle of counting.

According to Saifulloh (in Budiyanto 2016: 39-40) said that there are several advantages and disadvantages of the Cooperative Integrated Reading and Composition (CIRC) learning model, namely:

1. The advantages of the integrated learning model (CIRC) include:

- a) Students' learning experiences and activities will always be relevant to the child's level of development.
- b) Activities that are selected according to and depart from the interests of students and children's needs.
- c) All learning activities are more meaningful for students so that the learning outcomes of students will last longer.
- d) Integrated learning can develop children's thinking skills.
- e) Integrated learning presents activities that are pragmatic (useful) in accordance with problems that are often encountered in the child's environment.
- f) Integrated learning can foster student learning motivation towards learning that is dynamic, optimal and effective.
- g) Foster children's social interactions such as cooperation, tolerance, communication, and respect for other people's ideas.
- h) Generating learning motivation, broadening the insight and aspirations of teachers in teaching.

2. The weaknesses of the Cooperative Integrated Reading and Composition (CIRC) learning model, namely: in this learning model it can only be used for subjects that use language, so this model cannot be used for subjects such as mathematics and other subjects that use the principle of counting.

From the above opinion, the researcher concludes that the Cooperative Integratet Reading and Composition (CIRC) learning model has advantages in learning, especially in learning to read and write, this model really helps students in learning, because this model helps students be more interactive in learning and is able to help. students

hose who are weak in improving skills and easy to apply at the primary and secondary education levels, and are able to train students to study in groups. In addition, this model can improve student learning. Meanwhile, the weakness in this learning model is that it is difficult to do if the class conditions are not conducive, and it is not effective if active students join in one group. However, this can be overcome by the teacher's ability to direct and facilitate students in carrying out their learning, in this case the teacher plays an important role. Teachers are demanded that their students are always in a conducive condition.

2. Reading Skills

a. Definition of Reading

Reading is a very important activity, because by reading we will get new knowledge, get information, either directly or indirectly, conveyed by the author, without reading we may not get new information or knowledge. According to Somadayo (2011: 4) states that, "reading is an interactive activity to pick and understand the meaning or meaning contained in written language. Besides that, reading is also a process that is carried out and used by readers to get the message the writer wants to convey through the media of words / writing materials.

Furthermore, according to Artati (2007: 6) says "reading is a process that is carried out and used by readers to get the message the writer wants to convey through the media of words". According to Mulyati (2015: 112) "reading is a receptive skill for written language. Reading skills can be developed independently from listening and speaking skills. However, in societies that have developed literacy traditions, reading skills are often developed in an integrated manner with listening and speaking skills".

Dalman (2013: 5) says: "Reading is an activity or cognitive process that seeks to find various information contained in writing." According to Nurhadi (2016: 2) "there are various definitions of reading. In a narrow sense, reading is an activity to understand the meaning contained in writing. Meanwhile, in a broad sense, reading is the process of critical-creative reading processing carried out by the reader to obtain a comprehensive understanding of the reading, followed by an assessment of the state, value, function, and impact of the reading.

From some of the opinions above, it can be concluded that reading activity is an activity that is active and interactive, because reading will be rich with new knowledge, new information in the form of facts and opinions, depending on what type is being read.

Reading is a very important activity, because by reading we will get new knowledge, get information either directly or indirectly from the author, without reading we may not get new information or knowledge, therefore

b. Purpose of Reading

Everyone who reads certainly has its own purpose when reading with a specific purpose usually understands the purpose and purpose of reading better than people who just read without having a clear purpose. In reading activities at school, the teacher is expected to set goals in reading by making specific goals so that students will be more focused in reading activities. Anderson in Tarigan (2008: 9) states, "The main purpose in reading is to seek and obtain information, including content, to understand the meaning of the reading. Meaning, meaning is closely related to the purpose of our goals, or our intensive reading".

According to Nurhadi (2016: 3-4) suggests the following are various reading objectives that require specific types of reading and specific strategies for reading.

1. Want to understand in detail and thoroughly the contents of the book.
2. Want to grasp the main idea of the book quickly.
3. Want to know important events happening around the world.
4. Want to know important events happening in the surrounding community.
5. Want to get pleasure from works of fiction.
6. Want to get information about job vacancies.
7. Want to find a suitable product or item to buy.
8. Want to get information about something.
9. Want to find the meaning of a word (term) is difficult.
10. Want to judge the correctness of the author / author's ideas.
11. Want to get certain practical instructions.
12. Want to get information about someone's opinion (expert) or information about the definition of a term.
13. Want to get information in a variety of purposes and sources.

14. Want to get the latest scientific findings in a particular field.

Artati (2007: 8) states that the purpose of reading is:

1. Reading to find or find out what discoveries the character has made; what has happened to the special character, or to solve problems created by the character.
2. Reads to find out why this is a good and interesting topic, problems in the story, things the character learned or understood, and summarizes what the character does.
3. Read to find or know what happened in each part of the story, what happened first second, and third or so on.
4. Read to discover and find out why characters feel the way they do, what the author intends to show readers, why characters change, the qualities the characters have that make them succeed or fail.
5. Read to find and find out anything unusual, unnatural about a character, what's funny in the story, or whether the story is true or not.
6. . Read to find out whether the character is successful or lives by certain measures, whether we want to act as the character does, or to work the way the character works in the story.
7. Read to find out how the character has changed, how his life is different from the life we know, how the two stories are similar, how the character resembles the reader.

According to Dalman (2013: 11) says "basically reading activities aim to find and get messages or understand meaning through reading. The purpose of reading will affect the type of reading chosen, for example, fiction and non-fiction ". Furthermore, Anderson (in Dalman 2013: 11) suggests that there are seven kinds of reading objectives, namely:

- 1) Reading for details or fact.
- 2) Reading for main ideas (Read to get the main ideas).
- 3) Reading for sequence or organization (Reading to find out the order / arrangement of the structure of the essay).
- 4) Reading for inference (Reading to conclude).
- 5) Reading to classify (Reading to classify / classify).
- 6) Reading to evaluate (Reading to assess, evaluate).
- 7) Reading to compare or contrast (Reading to compare /

contravene).

From the above opinion it can be concluded that the main purpose in reading is to find, obtain the latest information, besides that the purpose of reading is to find out and add to the latest knowledge because without reading we will not know what the writer conveyed through written language. The purpose of reading depends on the person reading it according to what needs they need, while someone reading without having a clear purpose is just reading it. Read for

seek and obtain information, include content, and understand the content of the reading.

c. Benefit of reading

Every skill performed by someone must have its own benefits, as well as reading skills. Somadayo (2011: 1) states that, "the benefits of reading are a means to learn another world that is desired so that humans can expand knowledge, have fun, and explore written

messages in reading material". Furthermore, Artati (2007: 6-7) says that there are several benefits of reading, namely:

- 1) Stimulates brain cells. Reading is a positive thinking process because it absorbs the ideas and experiences of others.
- 2) Cultivate creativity. By reading we gain the insights, views, discoveries, and experiences of others.
- 3) Improve vocabulary. The number of words a person absorbs
6. affects the fluency of oral and written communication.
- 4) Help express thoughts. Sometimes it is easier for people to speak than write to express their thoughts.

Based on this opinion, it can be concluded that the benefits of reading are:

- 1) Adding insight and knowledge.
- 2) Sharpen the thinking ability of students in understanding the meaning conveyed by the author.
- 3) By reading students can increase the knowledge they know from the information in the reading text that has been understood.
- 4) Able to develop language skills by reading.
- 5) By reading frequently, people develop their abilities, both to acquire and process knowledge and to study various scientific disciplines.
- 6) Reading helps develop thinking. People who like to read have a lot of knowledge and insight.

d. Types of Reading

According to Mulyati et al (2007: 4.3) suggests several types of reading, namely reading silently and reading aloud. In simple terms, we can say that reading silently, is a reading activity that relies on visual abilities, comprehension and memory in the face of reading. Then, reading aloud is a reading activity that is carried out by pronouncing each word, word group, and sentence from the reading we face.

According to Tarigan (2008: 13) types of reading based on intensity and reading material are divided into 2 types, namely intensive and extensive reading. Intensive reading includes reading the content analysis and reading the language study. Extensive reading includes skimming, surveying and shallow.

Based on the above opinion, it can be concluded that the types of reading based on the intensity and reading material can be divided into 2 parts, namely, reading the content analysis where the reader only focuses on the content of the book being read, and reading the language study. In addition, there are also types of reading which include, glancing reading which makes our eyes move faster, reading surveys is reading to find out the scope of the reading material we are going to read, and shallow reading is reading to gain understanding of a writing that is currently being read. we read.

3. Book of Nonfiction

a. Definition of Nonfiction Book

Non-fiction books are books of knowledge that are often used by people as guidebooks or reference books for scientific writing, non-fiction books contain real or factual content elements. Kemenbud (2016: 276) argues that, "non-fiction books contain the ideas / ideas /

feelings of writers that are fictional and imaginative in nature that describe science both technically and in a popular manner".

Furthermore, according to Nurgiyantoro (2005: 31) argues about nonfiction books as follows.

"Non-fiction books, namely essays that point to factual truth, history, or something else that has a definite frame of reference or has empirical evidence, such as scientific essays produced by children in writing lessons in schools that depart from certain facts.

Based on the above opinion, it can be concluded that non-fiction books are books that contain essays with good intentions and are responsible for the truth that they write. In addition, non-fiction books are writing that contains real events or other things, such as an idea of thought, about a matter or limitation, non-fiction writing involves logical work of the mind and will be easy for readers to understand, in addition to books. knowledge, usually non-fiction books are often used as reference books such as in paper thesis writing. Nonfiski books are books of knowledge, books that serve as learning resources for both teachers and students.

Non-fiction essays try to achieve a high level of objectivity, try to attract, and upload the reader's reason (mind). Because non-fiction books contain knowledge that is very beneficial to everyone. Non-fiction essays are denotative and refer to a limited meaning so that they do not have a double meaning. It is different from fiction books which usually use figurative words, because fiction books are the writings of the author's imagination whose contents are not in accordance with facts but are stories, such as novels, dramas, comics, fairy tales, drama films and others.

b. The Elements of a Book of Nonfiction

Non-fiction books are books that contain knowledge with the aim of the authors having good intentions and being responsible for the truth of the conten he wrote, besides that non-fiction books also have elements that readers should know. According to the Ministry of Culture (2016: 282) states that, "the elements of non-fiction books which include book cover, details of book sub-sections, sub-chapter titles, book contents, how to present book content, the language used in the book and the systematics of writing in the book".

It can be concluded that there are elements of non-fiction books which include the book cover section, details of book subsections, sub-chapter titles, book content, how to present book content, the language used in the book and the systematics of book writing. However, the elements of non-fiction books have similarities with the elements of fiction books which include book cover, book subsection and book sub-chapter titles.

c. Types of Nonfiction Books

In non-fiction books, there are many types of nonfiction books that we should know and read because in non-fiction books, besides providing information, non-fiction books provide insight and knowledge.

In KBBI (Big Indonesian Dictionary) types mean group or kinds. According to Nurgiyantoro (2005: 371) states "non-fiction reading books are very diverse. It stretches from books on various scientific disciplines such as nature, biology, health, social science, history, biography, to arts and culture, and others ". Furthermore, Kosasih (2017: 234) says that "types of nonfiction books, for example, textbooks, popular science, and biographies".

Based on the description above, the writer concludes that there are many types of non-fiction books that we often read or that we often use as learning resources, including knowledge books, thesis papers, which are able to provide knowledge, both to be used as reference material for writing papers, theses, and others. In addition, non-physics books are often used by teachers and lecturers as the basis for the subject matter they deliver. With so many types of nonfiction books this will be able to provide knowledge. Difference between fiction and non-fiction books

Many people still confuse the difference between fiction and nonfiction books. The difference between fiction and nonfiction books is simple. A book of fiction is a type of writing that is written only by the imagination of the author. According to Kosasih (2017: 234) explains, "the difference between fiction books and non-fiction books is that someone reads fiction in general for entertainment or pleasure. Meanwhile, when reading textbooks, scientific books, or other non-fiction books, what is obtained at that time is a number of information, knowledge, or insights".

According to Nurgiyantoro (2005: 367) explains the differences between fiction and nonfiction books as follows.

"Fiction and non-fiction stories can both present their own attractiveness and strengths because of their different characteristics. If in fiction the element of suspense and how it is constructed is something important, in non-fiction it is not really that important because what matters now is how the facts are conveyed. If in a fictional story, how the characters and how they are developed are essential, in non-fiction what is important is the discovery of relationships and the application of concepts in society or in the natural world such as in the animal world. However, in writing non-fiction works the author can also using narrative methods as in fiction, for example by using certain persona forms so as to attract children's readers to be more emotionally involved".

Based on the description above, the writer can conclude that the difference between fiction and non-fiction books actually lies only in factual problems or not, imagination or not. So the difference between the two has absolutely nothing to do with language style or anything other than a matter of fact or imagination. Because in non-fiction books it is written based on facts, and in physics books it is written based on the results of imagination.

B. Relevant Research

There are several previous studies that conducted research on the Cooperative Integrated Reading and Composition (CIRC) learning model, namely:

1. Gulo, (2018) examines the Improvement of Students' Ability to Summarize Reading Text Content with the Cooperative Integrated Reading and Composition (CIRC) Learning Model in Class VIII of SMP Negeri 2 Hiliduho in the 2017/2018 Learning Year. Based on the results of research in the field, the ability of students to conclude the content of the reading text can increase, obtaining an average value in the first cycle is 55.5 with the highest score is 70 and the lowest score is 35. While in the second cycle, the average score is 85,5 with the highest score was 95 and the lowest score was 70. The results of student observations in cycle I amounted to 76.77%. The results of student observations in cycle II amounted to 96.57%.
2. Ramadhanti, Dina (2017) examined the application of the CIRC-type cooperative model in teaching narrative writing for seventh grade students of SMP Negeri 2 Lembah Gumanti. Based on the research results, it shows that the cooperative learning model type

Cooperative Integrated Reading and Composition (CIRC) can improve the skills of writing expository narrative for seventh grade students of SMP Negeri 2 Lembah Gumanti. This increase can be seen from the average results of students' tests in pre-cycle, cycle I and cycle II. In the pre-cycle, the students' mean score was 52.82 with almost moderate qualifications. In the first cycle, the students' average score was 69.96 with sufficient qualifications. In cycle II, the students' average score was 78.80 with good qualifications. The percentage increase in the average score of students from pre-cycle to cycle I was 17.14%. The percentage increase in the average score of students from cycle I to cycle II was 8.84%.

This research with previous research is a different research location, and the research year is different. While the equation of this study with previous research is the same subject, and both research about improving student abilities through the Cooperative Integratet Reading and Composition (CIRC) learning model.

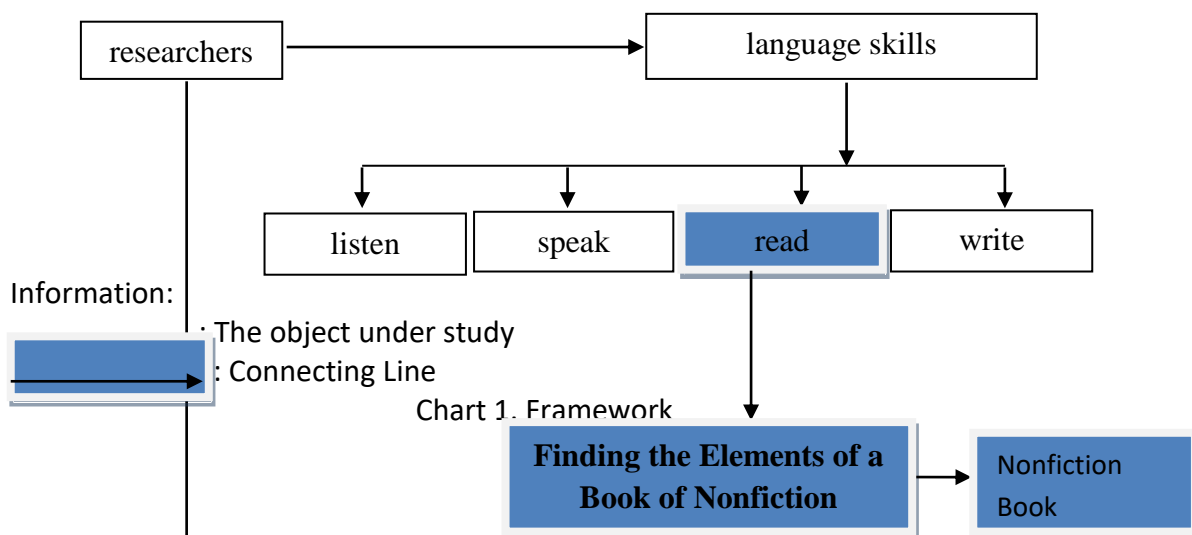
C. Thinking Framework

Reading is a window to the world. By reading we can embrace the world. So many wise words that suggest we read a lot of books. Not just reading Facebook or reading SMS from our various smart phones. Broadly speaking, the books we read are grouped into two parts, namely fiction books and non-fiction books. Non-fiction books contain the author's ideas / ideas / feelings that are fictional and imaginative. We need to read fiction books to add insight, cultivate interest in reading, and cultivate your creativity. Meanwhile, non-fiction books present science both technically and in a popular manner.

One of the competencies contained in the 2013 Curriculum is to find elements from non-fiction books that are read, in this competency, of course, students must be able to understand non-fiction books. Learning activities are found to be closely related to reading activities. Finding the elements of a non-fiction book is an activity that requires full concentration in order to understand the contents of the book and look for what should be found in the book, then by reading students will be able to find what they are looking for.

Therefore, to achieve optimal results in the activity of finding elements from non-fiction books, the researchers applied one of the learning models, namely the Cooperative Integrated Reading and Composition (CIRC) learning model in Class VII SMP Negeri 1 Ma'u Nias Regency 2018 / Learning Year 2019.

In general, the framework in this study can be described as follows.



CHAPTER III RESEARCH METHODS

A. Object of Action

The type of research to be carried out is classroom action research (PTK). It is said that PTK is because this research aims to improve the learning process about non-fiction books in class VII SMP Negeri 1 Ma'u Nias. This is in accordance with the opinion Wardhani (2010: 115) said, "Classroom Action Research is research conducted by teachers in their own class through self-reflection with the aim of improving their performance so that student learning outcomes increase".

Furthermore, Arikunto (2006: 3) states that: "Classroom action research is a reflection of learning activities in the form of an action, which is deliberately raised and occurs in a class together. This classroom action research is carried out to improve the quality and learning process that takes place in the classroom in the form of a cycle. According to Asmani (2011: 37) argues "Classroom action research is a study that is carried out systematically and reflective of various actions taken by teachers who are also researchers".

Based on the above opinion, the writer concludes that Classroom Action Research is research conducted by teachers in their class on learning activities in the form of an action to improve student learning outcomes.

The type of action studied (the object of action) in this study was to improve the ability to find elements of non-fiction books for class VII-B students of SMP Negeri 1 Ma'u Nias Regency 2020/2021 Learning Year.

B. Location and Research Subjects

1. Research Location

The location of this research is in class VII-B of SMP Negeri 1 Ma'u, Niasyang Regency, having its address at lasarasiwalubanua Ma'u Kabupaten Nias

2. Research Subject

The subjects in this study were 20 students of class VII-B SMP Negeri 1 Ma'u Nias Regency, 9 boys and 11 girls.

C. Time and Length of Research

In accordance with the research plan, the actions in this study were carried out in the even semester of the 2020/2021 Learning Year for one month. The research was planned in two cycles, each cycle consisting of two meetings, each meeting consisting of 3 x 40 minutes.

D. Research Implementation Procedures

In conducting research, there are four types of activities that must be carried out in classroom action research, namely planning, implementing, observing, and reflecting. There are several procedures for conducting this research, including: Planning Stage

In the initial stage of this research, the researcher conducted a discussion with the Indonesian language teacher in class VII-B about the implementation of action research to improve the ability to find elements of non-fiction books for students. Therefore, in accordance with the existing problems, the researcher and the teacher formulate a plan to solve the problems encountered in learning to find the elements of non-fiction books.

The steps that will be carried out include the following. First, reading and understanding the Indonesian curriculum for grade VII even semester. Second, determine core competencies, select basic competencies, set indicators and select materials in accordance with the research title. Third, prepare the necessary facilities and infrastructure. Fourth, prepare observation instruments to monitor teacher and student activities. Fifth, contact the parties needed for the implementation of classroom action research. Sixth, determine the implementation time.

2. Implementation Stage

This stage is the implementation stage of the learning plan that has been made. At this stage the researcher acts as an implementer and the teacher acts as an observer of the action. Actions that include the process of teaching and learning activities in improving students' abilities to find elements of non-fiction books through the Cooperative Integrated Reading and Composition (CIRC) learning model, meaning that the teacher delivers in front of the class reading learning material.

The implementation stage consists of:

- 1) Carry out the learning plan that has been prepared using the CIRC learning model for skills, namely finding elements from non-fiction books.
- 2) The teacher applies the steps of the Cooperative Integrated Reading and Composition (CIRC) learning model to learning, namely finding the elements of nonfiction books, namely:
 - a) Researchers convey the competence that the student wants to achieve, namely being able to find elements of nonfiction books.
 - b) Researchers present non-fiction book material.
 - c) Researchers direct students to form groups of 5 people per group.

d) The researcher assigns students to work together in groups to read to each other and find the elements of non-fiction books and respond to non-fiction books and written on a piece of paper.

e) Researchers assign students to present / read the results of group discussions in front of the class.

f) The researcher repeats / explains the material about non-fiction books that students have not understood.

g) The researcher concludes the learning.

h) Researchers deliver closing greetings.

3. Observation Stage

The next activity is observation activities, the observations made are observing the activities of students and researchers as teachers during

learning to find elements of non-fiction books using the Cooperative Integrated Reading and Composition (CIRC) learning model. This activity coincided with the implementation of the action carried out by the observer when the researcher carried out the learning action.

In this case the observer tries to identify and document all indicators of the process resulting from the changes that have occurred. The results of these observations are used continuously from cycle one and are corrected in the next cycle. Constraints or weaknesses found in cycle one are recommended in cycle two to be fixed.

4. Reflection Stage

The data obtained from the observation sheet and field notes were analyzed quantitatively and qualitatively. This data is a description of the results of research activities in the cycle. Based on that data, there will be improvements if any weaknesses are found. Meanwhile, the advantages and disadvantages that exist at the end of the cycle are maintained and used for the next cycle. The results of reflection are used to determine whether the Cooperative Integrated Reading and Composition (CIRC) learning model can improve students' ability to find elements of non-fiction books.

E. Research Instruments

In this study, researchers will collect data and research results. Researchers used several research instruments, namely:

1. Observation sheet

The observation sheet is one of the research instruments used by researchers to obtain the percentage of student and researcher activeness during learning activities. The observation sheet consists of two types, namely the researcher activity observation sheet and the student activity observation sheet. This observation sheet was filled out by observers or observers of Indonesian language subjects during the study. The observer observed the student's condition during the study.

2. Test sheet

The test sheet is an instrument used by researchers to measure the level of students' ability to find elements from nonfiction books. The test sheet contains a written test or essay test to find elements from a nonfiction book. This instrument is used to collect quantitative data.

3. Field Notes

Field notes are instruments that are used as a place to record things that happen while researchers carry out research in schools.

4. Documentation

Documentation is photos of activities during the lesson in class VII SMP Negeri 1 Ma'u

F. Data Analysis Techniques

There are two data analysis techniques in this study, namely quantitative data analysis and qualitative data analysis.

1. Quantitative Data Analysis

Quantitative data analysis techniques (essay test) can be done by taking the following steps:

a. Scoring. The score is given in accordance with the instrument grid to obtain test results of students' abilities in finding elements from nonfiction books.

b. Addition of scores. After the results sheet finds the elements from the nonfiction book, the scores are adjusted according to the instrument grid, then each score is added up to get a score.

c. Assessment determination. To calculate the value of each student can be done based on the formula proposed by Purwanto (2009: 207), namely:

To assess the activities carried out by students to find the elements of the non-fiction book, the assessment aspects below are used.

Table 1

RUBRIC FOR ASSESSMENT OF THE ABILITY OF FINDING NONFICTIONAL BOOK INGREDIENTS

No	Book Element	Score			
		1	2	3	4
1	Book Cover				
2	Details of Sub chapter Book				
3	Ways to Present Books				
4	Title of Section				
5	Book Contents				
6	Languages Spoken				
7	Writing Systematics				

Source: Kusmayadi (2017: 64-65)

Score Description

4 = Very complete and clear

3 = Good and clear

2 = Good enough and clear

1 = Not good and unclear

Maximum score = 8

Final score: $\frac{\text{The total score obtained}}{\text{Maximum score}} \times 100$

Furthermore, determining the minimum threshold for passing and assessing certain values can be done by calculating the percentage of determining the value or calculating the percentage for a scale of 1-4. Look at the following table.

Table 2

INTERVAL ASSESSMENT

Mastery Level Percentage Interval	Change Value Scale Four		Information
	1-4	D-A	
86-100	4	A	Very good
76-85	3	B	Good
56-74	2	C	Enough
10-55	1	D	less

Sumber: Nurgiyantoro (2010:253)

Interval Percentage Level of Mastery Change Value Scale Four Information

1-4 D-A

86-100 4 A Very Good

76-85 3 B Good

56-74 2 C Enough

10-55 1 D Less

Source: Nurgiyantoro (2010: 253)

d. Looking for an average

Djamarah (2010: 306) said, "In analyzing the existing data, researchers classify the percentage of all percent." Researchers used the formula to find the average, namely:

M = Mean (Average value)

$\sum X$ = The sum of the total values obtained from the sum of the scores for each individual

N = he number of individuals

Information:

M = Mean (average value)

$\sum X$ = The total value obtained from the sum of the scores for each individual

N = Number of individuals

2. Qualitative Data Analysis

After analyzing quantitative data, researchers analyzed qualitative data sourced from the observation sheet by taking the following steps:

a. Data reduction, namely selecting and classifying data based on information and organized according to the researcher's questions.

b. Data exposure, namely that data that has been organized are grouped or described to meaningful means in the form of tables or graphs or in narration.

c. The conclusion, namely that based on the explanation that has been made, a conclusion is drawn in the form of a short statement / formula.

After obtaining valid data from the observation sheet, the researcher will analyze and evaluate the data using the formula proposed by Tuckman in Nurgiyantoro (2010: 287) as follows:

$$TP (\%) = \frac{F}{KA} \times 100$$

Information:

TP: percentage level

F: frequency of research and student activity

KA: total number of research and student activity

100: maximum percentage.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Research Settings

This classroom action research was conducted at SMP Negeri 1 Ma'u, Niasyang Regency, having the address at lasarasiwalubanua kecamatan Ma'u Kabupaten Nias. In SMP Negeri 1 Ma'u, Niaster Regency there are 7 rooms as a place to study. Class VII two classes, class VIII two classes, and Class IX three classes. The research subjects were students of class VII-B in Semester II (two), the 2020/2021 Learning Year, totaling 20 people, namely 9 boys and 11 girls.

Before starting research activities, first consulted the Principal of SMP Negeri 1 Ma'u Nias Regency, namely Torosokhi Waruwu, S.Pd.

After obtaining approval and permission from the principal to carry out the research, the researchers consulted with subject teachers to determine a schedule for research activities in class VII-B according to the roster of teaching and learning activities at SMP Negeri 1 Ma'u Nias Regency Even Semester for the 2020/2021 Learning Year. Indonesian language subject 6 hours of lessons per week with two meetings, namely in class VII-B: Monday and Tuesday.

In the implementation of this research, observers were present to observe the performance of researchers and student activities during teaching and learning activities in accordance with the observation sheets provided by the researcher. The implementation of this research was carried out with the following procedure.

a. Planning

At this stage, the researcher prepares a syllabus for one basic competency, prepares lesson plans, prepares material to determine the elements of a non-fiction book, attendance list, observation sheet, field notes and evaluation sheets.

b. Action

At this stage, the researcher carried out the whole process of teaching and learning activities with the material of conveying opinions in the discussion through the Cooperative Integrated Reading and Composition (CIRC) learning model as that had been compiled in the learning implementation plan for each cycle. Apart from carrying out the teaching and learning process, evaluation is also carried out at the end of the cycle.

c. Observation

At this stage, the researcher carries out simultaneously the learning process which includes all student activities during learning activities, as well as increasing the student's ability to determine the elements of non-fiction books through the Cooperative Integrated Reading and Composition (CIRC) learning model in Indonesian subjects.

d. Reflection

At this stage, the researcher carries out the analysis of the learning outcomes as well as prepares a plan for improvement for the next cycle, if indicators of successful research implementation have not been achieved and if they have been achieved, research findings are formulated.

Research Implementation to Improve the Ability of Class VII Students of SMP Negeri 1 Ma'u Nias Regency Determining the Elements of a Non-Fiction Book by Applying the Cooperative Integrated Reading and Composition (CIRC) Learning Model

a. Cycle I

Learning in cycle I consists of one meeting to deliver the material and one meeting to give tests to determine the elements of non-fiction books, this activity is carried out to coincide with Indonesian language lessons.

1) First Meeting

In cycle I (one), especially the first meeting was held on Monday, May 13 2019 with a time of 3 x 40 minutes, starting at 07.30-09.30 WIB, namely in the first, second and third lessons by following the stages of Classroom Action Research, namely: Learning is carried out in several stages, starting from the planning, action, observation, and reflection stages. The description of each stage of the research implementation is as follows.

a) Planning (Planning)

At the planning stage, the researcher, planned the learning tools and instruments, namely as follows: Learning syllabus, Learning Implementation Plan (RPP), assessment, discussion material, observation sheet consisting of observation sheets researchers, learning activity observation sheets and field note sheets, knowledge test questions containing questions about nonfiction book material.

b) Action (Action)

a. Preliminary activities

The preliminary activity is carried out for 20 minutes. Activities carried out by researchers include:

1) Orientation. The activity carried out was the researcher delivered the opening with the opening greetings and introduced himself to the students and invited the students to pray to start learning, checked the attendance of students as a disciplinary attitude (absent), and prepared the students physically and psychologically in starting learning activities.

2) Apperception. The activities carried out are linking the learning material to be carried out with the experiences of students with the previous material, asking questions that are related to the lessons to be discussed.

3) Motivate. The activity conveyed in this case is that the researcher provides an overview of the benefits of learning the lesson to be studied, namely that students are able to determine the elements of a non-fiction book well, and if this material is done properly and

truly mastered, students are expected to explain the meaning of the book nonfiction and nonfiction book elements.

4) Providing references. Notifying subject matter to be discussed at the meeting at that time, informing about core competencies, basic competencies, indicators, and KKM at the meeting that took place, dividing study groups, and explaining the mechanism for implementing learning experiences in accordance with the learning steps.

b. Core activities

The core activity is carried out for 80 minutes. Based on the learning steps of Cooperative Integrated Reading and Composition (CIRC).

1) The researcher presents non-fiction book material as an example of a non-fiction book entitled "Natural Sciences".

2) Researchers provide opportunities for students to understand and read non-fiction books.

3) Researchers provide opportunities for students to study the elements of the non-fiction books they read.

4) Researchers ask questions about the material to be taught, which are in accordance with the phenomena that occur around the student's environment.

5) Students respond to read non-fiction books that they know.

6) Each student response is rewarded by the teacher without paying attention to right or wrong.

7) Researchers show examples of non-fiction books related to teaching materials in the form of knowledge books.

8) Students respond to non-fiction books shown by the teacher.

9) Researchers provide rewards for student responses.

10) Researchers provide corrections to student responses.

11) Researchers explain again the material about non-fiction books that are still not understood by students.

c. Closing Activities

This activity was carried out for 20 minutes. Researchers and students conclude the subject matter. Then the researcher and students reflect on learning activities on the material of the elements of non-fiction books, then the researcher provides feedback on the learning material that has been studied and the researcher delivers the material to be studied at the next meeting and finally the researcher invites students to pray.

c) Observation (Observation)

Every meeting of Indonesian subject teachers plays an active role in carrying out observations. Observations are carried out during the learning process in accordance with the observation indicators that have been provided previously, both observation sheets for researchers and observation sheets for students.

1) The results of the analysis of the student activity observation sheet data

Observation of student learning activities in Cycle I of the first meeting to follow the teaching and learning process on the subject matter of determining the elements of nonfiction books through the Cooperative Integrated Reading and Composition (CIRC) learning model in Indonesian subjects. There were 11 students who followed the teacher's explanation, with a score of 55%, 10 students who were actively reading, listening, and

listening, with a score of 50%, 10 students who were serious, thorough, and looking for information with a score of 50% , students who actively asked / gave responses were 13 people, with a value of 65%, students who were creative, and showed curiosity as many as 9 people with a value of 45%, students who were actively conducting experiments were 9 people with a value of 45%, students who were active delivered the results of observations / opinions as many as 13 people with a value of 65%, students who actively made summaries / conclusions and reflections were 12 people with a value of 60%, students who actively worked on assignments were 11 people with a value of 55%. In the first cycle of the first meeting, the total percentage value was 54.44%.

From the results of these observations, there were several strengths and weaknesses of the results of student observations in the first cycle of the first meeting, namely:

(a) The strengths of students are: students gain knowledge from learning the elements of non-fiction books submitted by researchers, have new insights about the elements of non-fiction books, and have an interest in reading activities based on sample books given by researchers to students.

(b) The weaknesses of students, namely: not all students are active in learning, the lack of awareness of students in learning this can be seen when non-fiction books are distributed to students, many of them disturb their friends, even some students daydream in learning, there are students who come in and out class during the learning process, some students pay less attention to the explanation of the researcher in front.

2) The results of the data analysis of the researcher observation sheet

Observations of the teaching and learning process carried out by researchers by teaching the main material determine the elements of nonfiction books through the Cooperative Integrated Reading and Composition (CIRC) learning model with an average value of the first meeting = 57.14%. From these results there are several strengths and weaknesses of the researcher, namely:

(a) The strengths of the researcher are: The researcher delivers learning material in accordance with the learning or research objectives, namely students are able to determine the elements of non-fiction books, the researcher has directed students to pray before delivering learning in front of the class, the researcher shares one by one sample nonfiction books as examples in learning and also as a medium in learning. Researchers provide opportunities for students to ask questions based on the material presented, researchers communicate to students who do not understand learning material about nonfiction books.

(b) The weaknesses of the researcher are: Researchers do not motivate students towards learning so that many students are less enthusiastic, the volume of the researcher's voice is not heard by students so that some students are whispering behind their backs, researchers pay less attention to students who disturb their friends in the learning process, researchers have not fully apply the CIRC learning model in determining the elements of non-fiction books.

d) Reflection

After learning was carried out at the first meeting, the researcher held a reflection outside the learning process and would improve it at the next meeting. Based on the weaknesses and notes of the Indonesian teacher on the researcher and student observation sheets, the researcher held a reflection as an improvement at the next meeting, namely:

1. Researchers should motivate students who do not understand learning by directing and guiding students outside the learning process. This can provide motivation and an individual approach between the researcher and the students being taught.
2. Researchers should link the previous material with the material being studied, as well as conduct questions and answers to students, and explain the material according to the lesson plan.
3. Researchers should present the material clearly, giving awards to students who provide responses.
4. Researchers should conclude the learning material together with students.

2) Second Meeting

The implementation of the first cycle of the second meeting was held on Tuesday, May 14 2019 with a time of 3 x 40 minutes, starting at 07.30-09.30 WIB, namely in the first, second, third lessons by following the stages of Classroom Action Research, namely as follows.

a. Planning (Planning)

The planning activity in this study was that the researcher returned to preparing learning tools related to the material determining the elements of nonfiction books, preparing observation sheets for students and researchers, preparing attendance lists, preparing student questions and answer papers, field notes.

b. Action (Action)

Activities carried out at this second meeting were reviewing previous learning materials, motivating students towards learning, notifying students of weaknesses in the previous meeting and applying the Cooperative Integrated Reading and Composition (CIRC) learning model by paying attention to the following steps:

a. Preliminary activities

The preliminary activity is carried out for 20 minutes. Activities carried out by researchers include:

1) Orientation. The activity carried out was the researcher delivered the opening with the opening greetings and invited students to pray to start learning, checking the attendance of students as a disciplinary attitude (absent), and preparing the students physically and psychologically in starting learning activities.

2) Apperception. The activities carried out are linking the learning material to be carried out with the experiences of students with the previous material, asking questions that are related to the lessons to be discussed.

3) Motivate. The activity conveyed in this case is that the researcher provides an overview of the benefits of learning the lesson to be studied, namely that students are able to determine the elements of a non-fiction book well, and if this material is done properly and truly mastered, students are expected to explain the meaning of the book nonfiction and nonfiction book elements.

4) Providing references. Notifying subject matter to be discussed at the meeting at that time, informing about core competencies, basic competencies, indicators, and KKM at the meeting that took place, dividing study groups, and explaining the mechanism for implementing learning experiences in accordance with the learning steps.

b. Core activities

The core activity is carried out for 80 minutes. Based on the learning steps of Cooperative Integrated Reading and Composition (CIRC).

- 1) The researcher presents non-fiction book material as an example of a non-fiction book entitled "Natural Sciences".
- 2) Researchers provide opportunities for students to understand and read non-fiction books.
- 3) Researchers provide opportunities for students to study the elements of the non-fiction books they read.
- 4) Researchers ask questions about the material to be taught, which are in accordance with the phenomena that occur around the student's environment.
- 5) Students respond to read non-fiction books that they know.
- 6) Each student response is rewarded by the teacher without paying attention to right or wrong.
- 7) Researchers show examples of non-fiction books related to teaching materials in the form of knowledge books.
- 8) Students respond to non-fiction books shown by the teacher.
- 9) Researchers direct students to form groups of 5 people per group.
- 10) The researcher assigns students to work together in groups to read each other and determine the elements of non-fiction books.
- 11) In groups of students respond to non-fiction books and write them on a piece of paper.
- 12) Researchers assign students to present / read the results of group discussions in front of the class.
- 13) Other groups pay attention and give questions or responses to the group that is presenting to the class. And vice versa, the group that appears answers the questions asked by other groups. And so on until the group appears all to present the results of their respective group discussions.
- 14) Researchers provide rewards for student responses.
- 15) Researchers provide corrections to student responses.
- 16) Researchers explain again the material about nonfiction books that are still not understood by students.

c. Closing Activities

This activity was carried out for 20 minutes. Researchers and students conclude the subject matter. Then the researcher and students reflect on learning activities on the material of the elements of non-fiction books, then the researcher provides feedback on the learning material that has been studied and the researcher delivers the material to be studied at the next meeting and finally the researcher invites students to pray.

c) Observation (Observation)

The activity on this observation sheet is to observe the activities of students and researchers. The observation sheet in question can be described as follows:

1) Results of data analysis student activity observation sheet data

Based on the results of the observations, the results of the activeness of students who followed the teacher's explanation were 16 people with a value of 80%, 14 students who were active in reading, listening and listening with a score of 70%, students who were serious, thorough, and seeking information were 14 people. with a value of 70%, students

who actively ask / give responses are 13 people with a value of 65%, students who are creative and show curiosity are 13 people with a value of 65%, students who actively conduct experiments are 14 people with a value of 70%, students 14 people who actively conveyed their observations / opinions with a value of 70%, 14 students who actively made summaries / conclusions and reflections, and 13 students who actively worked on assignments with a value of 65% In the first cycle of the second meeting, the total percentage value was 69.44%. After obtaining the results on the student observation sheet, there are several strengths and weaknesses of students, namely:

(a) The strengths of students are: Able to increase student motivation to read through non-fiction books, the thinking power of students is trained to look for and find answers to books that have been given by researchers, have a sense of responsibility in groups, establish mutual respect in groups, interaction between students in one group share the knowledge obtained from reading books, have a sense of grouping in one group, guide each other, are able to take meaning in nonfiction books and implement them in their daily lives.

(b) Student weaknesses, namely: Students' completeness towards learning is only 4 people with an average percentage of 20% while students totaling 16 people with an average percentage of 80% have not yet completed it, not all students are active in learning, there are some students who are noisy in In the learning process, there were even some students who did not understand how to determine the elements of non-fiction books, the average ability of grade VII-B students of SMP Negeri 1 Ma'u Nias Regency in determining the elements of non-fiction books in cycle I had not reached the predetermined KKM.

2) The results of the data analysis of the researcher observation sheet

Based on the observations of researchers in the first cycle of the second meeting, the average result was 66.67%. Therefore, there are several strengths and weaknesses of students towards the results of observations in the first cycle of the second meeting, namely:

(a) The strengths of the researcher are:

1. Researchers provide motivational words to students in order to be motivated to learn to read. Motivational words conveyed to students include:

a) Every successful person has a failure. Don't be afraid to fail and make mistakes because failure and mistakes are part of success as well as learning.

b) We will never know the real answer, until we try to learn.

2. Respect student opinions by providing rewards for student responses.

3. Researchers have applied the learning model to reading skills, especially in determining the elements of non-fiction books.

(b) The weaknesses of the researcher are:

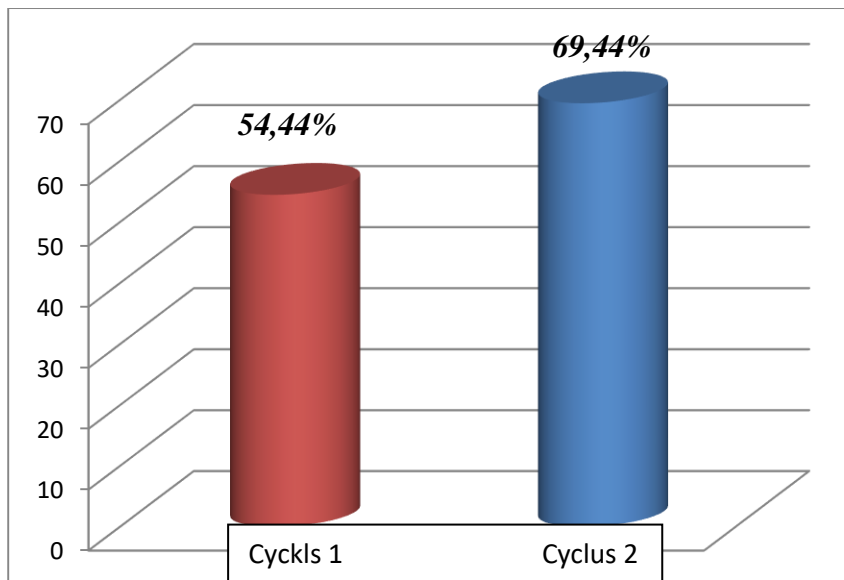
1. Has not succeeded in improving students' reading skills, especially in determining the elements of non-fiction books using the CIRC learning model.

2. Researchers are too focused on the results to be achieved so that they pay less attention to the learning process.

3. The delivery of the CIRC learning model to students was not optimal because researchers were too hasty in explaining the learning material.

Based on the results of student activity in the first cycle, the percent average value at the first meeting = 54.44% and the second meeting = 69.44%, this can be seen in the graph below:

AVERAGE VALUE OF STUDENT ACTIVITY IN CYCLE I



Graph 1: The average value of student activity in cycle I

Information: Meeting I = 54.44%

Meeting II = 69.44%

d) Reflection

Based on the weaknesses obtained in cycle I, the researcher held a reflection with the aim of improving at the next meeting, including:

1. Researchers should review learning so that they find solutions and can improve learning outcomes, especially in determining the elements of non-fiction books.
2. Researchers should not focus too much on learning outcomes but the learning process is the most important so that students can understand learning well.
3. Researchers should carry out the next lesson to improve these weaknesses.

3) Analysis of Evaluation Results

Based on the results in cycle I, the researcher conducted an analysis of student learning outcomes, namely:

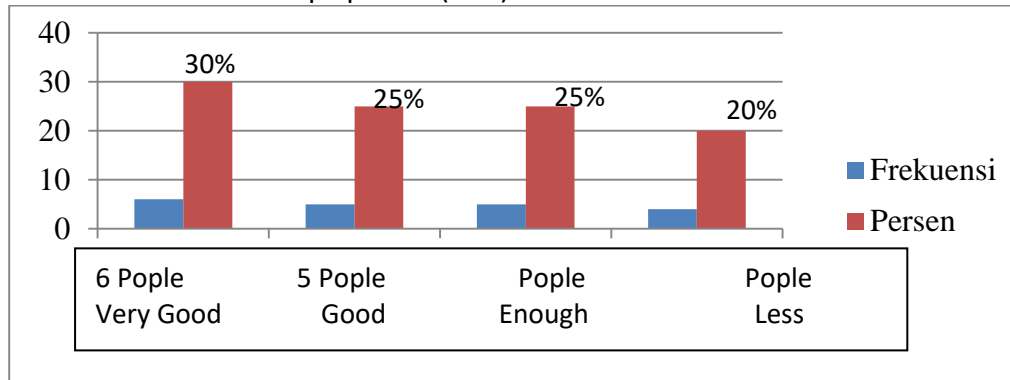
a. Result of Analysis of Spiritual Attitude Assessment (KI-1) Cycle I

The assessment of spiritual attitudes consists of 4 aspects, namely: praying before and after carrying out activities, giving thanks for the gift of God Almighty, being grateful when they succeed in doing something, and respecting others who carry out worship according to their religion.

This assessment was carried out in the first cycle of spiritual value obtained an average value of 74.75% with the predicate "Enough". It consists of the predicate very good = 6 people (30%), good = 7 people (35%), enough = 3 people (15%) and less = 4 people (20%). To make it easier it can be seen in the following graph:

RESULTS OF SPRITUAL ATTITUDE (KI-1) CYCLE I

Grafik 2 : Penilaian Sikap Spritual (KI-1)Siklus I



Frekuensi:

- Often pray before and after doing activities there are 6 people.
- Often pray before and after doing activities there are 5 people.
- Sometimes praying before and after doing activities there are 5 people.
- Often pray before and after doing activities there are 4 people.

Persen:

- Very good = 30%
- Good = 25%
- Enough = 25%
- Less = 20%

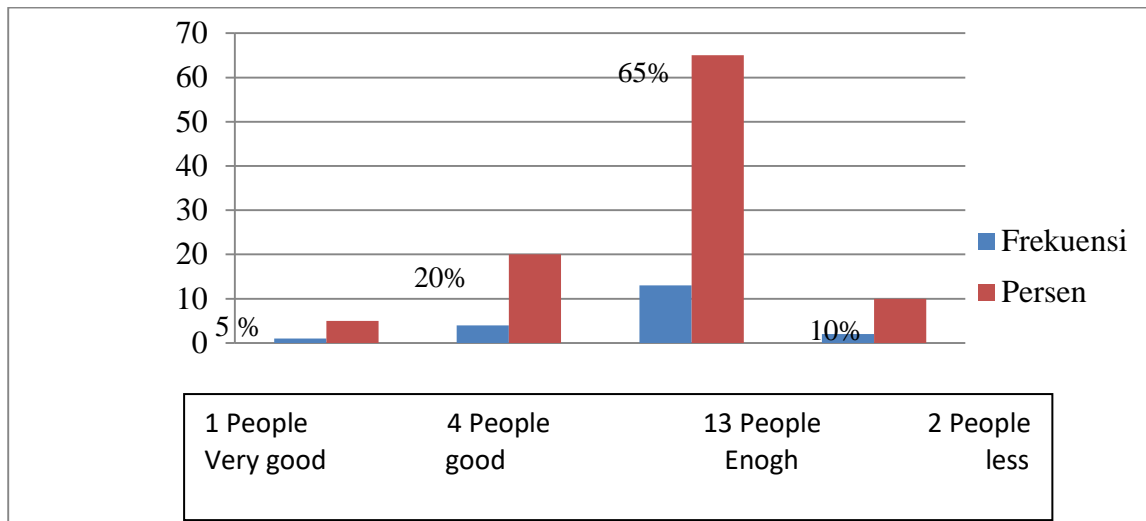
The results of the assessment of spiritual attitudes (KI-1) are described to obtain a description of the attitudes of each student. The result of the assessment for student number 1 (Respondent-1) is to have a predicate value of "Very Good", then the student's attitude is described: "Often pray before and after doing activities, often grateful for the gift of God Almighty, grateful when they succeed in doing it. something, and respect for others who perform worship "; then serial number 2 to. 20 (can be seen in the attachment).

b. Results of Analysis of Social Attitudes Assessment (KI-2) Cycle I

The aspects of the assessment of social attitudes which were carried out during two meetings consisted of 7 (seven) aspects namely: honesty, discipline, responsibility, tolerance, mutual cooperation, polite and self-confidence.

The results of the analysis of the value of social attitudes obtained an average value of 70.65% with the predicate "Enough" (attachment 20 table 13). It consists of the predicate "Very Good" = 1 person (5%); Good = 4 people (60%); Enough = 13 people (25%); and Less = 2 people (10%). To make it easier it can be seen in the following graph:

RESULTS OF SOCIAL ATTITUDE ASSESSMENT (KI-2) CYCLE I



Information:

■ Frequency:

- Often honest, discipline, responsibility, tolerance, mutual cooperation, courteous and confident there is 1 person.
- Often honest, discipline, responsibility, tolerance, mutual cooperation, courteous and confident. There are 4 people.
- Sometimes there are 13 people honest, discipline, responsibility, tolerance, mutual cooperation, polite and confident.
- Sometimes honest, discipline, responsibility, tolerance, mutual cooperation, courtesy and confidence there are 2 people.

■ Percent:

- Very good = 5%
- Good = 20%
- Enough = 65%
- Less = 10%

The value of social attitudes (KI-2) is described to obtain a description of the social attitudes of each student. Student number 1 (Respondent-1) has a predicate value of "Less", then the attitude of the student is described: "Often honestly doing something the teacher ordered, conveying correct information, acknowledging something as it is; often not disciplined in obeying school rules, entering class on time, following PBM in an orderly manner; sometimes responsible for completing tasks, accepting the risk of mistakes made, apologizing for mistakes, and caring about his obligations; often intolerant of respecting the opinion of friends, not discriminating against friends, and accepting the shortcomings of others; often work together to carry out group work, cooperate in carrying out tasks according to the agreement, and are willing to sacrifice for other friends; often polite by communicating, respecting others, polite language when expressing opinions, and being 3S (Greetings - Smiles - Greetings) to others; sometimes confident in showing courage in the presentation in front of the class, arguing, asking, and answering questions, and an unyielding attitude"; then serial number 2 to 20 can be seen in the appendix.

c. Results of Knowledge Assessment Data Analysis (KI-3) Cycle I

At the end of the first cycle, a written knowledge test (Core Competency-3) was held, namely determining the elements of a non-fiction book. The results of classical processing with a total amount = 1.301 and an average value of the first cycle = 65.05, including the predicate "Enough". Students who complete / reach KKM (Subject KKM = 75) namely: 4 people (20%) and not complete = 16 people (80%).

The student mastery interval resulting from the knowledge value analysis consisted of good predicate = 2 people (10%); enough = 15 people (75%); and less = 3 people (15%).

Table 3

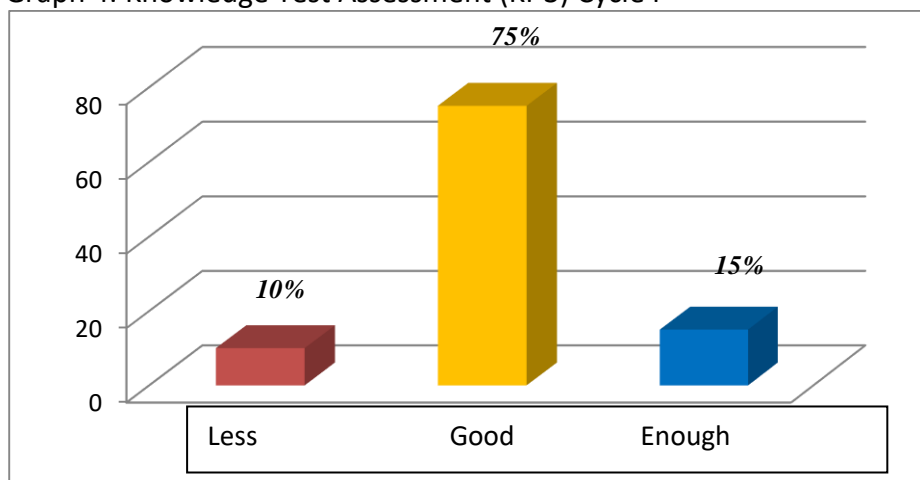
Student Mastery Level Determining the Elements of Nonfiction Books Through the Cooperative Integrated Reading and Composition (CIRC) Learning Model Cycle I

Percentage Interval Mastery Level	Change Value Scale of Ten	information	he amount that students earn	Persen%
86 – 100	4	A (Very well)	-	-
76 – 85	3	B (good)	2 people	10%
56 – 75	2	C (enough)	15 people	75%
10 – 55	1	(less)	3 people	15%
Jumlah			20 people	100%

From the table above, a graph can be made of students' ability levels to determine the elements of nonfiction books through the Cooperative Integrated Reading and Composition (CIRC) learning model in cycle I. To make it easier it can be seen in the following graph:

ASSESSMENT RESULT OF KNOWLEDGE TEST (KI-3) CYCLE I

Graph 4: Knowledge Test Assessment (KI-3) Cycle I



Information:

- 1) Good = 10%
- 2) Enough = 75%
- 3) Less = 15%

The knowledge value (KI-3) is described to obtain a description of the knowledge of each student. Student number 1 (respondent 1) has a value of 64.29 with the predicate "Enough",

then this value is described: Enough in determining the elements of non-fiction books that are read. Furthermore, students number 2 s.d. 20 can be seen in the appendix.

Based on the results obtained in cycle I with an average student score of 65% not reaching the KKM of 75, it can be concluded that the students' ability to find elements of non-fiction books using the CIRC learning model for class VII-B students of SMP Negeri 1 Ma'u Nias Regency has not succeeded. Therefore, researchers need to continue learning in cycle II.

b. Cycle II

In this second cycle, researchers conducted learning by applying a better learning model to students. This is based on the results of reflection in cycle I. The researcher along with the observer prepares learning with solutions to overcome the findings in cycle I.

1. The First Meeting

In cycle II (two), especially the first meeting was held on Monday, May 20 2019 with a time of 3 x 40 minutes, starting at 07.30-09.30 WIB, namely in the first, second, third lessons by following the stages of Classroom Action Research, namely: Learning is carried out in several stages, starting from the planning, action, observation, and reflection stages. The description of each stage of the research implementation is as follows.

a) Planning (Planning)

The activities carried out in this plan were to rearrange the learning unit, prepare teaching materials about finding the elements of non-fiction books, preparing observation forms for observing teachers in Indonesian language studies in class VII-B of SMP Negeri 1 Ma'u Nias Regency, as well as the researcher observation sheets. as well as student observation sheets, prepare student attendance lists again.

b) Action (Action)

The activity carried out in this action is to re-explain the non-fiction book learning material with the aim of reminding students of the material that has been explained in the previous meeting, and the researcher reviews it again to explain the steps of the Cooperative Integrated Reading and Composition (CIRC) learning model. In this activity, the researcher informed the students of the results of the students' abilities in cycle I and the weaknesses of students in the learning process so that the next meeting would not happen again.

(a) Preliminary Activities

The preliminary activity is carried out for 20 minutes. Activities carried out by researchers include:

1) Orientation. The activity carried out was the researcher delivered the opening with the opening greeting and introduced himself to the students and invited students to pray to start learning, checking the attendance of students. as a disciplinary attitude (absent), and prepare students physically and psychologically in starting learning activities.

2) Apperception. The activities carried out are linking the learning material to be carried out with the experiences of students with the previous material, asking questions that are related to the lessons to be discussed.

3) Motivate. The activity conveyed in this case is that the researcher provides an overview of the benefits of learning the lesson to be studied, namely that students are able to determine the elements of a non-fiction book well, and if this material is done properly and truly mastered, students are expected to explain the meaning of the book nonfiction and nonfiction book elements.

4) Providing references. Notifying subject matter to be discussed at the meeting at that time, informing about core competencies, basic competencies, indicators, and KKM at the meeting that took place, dividing study groups, and explaining the mechanism for implementing learning experiences in accordance with the learning steps.

(b) Core Activities

The core activity is carried out for 80 minutes. Based on the learning steps of Cooperative Integrated Reading and Composition (CIRC).

a) The researcher presents non-fiction book material with the book title "Indonesian Language".

b) Researchers provide opportunities for students to understand and read non-fiction books that have been distributed by researchers.

c) Researchers provide opportunities for students to learn the elements of the non-fiction books they read.

d) Researchers ask questions about the material to be taught, which are in accordance with the phenomena that occur around the student's environment.

e) Students respond to read non-fiction books that they know.

f) Each student response is rewarded by the teacher without paying attention to right or wrong.

g) Researchers show examples of non-fiction books related to teaching materials in the form of class VII Indonesian language books.

h) Students respond to non-fiction books shown by the teacher.

i) The teacher provides rewards for student responses.

j) The teacher provides corrections to student responses.

k) Researchers explain again the material about non-fiction books that are still not understood by students.

(c) Closing Activities

This activity was carried out for 20 minutes. Researchers and students conclude the subject matter. Then the researcher and students reflect on learning activities on the material of the elements of non-fiction books, then the researcher provides feedback on the learning material that has been studied and the researcher delivers the material to be studied at the next meeting and finally the researcher invites students to pray.

c) Observation (Observation)

Every meeting of Indonesian subject teachers plays an active role in carrying out observations. Observations are carried out during the learning process takes place in accordance with the observation indicators that have been provided previously, both observation sheets for researchers and observation sheets for students.

1. The results of the analysis of the student activity observation sheet data

Observation of student learning activities following the teaching and learning process through the Cooperative Integrated Reading and Composition (CIRC) learning model on the subject matter of finding elements of non-fiction books has increased. There were 18 students who followed the teacher's explanation, with a score of 90%, 17 students who were actively reading, listening and listening, with a score of 85%, 17 students who were serious, thorough, and looking for information with a score of 85%, students who actively ask / give responses are 17 people with a value of 85%, students who are creative, and show

curiosity as many as 15 people with a value of 75%, students who actively conduct experiments are 16 people with a value of 80%, students who actively convey the results observation / opinion as many as 16 people with a value of 80%, students who actively make summaries / conclusions and reflections are 14 people with a value of 70%, students who actively work on assignments are 16 people with a value of 80%. In the second cycle of the first meeting, the average value of student observations was 81.11%. The strengths and weaknesses of students towards learning in the second cycle of the first meeting can be described as follows:

(a) The strengths of students are:

1. Increased student activity in learning. This can be proven on the student observation sheets in the second cycle of the first meeting.

There are several students who are motivated to learn so that the learning process in the second cycle of this first meeting is better at the previous meeting.

3. The students' enthusiasm for learning the elements of non-fiction books.

4. There is enthusiasm of students asking questions that are not clear about the non-fiction book learning material.

(b) Student weaknesses, namely:

1. Not all students understand the learning material presented by the researcher. This can be caused by the lack of seriousness of students in the learning process, daydreaming in class amidst the researcher's explanation.

2. Motivation in learning is not automatic because the students' abilities vary in receiving learning material.

3. Some students covered their faces with books when the researcher pointed to several people to answer questions from the researcher.

2. The results of the data analysis of the researcher observation sheet

The implementation of the teaching and learning process on the subject matter found elements of non-fiction books through the Cooperative Integrated Reading and Composition (CIRC) learning model, which increased at the first meeting with an average value of 80.95%. From these results obtained several strengths and weaknesses of researchers in the learning process in cycle II of the first meeting, namely:

(a) The strengths of the researcher are:

1. Researchers have prepared everything needed in the learning process including: learning media in the form of nonfiction books.

2. Researchers have an attitude of patience in dealing with the behavior of students of different characters.

3. Researchers have leadership characteristics. This can be seen from the attitude of the researcher when answering the questions raised by students on learning the elements of non-fiction books.

4. Researcher's explanation of the learning material is quite clear and masters the learning material elements of non-fiction books.

(b) Research weaknesses include:

1. Researchers sometimes turn their backs to students when writing learning materials on the blackboard.

2. Less attention to students who are less able to understand learning material.

d) Reflection

The activity carried out by researchers in the second cycle of this first meeting was to reflect on the weaknesses that occurred during the learning process. Therefore, researchers will continue at the next meeting. The improvements referred to in the second cycle of the first meeting are:

(1) Researchers should not turn their backs to students when writing learning material in front of the blackboard but at an angle

Researchers should pay attention to students who are less able to understand the learning material by asking students the material that has just been explained. If the soul is unable to explain, the researcher guides and provides the opportunity to ask what things are not yet clear.

2. Second Meeting

The implementation of the second cycle of the second meeting was held on Tuesday, May 21 2019 at 07.30-09.30 WIB in the first, second and third lessons. The research was conducted in four stages, namely: planning, action, observation, and reflection.

a. Planning (Planning)

The planning activity in this study was that the researcher returned to preparing learning tools related to the material determining the elements of nonfiction books, preparing observation sheets for students and researchers, preparing attendance lists, preparing student questions and answer papers, field notes.

b. Action (Action)

The action at the second meeting was almost the same as the first meeting. Learning activities are carried out through several activities, namely preliminary, core and closing activities. The following describes each step of the learning activities at the second meeting.

(a) Preliminary Activities

The preliminary activity is carried out for 20 minutes. Activities carried out by researchers include:

1) Orientation. The activity carried out was the researcher delivered the opening with the opening greetings and introduced himself to the students and invited the students to pray to start learning, checked the attendance of students as a disciplinary attitude (absent), and prepared the students physically and psychologically in starting learning activities.

2) Apperception. The activities carried out are linking the learning material to be carried out with the experiences of students with the previous material, asking questions that are related to the lessons to be discussed.

3) Motivate. The activity conveyed in this case is that the researcher provides an overview of the benefits of learning the lesson to be studied, namely that students are able to determine the elements of a non-fiction book well, and if this material is done properly and truly mastered, students are expected to explain the meaning of the book nonfiction and nonfiction book elements.

4) Providing references. Notifying subject matter to be discussed at the meeting at that time, informing about core competencies, basic competencies, indicators, and KKM at the meeting that took place, dividing study groups, and explaining the mechanism for implementing learning experiences in accordance with the learning steps.

(b) Core Activities

The core activity is carried out for 80 minutes. Based on the learning steps of Cooperative Integrated Reading and Composition (CIRC).

The researcher presents non-fiction book material as an example of a book entitled "Indonesian Language".

2) Researchers provide opportunities for students to understand and read non-fiction books.

3) Researchers provide opportunities for students to study the elements of non-fiction books that are read including, book cover sections, section details, section titles, book contents, how to present book content, language used in books, and the systematics of writing in books.

4) Researchers ask questions about the material to be taught, which are in accordance with the phenomena that occur around the student's environment.

5) Students respond to read non-fiction books that they know.

6) Each student response is rewarded by the teacher without paying attention to right or wrong.

7) Researchers show examples of non-fiction books related to teaching materials in the form of class VII Indonesian language books.

8) Students respond to non-fiction books shown by the teacher.

9) Researchers direct students to form groups of 5 people per group.

10) The researcher assigns students to work together in groups to read each other and determine the elements of non-fiction books.

11) In groups of students respond to non-fiction books and write them on a piece of paper.

12) Researchers assign students to present / read the results of group discussions in front of the class.

13) Other groups pay attention and give questions or responses to the group that is presenting to the class. And vice versa, the group that appears answers the questions asked by other groups. And so on until the group appears all to present the results of their respective group discussions.

14) The teacher provides rewards for student responses.

15) The teacher provides corrections to student responses.

16) Researchers explain again the material about nonfiction books that are still not understood by students.

(c) Closing

This activity was carried out for 20 minutes. Researchers and students conclude the subject matter. Then the researcher and students reflect on learning activities on the material of the elements of non-fiction books, then the researcher provides feedback on the learning material that has been studied and the researcher delivers the material to be studied at the next meeting and finally the researcher invites students to pray.

c. Observation

Observations are carried out during the learning process in accordance with the observation indicators that have been provided previously, both observation sheets for students and observation sheets for researchers.

1. The results of the analysis of the student activity observation sheet data

Based on the observations of the teacher observing the Indonesian language subject, the results of the observation of students in the second cycle of the second meeting were obtained, 18 students who followed the teacher's explanation, with a value of 90%, 18 students who were actively reading, listening, and listening 90%, students who are serious, thorough, and seek information are 18 people with a score of 90%, students who actively ask / give responses are 19 people with a score of 95%, students who are creative, and show curiosity as many as 17 people with score of 85%, students who actively conduct experiments are 17 people with a value of 85%, students who actively submit their observations / opinions are 18 people with a value of 90%, students who actively make summaries / conclusions and reflections are 18 people with a value of 90%, There were 19 students who were actively working on assignments with a value of 95%. In the second cycle of the second meeting, the average percentage value was 90.55%. From these results obtained several strengths and weaknesses of students on the observation sheet, namely:

(a) The strengths of students are:

- 1) The results of student activity on the observation sheet have increased compared to the previous cycle.
- 2) Student activeness towards learning has increased.
- 3) The test results obtained by students have reached the KKM that has been determined at SMP Negeri 1 Ma'u
- 4) Overall, students complete the learning process to find the elements of non-fiction books.

(b) Student weaknesses, namely:

- 1) Not all students have the same abilities in learning.
- 2) Several students looked at the answers to their classmates.
- 3) There are students pacing back and forth in other group places and chairs.

2. The results of the data analysis of the researcher observation sheet

Implementation of the learning process

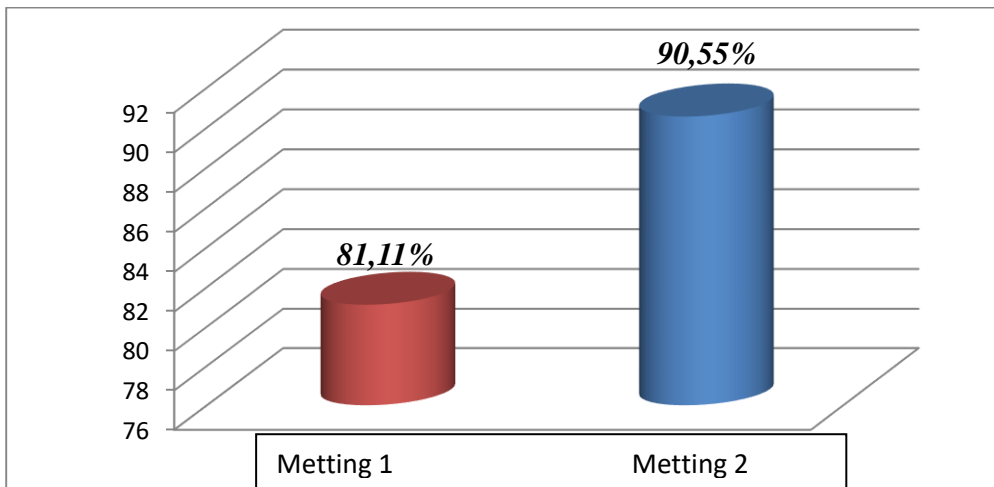
The implementation of the teaching and learning process on the subject matter found elements of nonfiction books through the Cooperative Integrated Reading and Composition (CIRC) learning model, which increased at the second meeting with an average value of 95.23%. Based on these results, there are several strengths and weaknesses of researchers in the second cycle of the second meeting.

(a) The strengths of the researcher are: after the researcher applies the Cooperative Integrated Reading and Composition (CIRC) learning model to the test to find elements of non-fiction books, the results obtained are an average of 86.8 and the researcher has succeeded in motivating students towards learning so that student activity can increase.

(b) The weakness of the researcher based on the observation sheet has not addressed the learning plan and has not concluded the learning material as a whole.

Based on the results of student activity in the second cycle, the percent average value at the first meeting = 81.11%, and the second meeting = 90.55%. This can be seen in the following graph:

AVERAGE VALUE OF II STUDENT ACTIVITY



Graph 5: The average value of cycle II student activities

Information: Meeting 1 = 81.11%

Meeting 2 = 90.55%

d. Reflection

Based on the results obtained, the actions in cycle II had fulfilled the KKM 75 that had been determined at SMP Negeri 1 Ma'u Niassehingga Regency. The next action was discontinued and stopped here (cycle II second meeting).

3. Analysis of Evaluation Results

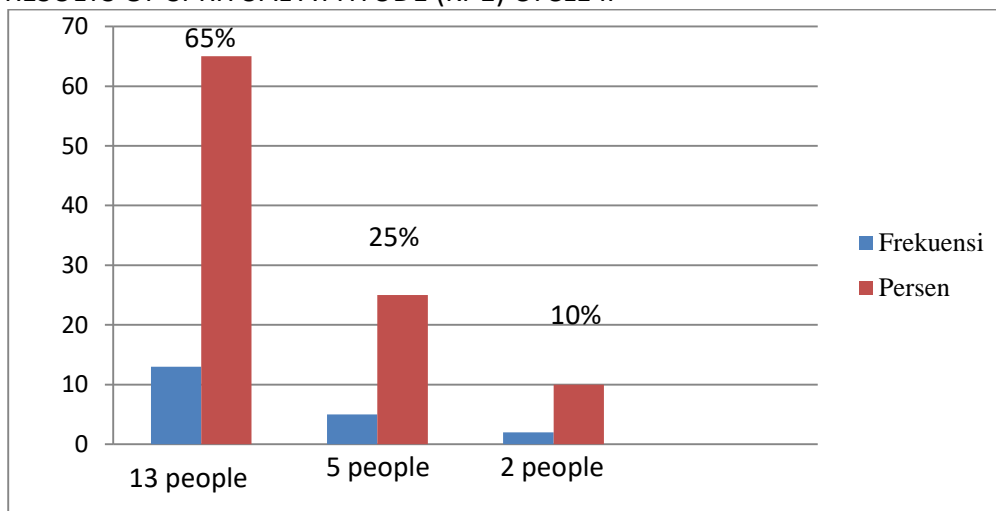
Based on the results in cycle I, the researcher conducted an analysis of student learning outcomes, namely:

a. Result of Analysis of Spiritual Attitude Assessment (KI-1) Cycle II

The aspects of evaluating spiritual attitudes are: praying before and after carrying out activities, giving thanks for the gift of God Almighty, being grateful when they succeed in doing something, and respecting others who carry out worship according to their religion.

The assessment was carried out during two meetings in cycle II, the spiritual value obtained an average value of 85.48% with the predicate "Good". This consisted of the predicate very good = 13 people (65%); good = 5 people (25%); enough = 2 people (10%); and less is absent. To make it easier it can be seen in the following graph:

RESULTS OF SPRITUAL ATTITUDE (KI-1) CYCLE II



Graph 6: Assessment of Spiritual Attitudes (KI-1) Cycle II

Information:

Frequency:

- 1) Often pray before and after doing activities there are 13 people.
- 2) Often pray before and after doing activities, there are 5 people.
- 3) Sometimes praying before and after doing activities there are 2 people.
- 4) Sometimes praying before and after doing activities is absent.

Percent:

- 1) Very good = 65%
- 2) Good = 25%
- 3) Enough = 10%
- 4) Less = -%

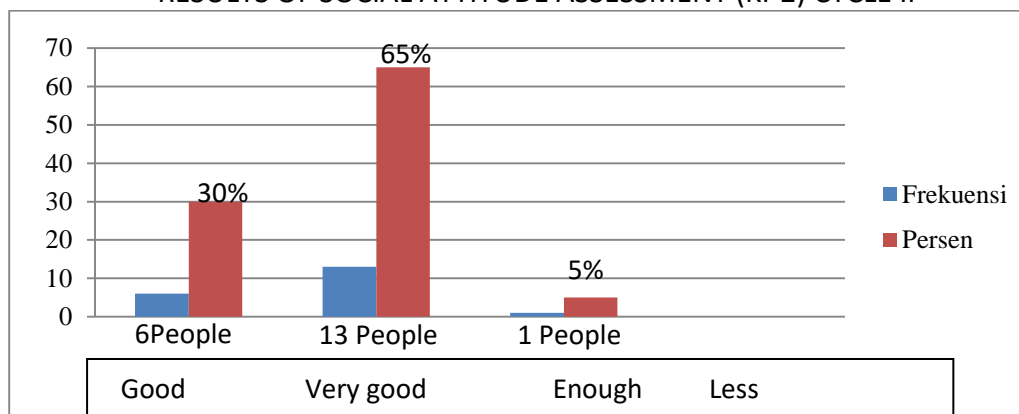
The results of the assessment of spiritual attitudes (KI-1) in Cycle II are described to obtain an overview of the attitudes of each student. The result of the assessment for student number 1 (respondent 1) is to have the predicate value "very good". Description: "Often pray before and after doing activities, give thanks for the grace of God Almighty, give thanks when they succeed in doing something, and often respect others who carry out worship"; then serial number-2 s.d. 20 can be seen in the appendix.

b. Result of Analysis of Social Attitude Assessment (KI-2) Cycle II

The aspects of assessing social attitudes are the same as the previous cycle, namely: honesty, discipline, responsibility, tolerance, mutual cooperation, courtesy and self-confidence.

The results of the analysis of the value of social attitudes obtained an average value of 82.6% with the predicate "good". It consisted of the predicate "very good" = 6 people (30%); good = 13 people (65%); enough = 1 person (5%); and less = none. For convenience, it can be seen in the following graph:

RESULTS OF SOCIAL ATTITUDE ASSESSMENT (KI-2) CYCLE II



Graph 7: Assessment of Social Attitudes (KI-2) Cycle II

Information:

Frequency:

- 1) Often honest, discipline, responsibility, tolerance, mutual cooperation, courteous and confident, there are 6 people.
- 2) Often honest, discipline, responsibility, tolerance, mutual cooperation, polite and self-confident, there are 13 people.

3) Sometimes honest, discipline, responsibility, tolerance, mutual cooperation, courtesy and confidence there is 1 person.

4) Sometimes there are 0 people honest, discipline, responsibility, tolerance, mutual cooperation, polite and self-confidence.

Percent:

1) Very good = 30%

2) Good = 65%

3) Enough = 5%

4) Less = 0%

The value of social attitudes (KI-2) is described to obtain a description of the social attitudes of each student. Student number 1 (Respondent-1) has a predicate value of "Good", then the attitude of these students is described: "Often honestly doing something the teacher ordered, conveying correct information, admitting something as it is; often disciplined in obeying school rules, entering class on time, following PBM in an orderly manner; often responsible for completing tasks, accepting the risk of mistakes made, apologizing for mistakes, and caring about their obligations; often tolerance in respecting the opinion of friends, not discriminating against friends, and accepting the shortcomings of others; often work together to carry out group work, cooperate in carrying out tasks according to the agreement, and are willing to sacrifice for other friends; often polite by communicating, respecting others, polite language when expressing opinions, and being 3S (Greetings - Smiles - Greetings) to others; often confident in showing ability, courage in presenting in front of the class, arguing, asking and answering questions, and an unyielding attitude "; then serial number 2 to. 20 can be seen in the appendix.

c. Results of Knowledge Assessment Data Analysis (KI-3) Cycle II

Knowledge test score (Core-3 Competency) at the end of cycle II. The results of classical value processing with a total number = 1,737.29 mean value of cycle II = 86.86 included in the predicate "Very Good". Students who complete / reach the KKM (Subject KKM = 75) all students complete, namely:

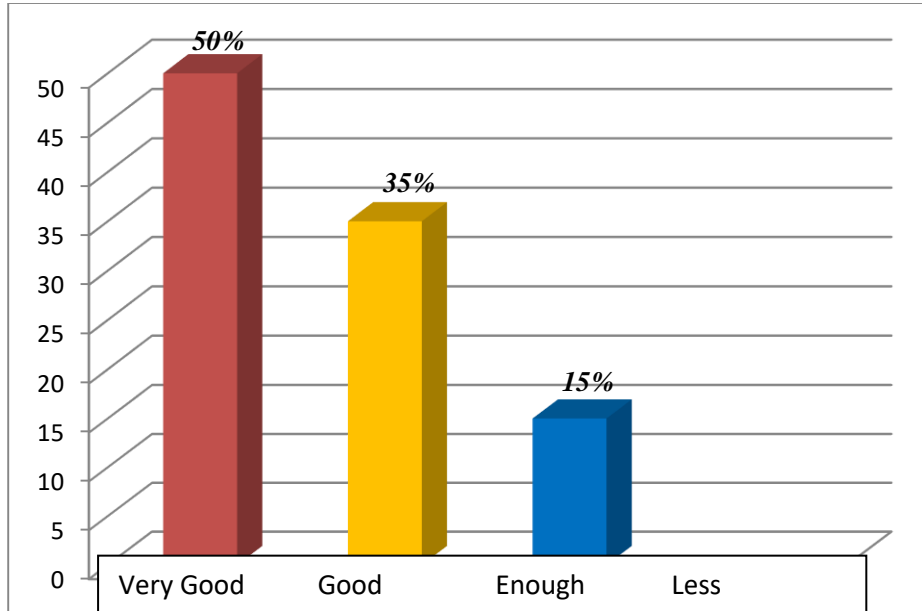
20 people (100%). The student mastery interval resulting from the knowledge value analysis consisted of the predicate very good = 10 people (50%); good = 7 people (35%); enough = 3 people (15%) and less = 0 percent.

Table 4

Student Mastery Level Determining the Elements of Nonfiction Books Through the Cooperative Integrated Reading and Composition (CIRC) Learning Model Cycle II

Percentage Interval Mastery Level	Change Value Scale of Ten	Information	he amount that students earn	Persen%
86 – 100	4	A (every good)	10 People	50%
76 – 85	3	B (good)	7 People	35%
56 – 75	2	C (enough)	3 People	15%
10 – 55	1	D (less)	-	-
Jumlah			20 people	100%

From the table above, a graph can be made of students' ability levels to determine the elements of non-fiction books through the Cooperative Integrated Reading and Composition (CIRC) learning model in cycle II.



Graph 8: Knowledge Test Assessment (KI-3) Cycle II

Information:

- 1) Very Good = 50%
- 2) Good = 35%
- 3) Enough = 15%
- 4) Less = 0%

In Cycle II, the knowledge value (KI-3) is described to obtain a description of the knowledge of each student. Student number 1 (respondent 1) has a value of 100 with the predicate "Very good", then this value is described: "Very good at determining the elements of non-fiction books that are read". Furthermore serial number 2 to. 20 can be seen in the appendix.

In order to better understand the results of increasing the students' ability to determine the elements of non-fiction books from cycle I to cycle II, it can be seen in the following table.

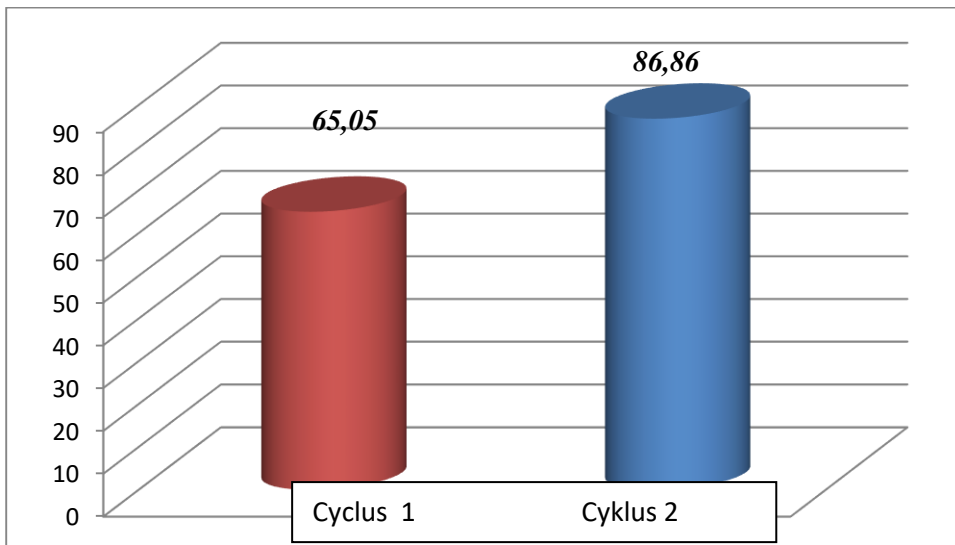
No	Cycle	Average Value	Predikat
1	I	65,05	Cukup
2	II	86,86	Baik Sekali

Table 5

Percentage Profile of Grade VII Students' Ability Level SMP Negeri 1 Ma'u Nias Regency Find elements from non-fiction books read through the Cooperative Integrated Reading and Composition (CIRC) Learning Model in Cycle I and Cycle II

Graph 9

Percentage Profile of Grade VII Students' Ability Level SMP Negeri 1 Ma'u Nias Regency Find elements from non-fiction books read through the Cooperative Integrated Reading and Composition (CIRC) Learning Model in Cycle I and Cycle II



B. Discussion of Research Findings

Based on the results of research that has been conducted by researchers, the Cooperative Integrated Reading and Composition (CIRC) learning model can improve the ability to find elements of non-fiction books that are read. The research findings and discussion are carried out based on the results obtained in the field with the intention of paying attention to the suitability of what has been stated in the theory with its implementation during the research.

Discussion of the findings of this study is still guided by the objectives of the study, literature review, and the steps taken in classroom action research (CAR). The following discussion is inseparable from the sequence of discussions in this study, which is to provide general answers to the main research problems, analysis and interpretation of research findings, comparison of research findings with relevant research findings, comparison of other findings with theory, implications of research findings, analysis and limitations of findings. research.

1. General Answers to Main Research Problems

The results obtained in research with an effort to improve student learning outcomes in the learning process in Indonesian subjects, especially in the material finding the elements from nonfiction books are known by using several research instruments, namely observation sheets for teachers / researchers, observation sheets for students, rubrics knowledge assessment, and taking documentation as evidence of research implementation.

As a general answer to the main problems in this study are:

a. There is an increase in the ability to find elements from nonfiction books read through the Cooperative Integrated Reading and Composition (CIRC) learning model in Class VII of SMP Negeri 1 Ma'u Nias Regency in the 2020/2021 Learning Year.

Student activities in participating in the learning process through the Cooperative Integrated Reading and Composition (CIRC) learning model increase because through this learning it involves students actively participating in teaching and learning activities.

2. Analysis and Interpretation of Research Findings

The results of the analysis of the observation sheet data for the teacher / researcher were the first meeting = 57.14%, and the second meeting = 66.67%. So the average result of the

observation of the implementation of learning in the first cycle is 61.90%. In Cycle II, the increase was the first meeting = 80.95%, and the second meeting = 95.23%. So the average result of the observation of learning activities in cycle II was 88%.

The results of the analysis of student activity data in the first cycle obtained an average percent of the first meeting = 54.44%, and the second meeting = 69.44%. So the average results of the observation of student learning activities following the learning process in the first cycle were: 61.94%. Sklus II there is an increase, namely at the first meeting = 81.11%, and the second meeting = 90.55%. So the average results of observations of student learning activities following the learning process in cycle II were: 85.83%.

The spiritual value obtained by students in the first cycle obtained an average of 74.75% with the predicate "Enough". The spiritual value in the second cycle increased by an average of 85.48% with the predicate "Good". The results of the analysis of the value of social attitudes in the first cycle obtained an average value of 70.65% with the predicate "Enough", and in the second cycle the average value was 82% with the predicate "Good".

The results of the processing of the knowledge test score (Core Competency-3) in the first cycle, it is known that the total value = 1,301 with an average of 65.05, including the predicate "Enough". Students who complete / reach KKM (Subject KKM = 75) namely: 4 people (20%) and not complete = 16 people (80%). In the second cycle the number of values = 1,737.29, the average value of the second cycle = 86.86, including the predicate "Very Good". Students who complete / reach KKM (Subject KKM = 75) all students complete, namely: 20 people (100%).

After finding an increase in the results in the second cycle, the research was stopped and continued on processing and data analysis. This treatment occurred because each cycle consisted of two meetings and in the second cycle of the second meeting, it was found that data on student learning outcomes had increased with an average value of 86.86. Therefore, the interpretation of the research findings in the second cycle of this second meeting is that through the Cooperative Integrated Reading and Composition (CIRC) learning model it can improve the ability to find elements from non-fiction books in Indonesian class VII subjects of SMP Negeri 1 Ma'u Kabupaten. Nias The 2020/2021 Learning Year has shown satisfactory results.

3. Comparison of Research Findings with Relevant Research Findings

There are several previous studies that conducted research on identifying fable structures and generative learning models, including:

3. Gulo, (2018) examines "Improving Students' Ability to Summarize Reading Text Content with the Cooperative Integrated Reading and Composition (CIRC) Learning Model in Class VIII of SMP Negeri 2 Hiliduho in the 2017/2018 Learning Year" Based on the results of research in the field, the ability of students to conclude the contents of the reading text can increase, obtaining an average value in the first cycle is 55.5 with the highest score is 70 and the lowest score is 35. While in the second cycle, the average score is 85, 5 with the highest score being 95 and the lowest score being 70. Result

Student observations in the first cycle amounted to 76.77%. The results of student observations in cycle II amounted to 96.57%.

5. Ramadhanti, Dina (2017) examined "The Application of the CIRC-Type Cooperative Model in Learning Narrative Writing for Class VII Students of SMP Negeri 2 Lembah Gumanti. Based

on the research results indicate that the cooperative learning model type Cooperative Integrated Reading and Composition (CIRC) can improve the skills of writing expository narrative for seventh grade students of SMP Negeri 2 Lembah Gumanti ". This increase can be seen from the average results of students' tests in pre-cycle, cycle I and cycle II. In the pre-cycle, the students' mean score was 52.82 with almost moderate qualifications. In the first cycle, the students' average score was 69.96 with sufficient qualifications. In cycle II, the students' average score was 78.80 with good qualifications. The percentage increase in the average score of students from pre-cycle to cycle I was 17.14%. The percentage increase in the average score of students from cycle I to cycle II was 8.84%.

This research with previous research is a different research location, and the research year is different. While the equation of this study with previous research is the same subject, and both research about improving student abilities through the Cooperative Integratet Reading and Composition (CIRC) learning model.

4. Comparison of Research Findings with Theory

As previously described, the results of this study indicate that:

- 1) There is an increase in the ability to find elements of nonfiction books read through the Cooperative Integrated Reading and Composition (CIRC) learning model for seventh grade students of SMP Negeri 1 Ma'u Nias Regency 2020/2021 Learning Year.
- 2) Student activities in participating in the learning process through the Cooperative Integrated Reading and Composition (CIRC) learning model increase because through this learning it involves students actively participating in teaching and learning activities. This is because the author implements the maximum possible learning steps with full preparation in the learning process.

Thus practically from the results of research with the theory put forward by experts, namely: Istarani (2011: 112) says:

"The Cooperative Integrated Reading and Composition (CIRC) learning model is a type of cooperative learning model using small groups with a heterogeneous number of members of each group of 4-5 students. Beginning with giving clippings to students, then the teacher provides a discourse / clipping according to the learning topic, then students work together to read each other and find main ideas and respond to discourse / clippings and write them on a piece of paper and present / read out the group results and end with drawing conclusions together (teacher and students) ".

Furthermore, according to Budiyanto (2016: 37) that, free translation of CIRC is an integrated composition of reading and writing cooperatively in groups. The Cooperative Integrated Reading and Composition-CIRC (Cooperative Integrated Reading and Writing) learning model is a special learning model for Indonesian Language Subjects in order to read and find main ideas, main thoughts or, the theme of a discourse / clipping.

n concept, the Cooperative Integrated Reading and Composition (CIRC) learning model is more directed at the humanist education model, namely education that provides space for students to develop according to their potential intelligence. Students become learning centers, not learning objects. Thus the character, skills, and cognition of students can develop more optimally.

5. Implications of Research Findings

The implication of the findings of this study is that research that has been applied in class VII SMP Negeri 1 Ma'u Nias Regency can help students with the learning process received by researchers so that there is initiative and motivation of students in finding elements of nonfiction books using the Cooperative Integrated Reading learning model. and Composition (CIRC). The findings of this study can also have a positive impact on researchers that the success in a study affects the learning outcomes that have been obtained in the field so that it can be used as a comparison of research that will research in the future.

6. Analysis and Limitations of Research Findings

The validity of research findings in the field is not absolute, this is due to the limitations of researchers in this scientific research. To uncover the limitations of this study, the authors humbly reveal their limitations in the aspects of analysis and interpretation of the research findings.

Based on the above, the following discloses the limitations of the study so that readers have the same perception with the author, namely:

- a. The application of the Cooperative Integrated Reading and Composition (CIRC) learning model in this learning process is likely not all teachers are able to apply it in the implementation of the teaching and learning process.
- b. Through the Cooperative Integrated Reading and Composition (CIRC) learning model it can improve students' ability to find elements from non-fiction books read in Class VII of SMP Negeri 1 Ma'u Kabupaten Nias . If the teacher uses other learning methods or approaches, it is possible to get different learning outcomes according to the learning steps applied.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Based on the results of this study, the authors conclude in accordance with the findings of the research that has been done are as follows:

1. In Cycle I, the results of the value increase in the ability to find elements from non-fiction books read through the Cooperative Integrated Reading and Composition (CIRC) learning model, namely: 65.05 predicate (enough). The value of knowledge in the second cycle the average value = 86.86 predicate (Very Good).
2. In Cycle I, the results of student activities in participating in the learning process through the Cooperative Integrated Reading and Composition (CIRC) learning model increased because through this learning it involved students actively participating in teaching and learning activities. This is in accordance with the observation data of student activity in the first cycle = an average of 61.94% predicate (Enough), and the second cycle = an average of 85.83% predicate (Good).
3. The value of spiritual attitudes in the learning process in the first cycle the average value = 74.75, predicate (sufficient) and in the second cycle increased, with an average value = 85.48 predicate (good). The value of social attitudes in the first cycle with an average value = 70.65 predicate (enough) and in the second cycle increased, with an average value = 82 predicate (good).

4. Using the Cooperative Integrated Reading and Composition (CIRC) learning model can improve students' ability to find elements of nonfiction books in class VII-B of SMP Negeri 1 Ma'u Nias Regency 2020/2021 Learning Year.

B. Suggestions

Based on the results of the research that has been done, the suggestions that can be given are:

1. This research is expected to be used by Indonesian language subject teachers at SMP Negeri 1 Ma'u Kabupaten Nias
2. As input for students of SMP Negeri 1 Ma'u Nias Regency that the Cooperative Integrated Reading and Composition (CIRC) learning model can motivate and assist students in learning activities, especially in finding elements from nonfiction books.
3. It is hoped that the next researcher can apply the Cooperative Integrated Reading and Composition (CIRC) learning model to be even better, including in designing and modifying learning models to really improve the learning process.

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