

# The Use of Circuit Learning Model in Improving Students' Writing Skills in Elementary School

Rahman<sup>1,\*</sup>, Tatat Hartati<sup>1</sup>, Decenni Amelia<sup>1</sup>, Rima Rikmasari<sup>2</sup>, Resi Yugafiati<sup>3</sup>,  
Tri Indri Hardini<sup>4</sup>, Sofyan Sauri<sup>5</sup>

<sup>1</sup> Program Studi Pendidikan Dasar, Sekolah Pasca Sarjana, Universitas Pendidikan Indonesia

<sup>2</sup> Program Studi Pendidikan Guru Sekolah Dasar, Universitas Islam 45 Bekasi, Bekasi, Indonesia

<sup>3</sup> Jurusan Pendidikan Bahasa Inggris, IKIP Siliwangi, Cimahi, Indonesia

<sup>4</sup> Departemen Pendidikan Bahasa Perancis FPBS, Universitas Pendidikan Indonesia

<sup>5</sup> Departemen Pendidikan Bahasa Arab FPBS, Universitas Pendidikan Indonesia

\*Corresponding author. Email: [rahmanprofupi@upi.edu](mailto:rahmanprofupi@upi.edu)

## ABSTRACT

The relationship between daily life communication and language learning cannot be separated because the variety of languages is a measuring tool for one's success. Thus, this paper is prepared in an effort to improve the writing skills of elementary school students using the Circuit Learning (CL) model. This paper is the result of the research by using Classroom Action Research (CAR) or Action Research was conducted for three stages. The subjects in the research is taken from one of Elementary School students in Bandung. Data collection techniques using written tests and observation sheets. Data were analyzed and processed in descriptive quantitative form. The indicator of completeness in this research is that at least obtaining the minimum score requirements is said to be complete. From the research results, it was obtained that the average score of students' writing skills in stage I was categorized as "sufficient". Then it has increased in stage II in the "good" category. Furthermore, in stage III there is a significant increase in the "very good" category. Thus, it shows that the use of the Circuit Learning (CL) model can improve the writing skills of elementary school students. Therefore, the authors recommend that teachers apply appropriate learning models in the teaching and learning process, especially to improve students' writing skills, one of which is to use the Circuit Learning model.

**Keywords:** *Writing Skill, circuit learning model, elementary school, Indonesian*

## 1. INTRODUCTION

Fulfilling of students' needs in Indonesian Language Learning in elementary school is the main foundation which continues to the next level. It is at this level of education that students are provided with Indonesian language learning which is carried out in a directed and planned manner. So that the direction and goals of life are in line with their communication skills, the easier it is for someone to convey their desires, the clearer their direction will be. This is the main point in learning Indonesian in elementary schools, namely developing several components in the aspect of language skills. According to the National Education Standards Agency, the standard of Indonesian content is "Indonesian language learning is directed to improve the ability of students to communicate in Indonesian properly and correctly, both verbally and in writing as well as foster

appreciation of literary works Indonesian people" (BNSP, 2016, p. 100). This states that communication tools used both in the world of education and others come from oral and written tools, in line with this opinion.

In Formally classifies language skills that there are four components of language skills, namely: listening skills, speaking skills, reading skills and writing skills, the four aspects of these skills are closely related to one another. This connection is the basis for human ability to develop and understand the phenomena and conditions at hand (Tarigan, 2013).

The objectives of Indonesian Language lessons at elementary school are that students are able to enjoy and use literary works to develop personalities, broaden life insights, and improve knowledge and language skills. The specific objectives of teaching Indonesian language

are that students love reading, improve literary works to improve personality, sharpen sensitivity, feelings and broaden their life insights. Indonesian Language Teaching is also intended to practice listening, speaking, reading and writing skills, each of which is closely related. Basically, learning Indonesian is directed to improve students' ability to communicate with Indonesian both through oral and written.

Although writing skills are one aspect of the final stage of language skills students must master, this is essential since the writing learning competence is that students are able to express various thoughts, ideas, opinions and feelings in a variety of writings. Writing is also closely related to reading, speaking and even listening. One type of writing skills that must be mastered by students in elementary school is the essay writing skill.

Writing is a complex task that requires the integration of various sensorimotor, visual perception, perceptual-motor, and cognitive skills. Writing is a conscious activity carried out by every student by involving the work system of the brain and muscles. A statement that a series of basic skills that students must master because in mastering writing students will master reading and understanding skills first stated in. Writing is meant for conveying thoughts, ideas, and facts in easy and lucid language. Students have to learn the art of good writing which is essential in order to excel at both academic and professional levels. The development of these productive skills will provide us with provisions to read and understand what is visible and even hidden. (Rahman, Rani & Rasi, 2020; Durga & Rao, 2018). Exposing them to the writing process itself through various venues is an excellent way to reach this goal skills can be developed when the learners' interests are acknowledged and when they are given frequent opportunities to actually practice writing (Cole & Jay, 2015).

Based on the opinions of several experts above, it can be concluded that is a story that is presented based on the sequence of events or events experienced by a character with a setting of place, time or atmosphere. Those who try to create, tell, and link human behavior in an event or human experience from time to time, also include characters who face a conflict which is systematically arranged. The indicators of writing skills are: (1) plotting, (2) content (clarity, breadth of content, using characters), (3) vocabulary (diction), and (4) spelling, (5) emphasizing the element of action or action, (6) there is a conflict from a story.

Based on the results of preliminary observations in one of the elementary schools in Bandung on learning Indonesian, which is one type of writing literary essays, in fact grade V students still have difficulties when the learning process of writing essays. This is due to the lack of student motivation and student interest in writing, there are many obstacles that students often face in

writing essays. As stated by Putra that the higher the students' learning motivation, the higher the learning achievement of the writing they get. Conversely, the lower the motivation of their learning, the lower the learning achievement of writing acquired (Putra, Suyanto & Fuad, 2013).

At the beginning of the learning process many students listened well, but after a few minutes passed the student's attention decreased so that the students' attention was divided into activities that were considered more fun and not boring. Some students distract themselves by scribbling on their own books, talking to their classmates or resting their heads on the table. Such conditions make the teacher often remind students to pay attention to the material being taught by the teacher. Thus, student concentration becomes incomplete due to obstacles from within the students themselves.

Based on preliminary observations made by researchers, several things can be seen that the low score of writing by some students is difficult to express feelings and thoughts of an event that occurs in the form of a composition. This condition is seen when the teacher is explaining about the essays of students who are silent and not active in following In this lesson, many of the students did not respond to the teacher's question when the teacher provoked students with a question about an event or incident that had occurred (essay) about the flood, this happened because not a few of the students were reluctant to recall an event that had occurred or was They have experienced, not a few of the students seem confused and have difficulty in developing patterns of developing an essay framework, this happens after the teacher explains or explains about the essays and examples from the essay story, namely the flood the teacher asks students to menu write down one of the events they have experienced (essay) not a few students who seem confused to start writing a story so that not a few students ask their teacher about the sequence of events even after a few minutes have passed about 45 minutes, not a few students are only able to write stories 3 to 4 sentences only.

Thus there are even some students who cannot write stories in accordance with the order in which they are developed, the lack of imagination in generating essay ideas so that students can only write one to two paragraphs whose contents are still very limited so that the plot in the essay is not clear and the results writing essays is not optimal, this can happen because many students are less active in learning writing material and think composing is difficult and the learning model applied by the teacher is monotonous such as lecturing and immediately instructing students to write without paying attention. Pay attention to the ability of students' language and imagination to be maximized first, and not a few of the students do not understand how to arrange words and connect words into a good and correct

sentence so that the essays they write have less standard words. So that learning to write essays cannot achieve the idealized learning goals.

The Circuit Learning model is a learning model which maximizes the empowerment of thoughts and feelings with patterns of addition and repetition. This strategy usually starts from question and answer about the topic being studied, presentation of the concept map, explanation of the concept map, division into in some groups to fill in student worksheets accompanied by a concept map, an explanation of how to fill in, conducting group presentations, and giving rewards or praise. Here are Circuit Learning syntax: (1) Condition the learning situation to be conducive and focused, (2) Students take creative notes according to their thinking patterns - concept maps - special language, (3) Question and answer and (4) reflection. (Miftahul, 2013; Surya, Yurnetti & Ratnawulan, 2016).

Circuit Learning is maximizing the empowerment of thoughts and feelings with increase and repeat pattern. The syntax is conducive and focused learning situations, students make creative notes according to their thought patterns, concept maps, special languages, questions and answers and reflections. Therefore, with this learning model, students are expected to be more creative with their own mindset in order to get maximum results. The effectiveness of circuit learning has been tested in a study which states that there is an effect of the circuit learning model assisted by question card media on student civics learning outcomes. By looking at the very high average value, the circuit learning model assisted by question card media is very effective (Wisni 2015; Rosyida, Ismail & Sukardi, 2018). Based on some of the opinions above, it can be concluded that Circuit Learning is a learning model that maximizes the empowerment of thoughts and feelings with a repetition pattern. Thus, the authors are interested in conducting research on the application of the Circuit Learning (CL) Model to improve the writing skills of Indonesian students in elementary school students.

**2. METHODS**

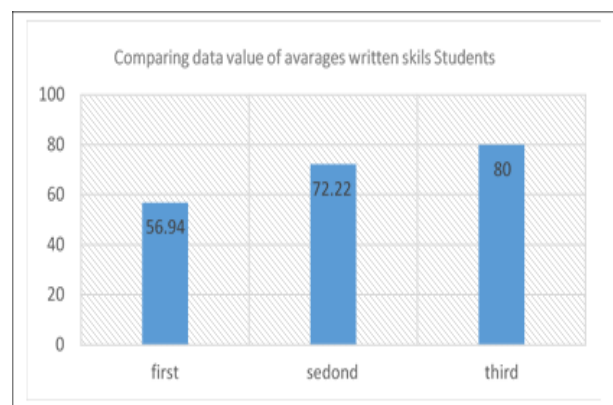
This research employed Classroom Action Research (CAR) and was conducted in one of Elementary School in Bandung. The subjects in this study were fifth grade students which had 28 students, consisted of 16 female students and 12 male students. This class action research was carried out in three or more stages which were preceded by an initial reflection with a meeting time allotment of 4 x 35 minutes. In each stage, this research applies the Circuit learning (CL) model and at the end of the lesson the results of the skills are taken through a written test, with procedure throughout: planning, implementation, observing and reflecting (Kunandar, 2013), With assessment indicators: (1) plotting and chronological (beginning of story, conflict, and ending),

(2) content (clarity, breadth of content, using characters), (3) vocabulary language (diction), and (4) spelling , (5) emphasizes the element of action or action, (6) there is a conflict from a story.

**3. FINDINGS AND DISCUSSION**

Based on the results of product analysis conducted form of the class V students work, namely writing skills in the form of a written test by applying the Circuit learning model, the data is taken at each stage are: stage I, stage II, and stage III, indicating that the research is in accordance with what is expected and can be said to be successful. This success can be proven by achieving the minimum target of 80% of the total number of students getting a score of 80. And according to the assessment of the writing skills indicator set by researchers, research indicators include: (1) plot and chronological, (2) clarity of content, (3) use of vocabulary (diction), and (4) spelling, (5) there is an element of action or action, (6) there is a conflict of a story.

The improvement of students’ writing skills is achieved after researchers conduct learning in fifth grade students using the Circuit Learning (CL) Model. The success of the researchers in action can be seen from Figure 1. The first stage with an average score of students’ narrative writing skills was 56.94 with a completion percentage of 25% or 7 students passed the exam. An increase in stage II was shown with an average score of 72.22 with a completion percentage of 57% or 16 students passed the exam. Furthermore, in the third stage there is a significant increase with an average score of 80 with a completion percentage of 85.71% or 24 students passed the exam. Which has stroked out from the target set before by achieving the minimum target of 80% of the total number of students getting a score of 80.



**Figure 1** The average value of students’ writing skill.

When viewed in more detail based on the assessment of predetermined indicators, the results of the writing skills of grade V students from Phase I, Phase II, and Phase III can be described as seen in Figure 2. 1). Describing the plot and chronology clearly, the score of the first stage 61.9, the score of the second stage 76.19,

while the score of the third stage 82.14. 2). Explaining the exact contents, in stage 1 score of 60.71, in stage II there is an increase up to 76.19, and in stage III with score of 77.38. 3). With the vocabulary (diction) indicator, the well-structured sentence gets a score of 42.86 in the first stage, increase to 57.14 in the second stage, and increase to 71.43 in the stage III. Further, 4). Spelling usage indicator, correct spelling gets a score of 77.38 in the first stage, increase to 90.48 in the second stage, and increase to 94.05 in the third stage. Furthermore, 5). The highlighting the actions indicator, firstly it gets a score of 48.81 in the first stage, increase to 71.43 in the second stage, and increases to 82.14 in the third stage. Lastly, 6). the conflict of a story indicator, it gets a score of 50.00 in the first stage, increases to 61.90 in the second stage, an increase to 73.81 in the third stage. Writing skills have reached the expected indicators of success, namely at least 80% of the total number of students is declared complete, means that in stage III research is declared successful and the action is stopped.

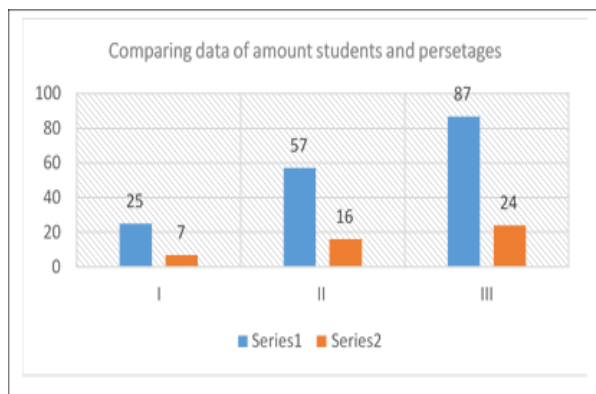


Figure 2 Data completion and percentages.

At each stage, there are components of the research procedure that must be fulfilled, including planning, implementing, observing and reflecting.

- 1) Planning, which the researcher does is to conduct a curriculum analysis first to determine the material and basic competency and competency standards (SKKD) that will be delivered to students using the Circuit Learning model. Furthermore, the researcher compiles a learning implementation plan (RPP), as an illustration for teachers and students when learning takes place. Researchers also prepare group worksheets as media and other supporting books. To be used in teaching and learning activities about writing narrative essays using the Circuit Learning model.
- 2) Implementation, applies the circuit learning model with the following steps: (1) Delivering the learning objectives to be achieved. (2) Delivering the scope of the material to be studied. (3) Determining the theme of the essay. (4) Joint drafting of the I concepts' map. (5) Determination of the concept map based on themes. (6) Forming groups. (7) Preparation of

concept maps II. (8) Development of essays based on concept maps. (9) Presentation of essay results. (10) Correction of both technical and substance essays. (11) Editing of essays based on revisions that have been written. (12) Display the results of the essay on the display board. (13) Comments and prizes on the work that has been displayed.

- 3) Observation, activities carried out at this stage with an assessment of each student. Observations are also carried out by the teacher with the observation sheet, while the assessment for students uses the evaluation worksheet.
- 4) Reflection, after the researcher retrieves the writing skill data at each stage, the researcher sees whether further action is needed for improvement at the next stage, even though this can be seen based on the results of students' writing skills based on the provisions of the success criteria that in order to determine the success of the research one must achieve classical completeness of 80%. The results of the reflection of the activities that occur at each stage are a form of improvement to make the learning process successful and these deficiencies are to improve learning at the next stage.

It can be proven that the Circuit Learning model can improve the writing skills of fifth grade students in Elementary School. In other words, the purpose of this research is achieved. Indonesian Language learning using the Circuit Learning (CL) model is a learning model which maximizes and seeks the empowerment of thoughts and feelings with increasing and repeating patterns. In has straight for accordance with the opinion about Circuit Learning model as an alternative that can be done by a teacher to further activate and improve the learning outcomes of students in the desired class. the Circuit Learning model is a learning model which maximizes the empowerment of thoughts and feelings with patterns of addition and repetition, in which this strategy usually starts from question and answer about the topic being studied, presentation of the concept map, explanation of the concept map, the division into several groups to fill in student worksheets accompanied by a concept map, an explanation of how to fill in, conducting group presentations, and giving rewards or praise. The theory is certainly one of the reinforcements for this research in which the Circuit Learning (CL) model is able to improve students' writing skills (Shoimin, 2014; Putra & Andi, 2019).

As for the attractiveness in using the model according to Circuit Learning (Miftahul, 2013) are 1) increase students' creativity in composing words in their own language, and, 2) train students' concentration to focus on the concept map presented by the teacher. While the shortcomings in using the Circuit learning model are: 1) implementation of the strategy takes a long time, and 2) not all subjects can be presented through this strategy.

Based on this explanation, the researcher wants to remind that the selecting of material or subject matter is very important in learning using Circuit Learning (CL) model, so that this can minimize significant failures and difficulties in the teaching and learning process and in the end the students' learning skills or achievements are maximized.

Another researcher agreed with those statements even different major, the stage of using the circuit learning model learns students are trained to connect real objects, images and diagrams into mathematical ideas, then explain students' mathematical ideas, situations, and relations spoken or written, with real objects, pictures, graphics and algebra, as well as states everyday events. that means Circuit Learning could give some upgrading for knowledge especially in real life students. (Fitri & Agusfitriani, 2018). Students generally have positive view of CL in helping to improve their writing skills. Circuit Learning model can train students to come up with new ideas and ideas through the discoveries they find, so that students are trained to find new things. The skill of expressing ideas in writing is very difficult for a writer to do when he is in an unreal or unimaginable situation, however, through this CL Model a writer will issue his ideas based on the findings in group discussions with colleagues so that the discussion this can make him stimulated or motivated to find new ideas in a different view from one another. This is what makes a person's different values based on their point of view. (Othman et al., 2014; Pramita, Sudama, & Murda, 2019).

Acquiring original ideas is the hope of a writer, this original thinking ability will later develop and form the basis for the framework of a work, be it literary or other. The development of the work from the results of this original thought is the basis for CL applied in learning, especially language lessons.

#### 4. CONCLUSION

Based on the results of research and discussion, it can be concluded that after implementing the Circuit Learning (CL) model, there is an increase in the percentage of classical completion in each stage. In the first stage, the classical completion reaches 25% with an average student score of 56.94. It then increases in stage II up to 48.6% with an average student score of 72.22. Furthermore, stage III shows a significant increase up to 85.71% with an average student score of 80. After the third stage, the stage is stopped since the results obtained by students have reached the target of 80%, which means there is an increase in writing skills of fifth grade students Lab School Elementary School after the implementation of the Circuit Learning (CL) model.

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