Development of Cooperative Integrated Model CIRC Typed (Cooperative Integrated Reading and Composition) in Intensive Reading Learning

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Abstract: Intensive reading learning at elementary level aims to find the proper meaning of a text. Based on the results of preliminary studies, it is generally found that intensive reading ability of the 5th grade is generally low. This case is due to the use of monotonous and conventional instructional model. The purpose of this research is to develop cooperative model of CIRC (Cooperative Integrated Reading and Composition) model to improve students' intensive reading ability. The research method used is a modified R&D (Research and Development). Cooperative leaning model CIRC type developed in this research is focuses on the steps of learning activities. The results of this research showed that the descriptions of teachers' expectation in intensive reading learning are as follows: (1) active participation of students during the learning process which is determined by high activity and creativity, (2) students' courage to express opinions and comments as well as suggestion about the topic being discussed, (3) students able to actively participate in class discussion. Moreover, the results also showed the descriptions of the students' needs which are: (1) a low-risk, safe, comfortable, and fun learning atmosphere, (2) a learning process that provide students' self-actualizing chances by conveying ideas or discussion between friends, (3) communication warmth between teacher-students, and (4) the frequent reinforcement in the form of praise and compliment for their positive actions. The improvement of learning outcomes through cooperative model of CIRC type is seen from the average of learning outcomes and the average of observations in each enforcement.

1 INTRODUCTION

Every language teacher should realize the importance of reading for students. Teacher must also understand that reading is a complex, and inclusive skill as well as involving a series of smaller skills (Tarigan, 2008).

As part of language skills, reading have important and strategic positions. Even reading has become a necessity of today's society. Thus, reading skill is important and required not only by the academic community but are also required by everyone. This fact leads to the consequence that reading learning, particularly intensive reading, should get the great attention from the education practitioners.

Based on observations in partner schools and discussions with Bahasa Indonesia teachers, students' intensive reading ability is still considered low. One of the cause of this low reading ability is the inappropriate instructional model used by teachers. Teachers are still applying conventional and monotonous instructional models.

To overcome this, it is required an appropriate, interesting, and effective learning model so that students can participate actively in learning activities. By doing so, it is hope that the learning objectives are accomplish at the end of the class session.

Having a thorough and further discussion about the problems faced, the cooperative learning model was chosen to improve students' intensive reading skill. In cooperative learning, students learn together in small groups and work to solve a problem, to complete a task or do something to achieve a common goal. Cooperative learning can also help students understand difficult concepts and can foster the ability to cooperate, think critically, and develop social attitudes. It also has a positive impact on

students with low learning outcomes. Cooperative learning models can help students improve positive attitudes, build confidence, and create interaction among the member of groups. Moreover, cooperative learning can also train students to receive friends with different background and competency (Suprijono, 2009).

There are many types of cooperative learning models that meet the characteristics of creative and effective learning, and among them is cooperative Integrated Reading and Composition (CIRC) models. The CIRC type cooperative model is an appropriate learning model to be applied in reading and writing materials at elementary level, as well as in the higher levels (Suprijono, 2009).

Co-operative Integrated Reading and Composition (CIRC) models have many advantages. Shlomo (2009) states four of them, which are 1) cooperative Integrated Reading and Composition (CIRC) learning model is appropriate to improve students' reading skill; 2) teacher dominance in learning process is reduced; 3) students are motivated on the results thoroughly, because they work in groups; 4) students can understand the meaning of questions and check each other's work; 5) help weak students; and 5) improve learning outcomes especially in reading learning.

Jahidin (2009) states that the cooperative model learning strategy CIRC modification, can improve mastery of biological concepts and potentially improve students' metacognition skills compared with conventional strategies. Another study is done by Mudawati (2008), she concluded that CIRC type cooperative learning model can improve student learning activity during group work, and presentation. Furthermore, Erfansyah (2009) concludes that CIRC cooperative learning model can improve students' intensive reading ability. Lastly, the result of Pristyanik research (2016) concluded that the CIRC type cooperative learning model can improve students' ability in writing short story text. These improvements can be seen from the activities and student learning outcomes.

Based on the description, the problems are formulated as follows: 1) how is the description of the needs of teachers in intensive reading learning? 2) How is the description of the students' needs in intensive reading learning? 3) Can CIRC's cooperative learning model improve students' intensive reading ability? 4) How students' responses to learning use CIRC's cooperative learning model in intensive reading?

The purpose of this research is: 1) to describe teachers' needs in intensive reading learning, 2) to describe the students' needs in intensive reading learning, 3) to describe the learning process using CIRC type cooperative model to improve students' intensive reading ability, and 4) to know the student's response to learning using CIRC cooperative learning model in intensive reading.

The theoretical framework describes some of the things related to this research namely, intensive reading that describes the reading of content and has language, cooperative learning model, CIRC cooperative learning model that describes the components, steps and advantages.

2 METHODS

This research used an adapted R&D method (research and development) by Sugiyono (2007). The method is used as a reference with modifications as needed in accordance with conditions in the field. The modification is done to find the right formulation to achieve the expected learning outcomes. The selection of R&D method is based on the purpose of the researcher to develop the learning model. The researcher believes that the modified flow of R&D methods is appropriate to develop a learning model.

The R&D flow in detail begins with the literature study, then it continued with field studies to see the pattern of learning applied by the teacher. After analyzing the finding, the researcher designed the learning model that will be tested. The model design is piloted to a specified limited sample, then evaluated and corrected if there are weaknesses. The results of the evaluation and subsequent improvement serve as a hypothetical model. The hypothetical model is then implemented in the learning process in the classroom as the first stage of implementation. It is then evaluated and refined if there are still shortcomings or weaknesses, then re-implemented as the second stage of implementation. After that, it is evaluated and refined again if there are weaknesses. The same process takes place until the research gets the expected results.

The term of enforcement used in this study is a modified form of broad-term testing in the R & D method and is intended to conform to the purposes of this study. The purpose of this study is mainly to know the improvement of student learning outcomes and observation results of teacher and student activities in the implementation of learning models on each enforcement.

The results of this study after expressed to meet expectations for improvement achieved, then the

next model is defined as a final model that can be implemented into schools more broadly, especially in high school.

The stages of R & D activities are prepared and implemented by using the model cooperative CIRC type is as figure 1.
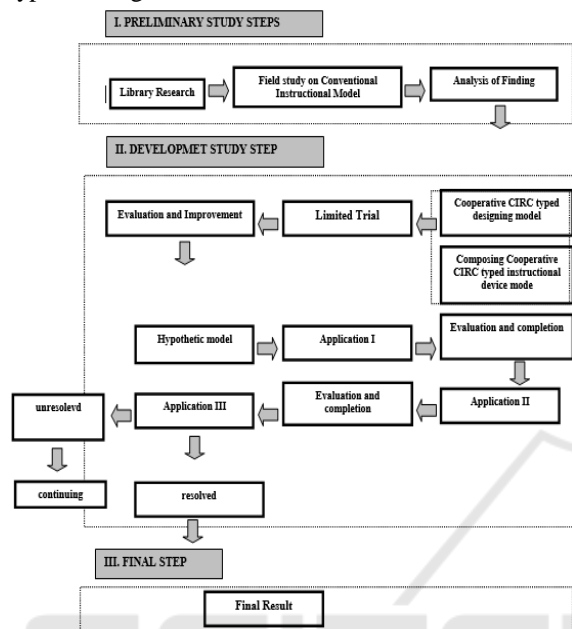

Figure 1: Stages of Research and Development Activities Cooperative Integrated Reading and Composition (CIRC) Model.

3 RESULTS

In accordance with the objectives, the results of this study can be presented as follows. Concerning the description of teachers 'needs in intensive reading learning it can be identified that 1) the teacher expects student involvement in the learning process, (2) the teacher expects the students' courage to express their opinions and suggestions on the issues discussed in the group, and (3) students are active in following class discussions.

Based on these results the initial findings of learning activities it determines that students are still awkward and afraid to make mistakes both when arguing and when answering questions. Students still lack confidence in their abilities. They are always overshadowed by mistakes. It can be seen from the students' attitude who still seem to be shy in conveying opinion.

The students' needs are as follows: 1) students need low-risk, safe, comfortable, and fun learning atmosphere, (2) students need learning process that gives freedom to self-actualization, (3) students need communication warmth between teacher-students, and (4) students need the intensity of reinforcement in the form of praise and flattery for positive activities undertaken.

It is undeniable that the learning situation is safe, comfortable, and fun will make the child feel at home for long stay in the classroom. Similarly, learning situations that give children greater freedom to self-actualize will create class conditions full of ideas and ideas. In addition, a teacher who is truly able to play a motivator and class facilitator, will foster self-confidence in children. In addition, the intimate relationship between teachers and students intensely reduces the burden of fear, insecurity, lack of confidence in children. The key to successful learning are the ability of teachers to build emotional ties by creating student learning pleasure, harmonious relationships, and removing threats from the learning environment.

The most important thing that most teachers forget about is giving praise or flattery. So far it is often ignored, in fact the provision of reinforcement in the form of praise and compliment can be encouraging to the child's self-recognition.

The improvement of learning outcomes through cooperative model of CIRC typed is seen from the average of learning outcomes and the average of observations in each enforcement. The average score of evaluation of the enforcement I is 61.9, enforcement II is 69.6, and the enforcement of III is 79.1. Meanwhile the rating of the average of observations on the enforcement I shifted from 'poor' to 'fair'. The rating of enforcement II increased to 'good' and the enforcement III became 'very good'. The students' responses questionnaire results are 5.3% classified 'poor' 36.9% 'fair', 44.2% 'good', and 12.4% is classified 'very good'.

4 DISCUSSION

Intensive reading learning using CIRC-typed cooperative model is implemented in three steps of enforcement. The researcher designs the instructional pattern according to the characteristics of CIRC-typed cooperative model which is child friendly. Using this instructional designed, the researchers and partner teachers conduct implementation of learning in the field. Together with the partner teacher, the researcher carried out an intensive recording of the learning process on teacher's and student's activity observation sheet.

Researchers follow the ongoing process of learning from the beginning to the end of the activity.

From the three steps of enforcement, the data about the learning process in the form of a description of the needs of teachers is obtained. This data is then discussed and evaluated by the researchers and teacher partners. The results are expected to be the basis for improvement in the learning process on the next implementation. All deficiencies recorded are valuable findings for improvements to subsequent enforcement.

In this step the partner teacher implements the planned CIRC type cooperative model. The partner teacher follows a rough path in each learning step. After concluding the apperception, the partner's teacher subsequently formed a heterogeneous discussion group by setting each group of 4 students.

In the next step, the partner teacher gives the topic that has been set for discussion. The partner teacher asks each group to examine the topic first and raise questions if there is something they don't understand. Partner teachers continually strive to create learning conditions that allow students to be more active and creative. Partner teacher always motivate and direct students to discover their own understanding and knowledge. In addition, partner teachers provide guidance on what students should do and try to generate and lead students to master the problem. While continuing to create a conducive learning atmosphere, partner teachers seek to and find weaknesses that are considered to be an obstacle.

On the next activities, the partner teacher asked each group to present the results of the discussions of the topics discussed. The partner teacher also asks other groups to respond to the outcome of the presentation critically and responsibly. Based on the researchers' guidance, partner teachers conduct activities that can lead students to parse and solve their own problems.

Following the previous activity, the partner teacher gives wide opportunity to the students to express their opinions or comments and suggestions on the topics discussed. Unfortunately, these efforts and expectations did not get positive response from students. At initial enforcement students still seemed passive and had no courage to express opinions or comments on the topics covered. It is seen from the awkwardness of students. When the teacher asks one of the students to try to give an opinion or comment on the topic of discussion, the student still has not shown the courage to contribute. Students still look scared, shy, and lack confidence.

With the guidance and encouragement made by partner teachers intensively, then some students begin to attempt to give opinions or comments on the topics covered. The courage of one of these students gradually followed by other friends.

Teacher partners are really required to be able to play the role well, i.e. as a facilitator and motivator of student activities. With patience, perseverance, and tenacity, partner teachers are constantly trying to motivate students to be actively involved in the learning process. Gradually the activity began to show positive results.

Furthermore, the partner's teacher provides explanations through short lectures and students were invited to understand the topic correctly. It is expected that in this activity the students are able to find the conclusion of the problem. Student activity is allowed to flow without teacher intervention. The short lecture is intended only to clarify the intent of the topic discussed. The lecture is also intended for the issues discussed not to widen everywhere. The lecture method is a learning method inherent in every learning process, and the lecture method is used to convey information or explanation on a subject or a problem. Thus, the lecture method that emerges in the midst of this learning process does not become a dominating part at all.

In the next activities, students were asked to report the results of the discussion related to topic discussed. By this activity, it is expected that students are able to conclude the topic discussed.

In the early stages of implementation of the CIRC cooperative model, many obstacles are found. Almost all partner schools report difficulty creating dynamic class conditions. Students are not accustomed to explore the material with their own reasoning abilities. However, at a later stage the situation becomes reversed, students begin to enjoy this kind of learning model, especially adventurous students. Meanwhile, other students also began to show rapid development, mainly especially their courage to participate in the learning process.

At the end of learning process, partner teachers gave praise and compliment to the students who dare to contribute to the discussion and proceed with concluding the outcome of the discussion. Praise and compliment is intended to encourage the growth and development of students' enthusiasm while concluding the results of the discussion is intended to strengthen the learning process that has been implemented.

Learning through the CIRC-type cooperative model is not just a model of learning that is concerned only with the end result, but further it can

form positive characters and characters. To achieve the success of learning, the involvement of students in the process of active learning and the courage of the students to argue is a necessity. This condition illustrates the teacher's need.

Based on field studies and interviews with partner teachers before the research was conducted, it was found that currently the partner teachers were fixated on the conventional learning pattern using only the classical method. This is done in addition to the lack of facilities (related reading materials) as well as the demand for curriculum and the final examination of the national examination [UAN]. These demands cause the learning practices out of the path. In fact, a partner teacher informed that students in the final class are no longer getting the usual learning materials. They are only treated and taught UAN preparation materials only, or materials that are tested in UAN later. Even more alarming there are some schools that only hold UAN problems drill of subjects to be tested. The policy really impaired the world of education.

This fact cannot be denied, that currently conventional learning application has internalized in students: the students become passive learners i.e. learning that only requires students to sit, be quiet, and listen to the teacher's lecture.

During the implementation of learning, data on the description of the needs of students is obtained as follows. Basically, students need safe, comfortable, and fun atmosphere. A safe and comfortable learning atmosphere means that the instructional model is set least threat and pressure, while enjoyable learning is an instructional model that is set up full of friendship, togetherness and freedom. Such learning conditions will generate a conducive classroom atmosphere, furthermore creating a growing interest in student learning. This fact demands a teacher's professionalism in managing the class.

To create such learning atmosphere is on the teacher's hand; how a teacher can build an emotional bond, build a harmonious relationship and instill understanding to the student. A harmonious relationship, and a pleasant classroom atmosphere will have a profound effect on the growth of self-confidence. In addition, the learning process which is built full of humanists, giving students the freedom to self-actualize, intensive emotional bonding and communication warmth between students and teachers, will greatly affect the success of learning.

Based on that fact and the results obtained in the implementation of CIRC cooperative instructional model, it can be concluded that the core of the picture of the needs of students is the creation of learning settings that provide sufficient place for students to self-actualize, low-threatened, safe, comfortable, and fun class conditions, harmonious relationship between teacher-students, as well as a recognition and empowerment by teachers. The latter two factors are capable of bringing a great influence on learning outcomes. Often these problems are ignored. In fact, it is considered insignificant but has a great impact for students. Giving reinforcement in the form of praise or flattery for the positive behavior of students can foster self-confidence.

Description of the needs of students in intensive reading learning activities is a separate input for partner teachers. The partner teacher realizes there are many elements that can affect the success of learning. However, so far, these things are often ignored to meet the demands of UAN curriculum and demands. The dilemma faced by these teachers may be a matter of reflection for us.

5 CONCLUSIONS

Based on the results of the research and discussions that have been described, it can generally be concluded that learning using the CIRC type cooperative model can improve students' intensive reading skills if implemented by taking into account the eight learning steps. The eight steps are: 1) the intensity of the student's personal approach; 2) the intensity of giving questions to the students; 3) the intensity of motivation for student involvement; 4) the intensity of attributing students' experiences to the material; 5) the intensity of giving positive reinforcement to student achievement; 6) the intensity of the opportunity distribution to the students in giving opinions and suggestions on the material discussed; 7) the intensity of the distribution of opportunity to the students in answering teacher questions; and 8) the intensity of provocation of feedback questions from students.

Learning through CIRC-type cooperative model applied by taking into account the eight learning steps not only can improve students' intensive reading ability, but also can motivate students' involvement in the learning process, encourage students' courage to express their opinions and contribute to the material discussed, to create student creativity in following the activities of discussion and eliminate shame, fear and lack of self confidence in students.

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