

Application of CIRC Learning Model to Improve the Ability to Read the Understanding of Narrative Discourse of Grade V Elementary School Students

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Abstract. This research aims to find out the ability to read the understanding of narrative discourse after applying the cooperative integrated reading and composition (CIRC) learning model to students of class V SDN Ciporeat I sub-district of Ujungberung city of Bandung. This type of research is class action research. The subject of this study was a student of class V SDN Ciporeat I which amounted to 35 students. Learning outcome data reading the understanding of student narrative discourse is collected with test instruments in the form of descriptions. The data obtained is analyzed using quantitative descriptive statistical analysis techniques. Based on the results of the analysis of data on cycle I obtained an average of 68.06 with sufficient categories (68.06%), in cycle II obtained an average of 73.02 with medium category (73.02%) and in cycle III obtained an average of 85.06 with good category (85.06%) There was an increase from cycle I to cycle II by 4.96% and cycle II to cycle III by 12.04%. Thus it can be concluded that the completion of the cooperative integrated reading and composition (CIRC) learning model can improve the ability to read the understanding of the narrative discourse of students of class V SDN Ciporeat I sub-district of Ujungberung city of Bandung.

Keywords: CIRC Learning Model, Reading Comprehension, Narrative Discourse.

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INTRODUCTION ~ In this day and age, the development of science and technology is very rapidly growing. Therefore, to deal with these developments, the Indonesian nation needs a well-educated human being. To realize this, one way to develop or follow the development of the times is that humans must get a good education. Education is essentially a process in equipping individuals with knowledge, attitudes and skills. The well-being of individuals is reflected in the educational aspects that can be. Education can solve problems in everyday life. Awareness of the importance of education must be ingrained in the hearts of children from small to adult. It is intended to create a positive attitude in students. In line explained in The Indonesian Law No.20 of

2003 Chapter I Article I on the National Education System that. "Education is a conscious, planned effort to realize a learning atmosphere in the learning process so that learners actively develop their potential to have the spiritual power of religious self-control, personality, ingenuity, noble morals, and the skills necessary for themselves, society, nation and state" (Sadulloh, et al, 2007: 4-5).

From the above explanation it can be concluded that education is very important in human life. With education learners can develop their potential from various things such as having spiritual power in religious self-control, personality, intelligence, noble morals and can also develop their potential through the skills they have. Education is also very closely related to KTSP, In the

Curriculum Level of Education Unit (KTSP) explained that educators are very important for humans both in terms of knowledge and attitude. With education humans can have skills that can be developed well. These skills are one of the skills to communicate or speak well and correctly. Therefore, humans need a very good education so that the man is able to communicate or speak a good language. Language is a very important communication tool for humans. With language, (be it spoken language, writing or sign) people will conduct a communication and social contract. Language is also seen as a mirror of a person's personality because language is translated as a reflection of taste, thoughts and behavior. Sometimes a person who is clever and full of brilliant ideas must stop just because he cannot convey his ideas in good language, therefore all ideas, proposals, and all the works of the mind will not be known and evaluated by others if they are not poured in good language.

Language is essentially an interactive and communicative process that is emphasized on aspects of skill, namely reading, writing, speaking and listening. Of the four skills, reading skills occupy very important positions and roles in human life. According to Abidin (2010: 7) "Reading is a process of introducing the meaning of words and reading phrase on the one hand and the process of guiding or structuring various elements of meaning into one idea". By reading one can understand what the author informs in his work. That understanding is what people will use to communicate with others. People who read a lot will gain more knowledge than people who rarely or even never read. With that knowledge,

people can communicate back in oral or written form. In other words, reading can help a person to improve communication skills. With regards to learning in elementary school, students are required to be able to understand the different types of narrative discourse they read.

In the Kurikulum Level of Education Unit (KTSP) it is stated that the ability to read that must be possessed by students of grade V elementary school include the ability to understand text, and read scanning. The current reality shows that the reading ability of students in elementary school is relatively lacking. This is due to several factors, namely teacher and student factors. The teacher factor is that teachers are less creative in using learning models and learning strategies that are fun for students. While the student factor is that although students can read, but they do not understand, live, and interpret the content of the reading, such as difficult words in the reading.

This condition makes it difficult for students to develop their language skills. Related to the above, the condition of reading learning in class V SDN Ciporeat I Ujungberung District of Bandung, generally experienced less obstacles. These obstacles are evidenced by the low reading ability of students and low student learning outcomes, indicators that show that it is low understanding, and the perception of students when they do reading activities and students are unable to retell the reading they have read and cannot understand the difficult words in the reading content so that students tend to obtain low grades and do not qualify in KKM. The above can be proven by looking at the results of the grades Indonesian students of Class V

SDN Ciporeat I, it turns out that from 35 students who got a score of 40 amounted to 5 people, the value of 50 amounted to 10 people, the value of 55 amounted to 6 people, the value of 60 amounted to 7 people, the value of 65 amounted to 5 people, the value of 70 amounted to 1 person.

From the description above it turns out that the average grade obtained by students is not in accordance with KKM Indonesian. The difficulties experienced by the above students can be seen from the results of very low student evaluations including the average class in Indonesian lessons, namely obtaining a score of 54.8 while KKM Indonesian 65. Seeing the above conditions, there needs to be improvement efforts through classroom action research (PTK) this author will use the CIRC learning model to improve students' reading ability in comprehension reading lessons. Cooperative Integrated Reading And Composition (CIRC) model is one of the learning models in the reading comprehension learning process that can provide opportunities for children to assess the value and foster students' reading skills and understand the content of reading. Model (CIRC) according to Abidin (2010: 150) "is actually the result of development of cooperative learning TAI (Team Accelerated Instructions). Reading learning with the CIRC model consists of three important elements, namely related basic activities, direct teaching of reading comprehension lessons, and integrated writing language art. CIRC is also a learning model that aims to improve students' ability to understand the content of reading while fostering reproductive writing skills on the reading material they read. Therefore,

the CIRC model is suspected to foster students' interest in reading and students are allegedly able to retell with writing forms. So that it can improve students' reading skills and the results become better and better. Reading comprehension is one form of reading activities with the main purpose to understand the content of the message contained in the reading. Reading comprehension emphasizes more on mastering the content of the reading, rather than on the beauty or sooner of reading. By reading comprehension is thought to improve student learning outcomes. Learning outcomes are the results obtained by students after an evaluation of the material that has been taught. With the learning results, the author can see how the development of students' abilities in understanding the content of the reading they read and the development of acquisition of values achieved by students. In connection with class action research (PTK), this research was conducted in Class V SDN Ciporeat I Ujungberung District of Bandung city with the title of research. "Application of Cooperative Integrated Reading And Composition (CIRC) Learning Model to Improve The Ability to Read Understanding Of Student Narrative Discourse".

METHOD

This research is conducted in the form of classroom action research in an effort to overcome learning problems Indonesian especially reading the understanding of narrative discourse so that learning outcomes to read student understanding can be improved. This research was conducted in class V SDN Ciporeat I Ujungberung District of Bandung, which has 35 students consisting of 9 male

students and 26 female students with different backgrounds and abilities per student. This research was conducted in the form of classroom action research. This research is planned in several cycles, each of which consists of 4 (Four) stages, namely planning, implementation, observation / evaluation and reflection. In this class action research that is summarized is test data learning results read the understanding of narrative discourse. This test is used to gather information about the level of understanding of students to the material discussed with the application of circ type cooperative learning model. Data collection is carried out using the details

of the problem in the form of objective tests (questions of description), answers are adjusted to the material that has been taught. The data obtained in this study is further analyzed with quantitative descriptive statistical analysis. Qualitative descriptive analysis is used to describe data through interpretations to determine the high quality of circ type cooperative learning models to improve students' comprehension reading skills.

RESULTS

Data from post-test results of 35 students on the implementation of cycle I actions showed that the highest score was 86 and the lowest score was 60.

Table 1. Data from the Reading Cycle Understanding I test results

60	73	73	60	73	73	73	60	73	86
60	73	60	73	60	60	86	60	60	60
60	60	73	73	73	86	73	86	60	73
60	73	73	86	86					

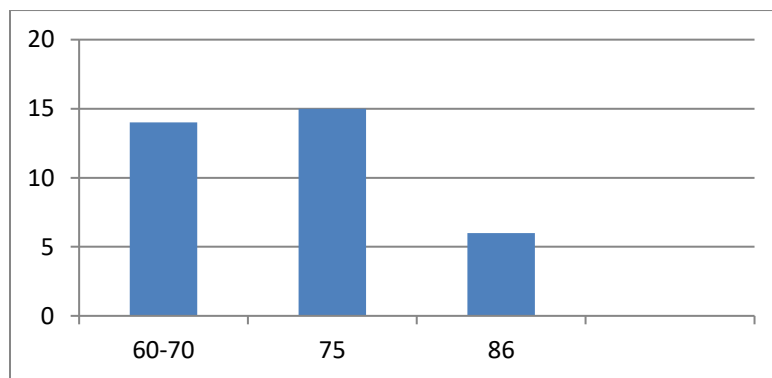


Figure 1. histogram chart reading the understanding of cycle I

Judging from the tables and graphs above and the acquisition of final grades of students in reading the above understanding can be seen that from 35 students of class V SDN Ciporeat I Ujungberung District of Bandung City who get the smallest score of 60 there are 14 people, who get a score of 73 as many as 15 people, and who get a score of 86 as many as 6 people.

Thus the learning to read comprehension carried out by researchers has not been maximal because there are still many students who can get less than maximum results, therefore researchers will always try to make improvements both in terms of learning and in evaluating so that students get better grades in the next cycle learning.

In cycle II it shows that the highest score is 100 and the lowest score is 60.

Table 2. Data results of the Reading Understanding Cycle II test

73	73	86	73	73	60	60	60	86	92
73	86	86	86	60	60	100	60	73	60
73	60	73	86	73	86	86	73	60	73
60	73	100	92	92					

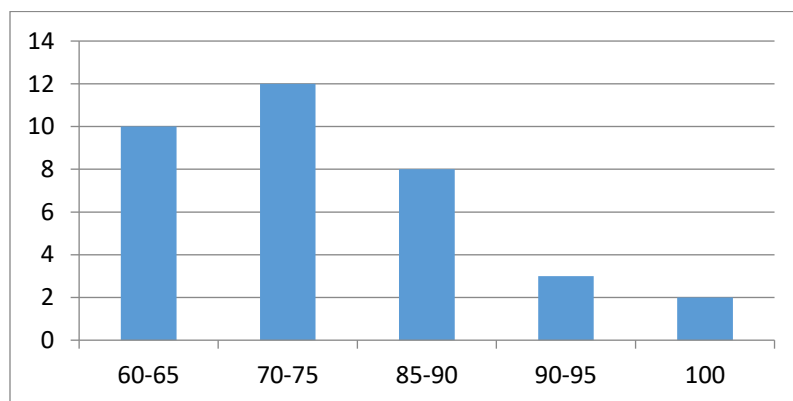


Figure 2. Histogram chart reading the understanding of cycle II

Judging from the tables and graphs above and the acquisition of final grades of students in reading the above understanding can be seen that from 35 students of class V SDN Ciporeat I District Ujungberung Bandung Who get a score of 60 numbered 10 people, who got a score of 73 as many as 12 people, who got a score of 86 as many as 8 people, who got a score

of 92 amounted to 3 students and who got the highest score of only 2 shiva people.

Reading comprehension learning implemented by researchers is still not maximal because there are still students who get less than average grades and there are still many findings in cycle III learning.

In the last cycle i.e. cycle III indicates that the highest score is 100 and the lowest score is 65.

Table 3. Data results of the Reading Understanding Cycle III test

65	92	86	65	73	86	73	75	86	100
73	75	73	92	86	73	100	86	65	75
86	65	65	86	73	92	86	75	65	86
65	75	100	100	100					

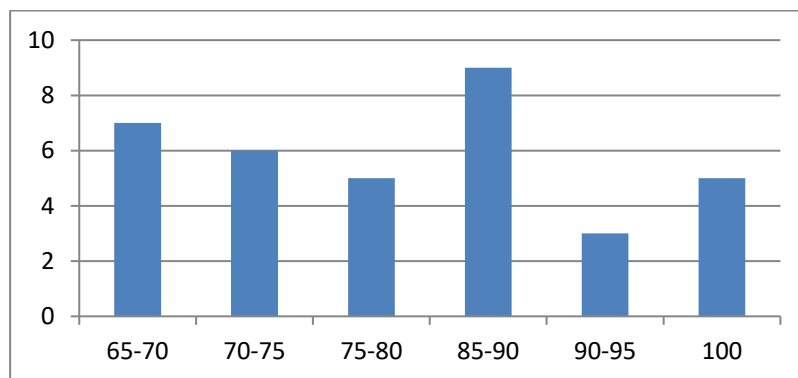


Figure 3. Histogram chart reading the understanding of cycle III

Of the overall final test results that get a score of 65 amounted to 7 students, who got a score of 73 amounted to 6 students, who got a score of 75 amounted to 5 students, who got a score of 86 amounted to 9 students who got a score of 92 amounting to 3 students and who got a score of 100 only 5 students.

When viewed from the histogram graph above, thus the learning to read comprehension implemented by researchers has been successful because it meets the minimum completion criteria (KKM) of basic Indonesian language competence set at 65. With this, researchers have participated in reading comprehension learning activities using

the CIRC Learning Model (Cooperative Integrated Reading And Composition).

Based on the results of the reading test understanding of cycles I, II, and III researchers can connect the data above by using the theory that has been presented in the literature study. In the process of reading learning using CIRC strategies students must have skills in reading first, but that researchers found at the time of the study there were still many students lacking in reading skills. Reading skills are very important in everyday life because reading skills include smaller skills such as vocabulary, language and so on as revealed by Tarigan (2008: 11) that reading skills are "a

complex, complex skill, which includes or involves a smaller set of skills".

From the above opinion it is true that reading skills are very important in everyday life with reading humans will have language skills or communicate well therefore reading skills must be owned by all humans. Reading is not strange and unfamiliar, but in reading activities such as visual activity, thinking, psycholinguistics, and metacognitive not many people like it. This is due to the lack of motivation of the environment. As revealed by Burns, et al .1 (Rahim, 2007:1)

Reading skills are vital in a learned society, but children who don't understand the importance of learning to read will not be motivated to learn. Children's dislike of reading can not be separated from the environmental factors of the family and society and the experience of reading learning in school that is less motivating and stimulates the child's interest. From the opinion above, shows that reading learning needs motivation carried out by teachers in their learning. Crawley and Mountain (Rahim, 2007:20) suggests that motivation is something that encourages a person to learn or do an activity. Learning motivation affects students' interests and learning outcomes.

Related to the opinion above Rubin (Rahim, 2007) also argues that one of the factors that are very important for learning success is motivation, desire, drive and continuous interest to do a job. In other words, teachers have a responsibility to always motivate students to successfully complete their learning tasks well. Especially teachers must be able to increase the motivation of

children in reading, so that at the time of the study there is an increase from cycle to cycle to the activity of reading the student's understanding and the results of the ability to improve the understanding of students. One of the motivations that researchers can do at the time of the study is to provide reinforcement or appreciation such as words of praise, smiles and nods to students who show their reading skills.

In reading learning, teachers must have skills in the learning process so that learning becomes more interesting so that students do not feel saturated in the learning process, namely by using the right model and providing interesting text, so that with the teacher providing interesting text students will feel happy in reading it. As revealed by Abidin (2010: 81) who stated that reading learning has the purpose of one of its purposes, namely reading that is done to get pleasure, freshness, and pleasure from the reading materials that he reads, which is included in this type is reading for recreation that is usually done to fiction reading materials.

From the above opinion, that to be able to achieve maximum learning in reading learning understanding carried out by researchers, researchers must provide interesting stories so that children are happy and interested in reading them in addition to learning so that students do not feel saturated, teachers can divide the laughter in several groups so that among students there is good togetherness and cooperation. With this (Huda, 2011:29) it is stated that

Cooperative learning is a group learning activity organized by the principle that learning should be based on social change

of information among groups of learners in which each learner is responsible for his or her own learning and encouraged to improve the learning of other members.

From the explanation above, that reading learning is very suitable to use cooperative methods because in the cooperatative method there are very important things, for example by groups of students cooperating with each other, exchanging opinions, can interact socially well and so forth, so that in the learning process it becomes fun and not students do not feel saturated.

Reading is part of the activity in language skills and cannot be separated from other language skills. Reading comprehension learning in research conducted by researchers, researchers use the CIRC model, where this CIRC model connects between reading skills and writing skills. The learning process using the CIRC model from cycle I to cycle II has increased very well. This is because the CIRC model has a purpose as stated by (Abidin, 2010: 150) saying that the purpose of the CIRC model is to improve students' ability to understand the reading content while fostering reproductive writing skills over reading materials that are read.

From the explanation above, explain that reading and writing skills are complementary skills. In reading skills students not only read the text or the story but students must understand the content of the reading they read, and students read in pairs while the writing skills that students must be able to retell the story they read into the form of writing.

The improvement of students' reading activity results and the results of comprehension reading skills cannot be separated because the learning process must be deliberately organized with results in order to produce good and optimal learning. Therefore learning activities refer to approaches, methods, media and strategies in order to develop the learning process, such as discussing materials and experiences in learning, so as to achieve optimal goals.

CONCLUSION

From the results of the research and discussion above, the author can provide the conclusion that this study describes the circ learning process, and the ability to read with the CIRC model to improve the ability to read comprehension, which was done in class V SDN Ciporeat I Ujungberung District of Bandung. Reading comprehension learning using the CIRC Model can improve the outcome of students' reading skills, this is evidenced by the acquisition of end results of students who increase from cycle to cycle e.g. the average score of students in cycle I gets 70, in cycle II students experience an increase by getting an average score of 75.42 and in cycle III students get a score of 79, with this learning reading comprehension students are increasing. How to improve the results of reading comprehension skills by using the CIRC model is to follow the steps in the CIRC model, one of which is by assigning students to retell activities, with which students can improve the results of students' reading skills. In addition, with the teacher explaining, giving examples about retelling and providing opportunities for students to ask questions for students who do not understand in doing the tasks given by the

teacher, students can improve students' reading skills by using the CIRC model.

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