The cooperative type cooperative integrated reading and composition (CIRC) model is being used to enhance reading comprehension skills.

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Abstract
The Use of a Cooperative Learning Model of the CIRC Type to Improve Reading Comprehension Skills The research goal is to define cooperative learning model processes in order to improve reading comprehension skills in SD Muhammadiyah 2 Sorong City. This study makes use of classroom action research (CAR). The process of observing actions entails preparing, doing, observing, and reflecting. There are two cycles involved in accomplishing an action. With a total of 30 pupils, the topics were 4th grade in SD Muhammadiyah 2 in Sorong City. employing observation, questionnaires, interviews, and tests as methods of data collection. The study's finding indicates that using a cooperative learning model like CIRC can improve students in SD Muhammadiyah 2 Sorong City's fourth grade reading comprehension skills.
Keywords: CIRC, Reading Comprehension.

Introduction

According to article 17 of RI Law No. 20 of 2003, the goal of basic education is to cultivate the skills, attitudes, and basic knowledge and skills necessary to function in society. One of the subjects included in basic education is Indonesian language instruction, which emphasizes the four language abilities of speaking, listening, reading, and writing. Reading is inherently challenging since it links so many different things, including activities like seeing, thinking, psycholinguistics, and metacognition (Rahim, 2009). Tarigan, however, asserts that reading is a process that a person engages in and uses to comprehend the message that a writer is attempting to express through the use of words or written language (2008).

According to the International Association for Evaluation of Educational Achievement (IEA), "the reading ability of Indonesian students is placed 26th out of 27 countries assessed" (Harsanti & Gemilang, 2017). The limited ability to read is shown in the low interest and capacity to read. This shows that reading instruction in schools is not the best option.

The success of learning Indonesian is greatly influenced by the teacher's development in the learning process. In this situation, the teacher must be skilled in choosing and putting into practice the models, methods, and media that will be used in the learning process. The material's applicability must take into account the traits and stage of student development. As a result, it is simpler for kids to absorb and process the information that their teacher provides to help them become better readers.

According to class IV teachers at Muhammadiyah 2 Elementary School in Sorong city, the learning objectives have not been able to run smoothly because the learning that is currently being carried out is still one-way or centered on the teacher and students remain passive, which causes students to be less interested in learning, especially Indonesian, and results in low reading skills in students. According to data gathered from class IV Muhammadiyah Elementary School in two Sorong cities, pupils in this grade still have poor reading abilities. The daily exam results for Indonesian classes, the majority of which are still below the required passing standard, demonstrate this.Introduce the reader to the pertinent literature. Do not give a full history of the topic. Only quote previous work having direct bearing on the present problem.

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Initial reading comprehension tests of the students' performance revealed that their average learning outcomes were still below the KKM (75), and their completion rate was only 29.0% with an average score of 68. This demonstrates that SD Muhammadiyah 2 Sorong city residents have low levels of reading comprehension. On the basis of these issues, adjustments must be made in order to improve learning and boost learning outcomes. Teachers can employ the cooperative learning approach as one of the remedies to improve student learning.

The idea behind cooperative learning is that through talking with their peers, students would develop and understand a challenging concept. assisting one another to work together as a group or team to attain a shared goal (Istoji, 2010: 63). Through the use of cooperative learning, students can learn to accept and respect the perspectives of others, namely the members of their group. The Cooperative Integrated Reading and Composition (CIRC) form of cooperative learning is one of the various cooperative learning models that may be used to teach reading learning.

Learning models called cooperative integrated reading and composition (CIRC) were created to accommodate a range of student skill levels and both heterogeneous and homogenous groupings (Huda, 2011: 126). According to the Cooperative Integrated Reading and Composition (CIRC) learning paradigm, students are divided into small groups and given a series of reading and writing skills lessons, practice exercises, pre-assessment tests, and quizzes to complete. The contributions of each group's members are determined by the quiz results, and rewards are awarded to groups whose members can demonstrate improved performance in reading-related tasks. Students in cooperative groups shouldn't offer and accept immediate help from one another. In addition, students received instruction on how to help their fellow group members in a positive way. If the teacher and students

reach some sort of understanding to maximize cooperative learning in the classroom, cooperative learning will be carried out successfully (Huda, 2011: 300-302).

A novel approach to curriculum development for the practical learning of reading and writing is presented by the cooperative technique known as CIRC—Cooperative Integrated Reading and Composition. The consideration of long-standing issues with teaching reading, writing, and the art of reading led to the creation of CIRC (Slavin, 2011). Meanwhile, Arini asserts that CIRC is a form of instruction that is tailored to students' abilities in the cooperative learning model, and that during the learning process, it strives to improve students' abilities in reading and creating summaries based on the information they have read (2009).

In the CIRC type cooperative learning model, there are steps in learning, according to Suprijono (2012), including: (1) create a group with four diverse individuals. (2) The teacher's speech is tailored to the lesson's subject. (3) Students read, identify the key point, respond to the discussion, and write on a piece of paper as a group. (4) delivering or reading the outcomes of group work. (5) The class agrees on conclusions. (6) cover. The implementation of the CIRC type cooperative learning model in this study consists of eight steps, including (1) the team, (2) the placement test, (3) the student advertising material, (4) the team study, (5) the team scorer and team recognition, (6) the teaching groups, (7) the fact tests, and (8) the whole-class units.

The use of a cooperative learning model of the CIRC type can foster a cooperative and communicative activity or environment where students are given the chance to expand their knowledge during the learning process. This implies that students must actively participate in learning activities, use knowledge, and take responsibility for their actions. The learning process is no longer dominated by teachers.

Based on this, the question that can be asked is: Can the fourth grade students at Muhammadiyah 2 Elementary School in Sorong City improve their reading comprehension skills by applying the cooperative learning model of the Cooperative Integrated Reading and Composition (CIRC) type?

For fourth grade students at Muhammadiyah 2 Elementary School in Sorong City during the academic year 2022–2023, the Cooperative Integrated Reading and Composition (CIRC) type cooperative model will be used in this study to enhance reading comprehension skills.

Method

The class IV SD Muhammadiyah 2 in Sorong City served as the study's location, and there were 30 kids total—10 boys and 20 girls—as samples. This study was carried out between August and September of 2022.

The instruments used in this study included a test instrument in the form of a question-and-answer sheet to evaluate student learning outcomes and a non-test instrument made up of observation forms, interviews, and questionnaires that were used to collect data on how well students were actually learning to read and

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comprehend in accordance with the lesson plans and scenarios that had been set up. In this instance, the researcher and the class teacher worked together to choose the action based on the needs of the fourth grade kids, making the class teacher the study's actual executor of the action. In this study, the researcher and one of his coworkers served as the two observers. The information gathered for this study was separated into two categories: pre-action data and action data, which took the form of observations about the use of a cooperative learning model of the CIRC type, student learning processes, and learning results.

This study's data analysis employed both critical and descriptive statistical data analysis methodologies. Descriptive analysis approaches are employed for quantitative data, specifically for comparing findings between cycles, according to Kelvin (2010: 61). While using approaches for critical analysis of qualitative data in the form of exercises, teachers' strengths and limitations in the teaching and learning process were revealed. These findings were based on normative standards. Data reduction, data presentation (data display), and conclusion drawing or verification (conclusion drawing/verification) are all examples of data analysis tasks. The triangulation technique was applied at the point where the validity of the study's data was being tested and maintained. The process of source triangulation involves taking into account information obtained from students, teachers, observers, and researchers. While the triangulation method involves taking into account several observational methods, as well as tests, questionnaires, and interviews.

This study employed collaborative classroom action research (CAR). "In collaborative research, the party carrying out the action is the teacher himself, but the person asked to watch the action process that is taking place is the researcher, not the teacher who is carrying out the action," Arikunto, Suhardjono, and Supardi (2008) explained. The researcher prepared lesson plans and scenarios for class teachers, learning materials and media, prepared learning instruments and media, and distributed observation instruments to other observers during the planning stage in order to determine appropriate actions for the circumstances of class IV students. Each step in the process is always connected to the next and continuous, and it is improved based on observations and reflections in order to produce the desired outcomes.

Results and Discussion

According to the implementation procedures, a study on the reading comprehension abilities of fourth grade pupils at Muhammadiyah 2 Elementary School in Sorong City was conducted. Two cycles of study were undertaken. Each cycle consists of three meetings, each lasting two hours and thirty minutes. The following average observational data were gathered by the teacher in cycles I and II from 2 observers in relation to this application:

Tabel 1. Comparsion of Model Aplikacation

	cooperative type *CIRC*		
	Application of model cooperative type *CIRC*		Category
	Cycle I	Cycle II	
Average	3,19	3,85	Very Good
%	80,65	90,32	Very Good

The average score of implementing the CIRC type cooperative model is known to improve from cycle I to cycle II, as shown by the average value of the first cycle increasing from 3.19 to 3.85 in the second cycle, according to table 1. The average score and application rate of the Cooperative Integrated Reading and Composition (CIRC) model type in learning increased by 0.66 between the first and second cycles. The observational data is corroborated by the findings of interviews with multiple students conducted at the conclusion of each cycle, which show that the score and percentage of using the CIRC cooperative model reached a very good category. Data collected on the use of the Cooperative Integrated Reading and Composition (CIRC) cooperative learning approach was obtained through interviews with six students. Based on the findings of the interviews, it can be said that students' learning activities are consistent with the learning scenarios created by researchers. Additionally, students appear engaged and cooperative throughout discussion activities, demonstrating their sincerity about learning. The outcomes demonstrated that the Cooperative Integrated and Composition (CIRC) type cooperative learning model deployment had

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accomplished a performance indicator (80%), hence there was no need to conduct research in the following cycle.

The following table contains the findings of the questionnaire on student learning activities throughout the learning process, including indicators of student activity, cooperation, and seriousness from the first to the second cycle:

Tabel 2. Comparing Student Learning Activities in the First and Second Learning Cycles.

Student Learning Activities			
Category	Cycle I	Cycle II	
Average	3,22	3,38	Very Good
%	81,08	86,93	Very Good

According to table 2, the first cycle of students' learning activities—which comprise activeness, cooperation, and seriousness—got a score of 3.22 with an achievement rate of 81.31%, while the second cycle got a score of 3.38 with a rate of 86.93%. The importance of student participation and its proportion in the learning process fell into the very good category. The success of students working on the reading comprehension skills exam, which included an indicator of the class average (75) and a percentage of completeness (80%), was used to determine the level of students' reading comprehension skills in this study. Pre-action, cycle I, and cycle II student learning outcomes' typical values are shown in the following table:

Table 3. Learning to Read Students' Comprehension Matters

Action	Average	Persentase (%)	
		Complete	Not Pinished
Pre-action	69	29,03	70,97
Cycle I	81,08	80,65	19,35
Cycle II	86,93	90,32	9,68

According to the table, class IV students' reading comprehension scores in the pre-action were 69.00 with a completion rate of 29.03%. Following the implementation of the CIRC-style cooperative learning approach to teach students to read and comprehend, the average score increased by 81.08 points in cycle I with a completion rate of 80.65% and by 90.32 points in cycle II with a completion rate of 90.32%.

The application of the CIRC type cooperative model to the study of reading and understanding Indonesian has given the class a new flavor; instead of just listening to lectures from the teacher, students now actively participate in their learning, which improves their learning outcomes and reading comprehension skills. According to Slavin (2011)'s viewpoint, which lists the benefits of the CIRC learning model, CIRC can significantly improve students' problem-solving abilities, the teacher's dominance in the classroom is decreased, and students are driven by the results carefully because they work in groups, pupils can better their learning outcomes by understanding the question's meaning, checking each other's work, helping each other to remove students, and solving difficulties using problem-solving techniques.

Based on observations of fourth grade students at SD Muhammadiyah 2 Kota Sorong learning to read comprehension by implementing the cooperative learning methodology known as Cooperative Integrated Reading and Composition (CIRC), the results obtained are as stated above.

Conclusion

According to the study's findings, the class IV SD Muhammadiyah 2 students in Sorong City can improve their reading comprehension skills by implementing the Cooperative Integrated Reading and Composition (CIRC) type cooperative model during the 2022–2023 academic year. This is demonstrated by the rise in reading comprehension that students experience, both in the learning process and in the results.

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In light of the findings of this class study, the researcher makes the following recommendations: (1) Schools offer resources that can promote learning, and the CIRC type cooperative learning model can be employed as a substitute for traditional classroom instruction. (2) Teachers who are more inventive and imaginative in the classroom. (3) Students must be engaged in their education, obey the teacher, and show enthusiasm.

(4) Researchers, the findings of this study can be utilized as a guide in describing how to establish a cooperative learning model of the CIRC type and carry out rigorous action planning prior to doing research.

Acknowledgment

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