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.

Keywords: Cooperative Learning Model CIRC Typed, intensive Reading, Research and Development.

1   Introduction

The modern era is characterized by extraordinary information disclosure. News in the from many parts of the world can be accessed easily and quickly through printed, electronic and online media. Therefore, the ability to absorb information quickly and accurately is unavoidable. Facing this era, schools need to teach their students various strategies to acquire adequate reading skills. Reading

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skill plays an important role to absorb information from various printed and online media that cover the various aspects of life.

Every language teacher should realize how important reading is for students. In addition, the 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 skills have important and strategic positions. This is based on the fact that in this era of openness more and more people depend their lives on various information. In fact, reading has become a necessity of today's society. Therefore, reading skill is important and required not only by the academic community but are also required by everyone.

Considering the important role of reading skill, reading learning, particularly intensive reading, should get the great attention from the education practitioners. Intensive Reading as a Basic Competency of the Indonesian Language Learning Competency Standards is aimed at training students' ability to explore the implied meaning of the text being read. Therefore, students must possess that skill and master it especially at elementary school level.

Intensive reading is reading carefully, thoroughly and in detail to produce an understanding, and a deep and thorough comprehension of the reading text (Tarigan, 2008).

Based on observations in partner schools and discussions with Bahasa Indonesia teachers, students' intensive reading ability is still considered low. One of the causes of this low reading ability the inappropriate instructional model used by teachers. In addition, in the learning process 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.

Based on the 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. In addition, cooperative learning can help students understand difficult concepts and can foster the ability to cooperate, think critically, and develop social attitudes. Cooperative learning 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).

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Co-operative Integrated Reading and Composition (CIRC) models have many advantages. There are at least four advantages of cooperative Integrated Reading and Composition (CIC) model according to (Shlomo, 2009), 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. The previous research on COIRC model (Cooperative Integrated Reading and Composition) model is presented in the following explanation.

The first is Jahidin (2009) in a study entitled "The Effect of Cooperative Learning STAD and CIRC on High and Low Academic Students to Metacognition Skills and Mastery of Biology Concept of Bau-bau State High School Students". In the study it is concluded that the cooperative model learning strategy CIRC modification, can improve mastery of biological concepts and potentially improve students' metacognition skills compared with conventional strategies.

The Second is Sri Mudawati's (2008) research entitled "Enhancement of Learning Activity Through Application of Cooperative Learning Model of Reading and Writing (CIRC) on Environmental Principles and Preservation in Grade VIII MTs Negeri Gandusari Blitar". The study concluded that CIRC type cooperative learning model can improve student learning activity during group work, and presentation.

Third, the results of research Nasrul Fuad Erfansyah (2009) with the title "Improvement of Intensive Reading Skills with Cooperative Learning Model Type CIRC Class VI Student MI Maarif Mayak Tonatan Ponorogo Year Learning 2009/2010". The study concludes that CIRC cooperative learning model can improve students' intensive reading ability.
Fourth, the result of Dwi Prisitianik research (2016) with the title "Improving Text Caption by Using CIRC Model on Grade VII Student of SMP Negeri 25 Malang". The study 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.

No matter how good the learning model is, it remains up to the teacher's ability. meanwhile, the professional teacher is the teacher who always welcomes change and renewal.

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? and 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 is an R&D method (research and development) of Borg and Gall (2003), which has been adapted by Sugiyono (2008). The method is used as a reference with modifications as needed in accordance with conditions in the field. The modification does not mean that Sugiono's adaptation R&D method is unsatisfactory, but rather to find the right formulation to achieve the expected learning outcomes.

The selection of R&D method in this research 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 more as follows.
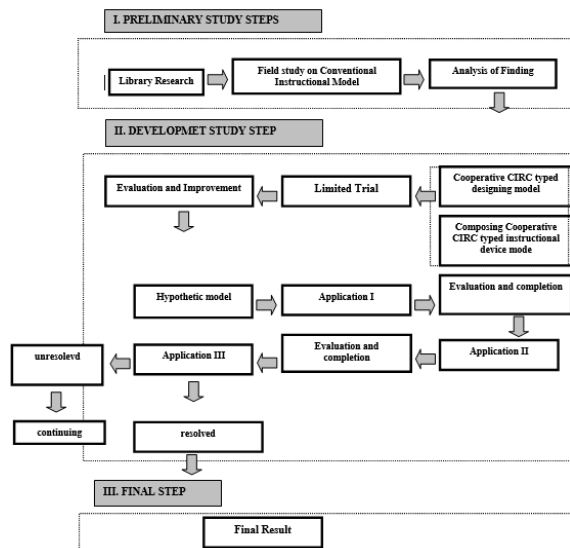
Figure 1: Stages of Research and Development Activities Cooperative Integrated Reading and Composition (CIRC) Model.

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. DePorter and Hernacki (2002) argue that one of the learning constraints of students is the fear of making mistake and failing to do something, whereas he thinks mistakes and failures are a delayed success. He further said that fear of making mistake and failure can keep one person forever confined in a life without challenge, without adventure, no joy, and loss of curiosity. All of that at the end will make a person become steady. The condition of the students gradually can be eliminated in line with the improvement of learning activities conducted in each enforcement.

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

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addition, the intimate relationship between teachers and students intensely reduces the burden of fear, insecurity, lack of confidence in children. This is in line with DePorter and Reardon's (1999) opinion that the key to successful learning is 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.

It is an axiom that discussion is one of the teaching strategies that can encourage students to be active. This is in line with the opinions of Ibrahim and Sukmadinata (1991/1992) the teaching method that can enable students, the simplest one, is the question-and-answer method along with discussion method because these two methods have many similarities. In the learning process of CIRC type cooperative model these three methods accommodate well.

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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. At the suggestion of the researcher, the partner teacher continues to identify the ability that is expected to grow and develop and can be mastered by the students after the end of the learning process. From the topic of the problem is expected students can read for each other and find the main idea and can respond to each other. The collaboration among the students is expected to create students' courage to express opinions, and ideas and to accept differences among students. The responses are written in a separate sheet that has been prepared.

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. Students are expected to be able to elaborate the problem logically and scientifically. With the guidance of teachers, students are able to find and answer their own problems.

The 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. In fact, in this activity the teacher expects students to be actively involved in the learning process, convey opinions, ideas, ask questions, and respond. Researchers totally realize that the traditional learning process has influenced students' behavior.

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. With dedication, partner teachers continue to strive to be loyal discussion mediators. All the difficulties he encountered he resolved vigorously and without despair. Constantly partner teachers encourage students to be involved in the learning process.

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. In line with the statement of Ibrahim and Sukmadinata (1991/1992) that 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 the learning process through the CIRC cooperative model is implemented, 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. Indra Jati Sidi (2001) stated that the method of learning done by a teacher greatly influences the formation of character and character of a person.

To achieve the success of learning, the picture of the needs of teachers are determined by the involvement of students in the process of active learning, activity and creativity are high, and the courage of students to argue. This cannot be negotiable. Without such comprehensive activity it is impossible to improve students' ability in intensive reading to be achieved.

Meanwhile, the description of students' needs in reading intensive reading can be seen in the following explanation. During the implementation of the CIRC type cooperative model learning, students showed a disquieted expression. It can be seen from the behavior and gestures shown. Researchers are aware the students' anxiety in learning activities at the moment. The learning patterns are completely different than usual. Earlier, the students followed the learning activity merely by sitting, silent and listening without requiring direct student involvement. Therefore, this learning process for students is considered as a new thing, particularly when they are asked to get involved directly.

The learning of the CIRC type cooperative model requires students to be actively involved in the process of discussions that have been designed. The final result is not the main goal, but only the intermediate objective, whereas active student involvement becomes an important concern for the

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teacher, since the principle of student involvement in each learning activity is a reflection of the final outcome.

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. Therefore, it is not surprising that in the early implementation of this type of CIRC cooperative model learning, there were many reports from partner teachers complaining of low student involvement. Similarly, in the learning process the partner teachers reported difficulty creating an active classroom condition. This fact is quite difficult for researchers.

The pattern of conventional learning that is conducted by the teacher so far does not provide space for students to self-actualize, and the conventional learning pattern that has been accepted by the students is only to create passive class conditions. Such pattern of learning can lead to complexity in the organization of learning this time.

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. DePorter (1999) recounts that a joyful atmosphere will bring joy to learning. The same is presented in the research results of Welberg and Greenberg (1997, in DePorter, 1999) that the classroom social environment is the main psychological determinant that influences learning.

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 line with the opinion of Kaufeldt (2008) that the best way to learn is where there are enough challenges in the low-threatened learning environment. 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.

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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.

After obtaining various positive input from the researcher on each application, the intensive reading learning process using CIRC type cooperative model can be implemented well. The atmosphere, attitudes and professionalism of partner teachers gradually can also be well established. Field observations become the basis for improvement and refinement of subsequent enactments, so that all that is expected of the learning process can be achieved.

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.

4   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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