

ABSTRAK

Nirmala. 2012. Meningkatkan Keterampilan Siswa Membaca Wacana Melalui Model Cooperative Integrated Reading and Composition (CIRC) di kelas IV SDN No.14 Kabila Kecamatan Kabila Kabupaten Bone Bolango. Skripsi. Program studi S1 Pendidikan Guru Sekolah Dasar, Jurusan Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Negeri Gorontalo. Pembimbing I Hj. Sumarni Mohamad. S.Pd. M.Pd dan Pembimbing II Dra. Ratnarti Pahrn. M. Pd.

Permasalahan dalam penelitian ini yaitu apakah dengan menggunakan model Cooperative Integrated Reading and Composition (CIRC), keterampilan membaca wacana pada siswa kelas IV SDN 14 Kabila Kecamatan Kabila Kabupaten Bone Bolango dapat meningkat. Penelitian ini bertujuan untuk meningkatkan keterampilan siswa membaca wacana melalui model Cooperative Integrated Reading and Composition (CIRC) di kelas IV SDN No 14 Kabila Kabupaten Bone Bolango. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif. Penelitian ini dilaksanakan dalam dua siklus dengan materi membaca wacana. Jenis penelitian ini adalah penelitian tindakan kelas.

Hasil penelitian menunjukkan bahwa pada siklus I terdapat 21 siswa atau 68% yang sudah memahami membaca wacana. Ini berarti belum mencapai indikator kinerja yakni 77%, sehingga diadakan tindak lanjut ke siklus II. Pada siklus II terdapat 25 siswa atau 81% yang telah paham membaca wacana. Dengan demikian indikator kinerja telah tercapai dan pembelajaran dianggap tuntas.

Disimpulkan bahwa model Cooperative Integrated Reading and Composition (CIRC) meningkatkan keterampilan siswa membaca wacana di kelas IV SDN No.14 Kabila Kecamatan Kabila Kabupaten Bone Bolango.

Kata Kunci : Membaca Wacana dan Model Pembelajaran CIRC

ABSTRACT

Nirmala. Of 2012. Students Improve Reading Skills Through the Discourse Model Cooperative Integrated Reading and Composition (CIRC) in the fourth grade Elementary School District . 14 Kabila Kabila of Bone Bolango. Thesis. S1 program of study Primary School Teacher Education, Elementary School Teacher Education Department, Faculty of Education, State University of Gorontalo. Mentors I Hj. Sumarni Mohamad. S.Pd. Supervisor II M.Pd and Dra. Ratnarti Pahrn. M. Pd.

Problems in this study is whether to use a model of Cooperative Integrated Reading and Composition (CIRC), the discourse on the reading skills of fourth grade students of SDN 14 District Kabila Kabila of Bone Bolango be increased. This study aims to improve students' reading skills through the discourse model of Cooperative Integrated Reading and Composition (CIRC) in the fourth grade Elementary School District No. 14 Kabila Bone Bolango.

The method used in this study is a qualitative descriptive method. The research was conducted in two cycles with reading material discourse. This type of study is classroom action research.

The results showed that the cycle I have 21 students or 68% who read a discourse is understood. This means that performance indicators have not yet reached 77%, so it held a follow-up to the second cycle. In the second cycle there are 25 students or 81% who read a discourse has been understood. Thus the performance indicators have been met and learning is considered complete.

Concluded that the model of Cooperative Integrated Reading and Composition (CIRC) to increase students' reading skills in the classroom discourse Kabila IV Elementary School District 14 Regency Bone Bolango Kabila.

Keywords: Reading Learning and Model CIRC