Learning to Write Short-Story Text with a Cooperative Integrated Model Reading and Composition based on SHS Learners' Cognitive Styles

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Article Info	Abstract
	Learning to write short-story text expects the learners to capable of explaining a process of certain phenomenon occurrence. Therefore, an appropriate learning model is needed based on the learners' cognitive styles. This research explained the effectiveness of short-story text learning with the CIRC model based on the eleventh graders' cognitive styles. The research design was a one-group pretest-posttest. The sample was taken with purposive sampling. The instruments of data analysis techniques were validity and reliability tests. The samples were examined with normality and homogeneity tests. The final data analysis was a t-test to determine the effectiveness comparison of the cognitive style-based short-story writing learning. The findings showed the average score of FD-styled learners was 82.42, 79.13 for the moderate-styled learners, and 86.48 for FI-styled learners. Theoretically, the findings could be implemented to enrich the educational research and knowledge of writing short-story text.

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INTRODUCTION

Writing skill requires ideas, notions, and creativities. They must be elicited from every learner. Siki, et al. (2017) argue that writing is the most complex competence of language skills (reading, listening, and speaking). Wahyuningtyas, et al. (2016) argue that writing is difficult to master. It does not only deal with scientific writing but also writing literature. One of them is writing a short-story According to those arguments, the main developing keywords of writing skill, especially writing short-story, are interest and learning style. The stages to carry out writing exercises are expressing ideas, thoughts, and feelings in the written manner (Ranabumi et al., 2017).

On the other hand, efforts, will, and struggle also play the roles of a literary masterpiece. The emphasis on theoretical and writing rule varieties only leads learners to perceive writing as a formal and meaningless element for them. It will not provide a meaningful experience for learners to learn literature. Thus, writing short-story skills may allow learners to share and express their ideas or notions for other readers in a written manner. Therefore, in writing short-story, creativity is not the only reference to compose an interesting short story. However, ideas and notions also influence the skill. It becomes the basis of literature work. Kasnida, et al. (2015) argue that teachers could promote active, innovative, creative, effective, and joyful learning if they understand the characteristics of the materials, learning media, and learner characteristics. Pujianto et al (2015) also state that writing short-story skills may allow learners to share and express their ideas or notions for other readers in a written manner. Both ideas and notions also influence the result of short-story writing work.

Andayani, et al. (2017) state that writing a short story does not only function to train learners about writing techniques but also to make them appreciate the life values in the story. They are reflected in daily life, motivate them to learn, and encourage them to behave positively.

Short-story writing requires the creativity of the learners so that the ideas or notions could be developed into interesting short-stories. However, an interesting short-story does not only depend on ideas, notions, and creativities but also knowledge of short-story elements. They may influence how to write an interesting short story, for example, the intrinsic and extrinsic elements of short-stories. A short-story has elements of characters and a story plot. They are interested to be investigated further (Ernawati et al, 2018). Learning how to write a short story can be done by perceiving the knowledge of a short-story (Nuryatin, 2008:7). This short-story knowledge perception involves identifying the elements of short stories. Therefore, a learning model that can develop learners' skills to think critically in identifying the elements and elements of short stories is needed. Kasnida, et al. (2015) revealed a fundamental competence of writing short stories to be mastered by seventh graders. Their finding also showed that audio-visual media and comic strips could be used as the chosen media in short-story writing learning. A relevant study was conducted by Mubaroq et al (2017). They found that writing short stories at schools made learners thinking creatively. Learners needed opportunities to be creative so that they could express their ideas in short stories.

The basis of this activity is stories. The stories are expressed in written forms. For some people, telling something in a written manner is difficult. The difficulties of writing short stories are a confusion to determine the themes, ideas, story sources, diction management, and word arrangements. The confusion occurred when the theme was determined by the educators or teachers. Moreover when the themes were based on what teachers or educators experienced. Pujianto et al. (2015) stated that lack of learners' creativity during short-story writing lessons led to less interesting results. Thus, they asserted that creativity was important for learners' explorations to think critically. Nazila et al. (2020) argue that experience-based short-story writing facilitates learners to write short-story text. A study conducted by Huda and Mukh

Doyin (2019) found that short-story writing skill was needed by learners to produce imaginative and creative results. Wulandari et al. (2020) found that writing skills required learners to gather references based on their experience. Azizah M et al (2012) found that learners' creativities could be improved by applying a learning model or learning media utilization. Asfuri (2013) found that the learning model is arranged to direct learners and facilitate teachers and learners to obtain information, ideas, skills, values, mindset, and expressions properly. Budi (2013) stated that school phenomena and problems need effective learning model implementation acceleration. It is to deliver the story lesson into an interesting subject for learners. Rohmah et al. (2016) stated that teaching learners should gain attention from the educators because the applied learning model influenced learning achievement outcomes. Thus, teachers need to deliver the learning. Neina et al (2015) stated that learning material substance delivery was based on the learning materials taught by the teachers.

One of the applied methods for educators is to develop learners' critical thinking skills in learning how to write short-story text with the CIRC model. Sudjana (2000) stated that the learning model as a method for educators to deliver the learning materials. It is a factor that motivates learners. A learning model is applied to develop learners' skills to think critically so they can reach the expected outcomes of writing short stories optimally. Risnawati and Dwijawanti (2012) found developing character and national values could overcome problems in learning.

Writing short stories is an effort to produce and express feelings, ideas, and notions. This activity needs an appropriate learning model. Latifah and Itiqom H Nur Rahmawati (2019) found that learners required a longer time to complete their writings. Thus, an appropriate model was needed.

Effective learning should apply learning models that activate learners. One of them is applying cooperative learning. it is a learning model that involves group learning. Tristiantari et al. (2016) proposed a cooperative learning model for learning short-story text writing was Cooperative Integrated Reading and Composition (CIRC) model. The model is purposed to design, implement, and evaluate the writing process approach of writing lessons and speaking art. It is applied by involving all learners in a class. The CIRC model encourages learners to plan, revise, and edit their works by collaborating cooperatively (Slavin, 2010:204).

Besides that, every individual has specific characteristics. Therefore, every individual is unique. This uniqueness is known as style. Ghufron and Rini Risnawita (2012) found that styles were individualistic for every individual. Styles also could differentiate one individual from the other individuals. This research focused on the cognitive style. Silaen (2014) stated that activities and cognitive style influenced learners' skills. The cognitive style consists of three elements: field-dependent (FD), moderate, and field independent (FI). Learning styles of learners can be improved when educators become role models to be observed, listened to, and imitated. They should also provide wider opportunities for learners to learn with an appropriate model, strategy, method, personal learning technique, and proper communication between educator and learner. Thus, they will be braver and able to express their arguments.

The explanation shows that the effectiveness of learning writing with the CIRC model for the eleventh graders of SHS based on the cognitive style should be found out and proved. Therefore, a study should be conducted so educators could select the appropriate learning model for realizing successful learning of writing short stories. This research aims to explain the effectiveness of short-story writing with the CIRC model based on the learners' cognitive styles. This research is expected to contribute the educational research development and enrich the knowledge of short-story text writing lessons in educational institutions.

METHOD

The research design was a one-group pretest-posttest. The group was experimental group taught with the CIRC model to write short stories based on the learners' cognitive styles without a control group. The population consisted of eleventh graders' short-story writing skills in Cirebon.

The sample was taken by purposive sampling technique. It was applied based on several considerations, such as the school accreditation category, ranked A; heterogeneous learners; and complete facilities and infrastructures to learn. The sample consisted of the eleventh graders of Public SHS 7 Cirebon. The variables were the CIRC model, the independent variable; the short-story writing skill, as the dependent variable; and cognitive style as the moderating variable.

The instruments were the short-story writing skill test instrument and non-test instruments, such as observation and photograph documentation guidelines. The techniques of collecting data were done by test and non-test.

The data analysis techniques of the instruments were validity and reliability tests. The validity and reliability tests used Product Moment and Alpha Cronbach formulas. On the other hand, the sample was examined with normality and homogeneity tests assisted by SPSS 2.0 software. The final test data analysis used a t-test. The t-test consisted of one way ANOVA and the advanced LSD test.

RESULTS AND DISCUSSION

The effectiveness of learning explanatory text with the group investigation model could be seen from the CIRC model element application during the learning. It could be also seen from the learners' learning outcomes. The CIRC model implementation consists of several principles, syntagmatic, reaction system, supporting system, instructional impact, and supporting the impact of the group investigation model.

Learning how to write short stories with the CIRC model was applied for thirty-five learners at the eleventh grade of Public SHS 7 Cirebon. The scoring aspect of short-story writing with the CIRC model for the eleventh graders consisted of characterization, background, perception, plot, and language style.

Before treating, the learners were pre-tested. The test was to find out the initial skills of the learners to write short stories. The test results could be seen in this diagram.
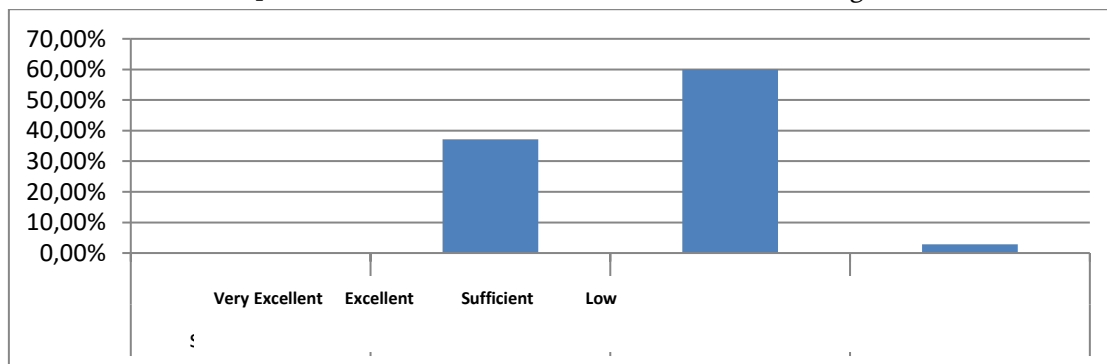

Diagram 1. The Circ Initial Test

The diagram shows a learner has a score range from 0-52, categorized low; 21 learners with a score range from 53-68, categorized moderate; and 13 learners with a score range from 68-84, categorized high. The lowest score was 50 and the highest was 78.5. The initial test average score of learners taught with the CIRC model was 66.69, categorized as moderate. From the data of the CIRC model class, the learners' scores had not reached the minimum standard mastery score.

After finding out the initial test score of the CIRC class, the learners were treated four times. Then, they were post-tested to find out

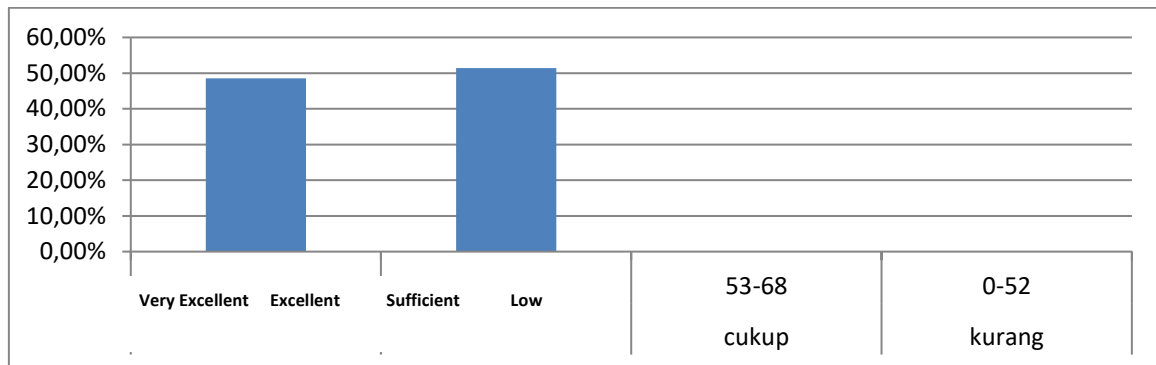their short-story writing skills. The final result is shown in diagram 2

Diagram 2 The Circ Final Test

The diagram shows seventeen learners with a score range of 85-100, categorized excellent, and 17 learners with a score range of 68-84. The lowest score was 75 and the highest was 92.8. The initial test average score of learners taught with the CIRC model was 83.95, categorized as moderate. From the data of the CIRC model class, the learners' scores had not reached the minimum standard mastery score.

Table 1. the Recapitulation Results of Pretest and Posttest of CIRC Class
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretetsSTAD	26	50	79	66.31	6.862
postetstSTAD	26	75	93	83.06	5.385
Valid N (listwise)	26				

The table shows the pre-test and post-test recapitulation results of short-story writing skills taught with the CIRC model. The highest score of the pre-test is 50 then the highest score of the post-test is 93. The lowest pre-test average score was 50 while the lowest post-test average score was 75. The pre-test average score of the CIRC group is 66.69 while the post-test average score is 83.95.

The normality test was done in the pre-test and post-test. The test was obtained before intervening in both experimental and control groups. The normality test results of each group are shown below.

Table 2. the Normality Test of Experimental Group's Pre-test and Post-test
Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
STAD Learning Outcome	pre test	.155	26	.107	.954	26	.294
	post test	.148	26	.149	.936	26	.107

a. Lilliefors Significance Corection

The table shows the results of the Kolmogorov-Smirnov test in the pre-test of the experimental group with a Sig score of 0.196>0.05. The sig score of the post-test is 0.125 > 0.05. From the significances, the sample was normally distributed.

The homogeneity test was used to find out the data between groups whether they had similar variance. This research examined the homogeneity with SPSS 20 application. The homogeneity test of the CIRC group is shown below.

Table 3. the Homogeneity Test of CIRC Group

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
STAD Learning Outcome	Based on Mean	2.189	1	50	.145
	Based on Median	1.802	1	50	.186
	Based on Median and with adjusted df	1.802	1	48.249	.186
	Based on trimmed mean	2.155	1	50	.148

From the pre-test output results of the CIRC group, the score is 0.887>0.05. Thus, the data variety was homogeneous.

Table 4 the Paired T-Test of CIRC Group

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	CIRC Group Learning Outcome	73.823	10.250	1.225	71.379	76.267	60.261	69	.000

The results of the paired t-test showed that in Sig (2 tailed) column, the Sig. Pair 1 pre-test and post-test of CIRC was 0.000 < 0.05. Thus, H_0 was denied. It means there was a difference between the pre-test and the post-test scores of writing short stories. Thus, it could be concluded that there was a learning outcome improvement of learners taught with the CIRC model.

Table 5. the One Way ANOVA Comparison
CIRC Group Learning Outcomes

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	280.734	2	140.367	7.016	.003
Within Groups	640.193	32	20.006		
Total	920.927	34			

Table 5 shows that in the Sig column the score is 0.003<0.05. Thus, H_0 is denied. It means there is a learning outcome average difference of CIRC group with cognitive styles: field independent, moderate, and field-dependent. The next test was the LSD test. This test was carried out because of significant average differences among the cognitive styles.

Table 6 the LSD Advanced Test
Multiple Comparisons

Dependent Variable: Circ Group Learning Outcomes

Lsd

(I) Cognitive Style	(J) Cognitive Style	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
field-dependent	Moderate	3.294	2.270	.156	-1.33	7.92
	field independent	-4.062*	1.712	.024	-7.55	-.57
Moderate	field depedndent	-3.294	2.270	.156	-7.92	1.33
	field independent	-7.356*	2.109	.001	-11.65	-3.06
field independent	field depedndent	4.062*	1.712	.024	.57	7.55
	Moderate	7.356*	2.109	.001	3.06	11.65

The comparison of field-dependent and the moderate category learners had a sig score of 0.159 > 0.05. Thus, there was no significant difference in the learning outcomes. The comparison of the moderate and the field independent category learners was 0.024 < 0.05. Thus, there was a significant difference between the treatments. The comparison between the field-dependent and field-independent was 0.01<0.05. There was a significant difference in learning outcomes between the treatments.

These findings were relevant to a study conducted by Susilo et al (2016). They found that CIRC Model could improve learners' creativity in learning.

CONCLUSION

Based on the findings, the CIRC model effectively influenced the short-story writing learning based on the learners' cognitive styles.

It was based on the differences of pre-and post-learning outcome averages of the students after being intervened by CIRC productive model. Before being intervened, the score of writing a short story of the field-dependent learners was 66.51. Meanwhile, after being intervened, it

improved to 82.42. The average score of moderate cognitive styled learners before being intervened was 68.41. After being intervened, the score improved to 79.13. The same matter went for the field-independent learners. They had an average score of 66.22 before being intervened and improved to 86.48 after being intervened. Thus, the CIRC model was effective for writing short-story learning of the field independent typed learners.

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