

Improving High School Students' Short Story Reading Outcomes With CIRC Model Assisted Image Media

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Abstract

The low learning outcomes of students' reading comprehension of SMAN 4 Serang City are influenced by many factors, including the use of learning models and learning media. This study aims to determine the increase in students' ability to read short stories through the CIRC model assisted by media images. This research is a classroom action research using two cycles. Following the Kemmis and McTaggart model, this model is based on a spiral cycle consisting of four components, namely: planning, implementation, observation, and reflection. The research subject were 42 of class XI IPA-2 at SMAN 4 Serang City in the even semester of the 2021/2022 academic year. Determination of the research sample using purposive sampling methods with a random technique. Data on students' reading ability were collected using a reading comprehension test. Data were analyzed descriptively qualitatively. The result showed that the learning model applied has been empirically proven to improve student learning outcomes by reading student stories. From tests that has been carried out for two cycles, it was found that there is a very significant difference between the pretest results and the posttest results. The average value of the final test results, namely after learning using the Cooperative Integrated Reading And Composition (CIRC) learning model and the image media developed, has increased significantly compared to the average value of the initial test results, namely before the developed learning model. So it can be concluded that learning using the Cooperative Integrated Reading And Composition (CIRC) type learning model and serial image media has been proven through a series of tests to improve student learning outcomes for grade XI students of SMAN 4 Serang City.

Keyword: *Reading ability, CIRC, Image media*

INTRODUCTION

Improving the quality of education in Indonesia must be implemented as soon as possible to catch up with other countries (Ningsih, 2019). In this case, including improving the quality of Indonesian learning in schools, efforts must continue to be made to support national education goals. Indonesian as one of the subjects in high school has many class hours. Literature learning in schools is integrated into Indonesian learning. The ability to read literary works is essential for students to master. Literary works can help build students' character. Literature learning should be able to make feelings to be more sensitive to life. Literature learning should also assist in developing various personality qualities of students, such as perseverance, intelligence, and tolerance (Riama, 2020).

Literature learning has a vital role in shaping the character of students at school (Junaidi, Halimatussakdiah, & Yuda, 2019). Therefore, the purpose of learning literature in schools is directed at students gaining literary experience. Literature learning is not knowing about literature but a literary teaching and learning process that gives students the ability and skills to appreciate literature through interaction and transactions between students and the literary creations they learn. Literature learning is still monotonous and too focused on the structure of literary works (Hidayat in Nugraha, 2021). Literature learning is given without

contextualization with students' real life due to non-actual literature learning material and lack of teacher competence.

The selection of the suitable learning model is essential to support success in the learning process. In the use of innovative learning models, appropriate media assistance is needed. Learning media plays a role in optimizing the learning process in the classroom. Engaging learning media will make it easier for students to understand the material. Thus, learning media emphasizes the position of the media as a vehicle for distributing messages or learning information to condition someone to know. In other words, when learning activities take place, learning materials received by students are obtained through the media. One of the media that can be used in Indonesian lessons is image media. The use of image media has a significant influence on student learning outcomes Indonesian (Ulfa & Soenarto, 2017).

The Cooperative Integrated Reading and Compositision (CIRC) learning model assisted by image media has theoretical characteristics and learning steps 1) preliminary stage; The teacher conveys the perceptions and learning objectives to be achieved, 2) conveys information about group learning; The teacher conveys information so that students form groups of four to five people heterogeneously, 3) convey the discourse to be discussed; The teacher provides discourse according to the learning topic to be read with his group, 4) prepares serial image media; Pasting image media sequentially according to the course of the discourse/story given to students, 5) students work/discuss in their respective groups about the discourse/story to find the main idea and respond to the discourse/story by writing their work on a sheet of paper, 6) students present the results of their group work in inter-group discussions/class discussions, 7) teachers give appreciation and reinforcement to groups and individuals, 8) concluding the material, evaluation, and closing.

Thus, the learning process is more effective, and student learning outcomes can be improved, especially mastery of reading problems. So, applying the Cooperative Integrated Reading and Composition (CIRC) type cooperative learning model to Indonesian lessons, especially short story material is necessary. Cooperative Integrated Reading and Composition (CIRC) is type cooperative learning model. Students are placed in small heterogeneous groups (consisting of 4 or 5 students). Students are given a text / reading (short story), then students practice reading or reading each other, understand the main idea, revise each other, and write an overview of the story or give responses to the content of the story, or to prepare certain assignments from the teacher. The CIRC learning model can be assisted by using media, one of the learning media that can be used is picture story media (Kesumadewi, Agung, & Rati, 2020). The role of the media is vital in the learning process. In addition to being an intermediary for learning messages, it can also provide varied learning experiences, foster attitudes, and create a meaningful learning atmosphere, thus having an impact on improving student learning outcomes because students are more understanding and enthusiastic in following learning.

Based on this information, observations were made in class XI of SMAN 4 Serang City, and information was obtained that the average score of learning outcomes of Indonesian subjects from the material that had been delivered in class XI was still categorized as low. Namely the average score of the pretest only reached 42.61 absorptions and the posttest only reached an average of 56.23 absorptions, and the average score of the formative test was still low.

The low average daily test of students reflects the common learning outcomes Indonesian grade XI students of SMAN 4 Serang City. This average score is far below the Minimum Completeness Criteria (KKM) standard set by the school, which is 72. It can be said that the score is below the expected completeness standard. From the results of this interview, information was also obtained that the material considered not understood by students was a short story. In this case, students often experience difficulties and mistakes in solving practice questions.

Classroom action research on the CIRC model was conducted by Niliawati, Hermawan, & Riyadi (2018) using the Kemmis and McTaggart model, which consists of four stages: planning, implementation, observation, and reflection. The results can be concluded that applying of the CIRC method can improve students' reading comprehension learning outcomes. Then, Irdawati, Yunidar, & Darmawan (2017) conducted classroom action research on image media in improving reading skills. The results show that reading ability can be improved by using image media thoroughly.

Looking at the background as mentioned above, it is interesting to conducted research on "Improving Learning Outcomes of Short Story Reading using the Cooperative Integrated Reading and Composition (CIRC) Learning Model and Clipping Media in grade XI students of SMAN 4 Serang City". Through this research, it is expected to contribute valuable ideas to teachers to solve problems and develop literature learning in high schools in particular, improving the quality of education and Indonesian learning in elementary schools in general. The formulation of the problem is as follows: 1) How is the use of the Cooperative Integrated Reading and Composition (CIRC) learning model in improving learning outcomes of reading short story texts for grade XI students of SMAN 4 Serang City?; 2) How is the process of using image media effective in improving reading learning outcomes to read short story texts of grade XI students of SMAN 4 Serang City?; and 3) What are the results of using the CIRC (Cooperative Integrated Reading and Composition) learning model and image media to improve learning outcomes of reading short story texts?

RESEARCH METHODS

Following the Kemmis and McTaggart model, this study used a two cycles classroom action research. This model is based on a spiral cycle consisting of four components, namely: planning, implementation, observation, and reflection (Trianto, 2011: 30; Hartati, 2016). In the first cycle, it aims to find out the ability to read short story texts. Then, cycles two and three determine the ability to read students' short story texts after improvements were made to the learning peoses in the previous cycle.

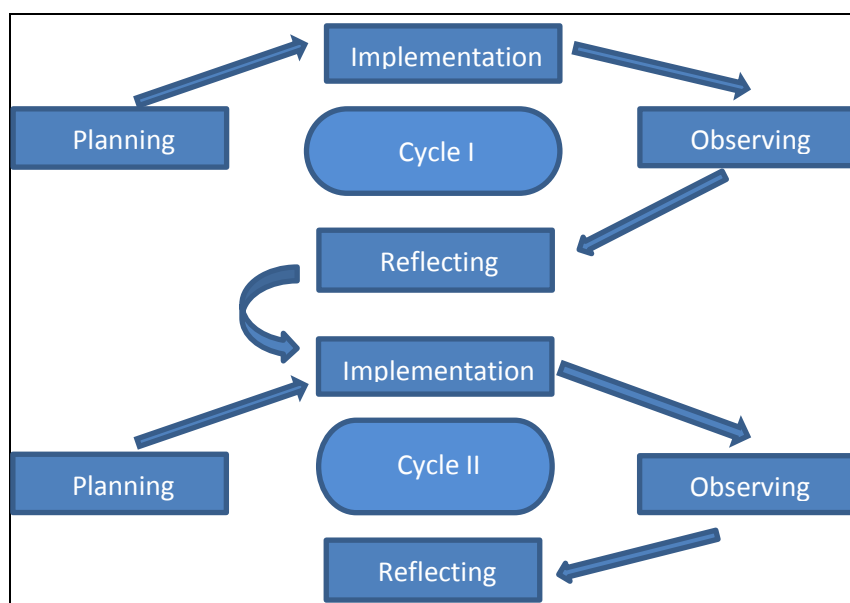


Figure 1. *Kemmis and McTaggart model*

In this action research, the study subjects were 42 students of grades XI IPA 2 of SMAN 4 Serang City, consisting of 17 men and 25 women. This action research was conducted in SMAN 4 Serang City grade XI students. SMAN 4 Serang City is located on the Banten Highway Km.05 Kasemen, Serang City. This action research was carried out in the even semester of the 2021/2022 academic year by the school's academic calendar. Data collection techniques use test and non-test methods. The analyzed, interpreted, explained and inferred data obtained from observations (empirical evidence) are associated with the theory used (conceptual framework). Data analysis using quantitative and qualitative research.

RESULT AND DISCUSSION

This research is divided into several stages. The planning stage of this research is in the form of preparing learning instruments, including preparing learning tools, reading test tools, and learning media in the form of clippings. The stage of action implementation is to implement CIRC-type cooperative learning assisted by clipping media and measuring students' ability to read folklore. Then, the observation stage is carried out by the observer by observing the learning process that is taking place. Then, the last stage is reflection, carried out by teachers and observers by making a reflection journal. The results showed that the applying the CIRC type cooperative model assisted by clipping media could improve students' ability to read folklore. That is seen in cycles I and II.

Table 1. Learning Outcomes of Reading Student Short Stories

No.	Ket.	KKM	Number of Student			Percentage		
			Precycle	Cycle I	Cycle II	Precycle	Cycle I	Cycle II
1.	Uncomplete	<72	37	29	10	88.1	69.1	23.8
2.	Complete	>72	5	13	32	11.9	30.9	76.2
Sum			42	42	42	100	100	100

From the precycle data, it can be seen that only 5 students (11.09%) reached the minimum completion limit and 37 students (88.10%) were declared incomplete in mastering the material. From the average score of student learning outcomes in cycle 1, it seems that it has not met the expected criteria because only 13 students (30.09%) have reached the minimum limit of complete and around 29 students (69.10%) have not completed mastering the learning material. This reflects that the learning outcomes of reading short stories of students are still relatively low. The learning process that takes place seems boring. Learning does not foster student creativity. Then, students are also still confused about carrying out the stages in CIRC type cooperative learning. In the end, this condition had an impact when a test of the ability to read short stories was held, it turned out that most of them were incomplete or below the limits. The problems found in cycle 1 are reflected and then evaluated to find alternative solutions.

Based on data analysis in cycle 2, it can be seen that in cycle 1 students who complete the results of learning to read short stories are only a few people, while in cycle 2 it seems that the average increases. If it is put into a predetermined category, it is included in the sufficient category. As for the learning outcomes of reading short stories obtained from cycle 2, as many as 10 students (23.80%) have not reached completion and 32 students (76.20%) have reached completeness in learning. In the learning process students seem to show a significant improvement when compared to before, judging from student activities in the Cooperative Integrated Reading And Composition (CIRC) type learning model and serial image media, it seems that students can work together and think critically. There is a willingness to help friends

with the meaning of the word, the learning atmosphere becomes more fun. So in this approach, the teacher acts as a facilitator and has a positive personal relationship with the students.

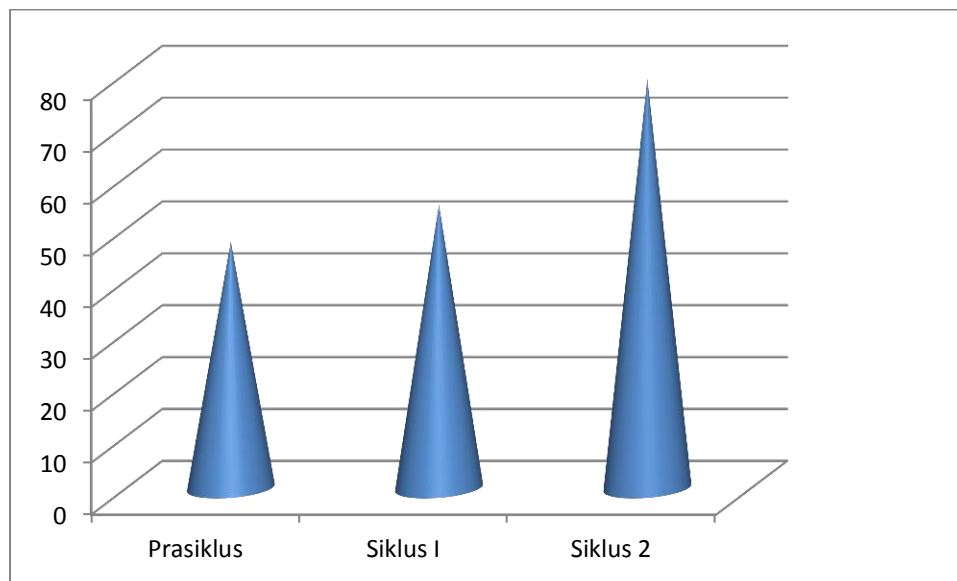


Figure 1. Average Score of Student Short Story Reading Outcomes

The results of the students' short story reading ability test in the precycle averaged 47.50. In the first cycle the average was 54.67 and in the second cycle the average was 78.85. This means that the application of the CIRC model assisted by image media increases the results of students Indonesian learning. This is supported by the findings in the journal notes of the second cycle reflection, namely that each student is actively involved in the learning process. Each member of the group has different duties and responsibilities. Learning becomes more provoking for students to think critically. The improvement of students' short story reading ability in this study is in line with the results of research by Nuhidayah, Mulyasari, and Robandi (2017) which concluded that the CIRC model was able to improve students' reading comprehension. Other researchers concluded that students' reading comprehension improved using the CIRC model (Aprilentina, Fahrurrozi, & Anwar, 2020; Choiri, Rizal, & Ananda, 2022). Improving students' reading comprehension skills with the CIRC model needs to be developed as an innovation in learning reading text comprehension. The use of the CIRC method on students' reading comprehension skills provides concrete visualizations and images for teachers to use in learning activities. The CIRC learning model has advantages that can increase student motivation for learning. The advantages of the CIRC learning model, according to Slavin (in Halimah, 2014) are that the CIRC learning model is appropriate to be used to increase student understanding of the material presented, teacher dominance in the learning process is reduced, and students are motivated to alignment.

From the answers to the student questionnaire, it is evident that the Cooperative Integrated Reading and Composition (CIRC) model is really liked by students. The learning carried out is new, students feel happy to follow the lesson, more focused on the material, tasks are easier to do, motivated in doing tasks, feel ready to answer questions, focus and think critically, and are more passionate. Moreover, rewards are given to group members and groups who can complete group tasks and answer questions asked by the teacher. When teachers provide rewards or reinforcement to students in learning activities, the enthusiasm of students for learning will be greater. This shows that Indonesian learning with the Cooperative Integrated Reading and Composition (CIRC) approach received a positive response from students. With the CIRC model, teachers more easily recognize the ability of students both fast

and slow at understanding the material presented. The Cooperative Integrated Reading and Composition (CIRC) model is one of the appropriate models used in learning in schools in an effort to improve students' reading comprehension skills (Syafitri & Mansurdin, 2020).

The use of the Cooperative Integrated Reading and Composition (CIRC) model assisted by image media in grade XI of SMAN 4 Serang City was able to improve Indonesian learning outcomes. This can be seen from the decrease in the number of incomplete students from 37 students to 10 students. This shows that the Cooperative Integrated Reading and Composition (CIRC) learning model applied can improve student learning outcomes. The application of effective learning models greatly affects the achievement of learning objectives (Chandra, *et.al.*, 2022). Therefore, teachers need to choose the right model from the many learning methods, not only using models based on habits, but based on the material and targets to be achieved. Improved student learning outcomes and completeness of student learning outcomes have reached an average of 78.85%. This means that teachers have mastered learning using the Cooperative Integrated Reading and Composition (CIRC) learning model. The CIRC learning model can be assisted by using media. One of the learning media that can be used is image media. The role of the media is very important in the learning process (Puspitarini & Hanif, 2019). Apart from being an intermediary for learning messages, it can also provide varied learning experiences, foster attitudes, and create a meaningful learning atmosphere. In the end, the use of the media will have an impact on improving student learning outcomes, because students understand more and are enthusiastic about following learning.

CONCLUSION

The conclusions from the results of research on the ability to read short stories through the CIRC model and media images in class XI IPA-2 of SMAN 4 Serang City are as follows: 1) The process of learning to read short stories through the CIRC model and media images in cycle II is known to have changed in a positive direction compared to cycle I. These changes can be seen from the observation notes that the researcher wrote after carrying out the process of learning to read short stories through the CIRC model and image media; and 2) there is an increase in students' reading ability after conducting research actions using the CIRC model and image media. The improvement in reading ability can be seen from the results of the precycle, cycle I, and cycle II. From tests that have been carried out for two cycles, it was found that there is a very significant difference between the pretest results and the posttest results. Based on the results of the non-test data in cycle I, student behavior at each learning step has increased, although not significantly. In cycle II, the behavior increases at each step of learning significantly and in a positive direction. So it can be concluded that learning using the Cooperative Integrated Reading And Composition (CIRC) type learning model and image media has been proven through a series of tests to improve student learning outcomes for grade XI students of SMAN 4 Serang City.

Based on the conclusions of this study, several suggestions can be conveyed as follows. The Principal, as the main determinant of school policy, is advised to hold a training program on the implementation of cooperative learning models. Then, teachers in the field of Indonesian studying are expected to use the CIRC type cooperative learning model as an alternative in Indonesian learning to improve students' activity abilities and learning outcomes.

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