

IMPROVING READING COMPREHENSION SKILLS WITH COOPERATIVE APPROACH TYPE CIRC

Widyana Cahyaning Gerhastuti^{1*}, Pratiwi Pujiastuti¹, Dewi Rackmawati², Anwar Novianto¹

^{1,3,4} Pendidikan Profesi Guru, Fakultas Ilmu Pendidikan, Universitas Negeri Yogyakarta, Indonesia

² SD N Kotagede 5 Yogyakarta, Indonesia

*widyana Cahyaning.2020@student.uny.ac.id

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ABSTRACT

This study aims to improve the learning process and reading comprehension skills with the CIRC learning model for fifth-grade students of SD Negeri Kotagede 5 Yogyakarta. This type of research is classroom action research with the Kemmis and Mc Taggart model. The subjects of this study were the fifth-grade students of SD Negeri Kotagede 5 Yogyakarta totaling 27 students. Data were collected by using observation, test, and documentation techniques. The data analysis technique is descriptive quantitative. The results showed an increase in the learning process and the results of reading comprehension skills with the CIRC type cooperative approach. In the pre-action, the average value of the students' reading comprehension skills class was 68.94 with a percentage of completion of 44.44%, then in the first cycle, it increased to 81.48 with a completion percentage of 75.73%, and increased again in the second cycle to 86.15 with a completion percentage of 100 %. Based on the study results, it can be concluded that the application of the CIRC type cooperative approach can improve the reading comprehension skills of fifth-graders at SD Negeri Kotagede 5 Yogyakarta.

Keywords: *reading comprehension skills, cooperative approach type CIRC.*

INTRODUCTION

The 2013 curriculum aims to prepare Indonesian students to have the ability to live as individuals and citizens who are productive, creative, innovative, and effective, and can contribute to the life of society, nation, state, and world civilization (Permendikbud Number 66 of 2013). One of the things that emerged from the Curriculum 2013 Implementation was an integrative thematic learning model. Integrative thematic learning is learning that uses themes to link several subjects and materials to provide meaningful experiences for students.

Indonesian is one of the subjects taught in elementary schools (Simbolon & Hamdan, 2020). One of the learning content used to integrate the material in the lesson is Indonesian. Language skills include four components: listening, speaking, reading, and writing skills (Tarigan, 2015: 1). The four skills are taught in an integrated manner and are related to one

another. Reading skills are one of the most important language skills at all levels of education and have a major influence on their development as students and as members of society. Reading skills become a priority scale that must be mastered by students. Everything obtained through reading will enable people to enhance their thinking power, sharpen their views, and broaden their horizons.

In elementary thematic learning, almost all of the learning content uses reading to deliver the material. Reading activities are not just reading a series of sentences written in the discourse, but its essence is in how the reader can connect previous knowledge with the discourse, understand the contents of the discourse as a whole, and understand the intent the author wants to convey, both expressed and implied. Dalman (2017: 8) states that learning to read is needed in reading comprehension skills. Therefore, intensive learning is needed to understand the reading.

Reading is an essential and complex language skill, and everyone should learn it. Reading is not merely a single skill but a combination of many skills and how the reader interacts with words and texts. A person can be taught to write, speak, listen, vocabulary, and grammar (Nasser, 2014).

Although learning to read is still the best, some teachers think that it can be done by students independently without going through a process of mentoring and training. Several descriptive studies on teaching reading in elementary schools found no explicit teaching in reading comprehension skills. However, reading will not be optimal if it is not accompanied by programmatic activities or training (Ratna Wulan, 2009).

Linse (2006: 69) reveals that reading is a variety of skills that include understanding and finding the meaning of written words. Zuchdi (2012) adds that reading is understanding. Reading activities that are not accompanied by understanding are not reading activities. Reading comprehension activities in Indonesian language learning content is essential for delivering other lesson content: reading non-fiction texts. However, the reality on the ground shows that many teachers, especially elementary school teachers, have not been able to carry out language learning well. In March, the interviews conducted with teachers in class V SD Negeri Kotagede 5 said that students' reading comprehension was also still low. This was evident when students answered questions based on the reading. Many students got a low score of 68.94. At school, the fact that the appropriate learning approach has not been implemented because it includes reading. When learning, especially related to reading online, it is finally rote to focus on teaching knowledge, not skills.

Based on the results of observations made by researchers in the fifth grade of SD Negeri Kotagede 5 in February, the teaching teachers have not sought students' activeness in group work, asking questions, and giving opinions. It is recognized by the teacher that so far, students have been asked to do the exercises in the student handbook without any interaction between students and students or students and teachers. In the field, it was found that some students were passive in learning did not respond to the teacher's instructions and questions.

The existence of these problems requires teacher awareness of the importance of effective learning strategies to improve reading skills. Rahim (2011) revealed that learning planning is the initial thought written by the teacher before carrying out the teaching and learning process. Planning includes selecting: materials, strategies, teaching methods, media, and evaluation tools to achieve the expected competencies. One way to overcome this problem is to apply the cooperative learning type Cooperative Integrated Reading and Composition (CIRC). The CIRC type cooperative approach is a comprehensive program to teach reading and writing to higher grades in elementary schools (Slavin, 2010: 200). In this model, students are divided into several groups. Each group consists of three to five people and work in cooperative learning teams in joint activities. These activities are reading to each other, understanding the contents of the reading, writing responses to reading, and other linguistic

activities, including reading and writing. With the CIRC type cooperative approach, all students have the same opportunity to actively participate in the learning process.

Slavin (2010: 202) reveals that the primary goal of CIRC is to use cooperative teams to help students learn reading comprehension skills that can be widely applied. In CIRC learning, students work in pairs to identify aspects of the text. In addition, learning to write, especially writing, is integrated with teaching reading comprehension and activities in writing and reading processes.

Based on some of the statements described above, the researcher intends to conduct classroom action research with the title "Improving Reading Comprehension Skills Through a Cooperative Approach Type Cooperative Integrated Reading Composition (CIRC) for Class V Students at SD Negeri Kotagede 5 Academic Year 2020/2021" Based on some of the statements described above, "how can the Cooperative Integrated Reading Composition (CIRC) Type Cooperative Approach improve the Reading Comprehension Skills of Class V Students at SD Negeri Kotagede 5 Academic Year 2020/2021?"

RESEARCH METHOD

This type of research is Classroom Action Research. This research was conducted in March-April 2021 in class V SD Negeri Kotagede 5 Yogyakarta City. The subjects of this study were fifth-grade students of SD Negeri 5 Kotagede, which consisted of 27 students, 11 male students, and 17 female students. The classroom action research model used in this study is the Kemmis and Mc Taggart model, which has four stages, namely planning (plan), implementation (act), observation (observe), and reflection (reflecting).

The collection techniques used in this study were observation, tests, and documentation. The instruments used are observation sheets and tests. Observation sheets are used to observe the activities of teachers and students during the learning process. The observation sheet is used to observe the implementation of the CIRC cooperative approach. The instrument used in this observation is a checklist. Using teacher and student observation sheets, observations were made while applying the CIRC-type cooperative approach in the learning process. The test is used to measure students' abilities on each indicator by giving questions to students at the end of the cycle to determine the improvement of students' reading comprehension skills. The test instruments used in this study were multiple-choice objective tests and descriptions. The questions are arranged based on aspects in assessing reading comprehension skills based on Darmiyati Zuhdi's opinion by taking two aspects, namely literal and inferential understanding.

The data analysis technique used in this study is the quantitative descriptive analysis by describing the observation sheets and those obtained during the learning process and calculating the average number of test results.

RESULTS AND DISCUSSION

Description of Pre-Cycle Student Pre-Cycle Data

The initial condition in question is a description of the fifth-grade reading comprehension skills of SD Negeri Kotagede 5 before taking action. The initial data that the researcher uses as the basis for conducting research in the class is the data from the pre-test results. The results of the pre-test conducted on Monday, March 19, 2021 are described in the following table.

Table 1. Recapitulation of Pre-Cycle Reading Comprehension Test Results					
No	Total students		Percentage		Grade Average
	Complete	Not Completed	Complete	Not Completed	
1	12	15	44.44%	55.56 %	68.94

The table shows 15 students who have not reached the KKM and the achievement of an average grade of 68.94 so that they do not reach the success indicator, namely 75. This shows that the reading comprehension skills of class V SD Negeri Kotagede 5 are still low. The pre-cycle reading comprehension skills test results can be presented in the following diagram.

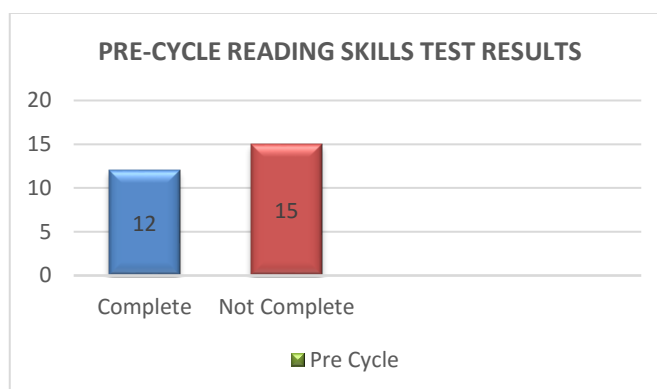


Figure 1. Pre-Cycle Reading Skills Test Results

The low reading comprehension skills of fifth-graders at SD Negeri Kotagede 5 were also proven based on interviews by researchers with fifth-grade teachers at SD Negeri Kotagede 5 in March. It was found that reading comprehension skills were still low. Based on the pre-test and the interview results, the researcher and the fifth-grade teacher of SD Negeri Kotagede 5 agreed to make improvements in the form of conducting classroom action research to improve reading comprehension skills through a CIRC type cooperative approach.

Description of Action Implementation in Cycle I

Cycle I will be held on Tuesday, March 22, 2021, and Thursday, March 24, 2021. In carrying out these actions, students explore information about the Groundwater Cycle. Learning is carried out using the CIRC type of cooperative approach.

Observations are carried out during the implementation of the action to determine the activities of implementing the action and students in learning. Observations were carried out using the prepared observation sheets. The results showed that in the first Cycle of Action learning, there were still some shortcomings, namely, there were still many students who did not understand how to discuss through WAG, students who had not actively responded when discussing through WAG, and during discussions, there were still some students who indicated responding via chat are parents, not students.

At the reflection stage of the first cycle, the implementers and observers of the action discussed the causes of the deficiencies during learning—reflection on the process and results of implementing actions based on data from observations during the learning process.

The fifth-grade reading comprehension test results at SD Negeri Kotagede 5 after action I was carried out are described in the following table.

Table 2. Recapitulation of Reading Comprehension Skill Test Results Cycle I

No	Total students		Percentage		Grade Average
	Complete	Not Completed	Complete	Not Completed	
1	22	5	81.48%	18.52 %	75.73

The post-test results in the first cycle showed that five students had not reached the KKM with a class average of 75.73. The first cycle of reading comprehension skills test results can be presented in the following diagram.

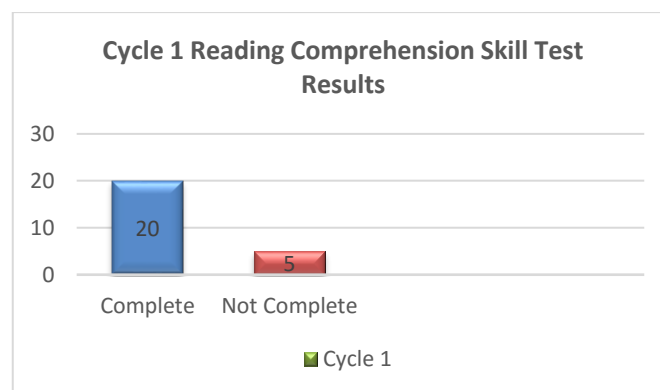


Figure 2. Cycle 1 Reading Comprehension Skill Test Results

The results of the post-test one reading comprehension skills test also showed that the percentage of students who had reached the KKM did not meet the research success indicator, namely 100%, even though the achievement of the average class score had reached the established research success indicator, which was 75, so the study continued to cycle 2.

Description of Action Implementation in Cycle 2

Cycle II will be held on Monday, March 29, 2021, and Wednesday, March 31, 2021. In carrying out these actions, students explore information about the Water Cycle and Drought Disaster. Learning is carried out using the CIRC type of cooperative approach.

Observations are carried out during the implementation of the action to determine the activities of implementing the action and students in learning. Observations were carried out using the prepared observation sheets. The observations show that the Second Cycle of Action learning shows that all aspects have been achieved.

The fifth-grade reading comprehension test results at SD Negeri Kotagede 5 after action I was carried out are described in the following table.

Table 3. Recapitulation of Reading Comprehension Skill Test Results Cycle 2

No	Total students		Percentage		Grade Average
	Complete	Not Completed	Complete	Not Completed	
1	27	0	100%	0 %	86.15

Based on the post-test score of cycle 2, it shows that the average obtained by students is 86.15. Students who have achieved the KKM are 27 students (100%), or students who have not reached the KKM are 0 students (0%). The first cycle of reading comprehension skills test results can be presented in the following diagram.

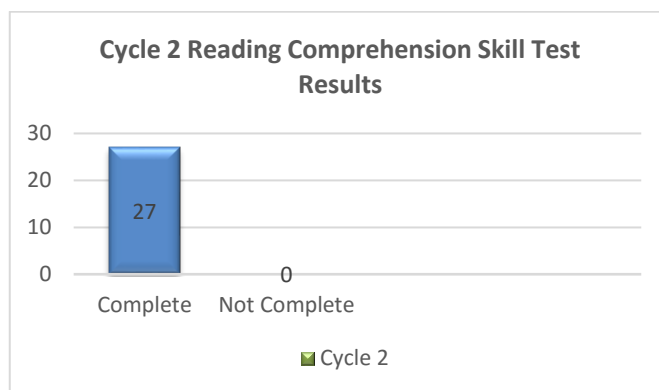


Figure 3. Cycle 2 Reading Comprehension Skill Test Results

These reflections conclude that learning using the CIRC-type cooperative approach described above has been applied optimally, and there are no obstacles so that it can improve the reading comprehension skills of fifth-graders at the Kotagede State Elementary School. The results of the post-test evidence this at the end of the second cycle, the percentage of students who have reached the KKM has met the research success indicator, which is 100%, while the achievement of the average class score is 86.15, which means that the research success indicator is 75. Based on the post-test scores above, the learning was successful, and the research was stopped.

This discussion will describe the research results on improving reading comprehension skills in grade V SD Negeri Kotagede 5. Based on the study results, the application of the CIRC type cooperative approach can improve reading comprehension skills. This is in accordance with Slavin's opinion (2010: 203), which states that CIRC uses cooperative teams to help students learn reading comprehension skills that can be widely applied. This is evidenced by an increase in the average value and completeness of student learning from the pre-cycle stage to cycle one and cycle two as follows:

The average value of the first cycle class increased by 6.79 (75.73-68.94) from the pre-cycle stage. The percentage of students who achieved the KKM in the first cycle stage also increased by 37.04% (81.48%-44.44%) from the pre-cycle stage. The post-test results in the first cycle showed that five students had not reached the KKM. Post-test also showed that the percentage of students who had reached the KKM did not meet the research success indicator, namely 100%, even though the achievement of the average class score had still reached the established research success indicator, which was ≥ 75 .

Furthermore, the average class of Cycle II increased by 10.42 (86.15-75.73) from the cycle I stage. The percentage of students who achieved the KKM in the second cycle stage also increased by 18.52% (100%-81.48%) from the first cycle stage. Based on the results, The post-test in Cycle II showed the success of the research, namely 100% of students had reached the specified KKM, and the achievement of the average class score had reached the established research success indicator, namely 75. The comparison of average value of pre-test and post - test at the end of the first and second cycles is presented in Figure 4.

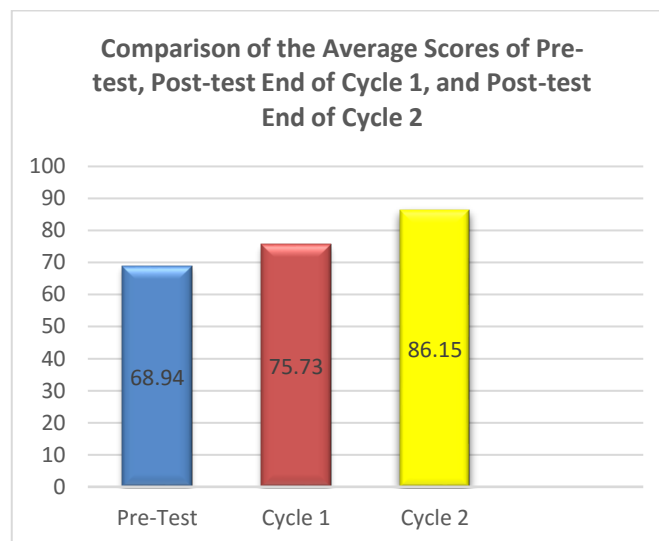


Figure 4. Graph of Comparison of Average Pre-test and Post-test Results

The number of students who reached the KKM 75 in the pre-cycle stage was 12 students out of 27 students. In the first cycle stage, it increased by eight students to become 20 students. At the second cycle stage, it increased by five students to become 27 students. In cycle two, the number of students who have reached the KKM is 27 or all students. The percentage of mastery learning at the pre-cycle stage is 44.44%, at the end of Cycle 1 81.48%, in Cycle 2 100%, so that at the end of cycle 2, student learning completeness has reached the established research success indicator, namely the number of students who achieved the KKM as much as 100%. The comparison of the percentage of the number of students who finished studying or succeeded in achieving the KKM set in the pre-cycle, end of the first cycle, and end of the second cycle is presented in the figure.

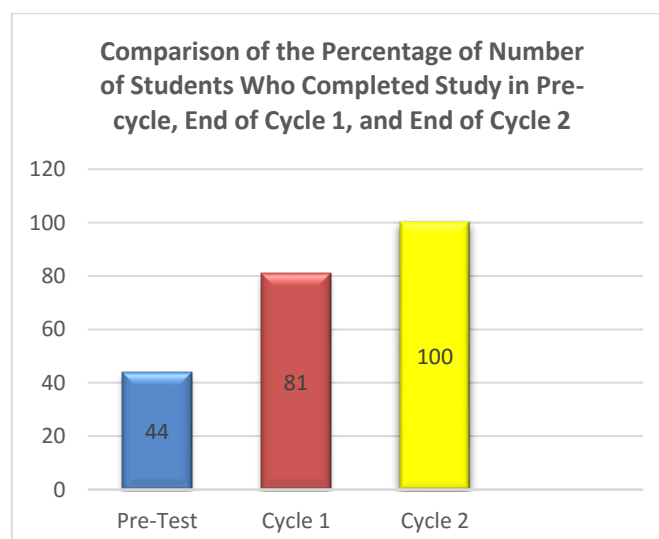


Figure 5. Comparison Graph of the Percentage of Completed Students

Based on the data from the test results of reading comprehension skills from the pre-cycle stage to Cycle II, it can be concluded that the application of the CIRC-type cooperative approach can improve the reading comprehension skills of fifth-graders at SD Negeri Kotagede 5 Yogyakarta.

This is in line with previous studies. Research conducted by Yeh and Yi-Fang (2007), Mahdu Gupta (2014), Abbas Ali Zarei (2012), Sri Indah Pertiwi (2013), Zainuddin (2015), and Faisal Mustafa et al. (2015) stated that the experimental group that carried out CIRC learning scored better on reading stories than the control group using conventional learning.

One of the main focuses of CIRC activities is making more effective follow-up time. Students working in cooperative teams are coordinated with group reading teaching to meet objectives such as reading comprehension, vocabulary, message reading, and spelling. In CIRC activities, there is oral reading or reading aloud. Slavin (2010) describes the results of research on oral reading, indicating that it positively affects message reading and comprehension skills. CIRC increases students' chances of reading aloud and receiving feedback from reading activities by having students read to their teammates and training them on how to respond to each other's reading activities.

In the CIRC type cooperative approach, spelling teaching is truly integrated and a part of writing learning, and writing learning is integrated with reading comprehension learning, both with the integration of writing process activities in the reading program and the use of reading comprehension skills.

CONCLUSION AND RECOMMENDATION

CONCLUSION

Based on the findings and discussion in the previous chapter, it can be concluded that the application of the CIRC type cooperative approach can improve the reading comprehension skills of fifth-graders at SD Negeri Kotagede 5 Yogyakarta. This is evidenced by the increase in the average test score and the percentage of student learning completeness from the pre-cycle, the end of the first cycle, and the end of the second cycle. The mean score of the students before the action was 68.94, the average score of the students at the end of the first cycle was 75.73 1, and the average score of the students at the end of the second cycle was 86.15. The number of students who achieved the KKM in the pre-test results was 12 students (44.44%), in the post-test results in the first cycle, as many as 20 students (81.48%), and in the post-test results in the second cycle, all students (100%) achieved the KKM.

RECOMMENDATION

Based on the conclusions obtained, suggestions can be made that the CIRC-type cooperative approach becomes an alternative for teachers in determining the right learning approach to be applied in learning Indonesian, especially learning reading comprehension.

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