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THE INFLUENCE OF THE COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) LEARNING MODEL ON THE READING SKILLS OF FOURTH-GRADE STUDENTS OF NU SLEMAN PRIMARY SCHOOL

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Article Info

ABSTRACT

This research aims to determine the effect of the Cooperative Integrated Reading Composition (CIRC) learning model on the intensive reading skills of fourth-grade students at SD NU Sleman. This research uses quantitative methods, with a quasi-experimental design in the form of a nonequivalent control group design, with an experimental and control class. With two variables, the independent variable is the CIRC learning model, and the dependent variable is intensive reading skills. The population used was 74 fourth-grade students at SD NU Sleman and a sample size of 15 in each experimental and control class. The instruments used in this research were multiple-choice tests and observation. Hypothesis testing uses the independent sample t-test. The research results showed a significant difference in intensive reading skills between the experimental class, which used the CIRC learning model, and the control class, which did not use the CIRC learning model. Classes that use the CIRC learning model have a higher average post-test score with an average difference of 12.67. The significance of the difference in intensive reading skills can be seen in the Sig value obtained. (2-tailed) is 0.000, which means it is smaller than 0.05. So, there is an influence of the CIRC learning model on the intensive reading skills of fourth-grade students at SD NU Sleman.

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1.   INTRODUCTION

Learning is an activity that shapes students to give birth to new thoughts, improves thinking abilities, and expands knowledge. Law related to the National Education System No. 20 of 2003, concerning the education system, states that "learning is the ongoing activities carried out by students, educators, and learning resources used to support learning activities in the study room." Therefore, learning that takes place in the classroom requires a relationship between educators, students, and learning resources to be able to achieve learning goals.

Government Regulation No. 3 of 2017, concerning the booking system, states that "literacy is the ability to listen, speak, read, write, calculate, explain information based on personal understanding so that you

can discover new science and technology which can be an effort to improve the quality of life as a step so that you can position yourself as a strong and resilient person because you already have a basic knowledge." In this case, literacy needs to be studied and developed by each individual as a basis for experience and improving personal quality.

Indonesian has an important role for the Indonesian people, as in Government Regulation No. 63 of 2019, regarding the use of Indonesian: "Indonesian is the national language used by all Indonesian people and as a means of communication, preparation of documents and roles in various fields". So, there must be Indonesian language subjects in elementary school learning activities. Indonesian is a language that must be used in all social activities, whether formal or informal, including in the field of education (Puspitasari, 2017). Therefore, Indonesian must be applied in everyday life as early as possible so that everyone can master it.

Language skills are activities carried out by a person in interacting and communicating in society. Language skills are divided into several aspects, namely, listening, speaking, reading and writing (Widyantara & Rasna, 2020). These four aspects can be simplified into receptive aspects, namely listening and reading, and productive aspects, namely speaking and writing (Umbar, 2019). These four skills are very closely related to the application of communication in the community. Skills are the technical abilities of each individual to be able to perform an action (Sudarto, 2016). The skills possessed by a person vary according to each person's expertise, but the aim is to be able to achieve the final task completion. Reading is an activity of finding new information and expanding knowledge, in order to increase understanding of thinking so that you can keep up with the times and be able to answer the challenges of life in the era to come. In life, every aspect involves reading activities, none other than education, there is also a need for reading activities (Niliawati et al., 2018). So, reading skills are the skills of discovering new things, expanding knowledge and getting messages in reading texts to improve understanding and think broadly.

Reading is included in language skills. Reading is the key to success in the learning process, reading is a process or act of self-activity by the reader to find new information and collaborate knowledge that has been received by building new knowledge. (Yamin, 2021). So, reading must be taught from an early age to equip students to be able to explore new information and develop a lot of knowledge. Reading is basically a person's thinking process which involves understanding, seeing, telling stories in the form of writing or just sounds in the heart (Harianto, 2020). Reading skills have an important role in today's life, in today's modern era developments still require reading skills in everything, such as finding the latest information. Therefore, reading skills must be able to be used to support current education.

Reading seriously, carefully and critically in order to understand the reading correctly is the definition of intensive reading (Rahayu & Sidiqin, 2019). This intensive reading requires concentration and seriousness in reading a passage, to understand and get the essence of the passage being read. Intensive reading according to Safitri & Sunarsih (2016) is a reading activity carried out by individuals to understand texts quickly and accurately. This activity is carried out in reading lessons or news, with the aim of getting more precise information and understanding. So, intensive reading is a reading activity that requires strong understanding to receive and discover the content in the text being read.

Developing reading skills can be done by giving assignments to students in learning Indonesian to determine the content of reading, summarize stories and so on through intensive reading. Intensive reading is an activity that requires full concentration in order to find the meaning of the reading correctly (Ngalimun & Alfulaila, 2013). Intensive reading applied in Indonesian language learning is an effort to develop students' reading skills in basic education.

According to the results of the 2018 *Program for International Student Assessment* (PISA) survey regarding reading ability, it shows that Indonesia's literacy level in the world is low, Indonesia was ranked 74th out of 79 countries with an average score of 371 (DatikNews, December 2019). Furthermore, UNESCO in 2012 released an index for the reading level of Indonesians which was only 0.001%, which means that out of 1,000 residents there is only 1 person who is interested in reading books seriously (Republika, January 2021). From the survey results above, it can be interpreted that Indonesia is still low in reading activities. Low reading skills are a problem in the world of education. Developing reading skills in students needs to be done to achieve educational goals (Nahdlatuzzainiah et al., 2021). There needs to be changes and support in developing reading skills to increase the percentage of literacy in Indonesia.

Reading skills can be applied and improved during learning activities with maximum classroom management, namely by using a learning model that is not monotonous. According to Helmiati (2012) A learning model is an activity whose flow has been conceptualized from the preliminary to the closing stage with a design according to the educator's abilities. The concept in question is a packaging of learning models, strategies and techniques. Learning that takes place in the classroom needs to have a varied learning model, not monotonous. Students will tend to get bored, not accept learning and do their own activities because of the monotonous learning model. A learning model is a teaching plan that shows a detailed conceptual and operational framework and forms a learning pattern (Diknas 2014). The learning pattern in question is the

realization of systematic learning, namely educators, students and the teaching materials used to support learning. The emphasis on reading skills can include using the Cooperative Integrated Reading and Composition (CIRC) learning model. According to Slavin (2016) CIRC learning is a form of group learning developed to emphasize reading, writing and language arts. This learning model is an effort to emphasize reading to determine the meaning of reading in Indonesian language learning in basic education.

The Cooperative Integrated Reading and Composition (CIRC) learning model is thematic/integrated learning for Indonesian language lessons regarding a reading, main content and conclusions of the reading which is applied in groups (Nahdlatuzzainiah et al., 2021). According to Shoimin (2017) CIRC learning emphasizes writing and reading in groups. This model is used in Indonesian language subjects to help students improve reading skills and find meaning in reading. The way to determine group members is 1) categorizing student rankings, this can be done by adhering to the results of students' scores during previous tests. Then, sorted from lowest to highest academic rank. 2) determine the number of groups, by looking at the number of members of the class. The composition of group members can be grouped according to the results of previous test scores with diverse group content to form equal abilities. So, the CIRC model is an activity carried out in the learning room between educators and students in groups to determine the main idea, content of the reading and explain the meaning of the reading. This activity can have a positive impact on improving students' reading skills.

The objectives of the CIRC learning model are: First, oral reading, with the hope of giving students the opportunity to read aloud and others to listen. Second, emphasizing reading skills, by forming groups to help each other. Third, writing and compiling language, to be able to organize the results of the work well and be accepted by classmates (Slavin, 2016). The advantages of the CIRC learning model are that students can understand reading, increase students' ability to determine answers to the questions given, increase activity in learning, reduce the teacher's role in learning, and increase students' self-confidence through presentations in front of the class (Wibowo, 2016).

The CIRC model steps are divided into several phases (Shoimin, 2017). These phases are: The first phase, namely orientation. In this phase, the teacher provides initial guidance on the learning process that will be carried out and conducts an apperception so that students are enthusiastic about learning. The second phase is organization. In this phase, the teacher forms students into groups with balanced academic equality between groups. The teacher provides reading according to the material studied and explains the flow of the group discussion and assignments. The third phase is the concept introduction. In this phase, the teacher explains new concepts to broaden students' thinking. The fourth phase is publication. In this phase, students communicate their arguments in finding answers to questions and present them to their group friends and classmates. The fifth phase is strengthening and reflection. In this phase, the teacher adds explanations as reinforcement that are appropriate to the learning that has been carried out, makes conclusions, and evaluates the learning results.

Based on the results of observations in the fourth grade at SD NU Sleman, the lack of value in students' reading skills in learning Indonesian was due to a lack of variation in learning models, a lack of direct approaches between students and teachers, as students still tended to be shy and silent when asked to ask questions or argue. If we look at the researcher's document notes, the average score of students in fourth grade reading skills at SD NU Sleman is still below average.

Table 1. Average Reading Skills Score at Fourth Grade Elementary School NU Sleman

No	Subject	Class	Minimum Standar (KKM)	Sum of Students	Students reach the KKM		Student can't reach the KKM	
					Students	%	Students	%
1	Thematics	IV A	70	25	20	80	5	20
2	Thematics	IV B	70	23	19	83	4	17
3	Thematics	IV C	70	26	20	77	6	23
	Average			74	59	78	15	22

The table above explains that the average reading skills in the fourth grade at SD NU Sleman, it appears that not all students have reached the KKM. There are differences in reading skills between classes. So, it can be seen that reading skills in fourth grade at SD NU Sleman are not optimal. Based on the background that has been described, researchers will test "The Effect of the Cooperative Integrated Reading and Composition (CIRC) Learning Model on the Reading Skills of Fourth Grade Students at NU Sleman Elementary School".

2.   METHOD
This research uses a quasi-experimental quantitative method, based on the assumption of equality of the groups to be studied. In this case, the groups to be used must be homogeneous or equal, what differentiates

groups from being unequal is the researcher's treatment of one of the research groups (Priadana & Sunarsi, 2021). This research used a quasi-experiment because the treatment used two different groups. Quantitative research is research that has a clear research flow from start to finish in a systematic, planned and structured manner (Widiasworo, 2019). This research treatment used a Nonequivalent Control Group Design, with the selection of research samples not taken randomly (Priadana & Sunarsi, 2021), because in this study the sample used was not all fourth grade students, but in accordance with the researchers' criteria. The population is all the subjects that will be studied by researchers, in other words the population is like an organism (Priadana & Sunarsi, 2021).

The population in this study was all fourth grade students at SD NU Sleman and the sample was part of the population, in other words the sample was a sampling organ using purposive sampling or judgmental sampling techniques, namely sampling with specific criteria according to the characteristics determined by the researcher (Priadana & Sunarsi, 2021). These criteria include still experiencing a low level of intensive reading skills, lack of self-confidence, still not mastering how to determine the content or meaning of the reading, and still lacking active learning in class. The sample determined in this research was students in classes four B and four C, with 15 students in each class. The Cooperative Integrated Reading and Composition (CIRC) learning model is the independent variable, while intensive reading skills are the dependent variable. The data collection techniques used are tests, observation, and documentation. The tests carried out include pre-test and post-test with 20 questions each. The validity test in this research uses a content validity test. Experts and students conduct validity and reliability tests processed using the SPSS application. The data analysis techniques used are the descriptive analysis test, the Kolmogorov-Smirnov formula normality test, the Hartley test for homogeneity, and the t-test with the independent sample t-test.

3.   RESULT & DISCUSSION

In the t-test, the Sig value. The pre-test in the experimental class was 0.200, and the Sig. on the post-test in the experimental class was 0.020. In the control class, the Sig value. On the pre-test, it was 0.200, and the Sig. on the post-test of 0.200. These results show that the value of the experimental class and control class data in the form of pre-test and post-test is greater than 0.05, so it can be concluded that the data is normally distributed. The Levene value from the post-test results for the experimental and control classes was 0.142, while the Sig. the post-test value was 0.709. It can be concluded from the results that the data shows a big value. > 0.05, then the data above is homogeneous. Based on the table above, the Sig value is obtained. (2-tailed) of 0.000. From the Sig value. (2-tailed) is smaller than 0.05, so it can be concluded that there is a significant difference in the average post-test scores for the experimental class and the control class.

Research conducted by researchers obtained data showing a clear average difference in the intensive reading skills of the experimental and control classes. The experimental class is a class that uses the Cooperative Integrated Reading and Composition (CIRC) learning model. This class has a higher average value than the control class which does not use the CIRC learning model, as can be seen from the results of the final average score for the experimental class being 86.00 and the control class average was 73.33. The experimental class has a median score of 90; the mode is 90, with the lowest score for the experimental class being 75 and the highest score for the experimental class being 95. Meanwhile, in the control class, the median score is 75, the mode is 75, the lowest score is 60, and the highest score for the control class is 85. To see more details, The results of intensive reading skills between the experimental class and the control class can be seen in the table below.

Table 2. Comparison of intensive reading skills of the experimental class and the control class

Description	Experiment Class	Control Class
Average	86,00	73,33
Median	90	75
Modus	90	75
Minimum Score	75	60
Maximum Score	95	85

From the data above, the average difference between the experimental class and the control class is 12.67. This difference shows that there are differences in intensive reading skills in classes that use the CIRC model and classes that do not use the CIRC model. The results of these differences can be explained as follows. In learning that uses the CIRC learning model, students will discover for themselves the knowledge they need directly to be able to improve their reading skills. The advantages of the CIRC learning model are that students can understand reading, increase students' ability to find answers to the questions given, increase activity in learning, reduce the teacher's role in learning, and can increase students' self-confidence through presentations

in front of the class. (Wibowo, 2016). So that in this learning students can find their own knowledge to improve their reading skills.

The step in implementing the CIRC learning model is direct learning. First, namely orientation. In this phase the teacher carries out opening activities by explaining the material that will be studied during the lesson with enthusiasm and without making the students bored. Second, namely organization. In implementing the CIRC learning model, students will be formed into groups to be able to work together and interact cooperatively with each other in determining the content of the reading. This activity requires students to study in groups with each group of four to five students involved in a series of activities together and collaborating in group activities (Mariadeni et al., 2019). With group activities, students will learn together and can determine the content of the reading and each student can argue for themselves in completing the assignments given by the teacher. Third, namely the introduction of concepts. The teacher explains new material with new concepts to broaden students' knowledge and explains that all students can work in groups. Fourth, namely publication. In its application, it requires students to play an active role in finding answers and becoming discussion material with their group in completing assignments from the teacher (Eliantari et al., 2020). Students must be actively involved in this group activity to make it easier to discover new knowledge and improve reading skills. Apart from that, students working in groups can train their sense of responsibility as group members who must be able to express their ideas and present them in their group.

The final stage of CIRC model learning is reinforcement and reflection. Each group will be asked to present the results of their discussion in front of the class in turn and the other groups can ask questions to the group presenting. Teachers also add reinforcement and evaluation of learning. Learning activities using the CIRC model provide new experiences in increasing interest and reading skills, train students to be active in giving their opinions, respect each other's opinions and train their sense of responsibility in their duties as group members. (Syafitri & Mansurdin, 2020).

From the description of the results and discussion in this research, it shows that there are significant differences between learning in the experimental class and the control class. By implementing the CIRC learning model in the experimental class, it is possible to improve students' intensive reading skills as seen from the results of the average pre-test score with the results of the average post-test score increasing. From these results, the use of the CIRC learning model to improve students' intensive reading skills in Indonesian language learning is very important in the fourth grade of elementary school, especially when it can be applied to the fourth grade of NU Sleman Elementary School.

4.   CONCLUSION

From the description of the research results and discussion above, it can be concluded that there is a significant difference in the average intensive reading skills between the experimental class and the control class. This is proven by the acquisition of the Sig value. (2-tailed) is 0.000, which means that if the Sig. (2-tailed) < 0.05, then there is an effect of treatment. From the results of the post-test scores, the experimental class and control class had different average scores, namely the experimental class had an average score of 86.00 while the control class had an average score of 73.33. The experimental class has a higher average score than the control class. This is because the use of the Cooperative Integrated Reading and Composition (CIRC) learning model helps students to learn directly, increase knowledge, practice activeness and be responsible for their duties as group members in completing tasks given by the teacher to be completed together.

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