Systematic Literature Review (SLR): CIRC Learning Model on Reading Comprehension Skills in Indonesian Language Subjects in Primary School

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ABSTRACT

The CIRC (Cooperative Integrated Reading and Composition) learning method is a method that supports students in developing comprehensive reading skills and provides benefits for students to understand learning material. This study aims to conduct a literature review related to the CIRC learning model on students’ reading comprehension skills. The research method used in this study is the SLR (Systematic Literature Review) method. Data collection is done by documenting all articles that have similar research in the research report. The articles used in this study were 4 national journal articles obtained from the Google Scholar database using the Publish or Perish application. The use of the CIRC learning model can be developed by teachers as a learning model to improve students’ reading comprehension results.
INTRODUCTION

Education is the most important part of a person’s efforts to develop the talents they already have. Without education, humans will find it difficult to develop or even not develop. Education is an effort to help students from their natural nature to become better humans. Therefore, education must be formed from an early age because through education it will make children have good character (Karim & Fathoni, 2022). In the world of education, students are taught to read, write, count, etc. Reading is the most important aspect of language skills that must be mastered by students and must be developed from an early age.

Reading is one component of the four main languages, and is part of written communication. In elementary school learning, teachers are required to achieve the goal of reading quickly. According to Harianto (2020) reading is the pronunciation and acquisition of words from the process of understanding the content of text or printed materials. This activity involves analyzing and organizing various complex skills, including learning, thinking, reasoning, assimilation, and problem solving, which means it leads to informative explanations for the reader. There are basic components in the reading process. One of these basic components is reading comprehension.

Reading comprehension is the top reading skill. According to Alpian & Yatri, (2022) reading comprehension is the process of understanding reading by someone to recognize, understand and at the same time retain the information contained in reading material. In reading comprehension, students must know the content of the reading. Teachers must pay attention to methods and strategies in teaching so that learning objectives and the learning process can be achieved optimally. According to Kesumadewi et al., (2020) a learning model is a plan that will be used as a learning guide in the classroom which refers to the learning that will be used, including stages, objectives and class management. The model that teachers can use in the teaching process is the cooperative learning model. One of the cooperative learning models that can be taught for learning to read is the Cooperative Integrated Reading and Composition (CIRC) type.

The CIRC learning method is a method that supports students in developing comprehensive reading skills and provides benefits for students to understand learning material. In the CIRC method, students are required to master the main ideas of a discourse and reading, writing and other skills together, Yuliana et al., (2022). So the CIRC learning model is a special learning model for language subjects in order to read and find the main idea, notion or theme of discourse.

Based on research, the aim of the CIRC learning model is to improve students' ability to understand reading content and to develop students' writing skills based on the reading material they read. This is in line with the opinion of Budiani, (2019) who states that the CIRC learning model can understand reading or discourse. and does not depend on a particular text. The aim of teachers using the CIRC type learning model in learning reading is to help students improve their reading comprehension skills and improve low student learning outcomes. CIRC learning is expected to be able to improve students' way of thinking by thinking critically, creatively and growing their social spirit.
This is in line with research conducted by Rahmi & Marnola, (2020) that learning reading comprehension using the CIRC type learning model can improve students' ability to understand reading content. Meanwhile, research conducted by Aprilentina et al., (2020) shows that by using the CIRC method, students' reading comprehension abilities have increased. Increasing reading comprehension using the CIRC method needs to be developed in learning reading text comprehension as an innovation. The use of the CIRC method on students' reading comprehension skills provides concrete visualizations and images for teachers to use as a learning tool. According to Anitra & Hendriana, (2022) the CIRC learning model has a big influence on students' reading comprehension skills. Apart from that, the CIRC learning model is able to improve students' reading comprehension.

Based on previous research, the results showed that learning reading comprehension using the CIRC learning model was able to improve students' reading comprehension results. This attracted researchers to conduct a literature review regarding the CIRC Learning Model on Students' Reading Comprehension Skills. It is hoped that the results of this literature review will become a strong basis for researchers to explore the CIRC learning model on students' reading comprehension skills.

**METHODOLOGY**

This research uses the Systematic Literature Review (SLR) research method, where the SLR method aims to identify and review journals systematically by following the procedures determined by Triandini et al., (2019). The procedure for identifying that can be suggested is the procedure from Cooper, 1988 in Harahap et al., (2021) states that the systematic procedure is as follows: formulating the problem, collecting data, analyzing and evaluating the data.

First, the question is why choose the CIRC learning model? Second, a literature study search was carried out on Google Scholar-based data using the Publish or Perish application. The keywords used are "The influence of the CIRC learning model" with a minimum limit of articles from 2019 to 2022.

Third, the inclusion criteria used in the search for literature studies include studies that relate to the conception of various features contained in the influence of the CIRC learning model to support elementary school students' learning activities and as a method for elementary school students' learning and research results that have been published in journals or national seminar proceedings. Fourth, the literature obtained was sorted and reviewed based on inclusion and exclusion criteria. From a literature search of 200 articles, data was obtained based on keywords, namely 9 articles. The articles were sorted according to inclusion criteria into 3 articles.
Diagram 1.
Flow diagram of the article selection process for the Systematic Literature Review stages

The next step is to enter the articles into the table, and then review and criticize the articles, especially regarding the components of the research results. At the end of the research, combine the results of several articles and draw conclusions.

RESULTS

In this section, you must provide us with each step taken to accomplish your studies. You must not put too much the result of descriptive statistics here; on the other hand, it should be summarized in an easier to read table or graphs. You must not forget the numbers for every table and chart presented in your paper.

In this research, we analyzed 9 articles regarding the CIRC learning model in the last 5 years and obtained the following results.

Table 1. Research Results on Systematic Literature Review (SLR): CIRC Learning Model

<table>
<thead>
<tr>
<th>Researcher and Year</th>
<th>Journal</th>
<th>Discussion result</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Eliantari et al., 2020)</td>
<td>Journal of Educational Research and Development</td>
<td>Based on the results of the t-test, obtained $t = 8.897$. This value was then compared with $t$ table at a significance level of 5% with degrees of freedom =</td>
</tr>
<tr>
<td>Researcher and Year</td>
<td>Journal</td>
<td>Discussion result</td>
</tr>
<tr>
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<tr>
<td>(Fitri et al., 2021)</td>
<td>Journal of Education</td>
<td>59 (t table = 2.001), and the results obtained were t count &gt; t table (8.897 &gt; 2.001) so that Ho was rejected, which means there was a significant difference in writing skills between groups of students taught using the Cooperative Integrated Reading and Composition (CIRC) learning model assisted by Circular Cards and groups of students taught using conventional learning.</td>
</tr>
<tr>
<td>(Sudiarni &amp; Sumantri, 2019)</td>
<td>Scientific journal of teacher professional education</td>
<td>Based on the calculation results, there is an influence of using the Cooperative Integrated Reading And Composition (CIRC) model on reading comprehension skills between students who take part in the Cooperative Integrated Reading And Composition (CIRC) model and students who take part in conventional model learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is a significant difference in reading comprehension skills between the group of students who were taught using the Cooperative Integrated Reading and Composition (CIRC) learning model assisted by portfolio assessment and the group of students who were taught not</td>
</tr>
<tr>
<td>Researcher and Year</td>
<td>Journal</td>
<td>Discussion result</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(Wirandari &amp; Kristiantari, 2020)</td>
<td>Journal of Pedagogy and Learning</td>
<td>The Cooperative Integrated Reading and Composition (CIRC) learning model assisted by concept maps has succeeded in increasing students' learning interest in reading comprehension skills and making students learn well and master the material more quickly.</td>
</tr>
<tr>
<td>(Santika et al., 2019)</td>
<td>PAJAR (Education and Teaching) Journal</td>
<td>There is no significant mean difference of results pretest. The results of the analysis of the final test scores are known that students learn using models CIRC learning in the experimental class got average 78.182 and control class 67.727 ie there is a significant mean difference between experimental class</td>
</tr>
<tr>
<td>Researcher and Year</td>
<td>Journal</td>
<td>Discussion result</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>(Royani et al., 2020)</td>
<td>Jurnal Education and Development</td>
<td>The CIRC type cooperative learning model with mind mapping techniques has an effect on students' social skills. There is influence which is significant for student learning outcomes with menggunakan model pembelajaran Cooperative Integrated Reading and Composition (CIRC) in class V students at SD Negeri Simomulyo IV/101 Surabaya.</td>
</tr>
<tr>
<td>(Khasanah et al., 2020)</td>
<td>Journal of Modern Education</td>
<td>The results of the research and discussion show that the results of the calculations in the t-test mean t_count &lt; t_table, namely 0.027 &lt; 0.05, so the hypothesis is accepted, so there is an influence of using the Cooperative Integrated Reading and Composition (CIRC) Cooperative Learning Model on the ability to solve mathematics story problems class V. And the average ability score of experimental class students is higher than that of the control class. In this way, the application of learning using the CIRC type cooperative learning model is better than the</td>
</tr>
</tbody>
</table>
Based on the table above, 9 articles have been selected by researchers that contain the CIRC learning model. Then it is specified according to variables, namely students' reading comprehension skills in Indonesian subjects so that 3 articles are obtained, presented in the following table:

<table>
<thead>
<tr>
<th>Researcher and Year</th>
<th>Journal</th>
<th>Discussion result</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Yamin &amp; Amalia, 2022)</td>
<td>Journal of Elementary School (JOES)</td>
<td>The use of the learning model Thus, the use of the CIRC (Cooperative Integrated Reading and Composition) learning model can show a very positive influence in improving Indonesian language learning outcomes for students in elementary schools.</td>
</tr>
<tr>
<td>(Yuliana et al., 2022)</td>
<td>Journal of Language and Literature Education</td>
<td>The research results show that the p value is 0.000 with a value of (α) of 0.05. Thus, it is clear that the p value (0.000) &lt; (α) (0.05) so it can be concluded that the application of the CIRC learning model has an effect on ability to read narrative essays of class V students at UPT SDN 010 Rante Bone North Luwu Regency. Based on the calculation results of the average pretest and post scores In the Ttest, it was seen that there was a significant increase in the students' narrative essay reading ability scores, namely that there was a difference in the pretest and posttest results.</td>
</tr>
</tbody>
</table>
Table 2. Research Results of the CIRC Learning Model which includes reading comprehension skills

<table>
<thead>
<tr>
<th>Researcher and Year</th>
<th>Variabel independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Fitri et al., 2021)</td>
<td>Students' reading comprehension skills</td>
</tr>
<tr>
<td>(Sudiarni &amp; Sumantri, 2019)</td>
<td>Students' reading comprehension skills</td>
</tr>
<tr>
<td>(Wirandari &amp; Kristiantari, 2020)</td>
<td>Students' reading comprehension skills</td>
</tr>
</tbody>
</table>

DISCUSSION

The research results show that by applying the CIRC learning model to students' reading comprehension skills, it is found that the CIRC learning model can have a significant effect on students' reading skills. This is in line with research conducted by Nawawulan et al., (2023) which states that through the CIRC learning model students are not only taught to recognize the concept of reading, but the CIRC model also teaches about developing analytical skills and how to understand reading books, as well as students participate fully in learning activities.

The first question regarding choosing the CIRC learning model is because it has the advantage that it can better understand reading/discourse and does not depend on certain texts, it can increase students' ability to provide a solution to a problem given by the teacher, it can be used for students who have a certain level of ability. low.

Based on the articles that researchers have reviewed regarding the CIRC learning model on students' reading comprehension abilities in subjects, only 3 articles were obtained which explained in detail about students' reading comprehension abilities in Indonesian language subjects. Research conducted by (Sudiarni & Sumantri, 2019) Hypothesis testing using the t-test shows that tcount > ttable (tcount = 7.73 > ttable = 1.99714). Based on the research results, it can be concluded that there is a significant difference in reading comprehension skills between students who are taught using the learning model (CIRC) assisted by portfolio assessment and students who are taught not using the Cooperative Integrated Reading And Composition model has a significant effect on students' reading comprehension skills. Research conducted by (Wirandari & Kristiantari, 2020) based on the t-test analysis, thit = 8.7619 and ttable = 2.000, so tcount = 8.7619 > ttable = 2.000. This means that there are differences in the reading comprehension abilities of students in the experimental group and the control group. So, the Cooperative Integrated Reading and Composition model assisted by portfolio assessment has an effect on the reading comprehension ability of fifth grade students at Gugus I Elementary School, Gianyar District.
CONCLUSION

Based on the research results presented in the discussion, it can be concluded that learning using the CIRC model has a significant effect on students' reading comprehension skills. This research provides suggestions for all parties interested in this research, namely that elementary school teachers can apply learning with various learning models and gradually abandon conventional models. It is recommended for future researchers to develop this research, not only in reading comprehension skills but also in terms of students' language skills. Because reading comprehension skills are part of language skills.

REFERENCES


