

The Difference in Reading Skills Intensive the Learning Model Cooperative Integrated Reading and Composition (CIRC) and Jurisprudential Inquiry (JI) Grade X SMA Negeri 2 Cotton Stalks South Pesisir Regency

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Abstract

This study aims to • determine differences in the results of intensive reading by using the model of class X and the CIRC. SMAN 2 Cotton Stalks South Pesisir Regency. The theory used in this study is, learning intensive reading, learning models and learning models JI Circ. This type of research quasi (quasi-experimental) and the design used in this study is a 2 x 2 factorial. The study population was class X SMAN 2 Cotton Stalks South Pesisir Regency. Sampling of 60 using purposive sampling techniques. The data collected through the test. Based on the results of data analysis and discussion, it was concluded the following four things. First, there are differences in outcomes between the intensive reading students taught by CIRC. learning model and JI. On average skill intensive reading students taught by CIRC. learning model is 81.37, while students taught with the model JI is 77.78. Second, there are differences in outcomes between the intensive reading students who have a high initial ability taught learning model CIRC. and JI. The average reading skills early intensive high ability students are taught by CIRC. learning model is 84.45, while being taught by the model of JI is 76.67. Third, there is a difference between the results of intensive reading ability of students taught with low initial learning model CIRC. and JI. On average skill intensive reading students lower initial ability taught by CIRC. learning model is 81.95, while a low reading interest of students who are taught by the model of JI is 78.89. Fourth, there is the effect of the interaction between the learning model CIRC. with the JI on the results of intensive reading in class X SMAN 2 Cotton Stalks South Pesisir Regency.

1. Introduction

Reading is to find one or obtain information, including content, and understand the meaning. Understand the meaning of closely his relationship with the intent or purpose of the intensive reading. Process-oriented intensive reading to understand the information in the readings. The main purpose of the intensive reading is an activity that is done one to read carefully to understand a text quickly and accurately. Intensive reading skills is the ability to accurately understand, complete, and critical of facts, concepts, ideas, opinions, experiences, and feelings in discourse.

Intensive Reading is one of the basic competence of the subjects contained in the Indonesia language Curriculum unit level education (KTSP) in SMA/MA. It is something that absolutely must be applied at school. Intensive reading skills is an important reading skills that must be mastered by students. Basic Competencies related to intensive reading skills taught at grade X semester i. Read intensively, is contained in the Standards of competence (SK) 3, that is, understand the various text nonsastra with various readings the techniques of reading (KD) 3.2 Identify the main idea of the text nonsastra from various sources through intensive reading techniques (The MoE, 2006). Based on observation and interviews conducted with some of the students at SMAN 2 stems of Cotton on 4 April 2016 in mind that most students said that Indonesia language lessons, particularly reading a boring lesson, is complicated and requires concentrations are high. Some problems that arise in learning reading intensive. (1) Siswa cannot understand texts that consist of several paragraphs properly so that the Department can not questions that relate to the readings are read. It can be observed when reading materials given to students, students experience the confusion in the menjawab questions. (2) the ability of the students in understanding the very low readings. Proven by the results of tests on the underprivileged students in answering the question the teacher about the readings given such as, specify the main idea, reading information, facts, and opinions, as well as a summary of the readings.

(3) reading material used does not attract teachers for students to read , it caused reading materials given a long reading materials, sourced from the book readings in the form of a text book from year to year-that's all in use, without any other attempts to find new reading material, thus causing the lazy students doing the reading. (4) lack of interest, motivation, and the seriousness of the students towards learning to read. This can be observed when learning to read students prefer talking with sebangku than concentrate on reading that was supposed to read. (5) The Model of learning which is done less effective teachers and creative. As a result, students tend to lazy in learning due to the monotonous learning model. Supposedly, the effective and creative learning should be engaging students to interact in learning.

Based on those problems, it should be held in the renewal of learning intensive reading . The renewal was done by adding a model of learning that can motivate students in intensive reading. Model which lets students in

intensive reading is model CIRC. and JI.

According to Slafin (2009:200) renders the learning mode of the CIRC. is a comprehensive program in teaching reading and writing to a high grade of elementary school. The learning model is a model of a special learning CIRC. subjects Indonesian Language in order to read and find the main idea, thought, or theme of a discourse/clipping. The model of the CIRC. is *cooperative* methods Guide by reading Learning Model is a model of a special learning CIRC. subjects Indonesian Language in order to read and find the main idea, thought, or the theme of a discourse/clipping. The model of the CIRC. is *cooperative* methods Guide by reading.

Unlike the model of learning, learning model CIRC. JI more emphasize to students to study independently in discussing and solving a problem. UNO (2011:30 – 31) stated that the learning model of JI can help students to learn thinking systematically about the contemporary issues that is going on in the community, and taking a position against these problems, as well as maintain the position with arguments that are relevant and valid. In the pem-belajaran reading children's stories, learning is a series of JI activities that emphasize critical thinking and a systematic process to students in discovering and analyzing the elements of the story and activities to support the understanding of students against children's stories she read. The steps are done in learning reading children's stories by using this learning model according to Wena (2009:71) is (a) the orientation of the case, (b) identify, (c) the taking of opinions, (d) dig the argumentation to support the opinions have been taken, (e) clarify re as well as reinforce opinions, and (f) the test assumptions against the opinion.

Based on the description above, this research has a goal. *First*, it describes the intensive reading skills between students who are taught with a learning model CIRC. with students taught with model pembelajaran JI on a grade Rod 2 X SMAN Cotton South Pesisir Regency. *Second*, Describes the intensive reading skills between students who have a high initial capabilities that are taught with a learning model CIRC. with students who have high initial capabilities that are taught with the learning model of JI on a grade Rod 2 X SMAN Cotton South Pesisir Regency. *Third*, describe the difference between intensive reading skills of students who have low initial capabilities that are taught with a learning model CIRC. with students who have low initial capabilities taught with the model pembelajaran JI at grade X 2 Cotton Stalks SMAN South Pesisir Regency. Fourth, describe the interaction between the learning model towards intensive reading at grade X SMAN 2 Cotton Stalks South Pesisir Regency.

2. Research Methods

Type of this research is quantitative research. Quantitative research is research that seeks to acquire the correct knowledge based on concepts, variables, reliability, and operational. Sugiyono (2010: 14) explains that quantitative research methods can be defined as a method of research based on the philosophy of positivism, used for researching on population or a particular sample, techniques sampling done *purposive sampling*, data collection using the research instrument, the quantitative nature of the data analysis/statistics with the aim to test the hypothesis that have been applied. This research uses the test as an instrument, then conducted data analysis techniques using the test of its homogeneity and normality test. Quantitative research is done by determining the population, then the specified sampelnya of the population so that research can be done. The design used in this study is a 2 x 2 *factorial design* Students are grouped into two classes, namely class experiment I and experiment II. Experimental class I is the class of the selected writers to apply model CIRC., whereas class II experiment to apply the model.

The population of this research is the whole grade X SMAN 2 Trunk Cotton listed on the 2016/2017 school year. The students scattered into six classes with a total of 151 people. Arikunto (2006:130) explained that the overall population is a subject of research. Sampling done by the technique of *purposive sampling*. Sugiyono (2010:124) States that *purposive sampling* is a technique of determining the sample with a particular consideration. This research is needed on two sample classes, i.e. classes of experiment I and class II experiment.

Research instrument was drawn up on the basis of existing theory and adapted to the indicators that support this research. Steps in drawing up the instrument the test as follows. *First*, the creation of a grid based on the indicators test. *Second*, the preparation of indicators based on objective test question. *Tothree*, do a rational analysis to look at the suitability of the matter objectively with aspects that are measured.

Penganalisisan data aims to test the hypothesis put forward in the study. From data obtained then do penganalisisan the data by performing a test of hypotheses about the average grade of the sample of the study. Data that has been collected is analyzed through the following stages.

The technique of analyzing data is done in the following way. *First*, check the answer sheets are filled out by students. *Second*, give the score against results of intensive reading students based on aspects of the researched. *Third*, change the value of the score being based on PAP (a reference Benchmark Assessments). To change the value of the score being used the formula percentages. This percentage formula aims to determine the level of mastery of students' ability in intensive reading. According to Abdurahman and Ratna (2003:264) to calculate the value of acquired students performed based on percentage formula. *Fourth*, determine the average value of intensive reading skills count in students of class X SMAN 2 Cotton Trunk. *Fifth*, interpreting the results of learning to read intensive in students based on average to calculate and KKM. *Sixth*, the results of the calculation

with the formula that transformed into a scale being used. For it is necessary a minimum benchmark of mastery as a benchmark the success of students. Furthermore, the data analysis the results of this research uses statistical methods to see intensive reading abilities grade X SMAN 2 stems of Cotton. The data were analyzed using two difference test average. To determine the formula of difference of two trials the average worn done its homogeneity and normality test data obtained.

Seventh, create a bar chart about the results of student learning in intensive reading. *Eighth*, analyzing data results of research using statistical methods to see intensive reading skills in students of class X SMAN 2 stems of Cotton. The data were analyzed using two difference test average. To determine the formula of difference of two trials the average worn done test normality and homogeneous data retrieved. Hypothesis testing hypothesis 1, 2, and 3 using the formula t -test. 4 hypothesis testing using analysis of variance (anava) F test. According to Riduwan (2012:222), two lines of anava is used to test the hypothesis comparisons more than two samples and every sample is composed of two or more types together. In this case there are three hypotheses that can be tested, namely kemugkinan existence of interaction, the interaction does not occur, and there is no interaction towards something that is compared.

3. Discussion

The difference of ability on both the class intended by the average value of intensive reading skills test. Average read intensive experimental class I is not much different than the experimental class II. The average skills class experiment I in intensive reading is 80.37 is above the KKM has set and is a qualifying good (B). This is due to the influence of the treatment set forth in the experimental classes I use model Circ. is, however, not much different from the experimental class II that uses the model of the JI. The average skills of students in class experiments II in intensive reading i.e. 77.78 KKM is above average, but the value obtained by the experimental class I is higher than the average of the values obtained by the experimental class II. The following will be described in more detail description of intensive reading skills students class experiments I and ekaperimen II class.

Based on the data analysis done to research class sample experiment I have 26 people value is above the KKM, while 4 others were below the KKM. On the experimental class II, sample research 25 people whose value on top of the KKM, while 5 others still haven't finished or has not met the standard of KKM. It can be said that the skills of both the relative research sample class is not equal to the difference in the level of ketuntasan which is not much different.

The results of the study is a benchmark or benchmark to determine the success rate of students in knowing and understanding the learning material. The results of the study that student is closely associated with the formulation of the planned learning objectives the teacher. It is also influenced by the ability of teachers as designers of learning. For that teacher is required to master the learning models that can help students interact actively with other students or students with teachers. The result is a level of Mastery Learning achieved by students in learning in accordance with the intended purpose. According to Dimiyanti and Mudjiono (2002:200), the results of the study are the level of success achieved by the students after learning activity, where the success rate was marked with numbers, letters, words and symbols. So, the results of the study is to determine which indicators are achieved or whether a learning process that is implemented. Because the results of the study is the level of mastery achieved by the students, then it is important to determine the standard and do preliminary tests, as a benchmark to show the success rate of students in mastering the material.

The results of hypothesis testing the first research shows that in General there is no difference between the intensive reading learning results of students taught with the learning model CIRC. with students being taught learning model with JI at grade X SMA Negeri 2 stems of cotton. The average reading skills of students who are taught in an intensive learning CIRC. is 80.37 while students taught with the model of JI was 78.89. As with the role of the teacher in the learning activities in the textbook, the role of the student is not declared explicitly as well. The explicit statement of the role of students in general are written on the instructions of the teacher. Because it tends to be expressed implicitly, teachers need to perform inference of the role of students in most learning activities. In order for students to become acquainted, in terfasilitasi care, and internalize characters, students should be given an active role in learning.

The second hypothesis test results show that the There is no difference in the results of the intensive learn to read between the students who have high kemampuan reading is taught by learning model CIRC. with students who have reading skills taught in high-learning model. The average reading skills of students ' interest in reading high intensive taught by learning model CIRC. is 84.45, while students of higher reading skills taught with model JI was 76.67.

The third hypothesis testing Results indicate that there is no difference between the intensive reading learning outcomes students low reading skills that are taught with a model of learning that students with CIRC. have low reading skills that are taught with a learning model. The average reading skills of students ' low reading skills intensive taught by learning model CIRC. was 81.95, low reading skills while students taught with the model of JI was 74.4.

Based on a test of Annava against the fourth hypothesis can be known that there is an interaction between the model and the CIRC. JI with intensive reading skills. As has been said earlier that the invitation was an interaction is a specific learning model of treatment effect against a group of students who have the ability of certain early in the study of the ability of early reading skills. Reading skills can determine success in reading intensive. Many other factors support such as motivation, intelligence, learning style, talents and so on. In addition, the readiness factors of teachers in using the models of learning and JI CIRC. in intensive reading will also be influential in the outcome of the intensive students learn to read.

There is interaction between the model and the model CIRC. JI with the ability to read can also be seen from the results of the average reading skills of intensive tests. As seen in the following graph of the interaction.

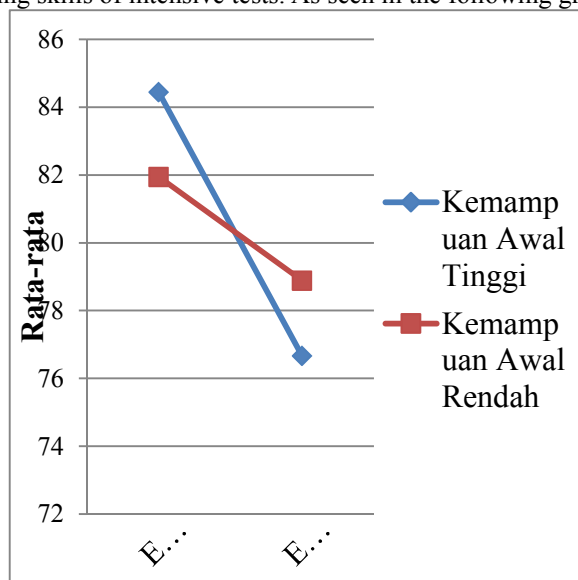


Figure 1

The graph of the interaction between the model and the model CIRC. JI against intensive reading skills

Based On Image 1 these can be known that point A is a group grade experiment I have reading skills high with the average value 84 , 45 , point to D is a group of students class experiments II which has kemampuan reading high with the average value 76.67 , point C is a group grade experiment I have reading skills low with the average values obtained 81.95 , and point B is a group of students class experiments II which has reading skills low with the average value obtained 78 , 89. With No presence of pieces of the line indicated by the graph, it can be inferred that there is an interaction between the learning of students towards reading skills intensive class X SMA Negeri 2 Cotton Stalks South Pesisir Regency.

Based on the results of data analysis, it can be noted that the model of learning effect significantly to CIRC. the ability of the read intensive compared to the model of learning. That is, students who have low reading skills taught with more precise models of learning learning model compared to the CIRC. JI. However, both models of learning, both CIRC. nor the JI are equally effective in reading skills affect the ability of either intensive or low reading ability of higher learning.

4. Summary and advice

Based on the description, analysis, and discussion of the data of the research that has been done , then it can be summed up four things as the following. *First*, there is a difference between the intensive learning to read results of students taught with the learning model CIRC. with students being taught learning model with JI at grade X SMA Negeri 2 stems of cotton. The average reading skills of students who are taught in an intensive learning CIRC. was 81.37 while students taught with the model of JI was 77.78. *Second*, there is a difference between the intensive reading learning outcomes students memiliki high initial capabilities that are taught with a model of learning that students with CIRC. have high initial capabilities that are taught with a learning model. The average reading skills of early high ability students intensive taught by learning model CIRC. is 84.45 while taught with model JI was 76.67.

Third, there is a difference between learning to read the results of the intensive initial low ability students taught with the model of learning that students with CIRC. have low initial capabilities that are taught with a learning model. The average reading skills of intensive early low ability students being taught learning model with CIRC. was 81.95 read low interest while students are taught with the model of JI was 78.89. *Fourth*, there is the influence of the interaction between the learning model CIRC. with JI against intensive learn to read results in students of class X SMA Negeri 2 Cotton Stalks South Pesisir Regency. So you can deduce, that students who

have low reading skills taught with more precise models of learning learning model compared to the CIRC. JI. However, both models of learning, both CIRC. or JI, is equally effective in both intensive reading skills affect the ability of the reading is low or high learning ability.

Based on the results and a summary of these suggestions indicated on the parties is as follows. *First*, disarankan to the teacher class Indonesia language subjects SMAN 2 Cotton Stalks South Pesisir Regency to use model a more varied learning in intensive reading learning. The learning model CIRC. and JI can be used as an alternative choice in learning reading intensive. Besides this, it is also recommended to teachers to pay more attention to the learning ability of students prior to the implementation of learning reading intensive learning abilities due to differences in the student will also learn how to differentiate or model students. The selected learning model should be able to develop the ability of students towards learning reading intensive. For students with low learning ability, model pembelajaran more appropriate CIRC. use than learning model.

Both, it is recommended to students to be more active in following the teachings of pembelajaran read intensive, i.e. get used to question the things that are being discussed, and try to answer any questions that arise both from the teachers or from friends of the associate. In group discussions, each student should cooperate and seek suggested, as well as other student opinion appreciate each other so that the learning process can be run well and understanding of students towards reading intensive can be further improved optimal.

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