Effectiveness Of Achieving Speech Text Writing Skills with The Circ and Ttw Models Based on Students' Reading Abilities

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Article Info

Abstract

Of the many writings skills learning, theoretically the most important role in growing and developing the potential of each individual student in an effort to express ideas and concepts in good and correct Indonesian is writing a speech text. So, the right learning model is needed. Thus, there is a purpose of this study, namely, to prove the level of effectiveness of learning to write a speech text using the Cooperative Integrated Reading and Composition model and the Think Talk Write model based on the reading comprehension skills of grade VIII junior high school students. In this study, quantitative research was applied in the form of quasi-experimental design research with the Non-equivalent Pretest-postest Design model. The results of this study state that the Cooperative Integrated Reading and Composition model is more effective to be applied than the Think Talk Write model in learning persuasive speech text writing skills. This can be proven from the results of the Independent Sample T-Test which states a sig value of 0.042. So, it can be interpreted that sig $0.042 < 0.05$ or a significance value of 0.042 is less than 0.05. So, in accordance with the research basis which states that the Cooperative Integrated Reading and Composition model has a very big influence on students' reading ability which will then have a significant impact on writing skills, in this case the skill of writing speech texts. Meanwhile, the Think Talk Write model does not have a significant influence on students' writing ability because it does not pay attention to students' reading ability levels. The suggestions addressed in this study to teachers, schools, and further research.

INTRODUCTION

Every level of education must have a set of subjects to teach. One of the most crucial subjects for students to understand and a mandatory subject in the independent curriculum is Indonesian. Therefore, every learning material in Indonesian must incorporate these four language skills. In fact, these four language skills have become fundamental elements of student mastery in Indonesian language learning. Of the four language skills that every student must master, and the one most frequently studied, is writing. Of the many writing skills taught, theoretically, writing speeches plays the most important role in fostering and developing each individual student's potential in expressing ideas and thoughts in good and correct Indonesian.

According to Mustika, I., et. al. (2021), the skill of writing speech texts is very important to implement because by writing a speech it means that students express arguments, ideas, or opinions logically in good and interesting Indonesian so that readers or listeners can receive the message well and completely. To overcome these learning problems, an educational component is needed as one of its constituent elements, namely the learning model. Therefore, the learning model needed is a cooperative learning model. There are many types of cooperative learning models, two of which must be tested for their effectiveness in learning speech texts, namely the cooperative integrated reading and composition model and the think talk write model.

Safitri, et. al. (2022) stated that Cooperative Integrated Reading and Composition (CIRC) is a cooperative learning model that focuses on students in group activities to improve their comprehension and reading, writing, and text comprehension skills. This model aims to enable students to teach and help other students improve their reading and writing skills, thus establishing a reciprocal teaching system. Meanwhile, according to Fitrianto, et. al. (2023), the Think Talk Write (TTW) model is a learning model that emphasizes the social effectiveness of students so that learning does not seem monotonous and boring through the process of thinking and speaking to obtain the required information. In general, this model is created with a pattern of thinking, speaking, and writing with the aim of stimulating students' thinking power from various notes, both in the activities of reflecting, compiling, and concluding the results of ideas or information obtained from discussion activities in the shortest possible time.

In addition to these two main variables, conceptually, there is another supporting variable that plays an important role in connecting the independent variable with the dependent variable, namely the intermediate variable. Therefore, in this study, there is one intermediate variable, namely students' reading ability. The selection of the intermediate variable is based on the learning achievement elements. For the Indonesian language subject, it is based on Indonesian language skills, namely speaking, listening, writing, and reading. Bayley J., & David P. (2022) read or literacy activities can influence various abilities in all sectors, including institutional, environmental, and other ethical issues.

From the explanation related to the background of the research, the researcher is very interested in implementing it which will later be used as a research material from the field of education. The research will focus on a problem, namely the effectiveness of learning materials using learning models to compare how much the level of effectiveness of each model is and which model is more effective to be applied in a learning based on the reading ability of students as one of the causes or effects in the activity of transferring information or learning materials to be taught. Therefore, it can be concluded that the research that will be conducted is to examine the effectiveness of learning to write speech texts using Cooperative Integrated Reading and Composition and the Think Talk Write model based on the reading comprehension ability of class VIII SMP students.

METHODOLOGY

This study employed a quantitative quasi-experimental design. Quasi-experimental design involves human subjects with psychological differences that make it difficult to fully control. It fully addresses the substance of the experimental research and lacks moderating variables. After determining the type, the Non-equivalent Pretest-Posttest Design was chosen as the appropriate model, with two treatments used in the experimental and control classes: the Cooperative Integrated Reading and Composition Model and the Think, Talk, and Write Model.

From the statement there are three variables in this study, namely, independent variables, dependent variables, and intermediate variables. According to Hanafiah, et. al. (2020) independent variables are variables that influence a change, so in this study in the form of the Cooperative integrated reading and composition model and the Think Talk Write model. Then according to Priadina, S. & Denok, S. (2021) that the dependent variable can be said to be the main issue discussed by the researcher and then used as the object of research, so that in this study in the form of Speech Text writing skills of grade VIII SMP students. Then, Hanafiah, et. al. (2020) intermediate variables have an understanding as a form of variable that theoretically plays a role in influencing the relationship between the independent variable and the dependent variable, so that in this study the reading ability of students.

Furthermore, the population of this study consists of all students of class VIII of junior high schools with samples of class VIII A students of SMP Negeri 1 Karangtengah and class VIII E students of SMP Negeri 3 Demak. There are two instruments in the form of tests and non-tests which will later be tested using prerequisite tests (normality and homogeneity) and hypothesis tests (paired sample t-test and independent sample t-test).

RESULTS AND DISCUSSION

The first discussion is to measure the effectiveness of the Cooperative Integrated Reading and Composition model in teaching speech writing. In accordance with the research variables, this learning model will be applied to an experimental class, meeting the requirements discussed previously. The experimental class in question is class VIII J of SMP Negeri 1 Karangtengah, which was previously selected due to its high reading comprehension levels, according to the subject teacher's assessment of the KEM test. The comparison of the pretest and posttest scores is as follows.

Diagram 1 Comparison of Pretest and Posttest Values of the Experimental Class
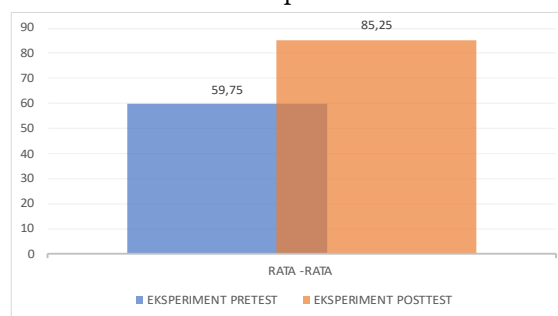
From the explanation of the diagram, in the pretest, the average score of students in the experimental class conducted at SMP Negeri 1 Karangtengah was 59.75, indicating that they had not completed the task. Meanwhile, in the posttest, the diagram shows an average score of 85.25, indicating that the score has met the completion standard, which is above 75. So it can be concluded that students in the Experimental class at SMP Negeri 1 Karangtengah have understood and can implement learning to write speech texts.

In addition to the results of the comparison diagram of students' average scores, determining the effectiveness of a learning model also requires scientific measurement. Measuring this level of effectiveness requires descriptive analysis in the form of a normality test and a paired sample t-test. The following explains the process of using the paired sample t-test results to measure the effectiveness of the learning model in the experimental class.

Paired Samples Test

| Information	T	Df	Sig. (2-tailed)
Pair 1　Preteset Eksperimen - Postest Eksperimen	-10,265	19	,000

Table 1 Paired Sample t-test Results - Experimental Class
Source: Processed primary data (2025)

Before going to table 1, it would be good to pay attention to the basis for making decisions on the paired sample t test, namely, if the sig value (2-tailed) <0.05 then there is a difference in the average or significance of the pretest value, but if the sig value (2-tailed) > 0.05 then there is no difference in the average or significance of the pretest value. Furthermore, based on the results of the paired sample t test using SPSS statistics 23 in table 4.5, the sig value (2-tailed) is 0.000. This shows that the average pretest and posttest scores of the experimental class have a significant difference because sig. 0.000 <0.05 or a significance value of 0.00 is smaller than 0.05. From the results of the paired sample t test, it can be concluded that the Cooperative Integrated Reading and Composition model is effective for use in learning to write speech texts.

The second discussion is about measuring the effectiveness of the Think Talk Write model in teaching speech writing. In accordance with the research variables, this learning model will be applied to a control class, meeting the requirements discussed previously. The control class in question is class VIII A of SMP Negeri 3 Demak, which was previously selected due to its high reading comprehension levels, according to the subject teachers there, through the KEM test. The comparison of the pretest and posttest scores is as follows:

Diagram 2: Comparison of Pretest and Posttest Scores in the Control Class
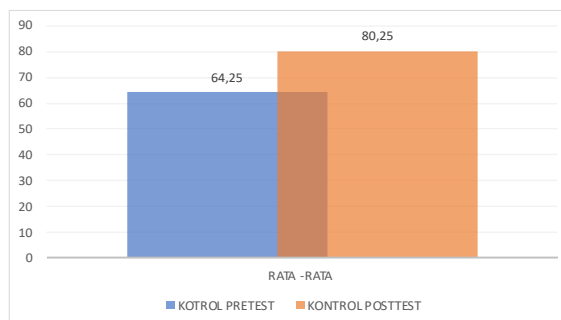
From the explanation of the diagram, in the pretest, the average score of students in the control class conducted at SMP Negeri 3 Demak was 64.25, indicating that they had not completed the task. Meanwhile, in the posttest, the diagram shows an average score of 80.25, indicating that the score had met the completion standard, which is above 75. So it can be concluded that students in the Experimental class at SMP Negeri 3 Demak have understood and can implement learning to write speech texts.

In addition to the results of the comparison diagram of students' average scores, determining the effectiveness of a learning model also requires scientific measurement. Measuring this level of effectiveness requires descriptive analysis in the form of a normality test and a paired sample t-test. The following explains the process of using the paired sample t-test results to measure the effectiveness of the learning model in the control class.

**Table 2** Paired Sample t-test Results - Control Class
Paired Samples Test

Information		T	df	Sig. (2-tailed)
Pair 1	Preteset Kontrol - Postest Kontrol	-6.025	19	.000

Source: Processed primary data (2025)

Before going to table 2, it would be good to pay attention to the basis for making decisions in the paired sample t-test, namely, if the sig. value (2-tailed) <0.05 then there is a difference in the average or significance of the pretest value, but if the sig. value (2-tailed) >0.05 then there is no difference in the average or significance of the pretest value. Furthermore, based on the results of the paired sample t-test using SPSS statistics 23 in table 4.5, the sig. value (2-tailed) is 0.00. This shows that the average pretest and posttest values of the control class have a significant difference because sig. 0.00 <0.05 or a significance value of 0.00 is smaller than 0.05. From the results of the paired sample t-test, it can be concluded that the Think Talk Write model is effective for use in learning.

The final discussion is a comparison of the effectiveness of the Cooperative Integrated Reading and Composition learning model and the Think, Talk, and Write model. The effectiveness of the two models can be seen from the difference in average scores for both classes after the posttest. The comparison of posttest scores for the experimental and control classes is as follows.

Diagram 3: Comparison of Posttest Scores for the Experimental and Control Classes
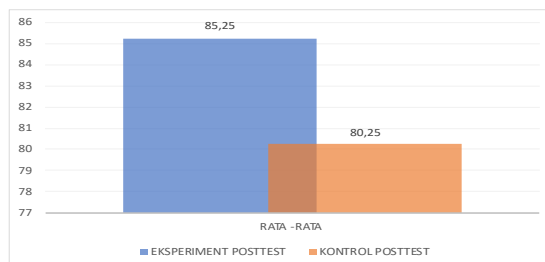
From the explanation of the diagram, the average posttest score of students in the experimental class had a score of 85.25. Meanwhile, the average posttest score of students in the control class was 80.25. So it can be concluded that students in the experimental class with the Cooperative Integrated Reading and Composition model compared to the control class using the Think Talk Write model in implementing learning to write speech texts.

In addition to using charts, to determine the appropriate Cooperative Integrated Reading and Composition learning model or Think Talk Write model, data analysis and a discussion of the results are necessary. Therefore, there will be two discussions: the research results, which consist of prerequisite tests for homogeneity, and parametric statistical analysis using the independent sample t-test. The discussion section will then explain how one of the learning models studied can be used effectively.

Table 3 Results of the Independent Sample t-test Posttest Scores of the Experimental Class and the Control Class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
Posttest Student Learning Outcomes	Equal variances assumed	.155	.696	2.103	38	.042
	Equal variances not assumed			2.103	37.273	.042

Source: Processed primary data (2025)

Table 3 presents the results of the independent sample t-test using SPSS statistic 23 from the posttest scores in the experimental class model (Cooperative Integrated Reading and Composition) with the control class data (Think Talk Write model). Before determining whether the data has a significant difference or not, one must know the given provisions. If the significance value is more than 0.05 or sig. (2-tailed) > 0.05 then it can be said that Ho is rejected or it can be said that the data has no signrejected,difference. However, if the significance value is less than 0.05 or sig. (2-tailed) < 0.05 then it can be said that Ho is accepted or it can be said that the data has a significant diaccepted,. In the data, it is known that the sig value is 0.042. So, it can be interpreted that sig 0.042 < 0.05 or the significance value of 0.042 is smaller than 0.05. So it can be concluded that the data from the posttest scores in the experimental class model Cooperative Integrated Reading and Composition) with the control class data (Think Talk Write model) there is a significant difference.

From the calculation results, the Cooperative Integrated Reading and Composition model is more effective to be applied than the Think Talk Write model in learning speech writing skills. Thus, in accordance with the research basis which states that the Cooperative Integrated Reading and Composition model has a significant influence on students' reading abilities which will then have a significant impact on writing skills, in this case the skill of writing speech texts. Meanwhile, the Think Talk Write model does not have a significant influence on students' writing abilities because it does not pay attention to the level of students' reading abilities.

CONCLUSION

The effectiveness of learning to write persuasive speeches using the Cooperative Integrated Reading and Composition model and the Think, Talk, and Write model is evident in the reading comprehension skills of eighth-grade junior high school students. This is evidenced by the results of the Independent Sample T-Test, which showed a sig. 0.000. This means that sig. 0.042 < 0.05, or a significance value of 0.042 less than 0.05. So it can be concluded that the data from the posttest scores in the experimental class (Cooperative Integrated Reading and Composition model) with the control class data (Think Talk Write model) there is a significant difference. In addition, the difference in average scores is also apparent when presented through descriptive analysis where the pretest score of the experimental class is smaller than the pretest score of the control class. Then, when treatment has been given to each class, the posttest score of the experimental class is higher than the posttest score of the control class. So it can be said that the Cooperative Integrated Reading and Composition model is more effective to be

applied than the Think Talk Write model in learning persuasive speech writing skills. So, in accordance with the research basis which states that the Cooperative Integrated Reading and Composition model is very influential on students' reading abilities which will then have a significant impact on writing skills in this case the skill of writing speech texts. Meanwhile, the Think Talk Write model does not have a significant influence on students' writing abilities because it does not pay attention to the level of students' reading abilities.

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