

ABSTRAK

Dian Kusuma Wijaya. 2025. *Meningkatkan Keterampilan Membaca Pemahaman Melalui Model Pembelajaran Kooperatif Tipe CIRC Siswa Kelas V SD Negeri 1 Ngrupit Kecamatan Jenangan Kabupaten Ponorogo.* Tesis. Madiun: Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (1) Dr. Dwi Setiyadi, M.M. (II) Dr. Lulus Irawati, S.S., M.Pd.

Kata kunci: *Membaca Pemahaman, Pembelajaran Kooperatif, CIRC*

Permasalahan yang dihadapi siswa dalam pembelajaran bahasa Indonesia kelas V SDN 1 Ngrupit Kecamatan Jenangan Kabupaten Ponorogo adalah rendahnya keterampilan membaca pemahaman. Hal ini, terlihat dari tes awal keterampilan membaca pemahaman siswa yang berada di bawah KKTP, sehingga pembelajaran membaca pemahaman belum berjalan sebagaimana yang diharapkan.

Penelitian ini bertujuan untuk mendeskripsikan dan menjelaskan proses peningkatan keterampilan membaca pemahaman dan peningkatan hasil keterampilan membaca pemahaman melalui model pembelajaran kooperatif tipe CIRC siswa kelas V SDN 1 Ngrupit dan faktor-faktor yang mempengaruhi peningkatan tersebut. Subjek penelitian adalah siswa kelas V SDN 1 Ngrupit yang berjumlah 8 orang. Pemilihan subjek penelitian didasarkan pada hasil kemampuan membaca pemahaman yang lebih rendah dibanding kelas lain.

Jenis penelitian yang digunakan adalah penelitian tindakan kelas. Penelitian dilaksanakan dua siklus. Setiap siklus melalui empat tahapan, yaitu perencanaan, tindakan, observasi, dan refleksi. Penelitian dimulai bulan Oktober sampai dengan bulan Januari 2024. Selama penelitian, peneliti berkolaborasi dengan satu orang guru bahasa Indonesia atau wali kelas. Data penelitian diperoleh dalam bentuk data kualitatif dan kuantitatif. Data kualitatif dikumpulkan melalui observasi dan catatan lapangan. Selanjutnya data kuantitatif diperoleh melalui tes objektif dan angket respon siswa terhadap pembelajaran.

Berdasarkan hasil penelitian, penggunaan model pembelajaran kooperatif tipe CIRC dalam pembelajaran keterampilan membaca pemahaman dapat meningkatkan keterampilan membaca pemahaman siswa. Peningkatan ini terlihat pada temuan penelitian nilai rata-rata siswa pada siklus I yaitu 71 berada pada klasifikasi cukup dan siklus II dengan nilai rata-rata 78 berada pada klasifikasi baik. Dari data yang ditemukan melalui tindakan kedua siklus tersebut diperoleh simpulan bahwa model pembelajaran kooperatif tipe CIRC dapat meningkatkan keterampilan siswa dalam membaca pemahaman. Selain itu, penerapan model pembelajaran kooperatif tipe CIRC menjadikan proses belajar menjadi menarik, menyenangkan karena siswa aktif dalam belajar, siswa menjadi mandiri, dan kreatif.

ABSTRACT

Dian Kusuma Wijaya. 2025. *Improving Reading Comprehension Skills Through the Cooperative Learning Model of the CIRC Type for Fifth-Grade Students at SD Negeri 1 Ngrupit, Jenangan Subdistrict, Ponorogo Regency.* Thesis. Madiun: Magister Study Program in Indonesian Language and Literature Education, Graduate Program, Universitas PGRI Madiun. Advisor Dr. Dwi Setiyadi, M.M. Co-Advisor Dr. Lulus Irawati, S.S., M.Pd.

Kata kunci: *Reading Comprehension, Cooperative Learning, CIRC*

The problem faced by fifth-grade students at SDN 1 Ngrupit, Jenangan Subdistrict, Ponorogo Regency, in learning Indonesian is the low level of reading comprehension skills. This is evident from the initial reading comprehension test results, which were below the minimum competency standards, indicating that reading comprehension learning has not yet met the expected outcomes.

This study aims to describe and explain the process of improving reading comprehension skills and the outcomes of these improvements through the Cooperative Integrated Reading and Composition (*CIRC*) learning model for fifth-grade students at SDN 1 Ngrupit, as well as the factors influencing this improvement. The research subjects were eight fifth-grade students at SDN 1 Ngrupit, selected based on their lower reading comprehension abilities compared to other classes.

The research employed a classroom action research design conducted in two cycles. Each cycle consisted of four stages: planning, action, observation, and reflection. The study was carried out from October to January 2024. During the research, the researcher collaborated with one Indonesian language teacher or homeroom teacher. The data were collected in both qualitative and quantitative forms. Qualitative data were gathered through observations and field notes, while quantitative data were obtained through objective tests and student response questionnaires regarding the learning process.

Based on the research findings, the use of the Cooperative Integrated Reading and Composition (*CIRC*) model in teaching reading comprehension skills can improve students' reading comprehension abilities. This improvement is reflected in the average student score, which increased from 71 in the first cycle, classified as "fair," to 78 in the second cycle, classified as "good." From the data collected through both cycles, it can be concluded that the *CIRC* cooperative learning model effectively enhances students' reading comprehension skills. Additionally, the implementation of the *CIRC* model makes the learning process more engaging and enjoyable, as students become active, independent, and creative learners.