



Enhancing Students' Narrative Writing Skills through the Circuit Learning Model

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A B S T R A C T

This study aims to improve the narrative writing skills of Grade VII students at MTs Alwashliyah Pantai Labu through the implementation of the Circuit Learning model. The Circuit Learning model is applied as a pedagogical strategy to address the low performance in students' narrative composition. The research was conducted using a Classroom Action Research (CAR) design consisting of two cycles, each comprising four stages: planning, implementation, observation, and reflection. The participants of this study were 25 seventh-grade students. The findings demonstrate a gradual and significant improvement in students' ability to write narrative texts. Observational data revealed enhanced teacher guidance and increased student engagement throughout the learning process. Student learning outcomes also showed notable progress, with 60% of students achieving a "Good" category in the first cycle, and 80% reaching a "Very Good" category in the second cycle. Based on these results, it is recommended that school leadership support and facilitate teachers in developing and implementing effective writing instruction using innovative learning models such as Circuit Learning. The study concludes that the Circuit Learning model can effectively enhance students' narrative writing skills.

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1. Introduction

Education is one of the government's fundamental efforts to promote national intellectual development. Basic education is a formal level of education that is part of Indonesia's compulsory education program. At the elementary level, education does not only cover cognitive knowledge but also includes the development of skills that can enhance students' capacity as lifelong learners. One of the essential elements of learning is language, which plays a crucial role in communication. Language enables individuals to express thoughts and ideas, and its mastery is closely tied to the four interrelated language skills: listening, speaking, reading, and writing. Of these, writing is often considered the most challenging skill to develop (Rahma, 2018), as it requires accuracy, creativity, and a strong grasp of linguistic structures.

Writing skills are introduced from an early age, starting at the elementary level. When the foundation of writing is solid, students are more likely to produce well-structured texts. Reading and writing are interdependent—reading enriches one's vocabulary and provides ideas, while writing allows individuals to organize and express those ideas creatively (Devi Novrizta, 2018). Writing, as defined by Gie (2002, in Ninawati, 2019), is the process of expressing thoughts through written

language in a way that others can read and understand. Moreover, writing enhances intelligence, stimulates initiative and creativity, fosters confidence, and develops the ability to gather and analyze information (Suparno, 2007 in Ninawati, 2019).

Despite its importance, writing remains a difficult skill for students. They often struggle with finding appropriate topics, organizing ideas, selecting vocabulary, and composing coherent narrative essays (Yusniar, Santi, & Purnamalia, 2018). This difficulty contributes to students' reluctance to engage in writing activities. A potential solution is the implementation of the Circuit Learning model, which is designed to boost students' creativity, commitment, and persistence. Circuit Learning emphasizes active student participation through structured phases, including question-and-answer sessions, material presentation, group work, and reflective activities. It encourages students to process and retain information through repetition and variation, and to collaborate with peers in achieving academic goals (Rohmah et al., 2018).

According to Cahyadi Wibowo et al. (2020), students' difficulties in narrative writing stem from both internal and external factors. Internal factors include their understanding of narrative structures, motivation, and self-confidence. External factors involve the learning environment and the limited variety of instructional media used by teachers. These issues were confirmed through classroom observations and discussions with teachers, revealing a significant gap in students' ability to compose narrative texts effectively. Based on this urgency, the researcher implemented the Circuit Learning model to improve students' writing abilities. The study showed progressive improvement in narrative writing skills from the pre-cycle stage through Cycle I and Cycle II, indicating the effectiveness of the model in enhancing students' learning outcomes.

2. Research Methods

This study employs a Classroom Action Research (CAR) design, consisting of two cycles, with each cycle comprising two sessions. The researcher acted as an observer of the Indonesian language instruction throughout the study. Classroom Action Research is designed to cultivate critical and systematic thinking, with the primary goal of improving teaching practices to optimize student learning outcomes.

The research setting was MTs Alwashliyah Pantai Labu. The implementation of the first cycle took place on October 25, 2022, followed by the second cycle on October 26, 2022. The purpose of this CAR was to enhance the narrative writing skills of Grade VII students using the cooperative learning model known as Circuit Learning. Data collection methods included interviews, observations, tests, and documentation.

The research design aligns with the characteristics of CAR, which addresses practical issues encountered by classroom teachers (Siddik, 2018). As a reflective practice, CAR enables teachers to evaluate their instructional strategies and improve student learning outcomes. Ultimately, CAR aims to solve classroom problems and enhance the overall quality of education and instruction (Prihantoro & Hidayat, 2019).

This research followed the cyclical process model proposed by Kemmis and McTaggart (as cited in Arikunto), which involves four key stages in each cycle: (1) planning the action, (2) implementing the action, (3) observing and monitoring the process, and (4) reflecting and evaluating the outcomes to determine the necessary revisions for the next cycle.

The instruments used in this research included tests, observation sheets, questionnaires, lesson plans (RPP), and syllabi. The test instrument was used to assess students' achievement in narrative writing. Observations were employed to collect data on students' motivation, attitudes, and psychomotor engagement during the learning process. Questionnaires gathered additional qualitative data regarding students' responses to the teaching strategy. The data collected in each observation

cycle were analyzed descriptively using percentage techniques to identify patterns and tendencies in student learning and instructional effectiveness.

3. Results and Discussion

3.1. Result

The findings of this study indicate a notable improvement in student learning outcomes through the implementation of the Circuit Learning model in thematic instruction for third-grade students at Madrasah Ibtidaiyah Muhajirin, Jambi City. This improvement is reflected in the students' assessment scores recorded at the end of each cycle. The learning outcomes at the end of Cycle I and Cycle II are summarized as follows:

1. In the final evaluation of Cycle I, 10 students (40%) had not yet met the Minimum Mastery Criteria (KKM), while 15 students (60%) had successfully achieved the KKM.
2. In the final evaluation of Cycle II, only 5 students (20%) had not met the KKM, while 20 students (80%) had reached or exceeded the required standard.

These results demonstrate that the Circuit Learning model effectively enhanced students' mastery of the thematic content across the two learning cycles.

Tabel 1. Student learning outcomes in cycle I and cycle II

No	Student Name	KKM	Cycle I	Cycle II
1	TSJ	65	85	88
2	FO	65	60	69
3	NA	65	76	80
4	SR	65	98	99
5	IS	65	67	70
6	A	65	83	88
7	DN	65	90	95
8	A	65	60	69
9	FDS	65	58	62
10	EWP	65	85	90
11	AS	65	58	62
12	OMF	65	62	69
13	DS	65	87	90
14	NM	65	70	75
15	MRK	65	59	62
16	FAMR	65	70	75
17	M	65	87	90
18	ARC	65	60	69
19	NY	65	95	99
20	NH	65	60	62
21	A	65	75	80
22	A	65	70	75
23	KAS	65	97	99
24	FOSA	65	59	60
25	BA	65	60	70
Total			1831	1947
Number of Students			25	25
Number of Completed			15	20
Number of Incomplete			10	5
Percentage of Completed			60%	80%
Percentage of Incomplete			40%	20%

3.2. Discussion

Prior to the narrative writing practice stage, the researcher first delivered and explained the learning material using the Circuit Learning method. This served as a guide to help students understand the concepts more easily and facilitate a smoother and more efficient narrative writing process. After the instructional phase, students proceeded to the narrative writing practice session, which aimed to assess the extent of their writing skills following the implementation of the Circuit Learning method. In addition, the researcher distributed a questionnaire as a data collection technique, in which students were asked to respond to a set of written questions or statements.



Figure 1. Research questionnaire distribution process

4. Conclusion

The Circuit Learning method is grounded in the idea that cognitive and emotional engagement can enhance memory retention and understanding of information. This study has demonstrated that the use of Circuit Learning significantly improves students' narrative writing skills in Grade VII at MTs Alwashliyah Pantai Labu. The effectiveness of this method was evidenced through a classroom action research design, which showed a marked improvement in student learning outcomes across both Cycle I and Cycle II. The improvement is attributed to the method's emphasis on revisiting material before introducing new content, which reinforces comprehension and retention. Additionally, this approach encourages students to adapt more readily to new learning material, reducing confusion and enhancing clarity in concept acquisition. Therefore, the implementation of Circuit Learning is a highly effective strategy for enhancing the narrative writing competence of Grade VII students at MTs Alwashliyah Pantai Labu.

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