



**INTEGRATED COOPERATIVE MODEL APPLICATION READING
COMPOSITION (CIRC) TO IMPROVE UNDERSTANDING
LEARNING OUTCOMES OF READING CLASS V SD NEGERI
SUDIRMAN II MAKASSAR**

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ABSTRACT

The problem in this research is the low literacy. The research problems are how the application of integrative model of reading and composition to improve learning outcomes of students' reading comprehension class V SD Negeri Sudirman II Makassar? The purpose of research is to describe the application of integrative model of reading and composition to improve learning outcomes of students' reading comprehension class V SD Negeri Sudirman II Makassar. This research is a classroom action research conducted in two cycles. The subjects were teachers and students of class V SD data collection using observation, testing reading, and documentation. Analysis of the data used is descriptive qualitative. This study shows that the application of the model CIRC can improve reading comprehension class V students of SD Negeri Sudirman II Makassar. In the first cycle, shows that the teaching activities of teachers and students learning activities in the teaching of reading comprehension in the category enough and there is improvement process in the second cycle entered in both categories while in the learning outcomes of reading comprehension in the first cycle in the category enough and yet achieve mastery in Classical and need to be improved in the second cycle. The results of the second cycle of learning reading comprehension are in either category this has been no improvement in the learning and mastery are already meets Classical is 70.

Keyword: *Cooperative Model, Reading Composition*

INTRODUCTION

Indonesian language learning in primary school according to Education Unit Level Curriculum (KTSP) is more emphasizing the participation of children in learning process, as seen in the standard of competence in the National Education Standards Agency (BNSP, 2006) that listening, speaking, reading, and writing competence must be mastered by the students.

The importance of learning to read is also contained in the Law on National Education System 2003 in Chapter III, article 4, paragraph 4 of the Principles of Education Implementation stated that education was held to develop a culture of reading, writing and numeracy for all members of society. In a broad outline, this verse explains that reading is very important for the citizens. For that learning to read should also be in Indonesian Language Learning in Elementary School (SD) by Unit Level Curriculum (SBC) more emphasis on the involvement of children in

learning, as seen in the standard of competence in the National Education Standards Agency (BNSP, 2006) that must be controlled by the students are competence listening, speaking, reading, and writing.

Nuttall (1982), said that the purpose of teaching reading comprehension is to improve students' ability to read the original text that had never known the level of adequate speed and accompanied by adequate understanding without obstacles.

Reading comprehension is a process of taking reading critically, creatively done in order to obtain a thorough understanding of the nature and depth of the content of reading reading. In this sense, a higher assessment on the text needed, so as to observe the condition, value, functionality, and the impact of readings. To process the readings, a reader needs to use all its capabilities, both cognitively and mechanics in order to digest the contents of reading.

Reading comprehension is an attempt which reader does to understand everything what is read or know the meaning contained in the body of the text / reading, understanding the problem or topic, then understand why, who, how, when, where an event occurred at the passage so as to improve understanding students to the reading are studied in depth, critical and thorough

One fact that supports this statement is the condition of learning in reading comprehension in class V SDN Sudirman II Makassar. Found an initial observation that students' reading comprehension ability is still very low. Students are still not able to answer the question of what and why, recounting the ideas orally and in writing, summarize or conclude the reading, and grasp the meaning of inferential (implied). This is evidenced by the results of students' reading comprehension test that showed that about 45% of students reached the target KKM 70.

The ability of comprehension the students in understanding the content of reading can be enhanced by applying the model of cooperative integrated reading and composition (CIRC). Model CIRC is an innovative learning model that increasingly developed today. The CIRC model learning process are conducted in a group with the aim to bring social integration among students in the group during the learning activities take place.

Shoimin (2014) says that the learning model that is more suitable and appropriate for application in Indonesian subjects, especially reading comprehension materials, finding the main idea or the basic thoughts on discourse / clipping is a model for every pupil CIRC is responsible for the group. Each group has put out ideas to understand a concept and complete the task, thus forming a meaningful learning.

In the implementation of learning, there are many different methods or innovative learning model that can be used, one of them is the integrative cooperative learning reading and composition (CIRC). CIRC "is a comprehensive program to teach reading and writing in schools where students are assigned to pairs in their team to learn in a series of activities that are cognitive" (Slavin, 2008: 16). Model CIRC is to motivate students to

read and understand the contents of a discourse, so that learning has increased.

One of the advantages of the cooperative model CIRC is the whole learning is more meaningful so that the study results of the students will be able to last longer. It is because students are directly experienced (read or reading to each other) so that the knowledge gained can last a long time and besides it can foster students' motivation towards learning dynamic, optimal and appropriate.

Based on the above description, the researcher is interested in conducting research with the title: Application of Model Cooperative Integrated Reading and Composition (CIRC) in Reading Comprehension Improving Learning Outcomes in Class IV SDN Sudirman II of Makassar.

The problem of this study is Applying Model Cooperative Integrated Reading and Composition (CIRC) to increase Learning Outcomes Reading Comprehension in Class V SDN Sudirman II of Makassar.

METHOD

The approach used in this study is a qualitative approach to the type of classroom action research (PTK). The research design arranged in a cycle includes planning, implementation, observation, and reflection (Suharsimi, 2012: 16).

Research planning activities were carried out by conducting preliminary observations in class V SDN State Sudirman II Makassar. In the observation, it was carried out observations of the teacher in the classroom and the learning activities of students to read. This classroom action research will be conducted collaboratively participatory, the research by collaboration between teachers and writers. The process of the actions taken in this study strived to problems that occur can be resolved, as well as to improve the quality of teaching in the classroom.

Implementation of research activities carried out 2 cycle and every cycle was done in 2 meetings with different theme and material. In every cycle, it was carried out the drafting of the implementation of learning, implementing the learning, observing teachers

teach and students learn, assess the results of the students' work. Results of assessment on each cycle were to determine whether teachers and students succeed in the process of teaching and learning as well as determine the activity in the next cycle.

The focus of this study is related to the factors studied, namely: (1) The application of the model of cooperative integrated reading and composition (CIRC), which is to see how the activities of teachers in teaching and learning activities of students in the learning process in reading comprehension, (2) Results of study, which is to see how reading comprehension in students after implementation of the model of cooperative integrated reading and composition (CIRC),

The research data covers activities Elementary School fifth grade teacher Sudirman II of Makassar apply CIRC to improve learning outcomes of students' reading comprehension. The data were obtained from the instrument observation sheets for teachers and students, students' test results. and documents. The teachers observation sheets were in the form of implementation of learning in the initial activity. stage core activities, and the stage of final activity. As for the data capture of student activity on the learning process of students observation sheet used to capture the activities of students in the orientation phase, the exploration stage, the stage of interpretation. and recreation stage. Students' data of learning outcomes at each and every meeting cycle were collected and processed based on the guidelines on the assessment of learning outcomes.

Data analysis technique is done by step (1) sift through all the data obtained from the observation and document learning outcomes, (2) reduce the data required by selecting the data measures the activities of teachers and students' activity in learning to read narrative, (3) the presentation of the data is done by frequency calculation and presentation of data. Frequency calculation results outlined in the form of description or explanation. (4) The inference of data held on the frequency and percentage calculations, and the results of the data given the appropriate categorization of the data on the observation of activity of teachers in the implementation of learning and activity

data of student learning and student learning test result data.

RESULT

There are three things cited from the results of this study (1) the results of teaching activities of teachers in implementing the learning, (2) the results of students in learning activities, (3) the results of the competence of the students taking the test. The results presented below are as follows.

1) Description of Result Observations Teaching Activities Data in Cycle I and II

THE FIRST MEETING OF CYCLE I AND CYCLE II

Based on the process that has been carried out, the researcher reported the results of observations on the action the first cycle of the first meeting showed the following:

In the first indicator, the teachers formed seven groups, six groups of up to 4 students and one group of 5 students. On this indicator, teachers still do not fully know how to form heterogeneous and the students are still not silent and the students moved reseat the end of time spent quite a time-consuming subsequent activities so that researchers categorized enough at the first meeting and both categories at the second cycle.

The second indicator, teachers shared the discourse of each group about "Keong Emas" on this indicator researcher observed teachers fluent in handling the discourse. On the second indicator is in the category of "good" and the second cycle either category.

The third indicator, the teacher invited the students to cooperate and reading to each other and finding the main idea and give feedback on the story and discourse written on the sheet. At this stage of activity, this indicator entered the category "Less" because there were still things related to this indicator which has not done well as, work together and read to find the main idea in a story, each responded to a story written and the second cycle in the category of good all indicators already done

The fourth indicator, the teacher invited students to present / read out the results of the discussion still on the category of "less" because the teacher, when the student

presented the group's work, did not guide properly so that students were in another groups had not responded seriously what was presented to them because they were still busy with the task of each group and the second cycle in the category of either all of the indicators has been implemented.

The fifth indicator, teachers alongside students concluded the material. This indicator is still in the category of "Less" because when the student concluded the material was not all guided by the teacher so they were still hesitant in concluding or retelling stories about the contents of the discourse that has been discussed together with the group members. In the end, the teacher re-explained how to determine the main idea or subject matter contained in the discourse as well as in understanding the mandate or the moral message of what is contained in the story. While the second cycle is categorized as either all the indicators already done.

THE SECOND MEETING OF CYCLE I AND CYCLE II

Based on observations in the second meeting of the first and second cycle conducted by researcher who act as observer in the study showed improvement in every teaching activity indicator. Indicators are as follows:

The first indicator, teacher formed seven groups, six groups of up to 4 students and one group of five students of the same is done in the first meeting. At this indicator, teacher grouped heterogeneous students by ability level so it was no longer a transfer of a seat to another seat and in accordance with the group that had been determined by the teacher. Elapsed time in activities were in accordance with a predetermined schedule, so this is the first indicator in the good category and the second cycle in the category of good

The second indicator, teacher shared the discourse of each group about "Sangkuriang" At this indicator, researcher observed, the teacher shared fluently in an orderly discourse in each group. On the second indicator is in the good category and the second cycle is in good category.

The third indicator, the teacher invited students to cooperate and reading to each other

and finding the main idea and give feedback on the story and discourse written on the sheet. In the third stage, there were still some indicators had not been done a good and the third indicator was in the category of "Enough" because there were still things related to this indicator had not been done well as, working together on reading to each other to find the main idea of the story was not coordinated well, the teacher did not pay attention to students in each group. While on the second cycle was in good category.

The fourth indicator, the teacher invited students to present / read out the results of the discussion remained at the category of "Enough" for students when presenting the group work, students in other groups did not take seriously what was presented to them and the teacher did not direct it properly. Despite the fact that there have been improvements students have started to provide feedback from the group was the presentation but there were still groups busy with the group task and the teacher let up. While on the second cycle was in good category as reflected and given a teacher feedback correction.

The fifth indicator, ie teachers alongside students concluded the material. This indicator remained at the good category. students already started to be able to conclude or retell stories about the contents of the discourse that had been discussed together with the group members. Although eventually the teacher still re-explained how to determine the main idea or subject matter contained in the discourse as well as about the mandate or the moral message of what was contained in the story. In the second cycle, it was in both categories so that all five indicators the second cycle were in good category.

From the above explanation, teaching activities of teacher in the first and second cycle in 2 meetings of each can be concluded that the teaching activities of teachers in the first cycle is in the category of "Enough" and needs to be followed up in the next cycle that is the second cycle because it did not meet the standard criteria of the process. After the acquisition of corrective action for the second time, it was increased to good category

2) Description of Data Observations Student Activities Cycle I and Cycle II

THE FIRST MEETING OF CYCLE I AND CYCLE II

Based on observations at the first meeting of the first cycle and the second cycle showed that: In the first indicator, pupil formed seven groups, six groups consisting of 4 students and 1-membered group 5 students. The first indicator is in the good category. teacher formed a heterogeneous group students begin to gender, ethnicity or religion, and the level of ability of the students had been very considered in this grouping and the second cycle in good category.

The second indicator, the student received each group shared discourse about "Keong Emas" on this indicator researcher observed teachers had been very smoothly in sharing the discourse. In both good indicators of the first cycle and the second cycle both were in good categories.

The third indicator, students were welcome to cooperate and read to each other and find the main idea as well as give feedback on the story and discourse written on paper. At this stage of activity, this indicator was in "enough" category because there were things still related to this indicator which had not been done well as, work together and read to find the main idea of the story did not meet well. while in the second cycle, the third indicator was categorized as good as all the indicators already all accomplished.

The fourth indicator, students were welcome to present / read out the results of the discussion of each group and this was still in "enough" category because while presenting the group's work, the other groups did not take seriously what was presented to them and the teacher did not pay attention to the students at the time of presentation and the second cycle was in good category

The fifth indicator, the students concluded the material in accordance with the command of teachers. This indicator was in good category in the first and the second cycles, the teacher guided and paid attention when concluding or retelling stories about the contents of the discourse that had been discussed together with group members. Finally the teacher re-explained how to determine the main idea or subject matter contained in this discourse

THE SECOND MEETING OF CYCLE I AND CYCLE II

Based on observations at the meeting both in the first and the second cycles conducted by researcher who act as observer in the study, it showed improvement in every indicator of student learning activities. The indicators are as follows:

The first indicator, students formed seven groups, six groups of up to 4 students and one group of five students which was done similarly in the first meeting. At this indicator, the students group were formed heterogeneously and it was in good category. The teacher had done these three indicators well and also in the second cycle.

The second indicator, students receive a discourse of each group about "Hikayat Bunga Kemuning" on this indicator the researcher observed, students were seemingly orderly when receiving the discourse. On the second indicator, it was in good category and the cycle was in good category as all the indicators are already performing well.

The third indicator, students were welcome to cooperate and reading to each other and finding the main idea, and giving feedback on the story and wrote a discourse on a worksheet that had been provided. At this stage of activity, the indicator remained the same on the activities at the first meeting so that researcher still left the category of "Enough" because there were still things related to this indicator which had not been done well as, students cooperation in group when reading to find the main idea of the story was not coordinated well. Teacher paid less attention to students and teacher in a group also did not guide although researcher had reminded that when students read to each other, the teacher should pay attention to where students still had less understanding in determining the main idea. This was proved in the results of formative test in the first cycle. In the second cycle, it was in good category as all indicators were already done well.

The fourth indicator, the students presented / read the results of group discussions. On this indicator, it was in "Enough" category and the second cycle was still enough category because the students when presenting the group results, the teacher

paid less attention to students during group presentations, and students did not take seriously what was presented to them and the teacher did not direct it properly. Despite the fact that there had been improvements, the students started to give a response of a group who presented but there were still groups busy with the group task.

The fifth indicator, the teacher alongside the students concluded the material. This indicator was still in the good category and the second cycle in good category. Students had been able to conclude or retell stories about the contents of the discourse that was discussed together with the group members. Teachers added and improved how to determine the main idea or subject matter contained in the discourse as well as about the mandate or the moral message of what is contained in the story.

Based on the exposure to the observation of student activity, it can be concluded that the students' learning activities that are in the category of "Enough" and needs to be followed up in the second cycle so as to improve the learning process of students in class V SD Sudirman II Makassar. While on the second cycle has been categorized as good, all deficiencies in the first cycle as well as the second meeting in the second cycle has been improved and run well.

3) Description of Learning Outcomes Data in Cycle I and Cycle II

Aside from the observation of teaching activities of teachers and students learning activities, it was also presented student learning outcomes obtained through the end of the first cycle tests on reading comprehension with the application of CIRC fifth grade students of SD Sudirman II Makassar. Based on the results of a reading comprehension test by CIRC models in the first cycle and the second cycle in the first and the second meetings, the results were obtained as follows:

1. Question no.1 in writing the characters in the story, from 29 students, 9 of them were in less category and the other 20 students were in good categorys 9. While in the second cycle, 29 students were

categorized able to write the characters in the story.

2. Question no.2. Determining the subject matter or the idea of the subject matter. From 29 students who were able to write down the main idea in the story, the 14 students were in less category and 15 students were in enough category while in the second cycle, 9 students who were in less category and the other 12 students were in enough category, and 8 students were in good category.
3. Question No. 3. Writing a the mandate or moral message. Out of the 29 students who were able to write a message / mandate in the story. In the first cycle, 7 students were in the poor category, 11 students in enough category, and 1 student in good category. While in the second cycle, 14 students categorized as enough, 15 students were in good category.

Based on the above exposure, it can be concluded that with the application of the CIRC in teaching reading comprehension needs to be improved and implemented in the learning process. Results of learning to read the story of understanding entered in the category of "Enough" and do not meet the minimum completeness criteria (KKM) 70. While on the second cycle in the category "Good" and has met KKM 70, the study was stopped and no longer continue on the next cycle, namely the third cycle.

DISUCSSION

From the research results, it can be stated that the teaching activities of teachers obtained after implementing the learning reading comprehension with the application of the CIRC in the first cycle is in enough category and in the second cycle, it is in good categories after having a reflection on the first cycle of five aspects / indicators were observed everything already performing well. It is the cooperation between teacher and researcher occurred harmonious relationship where the teacher after being input strive to improve the learning.

In the learning activities of students after CIRC applied models with reading comprehension in the first cycle is in good

category and the second cycle is in good category of either all indicators performing well. It is also proved that student learning outcomes in the first cycle has not reached the minimum completeness, from 29 students, there are 18 students who received grades below 70 and 11 students who scored above 70. Results of learning in the first cycle is still in enough category because students have not been able to answer all the questions that appear in formative test in the first cycle. Out of 3 problems have not been answered appropriately so that the learning is continued in the second cycle. As for the student activity is still less active to ask questions and express their opinions in determining the main idea, and give feedback on the story discourse. For teacher activity, it is still in enough category as teacher did the task in the implementation of the CIRC model, however, there are other indicators that have not done so well that the application of the model is less successful.

In the second cycle, the formative test results of grade V increased significantly, from 29 students there are 6 students categorized as excellent, 8 students categorized as good, 14 students in the category enough, and one person in the category of very less, so that the learning outcomes in the second cycle with an average are included in good category. Classically, the score of learning outcomes in reading comprehension in the Indonesian language teaching with the application of the CIRC in class V SD has reached KKM 70 and there are seven students who have not completed and will hold enrichment and repetition so that no more students have not been able to understand the reading so that all students are able to read and expected objectives to be achieved.

Improving student learning outcomes is inseparable from the participation of teachers and students during the learning takes place in the application of the model CIRC in reading comprehension. With attention to the steps in the application of the model CIRC in study conducted by the teacher succeed, then the learning outcomes in reading comprehension in Elementary School of Sudirman II grade V students increased.

CONCLUSION

Based on the results of research and discussion that has been described, it can be concluded that through the application of models Cooperative Integrated Reading and Composition to improve learning outcomes of students' reading comprehension class V SD Negeri Sudirman II Makassar. The improvement can be seen from the first cycle teaching activities of teacher and students' learning activities that are in enough categories, and the second cycle teaching activities of teachers and students' learning activities that are in good category. Results of learning reading comprehension in the first cycle is in enough category and yet achieve mastery in classical and need to be improved in the cycle. The results of the second cycle of learning reading comprehension are in good category, it has seen an improvement in learning and already meets the classical completeness which the KKM is 70.

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