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The Effect of the Cooperative Integrated Reading and Composition (CIRC) Model on Reading Literacy Skills of Grade V Elementary School Students

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Abstract

The purpose of this study was to determine the effect of the Cooperative Integrated Reading and Composition (CIRC) model on the Reading Literacy Ability of Grade V Students of SDN Tanah Kalikedinding II Surabaya. This study used a quantitative method of quasi-experimental type with a Pretest-Postest Nonequivalent Control Group Design. The population of this study was grade V students of SDN Tanah Kalikedinding II Surabaya. The research sample was 60 students with the Purposive Sampling technique. Data collection used written tests and observation sheets for the implementation of the learning model. The data analysis technique used was the Independent Samples T-Test. The results of the study showed that from the independent sample t-test, Sig. (2-tailed) was obtained, namely 0.022 <0.05, then H0 was rejected and Ha was accepted. This means that there is a significant influence in the application of the Cooperative Integrated Reading snd Composition (CIRC) learning model on the reading literacy ability of grade V students of SDN Tanah Kalikedinding II Surabaya.

Keywords– *Cooperative Learning, CIRC, Reading, Literacy Skills*

1. Introduction

Along with the development of the era, the importance of reading literacy is increasingly in the spotlight, especially considering the rapid development of information and communication technology. However, the level of reading literacy of Indonesian students is still relatively low based on various international surveys such as PISA and PIRLS. This condition is also reflected in the results of the National Assessment at SDN Tanah Kalikedinding II Surabaya. Several causal factors include difficulty understanding texts, lack of interest in reading, and difficulty focusing when reading, difficulty in understanding informational reading texts and literary texts, less able to reflect on their reading results and evaluate reading texts. The results of the National Assessment listed in the SDN Tanah Kalikedinding II Surabaya Education Report Card state that the indicator of student reading literacy has a value that is still in the moderate achievement category so that to achieve a good achievement category, there needs to be an increase in students' reading literacy skills. The results of interviews with class V teachers at SDN Tanah Kalikedinding II Surabaya found a problem related to students' reading literacy skills. Among them, students are less interested in reading activities, be it books, magazines, or other forms of reading. Students find it difficult to focus on reading texts and are often distracted by things around them, thus affecting the students' reading literacy skills. Students' reading literacy skills are tested by measuring the aspects of understanding, using and reflecting on reading results in written form (Sari, 2020).

Based on the problems above, it emphasizes the urgency of improving reading literacy skills at SDN Tanah Kalikedinding II Surabaya. This is because reading skills are a basic competency for understanding material. One strategy to improve reading literacy skills is to apply an appropriate learning model, namely the CIRC model. The Cooperative Integrated Reading and Composition (CIRC) learning model is considered an effective solution to improve students' reading literacy. This model combines cooperative and integrated aspects in reading and writing learning. The Cooperative Integrated Reading and Composition (CIRC)

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learning model is a learning process consisting of small groups with different characters, to train students' comprehension skills in an integrated manner between reading and finding the main idea of a particular reading and providing written responses to the reading, as well as summarizing the main elements of the reading (Nasution et al., 2021). The purpose of the CIRC model is to develop comprehension, reading, and fact-collecting skills obtained by students (Mukholifah & Marlina, 2022).

Previous research conducted by Ni Nyoman Kuriyanti Putri (2023) entitled "Model Cooperative Integrated Reading and Composition Berbantuan Media Gambar Berpengaruh Terhadap Kemampuan Literasi Bahasa Siswa" shows that the CIRC learning model has an effect on students' language literacy skills. The implication of the study is that the CIRC learning model makes it easier for students to understand the learning process that has been taught in an innovative and creative way so that it creates students' enthusiasm in language literacy skills. Therefore, this CIRC learning model is very appropriate as an alternative choice in improving reading literacy skills in elementary school students because in the learning process students receive feedback from reading activities that have been carried out through cooperative or group learning (Jariah et al., 2023). Learning using the Cooperative Integrated Reading and Composition (CIRC) model is expected to improve students' reading abilities and skills. Cooperative Integrated Reading and Composition (CIRC) learning will not only be an alternative learning model that can improve students' literacy skills, but also improve students' understanding of concepts and reading skills. Therefore, this article aims to determine the effect of the Cooperative Integrated Reading and Composition (CIRC) Model on the Reading Literacy Skills of Grade V Students of SDN Tanah Kalikedinding II Surabaya.

2. Method

This research is an experimental research with the type of research used is Quasi Experimental research with the form of Pretest-Postest Nonequivalent

Control Group Design. The research was conducted at SDN Tanah Kalikedinding II Surabaya. The design used is as follows.

Table 1 Research Design

Group	***Pre-test***	**Treatment**	***Post-test***
Exsperiment	O_1	X_1	O_2
Control	O_3	X_2	O_4

Keterangan:

O_1 = *pretest of experimental class*

O_2 = *posttest of experimental class*

O_3 = *pretest of control class*

O_4 = *posttest of control class*

X_1 = Experimental class treatment applies the CIRC model

X_2 = Not given treatment with the CIRC model (control class treatment uses the SQ3R model)

The population in this study were all fifth grade students of SDN Tanah Kalikedinding II Surabaya, totaling 302 students. The data collection technique used purposive sampling. The researcher took research samples, namely class V-C and class V-D. Class V-C will be used as the experimental class, while class V-D will be the control class with 30 students in each class, so that the total sample is 60 students. The data collection instruments used were learning observation sheets and tests to measure students' reading literacy skills. To analyze the research instrument, validity tests, reliability tests, test of question difficulty levels, and test of question discrimination power were carried out. As for testing the research hypothesis, an Independent Sample T-Test was carried out which had previously been tested for normality and homogeneity using the SPSS 26 program.

3. Result and Discussion

The observation results show that teachers at SDN Pinang Ranti 05 Pagi play a key role in ensuring the success of managing inclusive classrooms.

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This research was located at SDN Tanah Kali Kedinding II Surabaya by taking the population of all fifth grade students. While the sample in this study was 60 students, namely classes V-C and V-D. Students in class V-C as an experimental group of 30 students were given learning treatment with the Cooperative Integrated Reading and Composition (CIRC) model, then students in class V-D as a control group of 30 students were given learning treatment with the SQ3R model.

This study was conducted with the aim of determining whether there is an influence of the Cooperative Integrated Reading and Composition (CIRC) model on the reading literacy skills of fifth grade students of SDN Tanah Kalikedinding II Surabaya. In this study there are two variables, namely the independent variable and the dependent variable. The independent variable in this study is the CIRC learning model and the dependent variable is reading literacy skills. This study uses an independent sample t-test. Previously, to find out the comparison between the average values of the experimental group and the control group, it can be seen in the following analysis table..

Table 2. Descriptive Analysis Results of Average Pretest and Posttest Scores

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental Class	30	40	80	59,50	10,517
Postest Experimental Class	30	67	93	82,50	7,431
Pretest Control Class	30	26	73	52,13	13,001
Postest Control Class	30	53	86	71,03	9,346

Descriptively, the results of the reading literacy skills of students in the experimental group that implemented the CIRC learning model were higher compared to the control group that used the SQ3R learning model. Furthermore, to test the hypothesis with the Independent Sample T-Test, this test uses the

difference value or gain score posttest and pretest of the experimental group and the control group. The following are the results of the independent sample t-test.

Table 3. Independent Sample T-Test Analysis Results

Independent Samples Test										
		Levene's Test for Equality of Variances		*t-test for Equality of Means*						
		F	*Sig.*	t	df	*Sig. (2-tailed)*	*Mean Difference*	*Std. Error Difference*	*95% Confidence Interval of the Difference*	
									Lower	*Upper*
Kemampuan Literasi	*Equal variances assumed*	,658	,421	2,346	58	,022	5,433	2,316	,798	10,069
	Equal variances not assumed			2,346	57,256	,022	5,433	2,316	,797	10,070

Based on the decision-making criteria of the independent sample t-test, if t count> t table, which is 2.346> 2.00, then H_0 is rejected and Ha is accepted. Thus, there is a significant difference in the average value of the experimental and control groups. If the probability (Sig.) <0.05, then H_0 is rejected. Based on the output of the independent sample t-test on the results of students' reading literacy skills, it is known that Sig (2-tailed) is 0.022 <0.05, so it can be stated that H0 is rejected and Ha is accepted. Thus, the results obtained indicate that there is an influence of the CIRC model on the reading literacy skills of grade V students of SDN Tanah Kalikedinding II Surabaya.

The discussion that will be described relates to the research problem by referring to the results of data analysis on students' reading literacy skills and learning activities using the CIRC model. Based on the pretest and posttest analysis, the results of students' reading literacy skills in the experimental class appeared relatively better compared to the control group. From this data, it can be

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concluded that the average reading literacy skills of students in the experimental class were 82.50.

The data from the analysis of the implementation of the CIRC model from the results of the learning implementation sheet observations are as follows.

Table 4. Results of Observations on the Implementation of the CIRC Learning Model

No	*Implementation of learning*	*Persentase*	*Criteria*
1	Meeting I	88%	Very good
2	Meeting II	94%	Very good
Total Average		**91%**	**Very good**

Based on the results above, the total average implementation of learning using the Cooperative Integrated Reading And Composition (CIRC) learning model in the experimental group was 91% with very good criteria. However, the steps of the CIRC learning model were not implemented 100%, there was one criterion that was not implemented from the first meeting to the second meeting, namely at the publication stage with the criteria that other groups provided input and suggestions. However, it can be concluded that the implementation of the CIRC learning model in class V SDN Tanah Kalikedinding II Surabaya was implemented well.

The implementation of the Cooperative Integrated Reading and Composition (CIRC) learning model at the first and second meetings showed that the learning activities carried out by the teacher were in the very good category. This is in line with the principles of the CIRC model that have been explained by Pratita (2017) paying attention to these principles when implementing them will help teachers in delivering learning materials and helping students in reading and understanding texts and stories. Therefore, the success of learning practices can be measured by the teacher's ability to deliver materials and students' understanding of the learning. These results are also in line with the statement of Adawiyah, et.al. (2020) which states that the CIRC model is based on the idea that students find it easier to understand concepts through discussions with peers. In this study, discussion activities that allow students to interact in groups make the learning process more meaningful and help them understand the contents of the reading. In

addition, students' enthusiasm for learning increases because they are involved in various activities with their group members to complete tasks given by the teacher.

The conclusion regarding the results of the reading literacy skills of experimental class students is better than the results of the reading literacy skills of control class students because they use different learning models where the experimental class learns using the CIRC model and the control class learns using the SQ3R model. In learning using the CIRC model, students can understand the reading easily and get information from their group mates. While in learning using SQ3R, control class students still have difficulty following the SQ3R steps, including when conducting surveys or pre-reading with a short time and when making questions. Hasan (2017) stated that the SQ3R reading method is very simple and can be easily applied to students in various approaches in learning for all subjects in school. In addition, this method is also very helpful in training students' abilities to find the main points/main ideas of paragraphs. However, the findings in the field of using the SQ3R learning method are because this method does not show collaboration between groups and because the SQ3R model also takes a long time, making students less than optimal in following the SQ3R model learning steps. In general, the use of the CIRC model can produce better end results compared to SQ3R learning.

4. Conclusion

Based on the results of the research and discussion in the previous chapter, it can be seen that there is a difference in the reading literacy skills of students in the experimental group using the Cooperative Integrated Reading and Composition (CIRC) learning model and the control group using the SQ3R learning model, so it can be concluded that there is an effect of implementing the Cooperative Integrated Reading and Composition (CIRC) learning model on the reading literacy skills of fifth grade students at SDN Tanah Kalikedinding II Surabaya. Likewise, the average post-test score results show that the class that implemented the CIRC model experienced a better increase than the class that did

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not implement the CIRC model. The conclusion is that the Cooperative Integrated Reading and Composition (CIRC) learning model has a positive effect on students' reading literacy skills, especially in Indonesian language subjects and can be used as an alternative choice of learning models in the classroom.

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