ICEE-2

Students' Literacy Abilities in Reading Comprehension through Cooperative Integrated Reading Composition (CIRC) Model

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Abstract. In general, students' literacy in Sumedang district was categorized as low. Therefore, this qualitative study, conducted to 25 students at Panyingkiran Elementary School 3 Sumedang grade 4th, was carried out to investigate students' literacy in reading comprehension by applying *Cooperative Integrated Reading and Composition (CIRC)*. The data was collected through observation and questionnaire then strengthening with interview data. Data obtained from these instruments was analyzed qualitatively. The findings indicate that: (1) the use of *Cooperative Integrated Reading and Composition (CIRC)* learning model could enhance students' literacy; (2) the use of *Cooperative Integrated Reading and Composition (CIRC)* could develop students' initial literacy, in poor, mediocre, or high level; (3) the use of *Cooperative Integrated Reading and Composition (CIRC)* could develop students' initial literacy, from poor to mediocre; and (4) the level of literary comprehension was at inferential level.

Keywords: literacy skill, reading comprehension, Cooperative Integrated Reading and Compotition model.

INTRODUCTION ~ Education in Indonesia for the last decades more focused toward mechanism than literacy. Mechanism pondered knowing many were better then understanding. It affected that students have low motivated in literacy, have no reading interest, and have no habit in writing (Rahman, 2018) so it triggered difficulties in understanding information and competed globally. Literacy was new habit and not fully accepted widely by Indonesian society. It was seen from result of PISA test announcement. PISA is Programme for International Students Assesment that started on 2000 and held every 3 year. In the first participation on 2000, Indonesian rank got 38th of 41 participants with 377 points (Novita, 2017). Every 3 year, PISA was held and was followed by number of participants. Even there were increased points of test result, Indonesian rank decreased for instance on 2015 placed 62nd of 70 participants. Indonesia's score in PISA test from 2009 until 2015 in reading comprehension were 402, 396, and 397.

Score of PISA test above presented from literacy capabilities in general. It was consist of speaking, reading, writing, and listening. Those are not covered as multiliteracy essential (Rahman, 2017) because other PISA test material (mathematic and science competencies) were not covered here.

Indonesian position in literacy world was left far behind other Asian countries. Refer to six literacy divisions globally from World Economic Forum (Iskandar in Kemdikbud: 2017) which added literacy capabilities not only 1) reading comprehension and writing, then 2) literacy numeracy but also

completed with four other literacy such as 3) literasy in information technology and communication or digital, 4) literacy of financial, 5) literacy of sience, and 6) literacy of culture and civil.

Reading comprehension and writing competency were called as mother of literacy (Rahman et al, 2018) was a main object to convey in learning process in the school. Building up reading interest of students from killing time to filling time (Rahman: 2018) need long process. In writing competency, literacy had played as complex capabilities with high cognitive aspect so students could create ideas or critical opinion toward social issues in society. Writing competency was created with long process and had to master lot of vocabularies then had capabilities to integrate it in written form (Rahman, 2018) all of these were formed through reading comprehension process.

Reading comprehension played important part. Reading activities roled as bridge to get information and affected someone capabilities in understanding text to enhance their knowledge (Darmawati dkk, 2018).

It proved that learning process did not develop well enough to increase stundents' competencies and interests toward knowledge if those competencies still low. Learning practices in the classroom not showed yet about school functioned as learner organization which mean as Institution that made all stakeholders as long life learners.

On 2015, Ministry of Culture and Education released Peraturan Menteri No 23 Tahun 2015 (Ministry policies number 23 years 2015). Ministry policies ruled about building students' characters and covered School Literacy Movement (Gerakan Literasi Sekolah - GLS). In this movement, students obeyed command to read fiction books or any books except school subjects for ten to fifteen minutes before learning process was started. This movement aided students to raise reading interest and writing capabilities as new culture and become long life learners. It was organized because reading comprehension and writing competency basically need more practice and repetition. School Literacy Movement (Gerakan Literasi Sekolah - GLS) also had other objectives to create school as long life learner institution with culture of listening activity, speaking critically, reading comprehension, and creative writing productively.

School Literacy Movement (Gerakan Literasi Sekolah - GLS) could create critical mindset (Purwo, 2017). Those mindset could implemented orally or in written form because students could process and produce concepts, responsible in solving problem, hard worker, high dedication,

reconstruct taken concept, and more develop creatively.

With those issues, researcher interested to research entitled "Students' Literacy Abilities in Reading Comprehension through *Cooperative Integrated Reading Composition* Model (CIRC)" conducted to find out:

1. To know School Literacy Movement (Gerakan Literasi Sekolah - GLS) role in enhancing students' reading comprehension of grade 4th.

2. To know why School Literacy Movement (Gerakan Literasi Sekolah - GLS) had important factors in enhancing students' reading comprehension of grade 4th.

First of all, it is fundamental to know literacy as a concept. Word of literacy came from Latin, Littera and Literacy from English. Literacy defined as mastering written systems and along with its convention (Cooper, 1993).

Other definition stated that literacy as social activity with meaning and specific context (Cairney, 1992). Literacy was important because success of society was depended on their competencies in analyzing information.

Literacy capabilities referred to few activities such as collected information, processed, and communicated it. Along with those, literacy for students not only had capability

in reading and writing but also they had to master how to interpret complex meaning in grammar, structure and syntaxes (Axford, 2009).

According to Kern (2000) there were seven princips in literacy education as follow;

(1) Literacy engaged interpretation,

(2) Literacy engaged collaboration between writer/speaker and reader/listener,

(3) Literacy engaged convention that covered rules of sturctures and grammars both written form and orally,

(4) Literacy engaged cultural knowledge,

(5) Literacy engaged problem solving,

(6) Literacy engaged reflection,

(7) Literacy engaged language usage.

Someone can be called as literate if he/she has adequate knowledge and ability which can be used effectively not only for him but also for the society. Thus, they need to read, to write, and to learn arithmetic so that the advantages of science can be experienced by the community (Bayham, 1995).

In education context, literacy plays an important role, particularly in school education. Thus, the government administered School Literacy Movement which is aimed to create the schools as a learning organization. The product of this

organization is a lifelong learner in which its execution involves not only the school's stakeholders but also the whole society. (Wulandari, 2017)

Talking about school literacy, there are nine priority agendas, called as Nawacita, which comprises functions ans tasks of Ministry of Culture and Education. Four of these agendas are related to components of literacy; they are items number 5, 6, 8, and 9. Implementing these components, students are expected to be an excellet, productive, competitive, and nationalist human being. Moreover, School Literacy Movement is intended to develop students' critical thinking ability in which this ability can be reflected in their discourse both written and orally.

Ministry of Culture and Education (2016) describes stages of literacy movement in primary school as explained in Guidebook for School Literacy Movement in Primary Schools, as following:

(1) Habituation stage, which is carried out through fostering students' interest in reading by performing 15-minute reading activity (Permendikbud No. 23 Year 2015)
(2) Development stage, carried out by boosting students' literacy ability through responding to enrichment book
(3) Learning stage, carried out through boosting their literacy ability, using

enrichment book, and employing reading strategies in all subjects

Reading is an integral part of the whole learning content in education (Burns, et al., 1984). According to Acheampong and Acquaah, reading is not limited only to identifying the words, but also to comprehend, analyze an hypothesis, summarize, compare, answer questions, draw conclusions, predict, as well as reconstruct the language and its meaning, represented by graphical or written symbols (Rahman, et al., 2018). Therefore, students will have a more holistic understanding towards the acquired information. This process is commonly known as reading comprehension.

This reading comprehension was as a bridge to meet students' prior knowledge with new information in order to create higher understanding. Few level of reading comprehension stated by Thomas Barret (Rahman, et al. 2018) as follow:

1. Literaly comprehension, students' ability to understand explisit information in he text.

2. Reorganization comprehension, students' understanding to reconsolidate text in a form summary, quotation, or paraphrase.

3. Inferential comprehension, students' ability to associate or unite prior information and their experience.

4. Evaluation comprehension, Students were able to evaluate and analyze text critically.

5. Appreciation comprehension, highest understanding that can express emotional response and standard esthetic to the text.

One of the methods used to support School Literacy Movement is Cooperative Integrated Reading Composition (CIRC). This method mixes reading and writing phases into one stage simultaneously. It can also measure two competencies effectively and efficiently (Riadi, 2017).

CIRC is a comprehensive program to teach reading, writing, and language arts (Slavin, 2005). Besides, according to Sutarno et al., CIRC can be defined as a cooperative learning model which integrates passages as a whole and divided them into several important parts (Riadi, 2017).

Through CIRC learning model, students are expected to be more dominant and independent (Riadi, 2017), because they are able to read together or in pair then they discuss the information obtained. Teacher moves around the class and helps the students who feel difficult in re-writing the information in the passage. For the following, their writings are used as a presentation material or oral test.

Implementation stages of CIRC learning method were simpler. Steps of reading comprehension through CIRCH learning model by Steven and Slavin (Huda, 2013) were started:

1. Students divided into group of two ill four (fit with their need).
2. Students took story book in reading corner and read in group
3. Students work together in group, took turn in reading and writing information stated then gave opinion on the passage.
4. Students presented their discussion result and got enforcement from classroom teacher.
5. Students and classroom teacher made conclusion together.

METHOD

Kind of Research

This research is conducted to investigate role of School Literacy Movement (Gerakan Literasi Sekolah - GLS) in enhancing students' reading comprehension of grade 4ᵗʰ and to know why School Literacy Movement (Gerakan Literasi Sekolah - GLS) had important factors in enhancing students' reading comprehension of grade 4ᵗʰ. Therefore, this qualitative study conducted to 25 students at Panyingkiran Elementary School 3 Sumedang grade 4ᵗʰ, was carried out to investigate students' literacy in reading comprehension by applying *Cooperative Integrated Reading and Composition (CIRC)* destriptively.

Time and Research Place

This study conducted in first semester in 2019 at Panyingkiran Elementary School 3 Sumedang grade 4th in Sumedang city, West Java.

Subject of Research

Subject of research were 25 students at Panyingkiran Elementary School 3 Sumedang grade 4th. It was consisted 14 male students and 11 female students. Five students were choosed randomly to observe and interview, and a classroom teacher was choosen to interview.

Data Collected Technique and Instruments

The data was collected through observation and questionnaire then strengthening with interview data. Interview data was obtained from these instruments was open ended question. It was a type where interviewer asked questions to students and teacher in general and could add some other questions to gather more information. Observation was done with list checked observation in order to find out activities process in the classroom. Classroom teacher assisted students to overcome difficulties in reading fiction or writing were observed.

Analisys Data

Data analized trough reduction data technique then presented data descriptively. Result data discussed based on theory and suitable journal.

Data Validation

Data validation test used metode of triangulation technique.

RESULT

This study conducted through 4 meeting. First meeting was as observation stage. In second and third meeting, students were given CIRC learning model in their literacy activities. Last meeting, questionaires and interview were given to the students and teacher.

Observation managed in the first meeting to the students. Learning process and literacy activities were observed carefully. In this early fifteen minutes before learning process, students took story books in the reading corner and read independently. They were assisted by classroom teacher to overcome their difficulties both in reading or writing process. Most of them took story book or folktales.

In second and third meeting, students were led how to read effectively through CIRC learning model in their literacy activities. Students read and wrote in groups. Reading and writing process were done in the first ten minutes, and last five minutes was used to do presentation and evaluation process. This process was done under classroom teacher supervision.

In the fourth meeting, students were given 15 simple questions of questionnaire and short interview based on their experiences. Questionnaire was used to measure students' comprehension. Interview was completed randomly to reinforce questionnaire data.

Observation result in early stage, students followed literacy activities as usual. They took and read story book in the reading corner for ten minutes. Then they closed the book and were provided evaluation about what they read and wrote by classroom teacher.

Those observation results showed that students' comprehension in reading and writing were not spread evenly and low. Some of them could not answer certain information based on the text. Most of all could give information in the text tellyisitely.

Based data above, researcher asked classroom teacher to give students information for next meeting they would give different activities applied CIRC learning model.

In the second meeting, students were directed how to accomplish literacy activities. Students were divided into groups of three or four. In group, they took part. Some of them read the text or wrote important information from the text. Students took turn did all of those activities.

After ten minutes, students asked to give simple presentation about what they read and wrote. Their members of group or other students could give additional information needed. Their products were collected.

In the next, students still used CIRC learning model through literacy activities. They continued read and wrote another short story. All of students were given motivation and same opportunities to show their discussion results. Then phase of writing explisit information from the text combined with their experience and gave opinion into their writing.

In the last meeting, students were delivered 15 simple questions in questionnaire session. They were asked their opinion and views on method, process, and result of literacy activities through CIRC learning model. Besides, they were contributed with interview. Result of interview indicated CIRC learning model enhanced their comprehension positively.

DISCUSSION

Finding data from interview with classroom teacher revealed that students' reading comprehension still low. Even there are school literacy movements (Gerakan literasi sekolah-GLS) for 15 minutes every day did not give good result yet.

Data from observation stage in the early meeting were gathered. Classroom teacher gave evaluation orally after students read

text for ten minutes. Some of them demonstrated good reading comprehension by gave detail information about what they read.

Rest of the students did not have goor motivation and need support to mention explisit information from the text. Explisit information were such as character, setting, plot, and other intrinsic unsure from the story.

Based on those findings, students' reading comprehension was in low level. From 5 levels reading comprehension (Rahman et al, 2018) students met difficulties in reading literaly level (first level of reading comprehension).

Reading comprehension in first level or reading literally (Barret in Rahman et al, 2018) was how students got and understand explisit information from the text. Next competencies were reorganization comprehension and inferential comprehension did not fully appear. Thus, in the next meeting, CIRC learning model could be implemented to improve students reading comprehension.

In second and third meeting, students given CIRC learning model seemed very enthusiastic. Reading and writing activity was carried out interactively. Working in groups, students were taking turn in reading and writing explicit information in the text. In this activity, were also encouraged to insert

their experience and their opinion into their writing.

On the other hand, students' comprehension was developed through this collaborative approach. This is in line with Riadi (2017) who suggest that learning through CIRC can help students become more dominant and independent. They took turn themselves to read and write while understanding the text.

Using CIRC method, students seemed very enthusiastic and enjoying the learning activity. Variation in reading activities and peer-learning had made students happy. Learning within a small group enhanced students' motivation in doing the tasks. Students in turn read the short story and wrote important information stated in the text.

Students comprehension ability was developed from stage one into stage two or three. Initial literal comprehension ability was exceeded. They were able to comprehend the information stated tellyisitely in the passage, such as intrinsic elements of the story. On the second stage, reorganization ability, students were able to rewrite information in the passage in a form of summary. The third level of reading comprehension, inferential ability, students demonstrated their ability to combine their experience with the information of the passage. Besides, their prior knowledge was

linked to the content. All of their abilities were exposed in the third meeting.

This third meeting clearly exhibit students' literacy ability through the use of CIRC learning method. Moreover, their ability was developed into next stage. Students ILA (Initial Literacy Ability or Kemampuan Literasi Awal - KLA) which was categorized as low comprehension improved into mediocre. Then students' ILA mediocre was developed into high.

In the last meeting, questionnaire and interview were analyzed. They indicated that CIRC learning method was able to improve students' literacy ability. Students' reading comprehension which were in stage literal comprehension improved into reorganization stage and some of them into inferential stage. Result of interview indicated CIRC learning model enhanced their comprehension positively.

CONCLUSION

Students reading comprehension ability after following School Literacy Movement (Gerakan Literasi Sekolah-GLS) showed positive improvement. Literacy movement gave a better influence, students reading comprehension, to help students, to understand the content of a text in a better and more measured way. for example, students could get both explicit and implicit information. Besides, they can deliver the

text message in form of summary using their own language.

Referring to stages of reading comprehension, students grade IV as the subject of this research demonstrated their ability in stage 3, namely inferential comprehension. In which students could combine information they had obtained with their own experience and prior knowledge.

There are four findings in this research; (1) the use of *Cooperative Integrated Reading and Composition (CIRC)* learning model could enhance students' literacy; (2) the use of *Cooperative Integrated Reading and Composition (CIRC)* could develop students' initial literacy, in poor, mediocre, or high level; (3) the use of *Cooperative Integrated Reading and Composition (CIRC)* could develop students' initial literacy, from poor to mediocre; and (4) the level of literary comprehension was at inferential level

As for the next research, the researcher suggests giving different threatments in term of genres of the text such as scientific passages or non-fiction text since this research employed only short stories and folktales.

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