

**IMPROVING READING COMPREHENSION SKILLS THROUGH  
CIRC MODEL ASSISTED BY MIPO POP-UP BOOK MEDIA**

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**Abstract**

This research aims to improve reading comprehension skills through the CIRC model assisted by MIPO pop-up book media in class III students at SD 1 Kaliwungu on the material of determining the main idea of a paragraph. The method used in this research is classroom action research which was carried out over two cycles. Each cycle consists of 2 meetings with 4 stages, namely, planning, implementation, observation and reflection. The subjects of this research were 21 students in class III of SD 1 Kaliwungu. Data collection techniques are observation, interviews, tests, and documentation with quantitative and qualitative data analysis techniques. The findings show that the implementation of the CIRC learning model assisted by MIPO pop-up book media, improves students' reading comprehension skills. Based on the results of pre-cycle research, the average was 69 with a classical completion percentage of 19.04%. Cycle I obtained an average score of 70.71 with a classical completeness percentage of 52.38%. In cycle II there was an increase by obtaining an average value of 79.04 and a classical percentage of 90.47%. Overall the average value of learning outcomes has increased by 8.33. So it can be concluded that by implementing the CIRC learning model assisted by MIPO pop-up book media, it can improve the reading comprehension skills of class III students at SD 1 Kaliwungu.

**Keywords:** Reading comprehension, CIRC, pop-up book

## Abstrak

Penelitian ini bertujuan untuk meningkatkan keterampilan membaca pemahaman melalui model *CIRC* berbantu media *pop-up book MIPO* pada siswa kelas III SD 1 Kaliwungu pada materi menentukan ide pokok paragraf. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas yang dilaksanakan selama dua siklus. Setiap siklus terdiri dari 2 kali pertemuan dengan 4 tahapan yaitu, perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian ini adalah siswa kelas III SD 1 Kaliwungu yang berjumlah 21 siswa. Teknik pengumpulan data yaitu observasi, wawancara, tes, dan dokumentasi dengan teknik analisis data secara kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa dengan menerapkan model pembelajaran *CIRC* berbantu media *pop-up book MIPO* dapat meningkatkan keterampilan membaca pemahaman siswa. Berdasarkan hasil penelitian prasiklus memperoleh rata-rata 69 dengan presentase ketuntasan klasikal 19,04%. Siklus I memperoleh nilai rata-rata 70,71 dengan presentase ketuntasan klasikal 52,38%. Pada siklus II terjadi peningkatan dengan memperoleh nilai rata-rata menjadi 79,04 dan presentase klasikal 90,47%. Secara keseluruhan nilai rata-rata hasil belajar mengalami peningkatan sebesar 8,33. Sehingga dapat disimpulkan bahwa dengan menerapkan model pembelajaran *CIRC* berbantu media *pop-up book MIPO* dapat meningkatkan keterampilan membaca pemahaman siswa kelas III SD 1 Kaliwungu.

**Kata kunci:** Membaca pemahaman, *CIRC*, *pop-up book*

## INTRODUCTION

Indonesian has an important role in improving the quality of education in Indonesia, especially for elementary schools. This aims to accelerate mastery of science and technology because Indonesian can help students learn to think systematically, logically and critically. Learning Indonesian in Elementary School (SD) can build basic language skills needed to continue secondary school and absorb the knowledge learned through that language (Saputro et al., 2021). Being able to communicate means expressing thoughts, feelings and information effectively through the four language skills (Shahani & Tahriri, 2015). The four aspects of basic skills are listening, speaking, reading and writing,

The ability to read is a very important skill to achieve learning goals (Selvianingsih & Rigianti, 2023). The ability to read in elementary school is very important because most of the students' learning process in class depends on this ability. Students' success in other learning processes is greatly influenced by their reading ability (Khairunnisa et al., 2021). Apart from that, teachers have an important role in improving and influencing students so they can understand the material that has been explained. Teachers as professionals play an important role in determining the quality of teaching in schools, and teachers are an important factor in determining the low quality of educational outcomes (Susanto, 2016). Students who are not able to read well will face difficulties in participating in learning activities. Watini (2021) explains that reading also has an important social role because it is an important communication

tool in social life.

One of the Indonesian language lesson materials in elementary school is about the main idea or what is usually called the main idea (Pawenang et al., 2023). The main idea in a paragraph is divided into three, namely deductive paragraphs, inductive paragraphs and mixed paragraphs. The main idea is the main idea of the paragraph (Nurhadi, 2017). A paragraph is a collection of sentences that discuss one main idea. A paragraph is a set of sentences arranged logically and systematically which is a unified expression of thought that is relevant and supports the main idea (Heri, 2018). Apart from that, there is also an explanatory sentence that helps explain the main idea. In agreement with this statement, according to Hasana and Mukhlishina (2023) the main idea of a paragraph is the topic of the paragraph, which is found in the main sentence and also in explanatory sentences that help explain the main idea. The steps for finding the main idea of a paragraph have been presented by Inawati and Darningwati (2020), namely reading the text carefully and understanding it, raising questions related to the content of the paragraph, making an answer, writing the main idea, paying attention to key words, and reversing the main sentence to determine main idea.

Reading comprehension ability is a student's ability to comprehend and understand the intended concept of the content that has been read (Apriani et al., 2022). When reading, a person must focus in order to understand the content of the reading. Reading comprehension is a term used to describe opinions, ideas, notions and opinions (Rahmi & Marnola, 2020). In agreement with this statement, Syafitri and Mansuridin (2020) stated that reading comprehension requires a process of understanding what is read, interpreting, analyzing and evaluating what is read. Students should read the entire paragraph to find the main idea. Reading comprehension is carried out with the aim of gaining a better understanding of the content of the text being read (Muhtar et al., 2022). As a facilitator, teachers must have the ability to provide facilities, motivate and encourage students to read so that they are interested in reading activities. According to Sarika et al., (2021), there are factors that influence and become obstacles in students' reading comprehension, including situational factors, environmental influences, habits, encouragement and interests, as well as the literature they read. However, during the implementation of learning, many students face obstacles in the reading process such as difficulty finding themes, main ideas, finding facts and making conclusions.

Based on the results of observations carried out in class III of SD 1 Kaliwungu on January 10 2023, there were several students who had difficulty reading and understanding the content of the reading text. However, the main problem that many students face is difficulty in understanding discourse and determining the main sentence in a paragraph. While learning was taking place, students seemed to pay attention to the teacher's explanation. However, in reality

students do not understand the material explained by the teacher. This can be seen when the teacher asked questions about the material being taught, only one or two students answered the teacher's questions. Meanwhile, most of the students still seemed confused in answering or working on the questions. Apart from that, teachers did not apply learning models and methods, as well as effective learning media. It can be seen that the teacher only explains using the lecture method. After that, students are asked to work on the questions individually. As with the material for determining the main idea, teachers have not utilized learning media. This causes students to appear bored easily in the learning process. They seemed less enthusiastic when they entered the classroom and started Indonesian language lessons.

Apart from observations, researchers also conducted interviews with class III teachers. From the results of the interviews conducted, it was found that students' ability in reading comprehension was still low. This can be seen from the data showing that many students' test results have not been completed because students have difficulty understanding the test questions. The teacher also said that although there were some students who easily understood the material if it was explained, most students still had difficulty understanding the reading, especially finding the main idea. Apart from that, the information obtained shows that the KKM for class III Indonesian language subjects at SD 1 Kaliwungu is 74. However, only 4 out of 21 students (19.04%) got a score above the KKM, and 17 got a score (80.95%) under KKM. This is caused by a lack of motivation to learn in students.

Based on the description of the problem, the solution that can be implemented is by implementing an interesting and fun learning model (Qona'ah et al., 2023). By implementing innovative and effective learning models and media, this can improve and increase the reading comprehension skills of class III students at SD 1 Kaliwungu. This agrees with (A. N. Cahyani et al., 2023) who stated that the main components in education are teachers and students. If the lesson wants to achieve its goals, the teacher must guide students in a way that allows students' learning outcomes to increase. One alternative learning model and media that can be used to improve students' ability to determine main ideas is through the Cooperative Integrated Reading and Composition (CIRC) learning model assisted by MIPO pop-up book media.

This is in accordance with previous research conducted by (Rahmi & Marnola, 2020) which shows that using the CIRC type cooperative learning method can improve reading comprehension skills effectively. The success of reading comprehension has increased which can be seen from the students' scores in cycle I with an average score of 7.09 to 8.55 in cycle II. From the results of this research it can be concluded that learning reading comprehension through a CIRC type cooperative approach can improve student learning outcomes in class V SDN 04 Padang Ganting.

Research using the CIRC model was previously carried out by Piliandani (2022). The results of this research are that the CIRC model can significantly increase student achievement and understanding of Indonesian language subject matter from initially 46% to 91% in cycle II. Apart from that, another study was conducted Lisnawati et al., (2023) focuses on improving students' reading comprehension skills in finding main ideas through paragraph card media. The results of this research show that there has been an increase in student learning outcomes, with the average score reaching the KKM and students being more active in using media compared to before using media. The students' average score for the first cycle was 67.6%, which indicated sufficient criteria, and for the second cycle, it was 71.2%, which indicated good criteria.

Based on the description above, it is clear that the application of effective models and media in learning can attract students' attention to improve students' ability to understand reading texts. When teachers apply the cooperative learning model, learning that is interesting and liked by students can be realized (Anam et al., 2023). The CIRC learning model can help every student become active in understanding reading. In line with this, Shoimin (2014) states that the CIRC model is a special learning model for language subjects that allows students to read and discover the main ideas, notions, or themes involved in discourse. The CIRC learning model is a learning model that can be applied to students who have been divided into several groups, so that students' abilities in reading, understanding and writing can increase. By using a learning model, teachers can involve students to participate actively, think critically, acquire skills, and discover new concepts (W. P. Cahyani et al., 2023).

According to Adawiyah et al., (2020) the CIRC learning model has advantages, namely CIRC is very good for improving students' abilities in solving word problems, teacher dominance in the learning process is reduced, helps weak students, students are motivated to complete assignments carefully because they study in groups, students can understand the meaning of the questions and check each other's work, improving learning outcomes, especially in solving problem solving questions. The steps of the CIRC learning model according to Suprijono, (2016) are that the teacher forms a group consisting of 4 heterogeneous people, the teacher gives discourse or clippings about the lesson topic to students, students work together to read and find the main idea and respond to the discourse or clipped and written on sheets of paper, the group results are presented or read out, and finally the teacher makes conclusions together with the students. The syntax of the CIRC model is (a) forming groups with four heterogeneous members, (b) the teacher provides discourse appropriate to the learning topic, (c) students work together to read and find the main idea, and write responses on the worksheet.

According to Fardani (2023), educators must be able to choose appropriate and interesting media to achieve learning goals so that they can increase student activity. Apart from that, effective learning media also needs to be applied to make it easier for students to understand the content of the reading. In general, media has the benefit of helping the learning process because it allows interaction between teachers and students so that learning activities become more effective and efficient (Wulandari et al., 2023). As a result, learning becomes more effective and efficient. The benefits of learning media according to Arsyad (2015) are first, learning media can clarify the presentation of messages and information so that it can improve learning outcomes. Second, learning media can increase and direct children's attention, giving rise to direct interaction learning motivation. Third, learning media can overcome the limited sense of space and time. Finally, learning media is able to provide students with shared experiences regarding events in their environment and allows for direct interaction with teachers, society and their environment. For example, through field trips, visits to museums or zoos.

Tyas et al., (2024) stated that the media is an intermediary or messenger of messages from the sender to the recipient of the message. According to Seels and Richey in Arsyad, (2015) learning media can be grouped into four, namely media resulting from print technology, media resulting from audio-visual technology, media resulting from computer-based technology and media resulting from combined technology. Learning media has developed over time, this is influenced by technological developments. There are various types of learning media used in learning activities, including 2-dimensional, 3-dimensional, and even technology-based media (Wardana et al., 2023). There are several types of media that can be used in learning activities, such as audio media, visual media, audio-visual media.

The visual media that researchers used in this research is the MIPO Pop-Up Book media (Searching for Main Ideas). According to Nurhikmah et al., (2020), Pop-Up Books are flexible print media that are not time bound and can be stored and taken anywhere. Like pop-up book media in general, MIPO Pop-Up Book is a learning media in the form of a book that has three-dimensional elements with beautiful designs, images and colors, and can move. The MIPO Pop-up Book (Searching for Main Ideas) discusses the main ideas of paragraphs in Indonesian language subjects so that it can help students find the main ideas of paragraphs in stories or narrative texts. The purpose of using pop-up books is to help students learn things that will help develop their minds, especially for lower grade elementary school students (Izzah & Setiawan, 2023). Therefore, Pop-Up Books can be used as learning tools for children.

In agreement with this, Loliyana et al., (2022) stated that pop-up book media allows students to explore using the media, such as flipping through books, observing, reading,

writing, opening and pulling out parts. The media selection process is needed in making media, this is because each type of learning media has advantages and disadvantages (Fardani et al., 2023). The advantage of pop-up books is that they can provide three-dimensional story visualization, provide a fun and meaningful learning experience for students, and provide unique enjoyment for readers.

By implementing the CIRC learning model assisted by MIPO pop-up book media, it is hoped that it can encourage students to be active and enthusiastic in participating in learning. This is in accordance with Karim and Fathoni (2022) who state that the CIRC learning model provides a very effective and efficient impact. This is because the CIRC model is a learning model that is applied to students by dividing students into several groups to discuss solving problems or assignments given by the teacher. Each student in the group has a sense of responsibility and helps each other in understanding the material and assignments given by the teacher. Researchers want to examine the application of the CIRC model using the MIPO Pop-Up Book media on the ability to determine the main idea of students' paragraphs.

## METHOD

This research uses Classroom Action Research (CAR). Classroom Action Research (CAR) is a type of research carried out by teachers in their classrooms (schools) with an emphasis on improving or improving learning procedures and practices (Alfaqih et al., 2023). The essence of classroom action research is taking action to improve the quality of solving problems and applying ideas into practice as an improvement in knowledge. This research was carried out through observation activities of the learning process which was deliberately carried out as a whole in the school environment. The CAR model used is the Kemmis & Taggart model (Rachmiati et al., 2024).

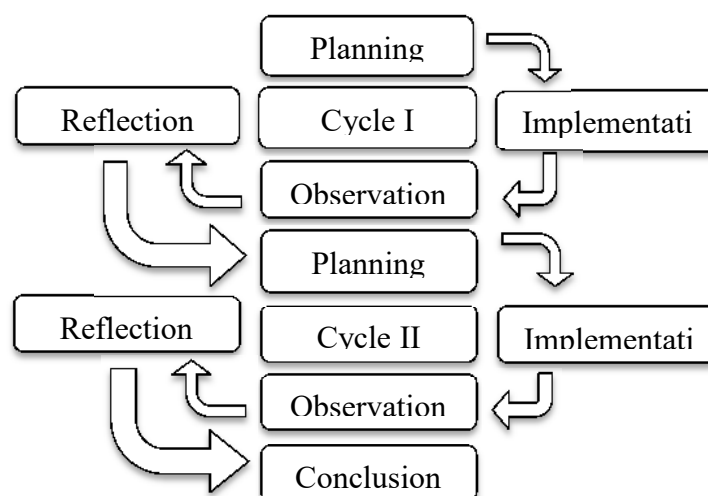


Figure 1. Kemmis and Mc Taggart's Classroom Action Research Model

This classroom action research was carried out at SD 1 Kaliwungu which is located at Kaliwungu Village, Kaliwungu District, Kudus Regency. This research was carried out for five months starting from January-May 2024. The subjects in the Classroom Action Research were class III students at SD 1 Kaliwungu, totaling 21 students, consisting of 9 boys and 12 girls. This research was carried out over 2 cycles, in each cycle 2 meetings were held.

Researchers used observation, interviews, tests, and documentation to collect the data. This research analyzed the data qualitatively and quantitatively. Qualitative data is the data that the researchers encountered during the research process. Quantitative data was obtained based on student test results. Quantitative data analysis is carried out by checking the completeness of learning the test questions given and then working on them. Students are declared complete and can master the learning that has been taught if they reach the minimum completeness criteria (KKM), namely  $\geq 75$  If  $\leq 75$  then the student's learning outcomes have not reached the minimum completeness criteria (KKM).

## RESULTS AND DISCUSSION

Preliminary activities carried out by researchers before conducting research are conducting observations and interviews regarding teaching and learning activities. Based on the results of observations and interviews conducted, problems were found in Indonesian language learning, especially in reading comprehension, which occurred in class III.

### Precycle

Based on the data obtained, it shows that students' reading comprehension skills in class III Indonesian Language Lessons are still relatively low. The average final semester assessment results for class III students have not yet reached the KKM, namely 75. This can be seen in the table below.

Table 1. PAS Class III Results for Indonesian Language Lessons

Information	Amount
Total value	1.452
Students complete	4
Students do not complete	17
Class average	69
Classical completion percentage	19,04%

The results of the pre-cycle reading comprehension test for class III students at SD 1 Kaliwungu before taking action were considered low. This can be seen based on the results of the classical completion percentage of 19.04% or there were 4 students who had completed it. The percentage of students who did not complete was 80.95% or there were 17 students who



did not complete. The average score is still below the Minimum Completeness Criteria, namely 75. The number of students who have achieved learning completeness has not met the research success criteria of 75%.

The solution to the problems experienced by class III students is to apply the CIRC learning model assisted by MIPO pop-up book media. This is because the CIRC model is a learning model that is applied to students by dividing students into several groups. By implementing the CIRC model, it is hoped that students can work together and be responsible in working on the questions given by the teacher. Group members in the CIRC learning model are selected by teachers heterogeneously. In one group there are several students who have different abilities. The CIRC learning model is a learning model for elementary school students at a higher level used to teach writing and reading in groups of three to four people (Syafitri & Mansurdin, 2020). Agreeing with this (Slavin, 2015) stated that CIRC is a strategy designed when delivering language arts, writing and reading lessons to higher grade levels in elementary schools. Students take part in a variety of activities together, such as reading each other's passages and working together to understand main ideas. Classroom action research in an effort to improve the reading comprehension skills of class III students at SD 1 Kaliwungu was carried out in two cycles, namely cycle I and cycle II.

### **Cycle I**

Implementation of classroom actions in cycle I begins with the stages of planning, implementation, observation and reflection. In the implementation stage of cycle I it is based on the RPP which was prepared at the planning stage by applying the CIRC model assisted by the MIPO pop-up book media. The application of the CIRC learning model begins with the teacher delivering learning material to determine the main idea of the paragraph with the help of the MIPO pop-up book media. This is done by reading the MIPO pop-up book while going around the class so that students can understand the material. After that the teacher divides the students into several groups with a total of 4-5 students. The teacher gives a discourse to each group, then students are expected to work together to find the main idea of the paragraph and write it on a sheet of paper. The results of the group discussion are then presented to the class and continued with an evaluation of the learning process. At the end of cycle I, students take an evaluation test in the form of essay questions totaling 5 questions which must be done independently. The results of the evaluation test for students' reading comprehension skills in cycle I can be seen in the following table.

Table 2. Recapitulation of Cycle I Students' Reading Comprehension Skills

<b>Information</b>	<b>Amount</b>
Total value	1485
Students complete	11
Students do not complete	10
Class average	70,71
Classical completion percentage	52,38%

Based on table 2, it can be seen that the results of the first cycle evaluation test show that 11 students achieved completeness by obtaining a completion percentage of 52.38% and there were 10 students who had not yet completed it and obtained a percentage of 47.61%. The average score obtained in cycle I was 70.71 with a classical completeness percentage of 52.38%. Therefore, it can be concluded that the implementation of the first cycle evaluation test has not reached the specified indicator, namely 75%.

Thus, the results of cycle I reflection indicate that classroom action research in cycle I needs to be maximized. Therefore, researchers must improve research actions in cycle II by using an improvement design, namely that teachers will be more assertive in responding to students who talk to themselves, and do not pay attention to the explanations given by the teacher. Apart from that, teachers give appreciation to students by giving praise and applause to students so that they become active. Teachers pay more attention and focus to students who get low scores or below the KKM, so that students are able to understand the material well.

## **Cycle II**

Implementation of classroom actions in cycle II begins with the stages of planning, implementation, observation and reflection. In the implementation phase of cycle II, it is based on the RPP which was prepared at the planning stage by applying the circ model with the help of the MIPO pop-up book media. The application of the CIRC learning model begins with the teacher delivering learning material to determine the main idea of the paragraph with the help of the MIPO pop-up book media. This is done by reading the MIPO pop-up book while going around the class so that students can understand the material. After that the teacher divides the students into several groups with a total of 4-5 students. The teacher gives a discourse to each group, then students are expected to work together to find the main idea of the paragraph and write it on a sheet of paper. The results of the group discussion are then presented to the class and continued with an evaluation of the learning process. At the end of cycle II, students take an evaluation test in the form of essay questions totaling 5 questions which must be done independently. The results of cycle II students' reading comprehension skills can be seen in the

following table.

Table 3. Recapitulation of Cycle II Students' Reading Comprehension Skills

<b>Information</b>	<b>Amount</b>
Total value	1660
Students complete	19
Students do not complete	2
Class average	79,04
Classical completion percentage	90,47%

In the implementation of cycle II, the results of the evaluation test on students' reading comprehension skills showed improvement. There were 19 students who completed with a classical completion percentage of 90.47% and 2 students who did not complete with a percentage of 9.5%. The average value for cycle II was 79.04 with a classical percentage of 90.47%. Students' reading comprehension skills in cycle II are getting better. This happens because students are used to being focused and active in learning. However, there are still 2 students who have not finished because they have difficulty reading and understanding the content of the reading. This causes students to be unable to answer questions correctly. The following table summarizes the completion of students' reading comprehension skills starting from the pre-cycle, cycle I and cycle II stages

Table 4. Recapitulation of Completeness of Students' Reading Comprehension Skills

<b>Information</b>	<b>Precycle</b>	<b>Cycle I</b>	<b>Cycle II</b>
Completed Students	4	11	19
Average	69	70,71	79,04
Classical completion percentage	19,04%	52,38%	90,47%

Based on the table above, it can be seen that the results of the reading comprehension skill scores for class III students always experience a significant increase, starting from pre-cycle, cycle I, and cycle II. In the pre-cycle stage, there were 4 students who finished with a classical percentage of 19.04%. In cycle I the number of students who completed increased to 11 students with a classical percentage of 52.38%. In cycle II there was also an increase with the number of students completing as many as 19 students with a classical percentage of 90.47%. The increase in students' reading comprehension skills in determining the main idea of a paragraph from cycle I to cycle II was 38.09%. Therefore, researchers no longer need to carry out research in the next cycle. Based on these data, it can be concluded that students' reading comprehension skills in determining the main idea of a paragraph have reached a success

indicator of  $\geq 75\%$ .

Based on the results of evaluation tests that have been carried out by students from the pre-cycle stage, cycle I to cycle II in Indonesian language lessons, there has been an increase in students' reading comprehension skills in the main idea of paragraphs. There are several conditions for the development of grades obtained by students, such as increasing, constant, decreasing, and increasing. Students whose scores are increasing include APAS, APAZ, FAZ, MNW, and NH. When the teacher explained the material, several students listened well to the teacher's explanation and the students seemed enthusiastic about participating in the lesson. Apart from that, there are also students who get fixed grades, namely PA and ZMP.

Students who get fluctuating grades include: APAK, APW, AS, ATZ, AN, FAA, MAG, MY, NAAL, SFA, and SAA. This can happen because in cycle I, several. These students pay less attention to the teacher during learning. Students also often talk to themselves, play with their friends and go in and out of class with the excuse of going to the bathroom. This causes students to not be able to work on evaluation questions optimally. Meanwhile, in cycle II, students were seen paying attention to the teacher's explanation carefully and focused. This makes students understand the material presented so they are able to do the essay questions well.

Students who get up and down grades include: JP, RS, and SBN. This could happen because in cycle I some of the students paid attention to the teacher's explanations with focus and attention. Apart from that, students are also active in asking questions regarding material they have not yet understood. However, in cycle II the students seemed to be less active and did not ask questions because they already understood the material. There are also students who seem to lack focus in learning because they are in and out of class.

In the classroom action research activities that have been carried out, it is known that the results of class III students' reading comprehension skills increased when the teacher implemented the CIRC model assisted by the MIPO pop-up book media. The most important way for teachers and students to interact during the learning process is through learning models (Ulfa et al., 2020). The CIRC model can make students more active and enthusiastic when participating in ongoing learning. Every student is directly involved in the learning process, not just listening to lessons, thus making students feel enthusiastic and responsible (Wakang et al., 2022). This can happen because students are divided into several groups to complete the assignments given by the teacher. Apart from that, students are also able to learn to complete their responsibilities in carrying out assignments given by the teacher by discussing and having the courage to express their opinions. This is in accordance with the opinion of (Tyas et al., 2024) which states that student activities in the learning process can be observed directly

through student participation in discussions, doing individual and group assignments, listening to lessons, daring to speak, and responding to teacher questions. One of the advantages of the CIRC learning model is its greater focus on students' affective, cognitive and psychomotor components. The application of this model will definitely change the learning process, change behavior as an individual experience and improve social skills through group application (Nofrianni, 2023).

The application of the CIRC model in ongoing learning is also balanced with the use of appropriate media, namely the MIPO pop-up book media. Students often want to try using the learning media used by the teacher. This can be seen from students becoming enthusiastic, focused on paying attention to the teacher's explanation and often asking questions regarding material they have not yet understood when the teacher uses the MIPO pop-up book media during learning. In agreement with this (Harefa & Widiastuti, 2022) state that student activity can be aimed at students wanting to ask questions, wanting to answer questions, and making ideas or suggestions.

In the classroom action research activities that have been carried out, it is known that the results of class III students' reading comprehension skills increased when the teacher implemented the CIRC model assisted by the MIPO pop-up book media. This is in accordance with previous research conducted by (Yamin & Suci, 2022) which proves that implementing the Cooperative Integrated Reading and Composition (CIRC) model can influence student learning outcomes. Other research was also conducted by Lewang et al., (2022) by applying the Cooperative Integrated Reading and Composition (CIRC) model to Indonesian language subjects which can improve learning outcomes. Meanwhile, other research conducted by (Izzah & Setiawan, 2023) states that one solution to increase students' interest in learning is by using pop-up book media. This is because pop-up book media is a learning media in the form of books that have three-dimensional elements with beautiful designs, images and colors, and can move.

Based on the description above, it can be concluded that by implementing the CIRC model assisted by the MIPO pop-up book media, it can improve the reading comprehension skills of class III students at SD 1 Kaliwungu. This is indicated by an increase in the values obtained in cycle I and cycle II.

## CONCLUSION

Based on the results of classroom action research (PTK), it can be concluded that the application of the CIRC learning model assisted by MIPO pop-up book media can improve the reading comprehension skills of class III students at SD 1 Kaliwungu. Based on the results of

the average scores starting from the pre-cycle, cycle I and cycle II stages, it shows that there has been a very significant increase in the achievement of the average scores. In the pre-cycle stage, the classical completion percentage score was 19.04% or only 4 students completed it. In the first cycle stage there was an increase by obtaining a percentage of 52.38% or there were 11 students achieving completeness. Furthermore, in the second cycle stage, the classical completion percentage was 90.47% or there were 19 students who completed it. The research stage in cycle II was declared successful because almost all of the reading comprehension skills of class III students in determining the main idea of a paragraph had scored above the KKM, namely 75. Based on these results, it can be concluded that the application of the CIRC model was assisted by the MIPO pop-up book media in determining material. The main idea of the paragraph can improve the reading comprehension skills of class III students at SD 1 Kaliwungu.

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