Increasing skill reading intensive and character of classes III SDN 57 Air Dingin using cooperative learning model CIRC

Elizawati 1, Syahrul 2, Yalvema Miaz 3
[123] Universitas Negeri Padang, Padang Indonesia
* e-mail: viodelfrichi@gmail.com

Abstract: Based on the observations in class III SDN Air Dingin, found the intensive reading skill of third grade students low. For that, it needs improvement to help students in reading intensively with the correct reading stage. This study aims to describe the process and the results of intensive reading skills and character of third grade students. The type of research is Classroom Action Research using cooperative learning model of CIRC type. Based on the results of the research, the use of cooperative learning model of CIRC type in intensive reading skill learning has proven to improve the process of intensive reading skill and student character. The increase in the average learning outcomes is, in the first cycle at the pre reading stage of 71.87%, the stage when reading 59.37%, 76.37% post reading stage and characteristic scoring 69.75%, confident 60.95% and well mannered 71.17%. In the second cycle, the students' intensive reading skill increased to 84.37% pre reading, reading 78.12% and post reading 83.12% and characteristic meticulous assessment 74.27%, 78.32% confident and 76.25% polite. Intensive reading using the CIRC approach has been shown to improve students' reading and character skills.

Keywords: intensive reading, character and CIRC approach

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The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.
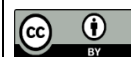
Introduction

Reading is one of the most important language skills in learning Indonesian. Reading can expand knowledge and dig up written messages in reading material. Reading skills can add a person's vocabulary in communicating. Reading can build a solid foundation to learn and understand the various disciplines.

Learning to read is not solely done so that learners can read. Learning to read is able to form a positive character in learners, such as reading, discipline, courteous, cooperation, curiosity, and so forth. Based on the previous description can be concluded that there are two things that can be obtained learners through reading learning is a high understanding of the content of reading and character formation of learners.

Character formation can certainly be done through character education. Character education is a very important foundation and need to be instilled to learners early on. Character education can be interpreted as value education, character education, moral education, attitude education, which aims to give good

decisions, maintain good, and realize the good in everyday life with a vengeance. According to Lickona (2012: 81) the proper character for education consists of operative value, value in action which includes three interrelated parts of moral knowledge, moral feeling, and moral behavior. So character education is a conscious effort in understanding, shaping, nurturing, teaching moral values in the form of knowledge, feelings, and behavior about morals.

In response to the above, the improvement of reading skill should pay attention to the integration of the characters in it. Integrating character education can be done by planning the values of characters that will be developed in learners through learning activities. The selected character values are tailored to the characteristics of the learners and the selection of learning models that support in reading learning.

Assessment of character is obtained through observation sheet filled by the observer to encode students' character during the learning process. The observed character values are meticulous, confident, and polite.

Learning to read contains many activities that can be done to support the development of the character's values in the learner, such as activities to predict reading text, responding to reading texts, retelling verbally or in writing, and so forth. These activities strongly support the development of some character values in learners, such as curiosity, thoroughness, creative, confident, responsible, friendly / communicative, and others.

According to Subana (2010: 36) skill means the ability to use the mind or reason, while the efficient and effective actions to achieve a certain result including creativity. Skills have several elements of ability, namely: the ability to think (psychic) and the ability if the act (physical). Language skills are defined as a person's ability to use language in writing, reading, listening, or speaking. Tika, et al (2014) states skills are skills to use knowledge, reason, and ideas appropriately and quickly.

Dahniar (2015: 136) argues reading is a process that is visic and spicological, physical processes of visual observation of the writing, with the visual sense the reader can recognize and distinguish the sound images and their combinations. Nurfalah (2014: 30) reading is the process of recognizing symbols, understanding, and critical thinking. Furthermore, Irdawati, Yunidar, and Darmawan (2014: 5) to read is to pick and to mean the meaning contained in the writing material.

Intensive reading is one type of reading that is intended to know and understand the text in depth. Henry Guntur Tarigan (2008: 37) defines "Intensive reading is developing and enhancing the skills of learners in: (1) expanding experience, (2) teach (3) teach the sounds of language and symbols, (4) help learners understand sentence structure, (5) teach comprehension skills, (6) help learners improve their skills read without lipstick, adjust reading speed with reading difficulty, and can read 180 words on fictional reading at ground level ".

Resmini (2006: 80) states "intensive reading aims to learners able to understand, interpret, and live the content of reading. "According to Tarigan (2008: 37)" intensive reading intent is an attempt to gain success in full understanding of logical arguments, rhetorical or symbolic sequences, emotional and social additional tones, patterns of attitudes and goals author".

Further Weidong, Weiping, and Lijia (2012: 112-113) argue that in China intensive reading learning takes 4 years in three stages: basic, secondary, and tertiary. Intensive reading is not only designed to improve reading comprehension and speed, but includes content such as pronunciation, spelling, grammar, vocabulary, reading composition, translations and taught through textbooks.

Based on preliminary study that researchers conducted in SDN 57 Air Cingin seen some aspects that are less controlled by students in intensive reading learning that is, the difficulty of students understand the main idea in the text reading, and the lack of ability of students to perform the reading process stages, and poor character of students in the class . By using cooperative learning model of CIRC type as an alternative of intensive reading skill learning, students are expected to be actively involved in the learning process, developing four language skills and able to instill the character values in the students.

Method

This research is a type of Classroom Action Research (PTK). Research method is basically a scientific way to get data with a specific purpose and usefulness. According Wardhani (2007: 1.4), classroom action research is a research conducted by teachers in their own class through self-reflection, with the aim to improve performance as a teacher, so that learners learn to increase. Further Muslich (2009: 10) mentions PTK aims to improve and improve the quality of learning and help empower teachers in solving learning problems in schools.

A PTK is a reflection of a learning activity in the form of an action, which is deliberately raised and occurs in a class together. The action is given by the teacher or direction of the teacher by the student. Arikunto (2007: 11) presents four main steps in classroom action research, (1) planning, (2) implementation, (3) observation, and (4) reflection.

The research data was collected by using teacher and student observation sheet, documentation, field record and test. This research was conducted at SDN 57 Air Dingin. The selection of research sites is based on the consideration that the author in this school as a teacher and willing to try to make renewal, especially in efforts to improve the quality and quality of student learning.

The subjects of the study were the third grade students of SDN 57 Air Dingin with the number of students as many as 20 students. 13 male students and 7 female students.

CIRC according to Suprijono (2010: 130), namely:

Form a group of 4 heterogeneous members, b) teachers provide discourse / clippings according to learning topics, c) learners cooperate with each other reading, find key ideas and respond to discourse / clipping and written on paper sheets, d) present / read out the group results, e) the teacher makes a conclusion together, f) the cover.

Results and Discussions

The result of observation of intensive reading skill learning using CIRC cooperative approach. In the first cycle teachers interact with students to explore students' knowledge of intensive reading. Teachers introduce students to the CIRC approach as an intensive reading learning alternative. For intensive reading, teachers use reading stages (pre reading,reading, post reading).

Based on the reflection of cycle I teachers make improvements. In cycle II the teacher gives motivation and appreciation to the students. To boost spirits and provoke imagination and add ideas in intensive reading, the teacher uses interesting texts and drawings to arouse students' interest in reading.

Based on the purpose of this study, the following describes the comparative values of intensive reading and character of the students using the CIRC type cooperative approach.

Improved intensive reading skills

Table 1. Improved intensive reading skills

Improved intensive reading skills

Pre reading		When reading		after reading	
Cycle I	Cycle II	Cycle I	Cycle II	Cycle I	Cycle II
71,87	84,37	59,37	78,12	76,37	83,12

Increased Value Intensive reading process on, Cycle I and Cycle II.

Table 2. Character enhancement

Character enhancement

Meticulous		Self-confidence		well mannered	
Cycle I	Cycle II	Cycle I	Cycle II	Cycle I	Cycle II
69,75	74,27	60,95	78,32	71,17	76,25

Improvement of student character values Cycle I and Cycle II.

The results of intensive reading learning using the CIRC type cooperative approach indicate a considerable change in student perception. Based on the data that has been previously attached, it can be concluded that the students' perceptions of intensive reading learning through environmental approach can

be accepted by students as an intensive reading learning alternative, and the improvement of the character of student a better direction.

As explained CIRC is a cooperative learning strategy that is generally used for reading learning in primary schools. This is in line with what Slavin (2005: 200) says, CIRC is a strategy to teach reading, writing and language arts lessons in Elementary School. Rahim (2005: 35) also suggests that CIRC is one of the strategies of the cooperative learning approach that is most suitable for reading learning. Implementing this CIRC strategy allows learners to make and explain predictions about how problems can be solved and to summarize the main elements of another story.

the benefits of CIRC are: (1) learners can respond freely in learning, and (2) learners are trained to be able to cooperate and respect the opinions of others. CIRC's main goal is to use cooperative teams to help students improve their widely applicable reading abilities.

Based on the above explanation can be concluded that CIRC can develop students' skills in reading comprehension, train students to think critically, express opinions, cooperate, and foster self-confidence.

Conclusion

Based on the actions that have been taken to learning intensive reading skill using CIRC type co-operative approach in class III SDN 57 Air Dingin, it can be concluded as follows:

1. Increased intensive reading skill through cooperative learning of CIRC type in pre-reading stage has increased. This can be seen from the activities undertaken at the pre-reading stage has been able to generate student schemata, generate student motivation in intensive reading, and form groups heterogeneously. The assessment results show an increase from cycle I to cycle II. The activities carried out are in accordance with the cooperative learning steps of CIRC type. The teacher guides students to generate student schemata through images that match the topic of learning, observing images, and predict reading content based on observed images. The average value obtained in the pre-reading stage has increased, in the first cycle the grade average grade is 71.87. in cycle II to 84.37.

2. Increased intensive reading skills through cooperative learning type CIRC at the stage when reading has increased. At the stage when reading students are able to do group collaboration, read the text intensively, give responses to the text of reading, determine the main idea in each paragraph, and explain the contents of the text reading. The average value obtained during the reading stage has increased, in the first cycle the average value of class 59.37 and in cycle II to 79.12. The activities are also in accordance with cooperative learning steps of CIRC type.

3. Improvement of intensive reading skill through cooperative learning of CIRC type in pascabaca stage has increased. Students can answer questions related to reading correctly, able to make summaries using their own sentences, and be able to draw conclusions about the content of the text. The average value obtained in the post-elephant stage has increased, in the first cycle the grade average grade is 71.87 and in the second cycle becomes 83.12. This shows the students' intensive reading skill is good and the implementation of cooperative learning type CIRC can improve intensive reading skill in third grade students of Elementary School.

4. Increased intensive reading skill and character of students through cooperative learning type CIRC can improve students' skills in understanding reading, developing positive characters in students, giving students attraction and motivation to learn. Thus reading learning is not boring anymore for students.

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far from what is expected. Therefore, criticism and suggestions from all parties, especially the readers are expected to make this research more perfect. Finally the authors can only hope that this research can provide benefits especially in the development of classroom action research.

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