

ABSTRAK

EFEKTIVITAS MODEL PEMBELAJARAN *COOPERATIVE, INTEGRATED, READING AND COMPOSITION* (CIRC) TERHADAP KEMAMPUAN MEMAHAMI TEKS BACAAN PADA PELAJARAN BAHASA INDONESIA DI SD

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Masalah dalam penelitian ini adalah rendahnya kemampuan memahami teks bacaan peserta didik kelas III pada pembelajaran Bahasa Indonesia. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas model pembelajaran *cooperative integrated reading and composition* (CIRC) terhadap kemampuan memahami teks bacaan peserta didik. Jenis penelitian yang digunakan yaitu eksperimen yang berbentuk *quasi experimental design* dengan desain penelitian *non equivalent control group design*. Teknik pengambilan sampel menggunakan teknik *sampling* jenuh yaitu, seluruh anggota populasi dijadikan sebagai sampel, dengan sampel sebanyak 42 peserta didik. Teknik pengumpulan data menggunakan teknik tes dan non tes. Pengujian hipotesis menggunakan uji-t dengan hasil *output* menunjukkan bahwa H_0 ditolak dan H_a diterima, karena $\text{sig } 0,00 < 0,05$ yang berarti terdapat perbedaan kemampuan memahami teks bacaan kelas eksperimen dan kelas kontrol, hal ini menunjukkan bahwa model pembelajaran CIRC efektif dalam meningkatkan kemampuan memahami teks bacaan peserta didik. Dapat disimpulkan bahwa terdapat efektivitas model pembelajaran CIRC terhadap kemampuan memahami teks bacaan peserta didik pada pelajaran Bahasa Indonesia kelas III SD Negeri 6 Metro Utara.

Kata kunci: circ, model pembelajaran, teks bacaan.

ABSTRACT

EFFECTIVENESS OF COOPERATIVE LEARNING MODEL, INTEGRATED, READING AND COMPOSITION (CIRC) LEARNING MODEL ON THE ABILITY TO UNDERSTAND READING TEXT IN INDONESIAN LANGUAGE IN ELEMENTARY SCHOOL

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The problem in this study was the low ability to understand reading texts of grade III students in Indonesian language learning. The purpose of this study was to determine the effectiveness of the Cooperative Integrated Reading and Composition (CIRC) learning model on the ability to understand reading texts of students. The type of research used was an experiment in the form of a quasi-experimental design with a non-equivalent control group design. The sampling technique used was saturated sampling, namely, all members of the population were used as samples, with a total of 42 students. Data collection techniques were carried out using test and non-test methods. Hypothesis testing used a t-test, and the output results showed that H_0 was rejected and H_a was accepted, because $\text{sig } 0.00 < 0.05$, which meant there was a difference in the ability to understand reading texts between the experimental class and the control class. This showed that the CIRC learning model was effective in improving students' reading comprehension skills. It was concluded that there was an effectiveness of the CIRC learning model on the ability to understand reading texts of students in Indonesian language lessons in grade III of SD Negeri 6 Metro Utara.

Keywords: circ, learning model, reading text.