

PENERAPAN MODEL *COOPERATIVE INTEGRATED READING AND COMPOSITION* (CIRC) UNTUK MENINGKATKAN KETERAMPILAN MEMBACA INTENSIF SISWA KELAS IV SEKOLAH DASAR

Oleh
Astri Mulianati
1204924

ABSTRAK

Penelitian ini dilatarbelakangi oleh kurangnya keterampilan siswa kelas IV sekolah dasar dalam membaca intensif. Hal ini terlihat dari hasil tes yang diperoleh oleh siswa. Ketuntasan Kriteria Minimal yang telah ditetapkan yaitu 70. Berkaitan dengan permasalahan tersebut, peneliti mencoba menerapkan model pembelajaran *Cooperative Integrated Reading and Composition* (CIRC) untuk mengatasi masalah tersebut. Tujuan dari penelitian ini adalah untuk mengetahui pelaksanaan dan peningkatan keterampilan membaca intensif dengan menggunakan model *Cooperative Integrated Reading and Composition* (CIRC). Subjek penelitian ini adalah kelas IV-A dengan jumlah 27 siswa. Langkah-langkah model *Cooperative Integrated Reading and Composition* (CIRC) yaitu guru membentuk kelompok, guru memberikan wacana, siswa bekerjasama saling membacakan dan menemukan ide pokok, siswa mempresentasikan, guru memberikan penguatan, dan bersama-sama membuat kesimpulan. Penelitian tindakan kelas ini mengacu pada model Kemmis dan Mc. Taggart dengan menggunakan tiga siklus. Pengolahan data dikelompokkan menjadi data kualitatif dan data kuantitatif. Data kualitatif diperoleh dari hasil observasi aktivitas guru dan siswa. Data kuantitatif berupa data hasil tes/evaluasi siswa yang dianalisis menggunakan rumus yang telah ditentukan. Hasil analisis data menunjukkan terjadi peningkatan keterampilan membaca intensif siswa. Persentase ketuntasan pada siklus I yaitu 52%, pada siklus II meningkat menjadi 67%, dan pada siklus III persentase ketuntasan meningkat lagi menjadi 85%. Simpulan dari penelitian ini yaitu penerapan model *Cooperative Integrated Reading and Composition* (CIRC) dapat meningkatkan keterampilan membaca intensif siswa kelas IV Sekolah Dasar.

Kata kunci: Keterampilan Membaca, Membaca Intensif, Sekolah Dasar

The Implementation of Cooperative Integrated Reading and Composition (CIRC) to
Improve Fourth Grade Students' Intensive Reading Skill

BY
Astri Mulianati
1204924

ABSTRACT

This research is done based on fourth grade students' lack of skill on intensive reading. This is shown by their grade at preliminary test. The decided minimum passing grade is 70. Cooperative Integrated Reading and Composition (CIRC) model is implemented in learning to overcome that problem. Objectives of this research are to find out the implementation of Cooperative Integrated Reading and Composition (CIRC) model in learning and to find out students' intensive reading skill improvement. Subjects of this research are 27 class A fourth grade students. The steps of the implementation of the Cooperative Integrated Reading and Composition (CIRC) model are teacher gather students group, teacher bring out a discourse, students read and cooperatively find the discourse's theme, students present their finding, teacher gives students feedback, and students and teacher draw conclusion. This class action research refers to Kemmis and McTaggart's model which consist of three cycles. Data is categorized into qualitative data and quantitative data. Qualitative data is obtained from the observation of teacher and students' activity. Quantitative data is obtained from the analysis of students' grade which used pre-decided formula. Data analysis results show that students' intensive reading skill improve. In cycle I students' pass percentage is 52%. In cycle II students' pass percentage improves, that is 67%. In cycle III students' pass percentage improves, that is 85%. The conclusion of this research is the implementation of Cooperative Integrated Reading and Composition (CIRC) model improves fourth grade students' intensive reading skill.

Keywords: reading skill, intensive reading, elementary school