



Using cooperative integrated reading and composition (CIRC) learning models with visual image media to improve literacy capability in the class IV students of Sdas Kaasar state

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Abstract

The purpose of this study is to improve literacy skills through the use of Cooperative Integrated Reading and Composition (CIRC) learning models with Visual Image Media in Class IV Students of Kaasar State Elementary School. This purpose is to answer the problems that occur that is based on the results of observations that have been carried out at SD Negeri Kaasar grade IV, especially reading and writing skills. Due to lack of interest in learning in students and learning in the classroom is only dominated by teachers so students become passive and learning outcomes are low. It can be seen from 28 students that only 11 students or 39% of students already have a balanced reading and writing ability and have reached KKM standards while 17 students or 61% have not yet reached the expected standard. From these observations it can be seen that the level of completeness of students in class IV SD Negeri Kaasar is still dominated by students who are incomplete. The low level of students' ability in literacy in reading and writing, as well as the use of learning models and inadequate media, and the low student learning outcomes in Indonesian language lessons, are a serious problem. The results, the results showed a change in learning outcomes where Pre-Cycle 61%, where students completed 11 and students who did not complete 17. Researchers then implemented CAR and the results in cycle I increased to 68%, 16 students completed and 12 students who did not complete. Then the researchers also continued their research to cycle II and found very satisfying results in which 28 students were able to achieve or even exceed the Minimum Mastery Criteria which was set at 70% with a completeness score of 74%. Thus the use of CIRC (Cooperative Integrated Reading and Composition) learning models with visual image media can improve students' literacy abilities in Indonesian language learning materials.

Keywords: cooperative integrated reading and composition (circ), visual image media, literacy ability

1. Introduction

In an education teacher is confronted with students who have different characteristics such as lazy writing while learning and playing a lot when in the classroom. From these different characteristics many educational problems arise, more specifically problems in the teaching-learning process in the classroom. There are students less interested in accepting the lesson, even did not rule out the possibility of students not understanding the material described, thus making the atmosphere in the classroom not calm and comfortable.

Indonesian language education is one of the important aspects that needs to be taught to students in schools, because through learning Indonesian we can learn and know how we use Indonesian properly and correctly. Especially for teaching staff. The scope of Indonesian language learning includes the components of language skills and literary abilities which include skills, listening, speaking, reading and writing. The main focus of achieving Indonesian Language learning outcomes in Primary Schools is focused on the ability and reading and writing skills. Reading and writing skills have a very important role in our lives because through reading skills, knowledge can be obtained and knowledge can be communicated through one of the ways namely writing, so reading and writing skills must be well mastered by students.

Reading and writing are the earliest known literatures in the

history of human civilization. Reading and writing are functional and useful literacy in everyday life. Literacy especially literacy is a major factor in determining student learning outcomes in elementary schools, especially Indonesian language learning.

Literacy is one of the three 21st century life skills requirements, namely strengthening character education, Literacy and higher-order thinking. Literacy is a form of ability to read, write and analyze social phenomena with science. Literacy involves a variety of complex basics about language such as phonology (involving the ability to hear and interpret sounds), the meaning of words, grammar, and fluency in communication that determine the level of language achievement of an individual. The ability to read and write is often called literacy. The word literacy is indeed inseparable from language. A person is said to have literacy skills if he has acquired basic language skills, namely reading and writing. So, the basic meaning of literacy as the ability to read and write is the main door for developing the meaning of literacy more broadly and the means used to obtain literacy is through education.

Based on the results of observations that have been carried out in Kaasar Elementary School grade IV, especially reading and writing skills. Due to lack of interest in learning in students and learning in the classroom is only dominated by teachers so students become passive and learning outcomes are low. It can be seen from 28 students that only

11 students or 39% of students already have a balanced reading and writing ability and have reached KKM standards while 17 students or 61% have not yet reached the expected standard.

From these observations it can be seen that the level of completeness of students in class IV SD Negeri Kaasar is still dominated by students who are incomplete. The low level of students' ability in literacy in reading and writing, as well as the use of learning models and inadequate media, and the low student learning outcomes in Indonesian language lessons, are a serious problem.

Based on the description above, the writer raises the title "The Use of Cooperative Integrated Reading and Composition (CIRC) Learning Model with Visual Image Media to Improve Literacy Ability in Grade IV Students of Kaasar State Elementary School". Mohammad Nor (2011) CIRC stands for Cooperative Integrated Reading and Composition, including one cooperative learning model that was originally an integrated teaching of reading and writing, which is a comprehensive or comprehensive and comprehensive program for teaching reading and writing for classes high school elementary. However, CIRC has evolved not only to be used in language lessons but also in exact lessons such as mathematics. CIRC was developed by Stevans, Madden, Slavin and Farnish. Cooperative learning type

CIRC in terms of language can be interpreted as a cooperative learning model that integrates a reading as a whole and then composes it into important parts. So CIRC is a comprehensive program to teach reading, writing, and language arts learning in higher grades in elementary schools.

The word media comes from the Latin medium meaning intermediary or introduction. Learning activities are always supported by the media. The media is an intermediary that can convey information needed by students, as well as assist students in understanding the subject matter delivered, such as the statement of Lesle J. Briggs (Wina Sanjaya, 2008) learning media as "the physical means of conveying instructional content books, film, video tapes, etc." From this statement, a learning media can be in the form of physical devices that have lesson content such as books, films, videos, and others. In line with Lesle J. Briggs, The Association for Educational Communication and Technology or abbreviated as AECT (Rayandra Asyhar, 2012) [14], states that the media are whatever is used to distribute information. This understanding of media from AECT explains that everything that can be used to distribute information.

Literacy is an activity or activity to further cultivate the movement of reading and also writing. Literacy has so many benefits, one of the advantages of this literacy is that it can train oneself to be more accustomed to reading and can also accustom a person (student) to be able to absorb information that is read and summarized by using the language he understands. Evelyn W E (2017) holds that reading is fun while practicing a variety of reading, listening, writing, speaking skills.

Dewi Utama Faizah, *et al* (2016) literacy activities at the learning stage increase receptive (reading and listening) and active language skills (speaking and writing) which are explained in detail in the context of the two main activities at this stage, namely reading and writing. The ability to read and write at the Elementary School level so that the

improvement of skills in the four language areas (reading, listening, speaking and writing) can be done in a measured and sustainable manner.

Research Methods

The research design was carried out in the form of classroom action research (CAR) according to Kemmis and Mc.Taggart in (Aqib Zainal, 2006) namely 1). Planning Phase, 2). Action Stage, 3). Observation Stage, and 4). Reflection Stage.

1. Planning (Planning)

This stage begins with a direct observation of the implementation of the teaching-learning process in class IV SD Negeri Kaasar to obtain an initial picture of the teacher's efforts in overcoming student learning in learning Indonesian for grade IV students. before carrying out the action it is necessary to plan, activities at this stage are:

- a. Develop a Learning Implementation Plan.
- b. Prepare the media in accordance with the learning material.
- c. Prepare an evaluation sheet.
- d. Preparation of student worksheets.
- e. Make Observation Guidelines.

2. Implementation (Action)

At this stage the researcher carries out actions in accordance with what was previously planned, namely carrying out learning activities in accordance with the Learning Implementation Plan that has been prepared according to the learning model that will be used. The steps of the learning model are:

1. The teacher forms a heterogeneous group of 4 students.
2. The teacher gives a discourse in the form of visual image media in accordance with the learning topic.
3. Students work together to read each other and find main ideas and respond to discourse with visual images and written on sheets of paper.
4. Present / read out group results.
5. The teacher provides reinforcement.
6. The teacher and students draw conclusions together.
7. Closing.
8. Observation

This observation activity was carried out by the researcher while the learning activities were taking place, by noting important things, recording and documenting them. The purpose of this observation is to observe learning activities during literacy activities using the CIRC model with visual image media to the evaluation of learning outcomes.

3. Reflection (Reflection)

At this stage of reflection the activity is to do reflection related to the learning actions that have been carried out in learning. Then conduct an analysis and inference of the results of the learning actions. Followed by making improvements for the second cycle.

This researcher can be said to be successful if the teacher and student activities during learning in using the CIRC learning model and visual image media at the end of the cycle are minimal ($\geq 75\%$) if each student is said to have completed learning (individual completeness) and a class is said to have finished learning (completeness) classical) if in the class there are $\geq 75\%$, the literacy ability has increased, according to the KKM standard (Minimum completeness criteria) which is 70%.

Results and Discussion

This class action research was carried out in 2 (two) cycles in North Minahasa District Elementary School Kaasar with 28 students consisting of 14 men and 10 women to search for data, analyze and process it in order to obtain the value of learning outcomes, student learning activities. Researchers collected data in the form of literacy results in students' reading and writing abilities using research instruments, observation instruments, student worksheets (LKS). The following is the data obtained from the pre-cycle. When the teacher discovers problems in the classroom, especially about the literacy ability of students in learning Indonesian, the problem is immediately addressed by the teacher. In the right way that is carrying out a form of class action or better known as Classroom Action Research (CAR). Based on the actions in the first cycle and second cycle, as explained and described the results of the first cycle and second cycle research, it can be described that the quality of the learning process increases, also the ability of student literacy has increased and completeness.

The results showed a change in learning outcomes where the Pre-Cycle 61%, where students completed 11 and students who did not complete 17. Researchers then implemented CAR and the results in the first cycle increased to 68%, 16 students completed and 12 students who did not complete. Then the researchers also continued their research to cycle II and found very satisfying results in which 28 students were able to achieve or even exceed the Minimum Mastery Criteria which was set at 70% with a completeness score of 74%. Thus the use of CIRC (Cooperative Integrated Reading and Composition) learning models with visual image media can improve students' literacy abilities in Indonesian language learning materials.

Conclusion

Based on the results of research and discussion in class IV Kaasar State Elementary School, it can be concluded that the use of Cooperative Integrated Reading and Composition (CIRC) Learning Model with Visual Image Media can improve the Literacy Ability of the fourth grade of Kaasar State Elementary School. And the result of Pre cycle is 61%, cycle I is 68% while cycle II is 74%.

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