



The Application of Circ-Type Cooperative Learning Model to Improve the Ability to Read Descriptive Texts in Grade IV Elementary School

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ABSTRACT

The problem in this research is the lack of comprehension ability in reading the description text, to solve the problem can be overcome by applying the CIRC type cooperative learning model (cooperative integrated reading and composition). This study is a quasi-experimental or quasi-experimental study with the nonequivalent control group design. The population in this study were students of class IV SDN Cireunde 01 totaling 207 students. The sample used was 59 students consisting of 30 experimental class students and 29 control class students who were determined through purposive sampling technique. The results of the analysis show that the ability to comprehend reading text descriptions of students taught using the CIRC learning model is higher than those taught using conventional learning methods. So the results of this study indicate that learning Indonesian by using the CIRC learning strategy significantly influences the ability to read students' description texts. Therefore, the results of this study indicate that the cooperative integrated reading and composition type (CIRC) cooperative learning model has a significant role in the reading comprehension of the 4th grade students' text descriptions. This can be proven from the significance value (2-tailed) $0.000 < 0.05$ so that H_0 is rejected and H_1 is accepted.

Keyword: Reading Comprehension, Text description, CIRC

INTRODUCTION

Elementary School (SD) is the first formal education unit that has the responsibility to be

able to develop basic attitudes and abilities for students to be able to adjust in society. The learning process should take place in a fun

way, so that it will make it easy for students to accept lessons without coercion and pressure (Santi and Amalina 2019: 2). Learning at the elementary level has the ability of something real and different, where one of the abilities students have includes the ability to comprehend reading. Most of the reading comprehension skills experienced by elementary school students are still not reaching the target as expected, especially in reading comprehension skills in Indonesian lessons.

This is based on the results of interviews conducted by researchers during observation activities at SD Cireundeu 01 which was held on November 26, 2018, namely to grade IV teachers and students of SD Cireundeu 01. Based on the results of observations and interviews, several problems have been found expressed by classroom teachers, including when Indonesian learning takes place, it was found that students' lack of understanding of abilities in terms of understanding the content of reading, have not been able to determine problems that require reasoning such as determining the main idea, supporting ideas, and the composition of 5W 1H. Furthermore, students' enthusiasm for reading learning is also still not seen, students are passive in the learning process so that students become not serious in doing the assigned assignments, such as just reading at a glance after which boredom begins to arise in participating in learning in class. Activities like this are carried out repeatedly during the Indonesian learning process.

The low reading ability experienced by grade IV elementary school students was also stated in the Progress in International Reading Literacy Study (PIRLS) study in 2011 conducted a study on the ability to read reports where the results of the study stated that the reading comprehension ability of

grade IV elementary/MI students in Indonesia was relatively low. Only 5% of Indonesian students studied showed the level of reading ability up to the high and advanced levels, while more than 30% had very low levels, almost 40% only low levels and even only 25% of students reached the intermediate level (Mullis et al in Krismanto, Khalik, and Sayidiman 2015: 235). The low ability to comprehend reading can be influenced, among others, in terms of understanding the main ideas, supporting ideas, understanding between facts, reading graphs, and finding reading ideas, for that this reading habit must also be started early or at the basic level. Overcoming these problems, especially in carrying out the Indonesian learning process which must understand and understand the content of reading, a special way is needed to create a pleasant learning atmosphere so as to stimulate students to be enthusiastic in participating in learning and students also become active, not awkward in asking questions, and expressing their opinions. There is an assumption that Indonesian subjects are boring subjects that are still embedded in students' minds. Language that was originally easy and exciting turned into a difficult lesson (Santosa in Yudasmini, Marhaeni, and Jampel, 2015: 2).

The goal of learning Indonesian is that it is expected that students will be able to improve their communication skills by using Indonesian properly and correctly in accordance with the provisions in appreciating the works of Indonesian human literature orally and in writing (National Education Standards Agency in Yudasmini, Marhaeni and Jampel 2015: 2). In Indonesian language learning, we also know the type of text, the text itself is a writing or a person's way of expressing thoughts and ideas. The text referred to in Indonesian learning consists of

narrative texts, procedures, expositions, reports and description texts. In this study, the researcher chose to use descriptive text because by using descriptive text, it is hoped that it can train students in answering questions that require reasoning. The researcher sees that the tendency in the learning process that is currently felt, especially when Indonesian learning is taking place, still looks rigid and students are relatively passive, because the learning applied in its implementation uses inappropriate methods such as lecture methods, demonstrations and more precisely dominant to teachers or (teacher centers) resulting in the atmosphere in the classroom becoming less interactive. In order for students at school to easily understand the material being taught in the implementation of learning, it can be overcome by applying relevant learning models and the selection of learning models must be appropriate, according to the problems encountered in the classroom.

The handling of the selection of learning models must know the condition of students in the classroom such as the condition of teachers, materials, teaching materials, and facilities in the school. For this reason, the selection of learning models must be appropriate so that learning in the classroom becomes more lively (Uno in Yudasmini, Marhaeni, and Jampel, 2015: 2). The suitable learning model in overcoming the above problems is by applying a CIRC (Cooperative Integrated Reading and Composition) type cooperative learning model during the implementation of Indonesian learning. This CIRC-type cooperative learning model is designed to accommodate the diverse levels of students' abilities, both through heterogeneous groupings and homogeneous groupings and is specifically for high classes in

elementary schools that are packaged in a typical way according to needs (Huda, 2012: 126). The main goal in the CIRC type cooperative learning model is that students are expected to be able to understand the content of the reading so that students can make explanations of the predictions about how the problems will be overcome and summarize the elements of the reading so that they can help solve the problem as expected (Eviliyanto and Gultom 2017: 14).

The advantages possessed in the CIRC type cooperative model according to (Saifulloh in Huda 2014: 221) are:

1. Student learning activities will continue to increase according to the child's level of development and experience.
2. The selected activities are in accordance with the interests and needs of students.
3. Being able to interact socially well, have a sense of tolerance, communication, be able to work together and care about other people's ideas can be found after the implementation of integrated learning in the classroom.
4. Teachers' expectations in teaching can broaden their horizons and arouse students' motivation to learn.

Several important things need to be known by researchers before applying the CIRC-type cooperative model in the classroom, because this model has several types at the time of its application. Among them are reading groups, teams, storytelling learning activities, peer review, reading in pairs, tests and direct teaching in understanding reading. In this study, the researcher chose the type of paired reading to be applied in the classroom using the CIRC type cooperative model, because when implementing paired reading activities, students will be more interactive and are expected to understand the content of reading easily. The way to apply the CIRC type cooperative learning model is by using the paired reading type, namely the first stage the

students are divided into groups of 4 students, then from 4 students are divided into 2 to find a partner in reading. After the student gets a reading partner, then the student is given reading material that will later be understood by the student. How to read the story without saying it out loud or by reading by heart and after that by alternately repeating and reading the story with his partner in turn in each sentence. It is the listener's job to observe and correct every mistake that has been made by the reader Slavin (2005: 205).

METHOD

This research was carried out at SDN Cireundeu 01 which is located at Jl. Garuda No. 51, Cireundeu Village, East Ciputat District. This research was carried out in the period of November 2018 – May 2019. The research method used in this study is quantitative experiment. When conducting a research, the method that is considered prospective and often chosen to be used is the experimental quantitative method (Emzir 2015: 64). Using the quasi experimental design method, the design used in this study is The Nonequivalent Control Group Design. The design of this study is divided into two groups, namely the experimental group and the control group. The population in this study is all grade IV students of SDN Cireundeu 01 which totals 207 students. The sample used in this study amounted to 59 students where the experimental class had 30 students and the control class had 29 students. The sample technique used in this study is using the purposive sampling technique.

The instrument used in this study is a test of students' reading comprehension ability. The purpose is to measure the improvement of the ability to read descriptive texts in Indonesian subjects. The tests used are pre-test and post test, where pre-test is used before treatment

and post-test is carried out after treatment to see if there is an improvement in understanding the ability to read descriptive texts using the CIRC type cooperative learning model. Furthermore, the data collection techniques used in this study are observation, interview, test and documentation. The data analysis techniques used in this study are using validity tests, reliability tests, differentiating power and difficulty levels using the help of ANATESA ver 4.0.7 software. The prerequisite analysis technique in this study uses the technique of determining scores with N-gain, normality test, homogeneity test using the help of SPSS 16.0 program software. for Windows. The statistical hypothesis test used in this study used the Independent t-test with the help of SPSS 16.0 program software. for Windows.

RESULT

The research that has been carried out at SDN Cireundeu 01 with a sample of 59 students, where treatment has been carried out in the experimental class and the control class obtained the following results:

Table 1. Average *Pretest* and *Posttest* Scores of Reading Comprehension Ability Experimental Class and Control Class

Class	<i>Pretest Average</i>	<i>Posttest Average</i>	N-Gain Score
Experiment	60,36	87,13	0,7
Control	56.82	66,62	0,21

Based on table 1, it is known that the average pretest and posttest scores, the ability to comprehend, read and read the description text in the experimental class, the average pretest data obtained was 60.36 and the average posttest data obtained was 87.13, and the average N-Gain score obtained was 0.7 with the high category. In contrast to the control class, the average pretest was 56.82 and the posttest average was 66.62 and the

average N-Gain score was 0.21 in the low category.

Table 2. Ability to read descriptive text comprehension

N-Gain Results	Levene's Test for Equality of Variances		t-test provides Equality of Means			Hypothesis	Decision
	F	Sig.	T	Df	Sig (2-tailed)		
Equal variances assumed	1,484	0,228	14,294	57	0,000	H0 rejected	There are differences
Equal variances not assumed			14,326	56.499	0,000		

Based on table 2, the hypothesis test of reading comprehension of descriptive text by using the t-test obtained significant value results on the use of the cooperative integrated reading and composition learning model as seen from sig (2-Tailed) of 0.000 with a significance level of 0.05. So, it can be concluded that the significance value of 0.000 is less than 0.05 until H0 and H1 are accepted where this condition means that there is a difference in the ability to read descriptive texts in students who learn using the Cooperative Integrated Reading And Composition learning model than learning that uses conventional learning method

DISCUSSION

After the data analysis test using the t-test, it was known that the significance value using the CIRC type cooperative learning model obtained data of 0.000 the value was less than the significance level of 0.05 so that H0 was rejected and H1 was accepted, where this condition means that there is a difference between the CIRC learning model and the conventional learning model. Based on this statement, it can be seen that the use of the CIRC learning model has effectiveness and an important role in improving the ability to read

descriptive texts. This is because in the use of the CIRC learning model, there are activities that can improve the ability to read descriptive texts.

Reading comprehension at the elementary school level grade IV is an inseparable part of the principles of reading in general, which are as follows: (1) reading is not only recognizing and sounding letters, (2) reading and mastering the language occur simultaneously. (3) A person cannot be said to have reading skills if he does not master the language. (4) Reading and thinking occur simultaneously. (5) Reading means understanding. This CIRC-type cooperative learning model can also foster students' social interactions, such as cooperation, tolerance, communication, and respect for other people's ideas. Therefore, the use of this learning model can not only improve the ability to read descriptive texts, but also more effective, and relevant according to the child's level of development (Aminuddin in Artu 2016: 107).

This CIRC-type cooperative learning model can foster students' social interactions, such as cooperation, tolerance, communication, and respect for other people's ideas. Therefore, the use of this learning model can

not only improve the ability to comprehend reading descriptive texts, the use of this model is also more effective, and relevant according to the level of child development. The experience carried out in student learning activities will always be related to the level of development of children at their age and the activities chosen must be in accordance with the interests and needs of students (Saifulloh in Huda 2014: 221).

If students use this model to be more interactive and in operating it, students will be able to overcome difficulties in the Indonesian learning process with materials related to descriptive texts. A description text is a writing that describes or describes something that the writer will express, so that the reader or listener seems to see the object that has been talked about for himself, even though the reader or listener has never witnessed it himself. (Pernamasari 2017: 158). This is done using the CIRC type cooperative learning model (Cooperative Integrate Reading and Composition) in the learning process, students are trained to improve their ability to read descriptive texts interactively, efficiently, and easily. Furthermore, it is based on the activities of students who are enthusiastic about carrying out the learning process using the CIRC learning model.

CONCLUSION

There is a significant difference in the learning process between the CIRC (cooperative integrated reading and composition) type cooperative learning model and the conventional learning method in improving the ability to read and read descriptive texts. This is based on the analysis of N-Gain results using a t-test which obtained the results that the ability to read and read descriptive texts taught using the cooperative integrated

reading and composition learning model was higher than that of students taught using conventional methods with a data significance of $0 < 0.05$.

In the experimental class, there was an overall percentage increase of 26.77% with an average N-Gain score of 0.7 with a high category. In contrast to the class that applied conventional learning methods to the control class, the overall percentage result was 9.8%, with an average N-Gain score obtained of 0.21 with a low category. Based on this statement, it can be concluded that the use of this CIRC-type cooperative learning model has effectiveness and an important role in improving the ability to read descriptive texts

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