

## ABSTRAK

**Sri Wulandari. 2019. Meningkatkan Kemampuan Menelaah dan Menulis Teks Deskripsi dengan Menggunakan Model Pembelajaran *Cooperative Integrated, Reading, and Composition* (Penelitian Tindakan Kelas pada Peserta Didik Kelas VII SMP Negeri 5 Kota Tasikmalaya Tahun Ajaran 2018/2019). Jurusan Pendidikan Bahasa Indonesia. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Siliwangi.**

Salah satu kompetensi dasar yang harus dikuasai peserta didik SMP Negeri kelas VII berdasarkan Kurikulum 2013 edisi revisi adalah menelaah dan menulis teks deskripsi. Meskipun demikian, masih banyak peserta didik yang belum mampu menelaah dan menulis teks deskripsi di sekolah dengan benar.

Rumusan masalah penelitian ini adalah (1) Dapatkah model pembelajaran *Cooperative Integrated, Reading, and Composition* meningkatkan kemampuan menganalisis teks deskripsi pada peserta didik kelas VII SMP Negeri 5 Tasikmalaya tahun ajaran 2018/2019? (2) Dapatkah model pembelajaran *Cooperative Integrated, Reading, and Composition* meningkatkan kemampuan menulis teks deskripsi pada peserta didik kelas VII SMP Negeri 5 Tasikmalaya tahun ajaran 2018/2019?

Tujuan Penelitian ini adalah untuk mengetahui (1) dapat atau tidaknya model pembelajaran *Cooperative Integrated, Reading, and Composition* meningkatkan kemampuan menelaah teks deskripsi pada kelas VII di SMP Negeri 5 Tasikmalaya tahun ajaran 2018/2019; (2) dapat atau tidaknya model pembelajaran *Cooperative Integrated, Reading, and Composition* meningkatkan kemampuan menulis teks deskripsi pada kelas VII di SMP Negeri 5 Tasikmalaya tahun ajaran 2018/2019.

Metode penelitian yang penulis gunakan adalah penelitian Tindakan Kelas (PTK) Teknik pengumpulan data yang penulis gunakan adalah teknik observasi, teknik wawancara, teknik dokumentasi dan teknik tes dengan sumber data peserta didik kelas VII SMP Negeri 5 Tasikmalaya tahun ajaran 2018/2019.

Kriteria Ketuntasan Belajar mata pelajaran Bahasa Indonesia yang ditetapkan di SMP Negeri 5 Tasikmalaya untuk kelas VII adalah 75. Pada siklus I dalam hal pengetahuan peserta didik yang memperoleh nilai di bawah KKB 9 orang peserta didik (26%) , dan peserta didik yang sudah mencapai KKB 25 orang peserta didik (74%). Pada siklus II peserta didik yang memperoleh nilai di atas KKB 34 orang peserta didik (100%). Dalam hal keterampilan pada siklus II peserta didik yang memperoleh nilai di bawah KKB 13 orang peserta didik (39%), dan peserta didik yang sudah mencapai KKB 21 orang peserta didik (61%). Pada Siklus II peserta didik yang memperoleh nilai di atas KKB 34 orang peserta didik (100%).

Data di atas menunjukkan bahwa hipotesis tindakan penelitian dapat diterima. Artinya, model pembelajaran CIRC mampu meningkatkan kemampuan menelaah dan menulis teks deskripsi pada peserta didik kelas VII SMP Negeri 5 Tasikmalaya tahun ajaran 2018/2019.

## **ABSTRACT**

**Sri Wulandari. 2019. Improving the Ability to Analyze and Write Text Descriptions Using Cooperative Integrated Learning Models, Reading, And Composition (Classroom Action Research in the First Grade of Students Junior High School 5 Tasikmalaya City Academic Year 2018/2019). Indonesian Language Education Department. Faculty of Educational Sciences and Teachers' Training. Siliwangi University.**

One of the basic competencies that must be mastered by first grade of Junior High School students based on the revised edition of the 2013 Curriculum is to review and write the description text. Even so, there are still many students who have not been able to study and write description texts correctly.

The formulation of this research problems are (1) Can the cooperative learning model, reading, and composition improve the ability to analyze the description text in the first grade of students Junior High School 5 Tasikmalaya in academic year 2018/2019? (2) Can the cooperative learning, reading, and composition models improve the ability to write description text in in the first grade of students Junior High School 5 Tasikmalayain academic year 2018/2019?

The purposes of this study are (1) whether or not Cooperative Integrated learning model, Reading, and Composition can improve the ability to review the description text in in the first grade of students Junior High School 5 Tasikmalayain academic year 2018/2019; (2) whether or not Cooperative Integrated learning model, Reading, and Composition can improve the ability to write description text in the first grade of students Junior High School 5 Tasikmalayain academic year 2018/2019.

The research method of this study is Classroom Action Research (CAR), Data collection techniques used in this study are observation, interview, and test which the data sources from the first grade of students Junior High School 5 Tasikmalaya academic year 2018/2019.

Completion Criteria Learning Indonesian subject sets at Junior High School 5 Tasikmalaya for first grade is 75. The first cycle in term of knowledge of students who obtain scores under the KKB 9 students (26%), and students who have reached the KKB 25 students (74%). In the second cycle, students who obtained a score above KKB were 34 students (100%). In the term of skills at the first cycle, students who scored under the KKB were 14 students (41%), and students who had reached KKB were 20 students (59%). In the Second Cycle, students who obtained a score above KKB were 34 students (100%).

The data above shows that the research action hypothesis is acceptable. This means that the CIRC learning model is able to improve the ability to review and write description text in the first grade students of Junior High School 5 Tasikmalaya academic year 2018/2019.