

ENHANCING READING COMPREHENSION THROUGH THE CIRC METHOD IN ELEMENTARY EDUCATION

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Abstract

Reading comprehension is a process of reading by students to recognize, understand and at the same time retain the information contained in the reading content. Learning methods (*Cooperative Integrated Reading and Composition*) CIRC is a learning method that is specifically applied to learning to read and write in schools. This method encourages students to take an active role so that learning to read becomes more interesting, dynamic and enjoyable. The test data results obtained after carrying out each cycle have increased in cycle I by 70.20% and cycle II by 82.70%, which shows that in cycle II. Using the CIRC learning method can improve reading comprehension skills in class IV. The average score for each cycle shows an increase in reading.

Keywords: Reading Comprehension, CIRC, elementary school

INTRODUCTION

Reading comprehension is one of the reading processes by students to recognize, understand and at the same time store the information contained in the content of the reading, students collect information through reading activities carried out in everyday life and other activities. Reading at school in reading literacy activities, reading comprehension is also defined as reading to understand the content of the reading which represents ideas, concepts, thoughts (Anifah & Rahma Ayu, 2023; Ramadhani et al., 2023) . Reading is a process that is carried out and used by readers to obtain the message that the author wants to convey through words or even writing or typing and understand the meaning contained (Albus & Seufert, 2023; Syaparani, 2019)

Learning reading comprehension skills in elementary school is the most important part of studying any subject. Reading comprehension is a basic language skill that must be mastered at all levels. When elementary school students have reading comprehension skills, the use of the CIRC method to improve results in learning to read comprehension is emphasized in books and other written media (Al Adawiyah, 2023; Anifah & Rahma Ayu, 2023)

Students learn new information related to reading comprehension from everyday life and gain knowledge through reading activities outside the classroom and also through the teaching and learning process in the classroom. Reading is understood as an interactive process that requires dialogue between the reader and the text so that the reader can gain knowledge about the content of the text they read. Many elementary school students still have difficulty understanding what they read in books. For example, 1) students have difficulty answering questions, 2) students have difficulty finding the main idea, and 3) students have difficulty understanding the text they are reading to summarize. The meanings obtained from reading are varied and include knowledge and information and emotional responses such as joy and sorrow. The type of literature that students read can be fairy tales or novels (Griffin, 1899; Thoma, 1967).

The CIRC is a cooperative learning method for elementary to junior high school students. The CIRC learning method is a comprehensive curriculum designed for use in teaching reading comprehension (Dani et al., 2022; Pionera et al., 2020). This CIRC (cooperative, integrated reading and composition) type cooperative method is a well-known alternative and can be used with elementary school students. Reading comprehension leads to improved reading comprehension skills. comprehensive understanding of the CIRC learning approach to strengthen fourth-grade students' reading comprehension and improve learning outcomes for low-ability readers (Anifah & Rahma Ayu, 2023; Hudaa et al., 2020).

This learning method includes the ability to better master reading comprehension, discourse and quotations without depending on a particular text, and students' ability to solve problems based on problems, which has a positive impact on learning activities and increases self-confidence, including the ability to strengthen it. This also aims to make students feel confident in expressing their opinions during class. For effective learning, teachers must learn the method. The weakness of this method is that the teacher needs sufficient time to organize a group in the class and make the class quieter. The main aim of using the CIRC method in learning is to help students improve their reading comprehension skills through group study; students can be trained to read or read to each other and take turns verbally concluding (Anwar et al., 2020; Ilham et al., 2023; Mayasari & Wikanengsih, 2019).

Based on the researcher's observations, observations carried out at SDN Balimester 03 found problems among class IV students in the learning process. Problems found among students are: 1) Many students are unable to learn, 2) In learning materials that need to be known, students have difficulty understanding the material being taught, 3) Students have low interest in participating, 4) Students are less interested in understanding the reading material. During the observation, the researcher observed that 1) Students were not motivated at the beginning of learning; the teacher immediately ordered students to open the textbook and start by providing material, and 2) The points given by the teacher made students feel unmotivated and did not provide enthusiasm. Continue learning when the teacher is still explaining most of the learning material 3) During the reading text, the teacher asks students to read in turns, but this is not efficient because students do not read. Taking turns allows students to focus on other things.

Researchers also found that 60% of students were less active in class, so it did not work properly. This was felt to really influence the language learning process, which was not yet optimal. Based on data collection, researchers observed that there were still many students who had scores that had not yet reached the KKM (Minimum Completeness Criteria) limit. From the data obtained by researchers from the homeroom teacher of class IV, the KKM at SDN Balimester 03 was worth 75; only 20% of students scored above KKM. From these results, researchers also obtained data that the lowest score was in language, which was influenced by the level of reading comprehension of students who were still less focused on reading

Learning to read comprehension for class IV students at SDN Balimester 03 is supported by several theories and previous research. It is important to follow up on this research by conducting research entitled "Improving Reading Comprehension Ability Through the CIRC. Learning Method in Students Class IV SDN Balimester 03 Petang."

LITERATURE REVIEW

Understanding Reading

Reading comprehension is a form of understanding reading more thoroughly. The implementation of reading comprehension activities emphasizes mastery of reading

content, not action, such as beauty, how fast or slow you read. Reading comprehension is referred to as reading silently, in which there are two categories, namely extensive and intensive reading. Extensive reading is a category of reading with low-level reading comprehension behaviour. Meanwhile, intensive reading is reading with a high level of reading comprehension which is done carefully and in detail (Elleman & Oslund, 2019; Muhid et al., 2020; Özdemir & Akyol, 2019).

Reading comprehension means reading to understand the content of the reading which is a representation of the author's thoughts, ideas, notions and opinions. The writer deals with language symbols manifested in letters, words, sentences, and paragraphs; behind these symbols are meaning and intent. If the reader understands the symbol, the reader will take away its meaning. However, when the reader does not understand the symbol he is reading, the meaning behind the symbol will not be understood (Jones et al., 2007; Liu, 2024; Rankin et al., 1994)

Reading comprehension is a reading activity carried out by someone to gain a comprehensive understanding of the content of the reading. According to Indrawati reading comprehension is a process where a person understands the content of the reading, recognizes and finds good ideas and can reflect on what the author conveys to the reader. Meanwhile, according to Soedarso, reading comprehension is reading and understanding important details of the entire reading content. Based on this description, it can be concluded that reading comprehension is the main capital in the learning process to obtain information from reading because reading activities require a deep understanding of the content of a reading (Hidajat et al., 2023; Muhyidin et al., 2023).

Understanding the CIRC

CIRC's learning method is cooperative, integrated composing and reading. CIRC is a learning method specifically applied to learning to read and write in schools. This method encourages students to take an active role so that learning to read becomes more interesting, dynamic and enjoyable. The CIRC cooperative learning method is a method used in reading learning activities that are related to direct teaching to understand reading and is carried out in groups by discussing between groups (Sipayung, 2019).

Cooperative learning is a learning system that allows students to collaborate with other students on structured tasks. Cooperative learning is learning carried out in groups so that it can help students to have reading comprehension skills and be better able to channel their learning activity by discussing in groups. and also really supports learning and determining the main idea (Abdurrahim, 2021; Elçiçek & Erdemci, 2021).

The cooperative learning method is the Cooperative Integrated Reading and Composition (CIRC). According to Wicaksono, 2020 helping students improve their reading comprehension skills and improving low-student learning outcomes is the main aim of using the CIRC method in learning. The use of the CIRC method to improve students' reading comprehension skills is very appropriate because the CIRC learning method can increase student enthusiasm, student activity and student concentration (Anwar et al., 2020; Aprilentina et al., 2020; Hudaa et al., 2020).

METHODOLOGY

The CIRC method is 1) making the learning atmosphere more enjoyable because students are grouped in heterogeneous groups so that they do not get bored quickly, 2) can make children more relaxed in learning because they are placed in study groups, 3) can increase student cooperation because students are allowed to discuss in their groups, 4) by presenting the results of the discussion, students can add enthusiasm and agility to students in answering the questions asked.

The Cooperative Integrated Reading and Composition (CIRC) model is appropriate if used in reading and writing in Indonesian Language subjects. So that by applying the CIRC model in learning, it makes it easier for students to improve their reading comprehension skills. In addition, it is also expected to improve the learning outcomes of students who are still lacking. Implementing CIRC learning can make students think critically and creatively and create a high sense of sociality. The CIRC learning method is more appropriate and appropriate for use in Indonesian language subjects, especially reading materials, finding the main idea, main idea, or topic of discussion.

It was found that learning reading comprehension using a CIRC-type cooperative approach can improve student learning outcomes. The use of the CIRC-type cooperative

approach in reading comprehension learning has been proven effective in improving learning outcomes because learning is carried out under planning, implementation and evaluation.

The disadvantage of this method is that the teacher needs enough time to organize a group and arrange it to make the class calmer. The main goal of using the CIRC method in learning is to help students improve their reading comprehension skills through group learning. Students can practice reading or reading to each other and take turns verbally inferring the results of what they have learned (Latifa & Haryadi, 2022).

RESULT AND DISCUSSION

The results of research on reading comprehension for fourth-grade students show increased success in reading comprehension skills using the CIRC method. The following table shows the increase in value in cycle II. Based on the reading comprehension ability test results, students in class IV, totalling 26 students in cycle II, received an average of 82.70 from the total number of students. Judging from the classical completeness in cycle I, which obtained an average of 70.20, it increased to an average in cycle II of 82.70 completeness. This proves that using the CIRC method in teaching reading comprehension for class IV students shows improved results and greatly influences the teacher's strategy for teaching reading comprehension through the CIRC method. Apart from increasing grades, class IV students also become more active when learning reading comprehension, making students not bored while learning.

This analysis is based on recorded field observations and the format of other observations. The collected data is interpreted so that the success of achieving the goal can be immediately known. The data analysis in this study was carried out in a qualitative descriptive and quantitative descriptive manner.

In this case, students' reading comprehension skills are assessed based on scores of 1, 2, 3, and 4 with the criterion of Score 4 = Able to carry out the teacher's instructions correctly without verbal or non-verbal assistance. Score 3 = Able to follow the teacher's instructions correctly but still get verbal and non-verbal assistance. Score 2 = Able to follow the teacher's instructions but still make mistakes despite getting verbal and non-verbal help.

Score 1 = Not able to carry out the teacher's instructions.

a. Score conversion

The score of each student is then converted on a scale of 0-100 using the following formula:

$$SA = \frac{SP \times 100}{SM}$$

Information:

SA = Final Score

SP = Earning Score

SM = Maximum Score

Quantitative data in the form of numbers from calculations or subterminators in the form of percentages by collecting data is then measured by mathematical or computational statistical techniques.

$$P = \frac{\sum \text{total student score} \times 100}{\sum \text{the total maximum value}}$$

After it is known, each data is analyzed to find the average grade of the class using the following formula:

$$Mx = \frac{\sum x}{N}$$

Information:

Mx = Mean

$\sum x$ = Sum of all student grades

N = Number of students

It	Cycle	Average	Learning Completeness	
			Complete	Incomplete
1	Pre-Cycle	67,70	7	19
2	Cycle I	70,20	15	11
3	Cycle II	82,70	22	4

Based on the table above, it can be seen that reading comprehension skills have improved through the use of the CIRC learning method, which was carried out in two cycles. Improving the reading comprehension skills of fourth grade students is also important to

increase students' active learning. Using the CIRC learning method can improve students' reading comprehension and can be a lesson that can be used to improve students' reading comprehension skills. Teachers can use the CIRC learning method because it is integrated. In general, students are used as the centre for teaching and learning using the CIRC method, and the CIRC learning method emphasizes meaningful learning. This method also asks them to be responsible for group assignments. Students are free to express their ideas to gain new experiences later.

CONCLUSION

Using the CIRC learning method can improve reading comprehension skills in class IV. The average score for each cycle shows an increase in reading. The average score in Cycle I was 70.20, with 15 students completing it and 11 students not completing it out of 26 class IV students at SD Negeri Balimester 03 Petang. In this case, there is still a need for improvement. At the cycle II meeting, there was an increase with an average of 82.70%, showing that in cycle II, this had improved much better than before. The learning process using the CIRC method implemented in cycle II went well because the contribution of students in the group was visible; some students who were classified as passive in group work were seen to be active in providing ideas in the group. Improvement through using the CIRC learning method has been carried out in two cycles. Improving the reading comprehension skills of fourth-grade students is also important in increasing students' active learning. Using the CIRC learning method can improve students' reading comprehension and can be a lesson that can be used to improve students' reading comprehension skills.

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