



## APPLICATION OF COOPERATIVE INTEGRATED LEARNING MODEL READING AND COMPOSITION (CIRC) TO IMPROVE STUDENTS' READING ABILITY IN GRADE IV ELEMENTARY SCHOOL NEGERI 104194 PALUH MANAN

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ARTICLE INFO	ABSTRACT
<p><b>Article History</b>                      Receive: 05-10-2024                       Revision: 03-10-2024                       Accept: 30-10-2024</p>	<p>Based on the results of observations that have been made by researchers on February 8, 2023 at SD Negeri 104194 Paluh Manan, it is proven that there are several grade IV students of SD Negeri 104194 Paluh Manan who cannot read, there are students who cannot also understand the content of the reading material read, there are students who still stutter about it, and teachers who teach are still using lecture models or methods and do not know the appropriate learning model for improve students' reading ability. This research was conducted with two cycles. With the research subjects of grade IV students of SD Negeri 104194 Paluh Manan which amounted to 14 boys and 20 girls. The research instruments used in this study are student activity observation sheets and teacher activity observation sheets. The data analysis technique used is quantitative descriptive. The results of the study showed that there was an improvement in students' reading ability by applying the Cooperative Integrated Reading And Coomposition (CIRC) learning model. The improvement of students' reading ability in the first cycle was 16 students who were active or in accordance with the KKM with a percentage of 47.05% and 18 students who were less active or did not meet the KKM with a percentage of 52.95%. Then in the second cycle as many as 29 students were active or in accordance with the KKM with a percentage of 85.29% and 5 students who were inactive or did not meet the KKM with a percentage of 14.71%.</p>
<p><b>Keywords</b></p>	<p><b>CIRC learning model, Student Reading Ability</b></p>

### 1. INTRODUCTION

Erlita Nur (2022) stated that education is an important part of human life. Education is considered important for human life because with education humans can determine and change a quality life so that they are able to accept the ever-changing times. In education, language is one part of

the behavior that reflects student karate, Language is also expected to be able to help students get to know themselves, making it easier to interact with people around them.

Zulaikha, Apriyani (2019) Indonesian is an official language and is even used as one of the compulsory subjects and rejects the graduation of students in educational

institutions. Language skills are very necessary for everyone, and need to be taught from an early age. National Standards Agency Education (BSNP) said that the purpose of learning Indonesian is to improve students' ability to communicate well and correctly in Indonesian, both orally and in writing by fostering appreciation for Indonesian human literary works.

The process and development of the most basic ability in elementary school students is language, is the first goal whether or not other abilities are good, all of these abilities are very useful and can be applied by students in daily life Indonesian Language Learning is expected to help students in getting to know themselves, culture, express ideas and feelings and participate in the people. The most basic language lessons in elementary school are reading, where reading has a meaning, namely the process of reading. Children who are learning to read must understand the relationship between reading and their language, teaching reading must produce children who understand reading and must produce understanding.

Based on the results of observations that have been made by researchers on February 8, 2023 at SD Negeri 104194 Paluh Manan, it is proven that there are several grade IV students of SD Negeri 104194 Paluh Manan who cannot read, there are students who cannot also understand the content of the reading material read, there are students who still stutter about it, and teachers who teach are still using lecture models or methods and do not know the appropriate learning model for improve students' reading ability. With evidence in the form of the results of the observation sheets that the researcher has given to the students and also in the form of video interviews with class teachers about the learning process and the abilities of the students.

Then based on the results of interviews conducted with teachers, it was stated that the problem was caused by several factors, namely: 1) The curiosity of students in reading is still lacking, 2) because they from

grades I and II are doing online school due to Covid-19 resulting in their reading ability being disturbed, 3) lack of interest in reading, as well as difficulty in understanding the content of the reading in the texts read, 4) lack of learning models used by teachers in the learning process. For this reason, in learning activities, a learning model is needed that makes students active. One of them is to create a learning pattern that emphasizes cooperation between students.

One of the solutions to this problem is to provide a CIRC learning model. Abisin (2012:168) where the CIRC learning model is a reading learning activity related to direct teaching of reading comprehension and the art of integrated written language. The application of the cooperative learning model to teach reading, writing and language arts lessons in this class is expected to help students achieve learning goals. CIRC learning was first developed by Stevens. In this learning Each student is responsible for group assignments. The main goal of CIRC in particular in using cooperative teams is to help students learn to read a broad comprehension for high school grades.

## **LITERATURE REVIEW**

### **Reading Ability**

Reading is an understanding of ideas, and a series of activities that students do and not just read and answer questions in reading. Reading is a process intended for information from the text and the knowledge possessed by the reader has a major role in forming meaning. Reading is understanding ideas or ideas, both written and oral, in reading materials where comprehension is the product of reading that can be measured, not physical behavior that only sits for hours in the classroom while holding a book, reading ability is also an initial ability that must be mastered by students, especially for elementary school students.

Factors that can affect reading ability are physiological factors, intellectual factors, environmental factors and also psychological factors. With these factors, children's reading ability can have an effect. The purpose of reading will affect the role of reading

comprehension, meaning that the stronger a person's goal in reading, the higher the person's ability to understand the reading. A reader who has a clear reading goal will easily understand the content of the reading because he will focus on the goal he wants to achieve.

### **Cooperative Integrated Reading And Composition (CIRC) Learning Model**

Cooperative learning is a teaching model that provides the widest possible opportunity for students to be able to work together with other students in doing a task that has been well structured. Cooperative learning is a form of learning in which students learn and work in small groups collaboratively, with members consisting of four people with a heterogeneous group structure. Which consists of different levels of intelligence and gender.

CIRC (Cooperative Integrated Reading and Composition) learning is a learning that focuses on the formation of heterogeneous groups consisting of 4-5 students. So that in this learning, it is hoped that students can be more active in participating in learning so that competency standards and learning goals can be achieved. The teaching and learning process with CIRC has advantages that are good enough to be applied in learning, but that does not mean that CIRC does not have disadvantages, these shortcomings make teachers more skilled in overcoming them. The role of students is very dominant in the CIRC method because it has a great influence on the successful implementation of this method.

The main goal of CIRC is to use cooperative groups to help students learn reading comprehension skills that can be applied straightforwardly. CIRC consists of three important elements of basic activities related to direct teaching, reading comprehension lessons, language arts and integrated writing. All activities follow a regular cycle involving presentations from students, team exercises, independent practice, peer pre-assessment, supplementary exercise and tests. The role of teachers in the learning process by

applying the CIRC learning method or model. The role of the teacher is as a facilitator during the formation of the group, preparing discourse, facilitating students during group work and also presenting the results of their group work. Thus, those who are more active in the learning process are students

## **2. RESEARCH METHOD**

This study uses classroom action (PTK) research that the researcher conducts consists of two cycles. Each cycle is carried out according to the indicators that will be achieved by the researcher, namely students' reading ability increases after an action is taken. This study uses the model of Kemmis and MC Taggart in Arikunto et al. (2014) which consists of four stages, namely: planning, acting, observation, and reflection.

## **3. RESULT**

**Students' reading ability before applying the Cooperative learning model *Integrated Reading And Composition (CIRC)* pada siswa kelas IV SD Negeri 104194 Paluh Manan.**

Before the implementation of the Cooperative Integrated Reading And Composition (CIRC) learning model in grade IV of SD Negeri 104194 Paluh Manan, many students still did not understand what was explained by the teacher because the teacher did not apply an interesting learning model to see the improvement of students' reading

**Students' reading ability after applying the Cooperative Integrated Reading And Composition (CIRC) learning model in grade IV students of SD Negeri 104194 Paluh Manan.**

The application of the Cooperative Integrated Reading And Composition (CIRC) learning model in Indonesian learning in grade IV of SD Negeri 104194 Paluh Manan went very well, making students more active in learning and better understanding the material provided,

**Students' reading ability by applying the Cooperative Integrated Reading And Composition (CIRC) learning model in grade**

#### **IV students of SD Negeri 104194 Paluh Manan.**

Student activities in learning Indonesian have increased with the implementation of the Cooperative Integrated Reading And Composition (CIRC) learning model. This can be seen from the percentage of student activity in the first cycle of 70.40% and in the second cycle of 88.69%.

This class action research (PTK) was carried out in grade IV of SD Negeri 104194 Paluh Manan with a total of 34 students. The research aims to improve students' reading ability by applying the Cooperative Integrated Reading And Composition learning model. This model is a model that aims to improve students' ability to understand the content of reading as well as foster writing skills for the reading material they read. So that with the existence of This learning model is able to provide a stimulus to improve students' reading skills in Indonesian language subjects.

The results of the study were obtained from observation sheets of teacher and student activities and student worksheets. This class action research was carried out in two cycles. Based on the results of the observation sheet, the activities of teachers and students in the first and second cycles have increased in the learning process. The results of observation of teacher activities in implementing the CIRC learning model obtained 70.83% with sufficient criteria. Meanwhile, in the second cycle, there was a significant increase by obtaining a percentage of 91.66% with very good criteria.

Based on the results of the observation sheet, student activities from cycle I and cycle II have increased in the learning process. Where the results of student observation in the first cycle obtained a percentage of 70.40% with sufficient criteria. Meanwhile, in the second cycle, there was a significant increase by obtaining a percentage of 88.69% with very good criteria.

#### **4. DISCUSSION**

Based on the results of observations that have been made by researchers on February 8, 2023 at SD Negeri 104194 Paluh Manan, it is proven that there are several grade IV students of SD Negeri 104194 Paluh Manan who cannot read, there are students who cannot also understand the content of the reading material read, there are students who still stutter about it, and teachers who teach are still using lecture models or methods and do not know the appropriate learning model for improve students' reading ability.

The improvement of students' reading ability in the first cycle was 16 students who were active or in accordance with the KKM with a percentage of 47.05% and 18 students who were less active or did not meet the KKM with a percentage of 52.95%. Then in the second cycle as many as 29 students were active or in accordance with the KKM with a percentage of 85.29% and 5 students who were inactive or did not meet the KKM with a percentage of 14.71%.

#### **5. CONCLUSION**

Based on the research on classroom actions that have been carried out by researchers on grade IV students of SD Negeri 104194 Paluh Manan, it can be concluded that:

1. Before the implementation of the Cooperative Integrated Reading And Composition (CIRC) learning model in grade IV of SD Negeri 104194 Paluh Manan, many students still did not understand what was explained by the teacher because the teacher did not apply an interesting learning model to see the improvement of students' reading
2. The application of the Cooperative Integrated Reading And Composition (CIRC) learning model in Indonesian learning in grade IV of SD Negeri 104194 Paluh Manan went very well, making students more active in learning and better understanding the material provided,
3. Student activities in learning Indonesian have increased with the implementation of

the Cooperative Integrated Reading And Composition (CIRC) learning model. This can be seen from the percentage of student activity in the first cycle of 70.40% and in the second cycle of 88.69%.

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