

ABSTRAK

Siti Risna Arto. 2012. Meningkatkan Kemampuan Membaca Intensif Siswa Melalui Model *Cooperative Integrated Reading And Compostion (CIRC)* Kelas IV SDN Inpres Bentean Kabupaten Banggai Kepulauan. Skripsi. Program Studi S1 Jurusan Pendidikan Guru Sekolah Dasar Fakultas Ilmu Pendidikan Universitas Negeri Gorontalo. Pembimbing I Dra. Hj. Salma Halidu, S.Pd, M.Pd dan Pembimbing II Drs. H. Haris Mahmud, S.Pd, M.Si

Permasalahan dalam penelitian ini adalah Apakah kemampuan membaca instensif siswa di Kelas IV SDN Inpres Bentean kabupaten Banggai Kepulauan dapat ditingkatkan melalui model *cooperative integrated reading and compostion (CIRC)*? Sedangkan tujuan dari penelitian ini adalah untuk meningkatkan kemampuan membaca instensif siswa melalui model pembelajaran *cooperative integrated reading and compostion (CIRC)* Kelas IV SDN Inpres Bentean Kecamatan Banggai Selatan kabupaten Banggai Kepulauan.

Metode yang digunakan pada penelitian ini adalah metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus penelitian. Tindakan kelas ini dianggap berhasil jika memenuhi indikator kinerja apabila persentase siswa yang memiliki tingkat kemampuan membaca siswa dapat ditingkatkan dari 11 orang siswa atau (42%) menjadi 20 orang siswa atau (77%), termasuk dalam kategori sangat baik (SB).

Berdasarkan hasil penelitian dan pembahasan bahwa Kemampuan membaca instensif siswa kelas IV SDN Inpres Bentean Kabupaten Banggai Kepulauan dapat ditingkatkan melalui model *cooperative integrated reading and compostion (CIRC)*. Hal ini dapat dilihat pada pelaksanaan penelitian tindakan kelas sampai mencapai dua siklus karena pada siklus II kegiatan pembelajaran melalui penggunaan pembelajaran *cooperative integrated reading and compostion (CIRC)* belum mencapai indikator kinerja penelitian. Setelah diadakan refleksi, dimana proses pembelajaran telah diadakan pembaharuan pelaksanaan tindakan pada siklus II, maka hasil belajar siswa dapat ditingkatkan, sehingga penetapan hipotesis tindakan penelitian terbukti yakni pada siklus I menunjukkan bahwa lebih dari 50% siswa sudah baik yang dilihat dari berbagai aspek yang diamati yakni aspek keberanian, aspek intonasi, aspek kelancaran membaca, aspek kelancaran lafal namun indikator yang diharapkan belum tercapai selanjutnya pada siklus II menunjukkan bahwa kemampuan siswa sudah meningkat yakni 77% ke atas siswa sudah baik yang dilihat dari berbagai aspek yang diamati yakni aspek keberanian, aspek intonasi, aspek kelancaran membaca, aspek kelancaran lafal.

Kata kunci : Membaca Intensif dan Model Pembelajaran *Cooperative Integrated Reading And Compostion (CIRC)*

ABSTRACT

Siti Risna Arto. Of 2012. Upgrading Students Through Intensive Reading Model Cooperative Integrated Reading And Compostion (CIRC) Class IV SDN Instruction Bentean Banggai Islands. Thesis. S1 Studies Program Department of Primary Teacher Education Faculty of Education, State University of Gorontalo. I mentor. Dra Hj. Salma Halidu, S. Pd, M.Pd and mentor. II Drs. H. Haris Mahmud, S.Pd, M.Si

Problems in this study is the ability to read instensif Are students in the Class IV SDN Instruction Bentean Banggai Islands District can be improved through a model of cooperative integrated reading and compostion (CIRC)? While the purpose of this study was to improve reading skills instensif students through cooperative learning model integrated reading and compostion (CIRC) Class IV Elementary School District Instruction Bentean South Banggai regency of Banggai Islands.

The method used in this study is the method of Classroom Action Research (PTK) carried out in two cycles of study. This class action is considered successful if it meets the performance indicators when the percentage of students who have high levels of student reading ability can be increased from 11 people or students (42%) to 20 students or (77%), included in the excellent category (SB).

Based on the results of research and discussion that the reading ability of fourth grade students of SDN instensif Instruction Bentean Banggai Islands can be enhanced through a model of cooperative integrated reading and compostion (CIRC). It can be seen in the implementation of classroom action research to achieve the two cycles for the second cycle of learning activities through the use of cooperative learning integrated reading and compostion (CIRC has not reached the study of performance indicators. After some reflection, where the learning process of reform implementation has been held on the second cycle of action , then the student learning outcomes can be improved, so that the determination of the action research proved the hypothesis that the cycle I shows that more than 50% of students have both views of the various aspects of the observed aspects of courage, intonation aspects, aspects of reading fluency, pronunciation, but the smooth aspect of the indicator yet achieved the expected further in the second cycle showed that the ability of students has increased to above the 77% of students have both views of the various aspects of the observed aspects of courage, intonation aspects, aspects of reading fluency, pronunciation fluency aspect

Keywords: Intensive Reading and Learning Model *Cooperative Integrated Reading And Compostion (CIRC)*

