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Comparative Analysis of Students' Reading Ability Based on KWL, CIRC, and DRA Learning Models and Reading Interest

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Abstract

Reading activity is an important learning skill for students to master. This research aims to determine the differences in reading comprehension abilities between students who take part in learning using the KWL model, CIRC model, and DRA model; differences in reading comprehension abilities between students who have high, medium, and low interest in reading;[HA1] and describe the results of the interaction of learning models and interest in reading on comprehension abilities. This quantitative research uses experimental methods. Data collection techniques using test and non-test techniques. Test techniques are used to measure reading comprehension ability, while non-test techniques are used to collect reading interest data. The analysis technique used in this research uses two-way ANOVA with the help of SPSS 25. The results of the research data analysis show no real difference in the reading comprehension ability of students who use the KWL and CIRC learning models. Still, it significantly differs from students using the DRA learning model. It can also be seen that students with low and moderate interest in reading are not significantly different, while students with high interest in reading are significantly different.

Keywords Reading; Comprehension; KWL; CIRC; DRA

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1. INTRODUCTION

Reading activities focus on understanding the content of ideas or ideas, whether expressed in the text implicitly or even explicitly highlighted in the reading text (Ermanto 2020). From this, we can see that reading is an activity that requires intensive understanding through an intense cognitive performance process (Daiman 2019). Thus, understanding reading is a product or result of reading that can be measured, not merely the physical behavior of sitting for hours in the study room holding a book (Somadayo 2018). From this, it can be identified that the essence of reading, the substance of reading, is an effort to gain a comprehensive understanding (Saddhono and Slamet 2014). Therefore, to understand the content of the reading well, it is necessary to read for understanding, namely the ability to read to understand the content of the reading well so that you can capture and understand the ideas of the text you read (Surtiawati 2009).

From here, the ability to read comprehension can be identified as the ability to obtain meaning in

the text that is read, both explicitly and implicitly, as well as the ability to apply reading information in daily behavioral practices that involve the knowledge and experience that one has (Nurcahyanti 2018; Suyitno 2021). Reading comprehension and reading activities will be appropriate for acquiring comprehension skills, which begin with silent reading comprehension (Laily 2014). In line with that, according to Somadayo (2018), reading comprehension is a process of acquiring meaning that actively involves the knowledge and experience that the reader already has and is connected to the content of the reading (Khasanah and Cahyani 2016). Thus, there are three main things in reading comprehension, namely: (1) knowledge and experience about the topic, (2) connecting knowledge and experience with the text to be read, and (3) the process of obtaining meaning from reading in a meaningful way (Pattiasina and Sudaryati 2018).

Apart from that, reading comprehension also has an important role in helping students gain understanding and expand information regarding logical arguments, namely so that students can find the main ideas in the reading they read (Meliyawati, 2022). With reading comprehension, students are trained to read the contents carefully so they can easily restate the contents of their reading using their sentences (Herlinyanto 2020).

From this, we can identify that students' reading comprehension is an ability and skill that students must master when they are in elementary school, especially in the upper grades (Artana 2016). Since it is in the upper grades of elementary school, students are ideally expected to strive to have the ability and skills to find information quickly from several reading texts through fast reading comprehension (Mahfuddin 2019). With these reading comprehension activities, students are trained and conditioned to conduct reading comprehension activities (Haryatun 2020). With reading comprehension, students will also have skills that make it easier for them to obtain in-depth information and knowledge from reading texts or books, and by carrying out reading comprehension activities, students can obtain and discover meaning, understanding, and skills. new information about knowledge and experience based on the texts or books they read (Zuchdi 2022).

Reading comprehension aims to understand the content of the reading (Suyitno 2021). However, in reality, not all students can achieve this goal. Some students can read fluently but do not understand the content of the reading they read. Some students read slowly and need time to understand what they read. In line with this, Aswinarko (2015:66) states that the main purpose of reading comprehension is to gain understanding (Aswinarko 2015). Reading comprehension is a reading activity that attempts to understand the content of the reading or text (Pattiasina and Sudaryati 2018). A person is said to understand reading well if he has the ability, namely: (1) to capture the meaning of words and expressions used by the author, (2) the ability to capture implied and explicit meaning, (3) the ability to describe the ability to conclude (Zuchdi 2022) where all aspects of reading ability can be possessed by a reader who already has a high level of reading ability (Daiman 2019).

The following data was obtained Based on the observations carried out in class IV of SDN North Ternate City. (1) students are less fast in finding information in reading; (2) students do not understand the main ideas in the reading material; (3) students read using their voice; (4) students read by pointing to the text they read; (5) students read by moving their heads left and right (Putri et al. 2023). From the problems above, it can be seen that most class IV students can still not carry out reading comprehension activities (Sridarmini, Mufarizuddin, and Ananda, 2023). This, of course, requires attention to the learning process provided by the teacher. Teachers have many ways to instruct students to help them achieve their learning goals (Harianto 2020).

The obstacles in the field require researchers to conduct further research, namely by using several learning models. Further research was carried out to find solutions to the problems that occurred. The learning models used will be compared in the process, and the final results will be obtained to obtain solutions or answers for reading comprehension problems that occur in elementary school students (Fuzidri, Thahar, and Abdurahman 2014).

The first independent variable in this research is interest in reading. According to Ama Roy, G.T. (2020:21), interest in reading is a strong desire that arises within each person (individual) accompanied by the efforts made by the individual in the reading process (Ama 2020). In line with this, Muslimin (2017) stated that cultivating an interest in reading is a process that does not just appear but is a process that must be developed from an early age. If a child has an interest in reading (Muslimin 2017), then he will always be enthusiastic about reading books and will always be challenged and curious if there are interesting books that he has never read (Ambarita, Wulan, and Wahyudin 2021).

Another independent variable is the learning model applied in this research, namely the KWL, CIRC, and DR learning models. Ogle developed the KWL (Know Want Learned) model to help teachers bring students' background knowledge and interest in a topic to life. This KWL model involves three steps that guide students in understanding a discourse. KWL was created because reading will be successful if it begins with schema ownership of the reading content (Nugraha 2014). The three steps in the KWL model contain various activities useful for improving students' reading comprehension skills, including exchanging ideas, determining categories and organizing ideas, composing specific questions, and examining things students want to know or learn from a reading process (Olistiani 2014). The advantage of the KWL model is that it can build students' enthusiasm for reading and provide opportunities for students to play an active role before, during, and after reading (Harianto 2020; Krismanto, Halik, and Sayidiman 2015).

According to Slavin (in (Afandi, Chamalah, and Wardani 2013)) the CIRC (Cooperative Integrated Reading and Composition) learning model is a cooperative learning model that combines reading and writing activities, namely a comprehensive learning model using reading and writing that involves students working together in a group, where the success of the group depends on the success of each individual in the group. The advantage of this model is that students can easily understand reading in certain texts and can improve their ability to provide solutions to problems.

The DRA (Direct Reading Activity) learning model is a model that can be used to improve students' understanding by building background knowledge, setting specific goals in reading, and discussing and developing understanding after reading. The components of this model are divided into three stages, namely: 1) preparation, 2) reading silently, and 3) follow-up, Sarimanah (2018). The advantage is that students can clearly achieve their reading goals and connect the information or knowledge they already have with previous knowledge (Budianti and Damayanti 2017).

Researchers use the KWL, CIRC, and DRA learning models to improve students' reading comprehension skills so they can find the main ideas and understand the content of the reading they read. Therefore, through the use and application of the KWL, CIRC, and DRA learning models, solutions can be achieved to improve students' reading comprehension skills (Sabrina 2022).

The explanation above is the basic reason and rationalization for researchers to use the KWL, CIRC, and DRA learning models as an effort and attempt to improve students' reading comprehension abilities. The goal is for students to be able to find the main idea and understand the content of the reading they read. Therefore, through the use and application of the KWL, CIRC, and DRA learning models, solutions can be achieved to improve students' reading comprehension skills.

2. METHODS

This research is included in quantitative research using experimental methods (Djaali 2020). According to (Sugiyono 2021), quantitative data is data in a positivistic grounded research method (concrete data), research data in the form of numbers that will be measured using statistics as a calculation test tool related to the problem being researched to produce a conclusion (Agusiady 2020). This research was conducted in class IV of North Ternate City State Elementary School. The research sample consisted of 3 schools selected using the Random Multy Sampling technique, namely State

Elementary School 40, taught using the KWL model. SD Negeri 49 is taught using the CIRC model. And SD Negeri 56 is taught using the DRA model. The subjects of this research were students and teachers of class IV elementary schools (Martono 2022). Data collection techniques were carried out using test techniques to measure reading comprehension skills and non-tests using questionnaires to measure students' reading interest data (Bungin 2021).

3. FINDINGS AND DISCUSSIONS

The descriptive analysis used in this research is based on statistical studies or analysis (Martono 2022), which is used to analyze data by describing or illustrating the data that has been collected as it is without intending to make general conclusions or generalizations (Sinambela 2021). Data processing is carried out after conducting research based on research instruments that have been created and filled in by research respondents. The data processing results are descriptive statistical analysis results in the following.

Table 1. Descriptive Statistics

Learning model	**Interest in Reading**	***Mean***	***Std. Deviation***
KWL	Low	28.0000	5.71891
	Currently	27.5714	7.18464
	Height	32.5714	5.25538
CIRC	Low	36.0000	4.24264
	Currently	30.8333	5.49242
	Height	31.6667	6.26498
DRA	Low	34.3000	7.34923
	Currently	35.6667	3.93277
	Height	44.5385	3.47887

Source: Data Processing Results, 2023

Based on the table above, descriptive statistical analysis can be carried out with the result that the highest average score is found in the learning model with Direct Reading Activities (DRA) and has a high interest in reading, with an average result of 44.54 and a standard deviation of 3.48. Meanwhile, the lowest score is found in the KWL learning model and has a low interest in reading, with an average result of 28.0 and a standard deviation of 5.72. Another aspect, namely CRC and DRA, is not included in the expected values. From the results of this analysis, the data analysis in the research used Two-way ANOVA. ANOVA indicates a two-way relationship, a statistical analysis technique used to evaluate the influence of two or more factors on a dependent variable. The following prerequisite tests are carried out before testing the hypothesis using two-way ANOVA.

Normality test

The normality test is a prerequisite for data that will be used to determine whether the data used is normally distributed (Sukirman 2020). Data testing in this study used the Smirnov-column test with the condition that if sig. > 0.05. Based on the results of data processing, the following normality test results were obtained:

Table 2. Normality Test

Data	Sample Group	Statistics	Say	Information
Learning model	KWL (A1)	0.133	0.159	Normal Distribution
	CIRC (A2)	0.156	0.200	Normal Distribution
	DRA (A3)	0.133	0.200	Normal Distribution
Interest in Reading	Low (B1)	0.094	0.200	Normal Distribution
	Medium (B2)	0.133	0.200	Normal Distribution
	High (B3)	0.096	0.200	Normal Distribution
Interaction Learning Model* Interest in Reading	A1B1	0.131	0.200	Normal Distribution
	A1B2	0.262	0.159	Normal Distribution
	A1B3	0.179	0.200	Normal Distribution
	A2B1	0.260	0.200	Normal Distribution
	A2B2	0.203	0.200	Normal Distribution
	A2B3	0.216	0.200	Normal Distribution
	A3B1	0.219	0.191	Normal Distribution
	A3B2	0.224	0.200	Normal Distribution
	A3B3	0.145	0.200	Normal Distribution

Source: Data Processing Results, 2023

Based on the results of the normality test above, it is known that all data has a significant result (asymp. sig) >0.05, so it can be stated that the data is normally distributed.

Homogeneity Test

The Homogeneity Test is a prerequisite test to determine whether the population variance in a study is the same (Priyono 2019). The testing technique in this research uses high-level statistical tests, provided that if sig. > 0.05, then the data is homogeneous (the variance is the same). Based on the results of data processing, the following homogeneity test results were obtained:

Table 3. Homogeneity Test

Levene's Test of Equality of Error Variances[a]			
F	df1	df2	Say.
1.568	8	69	.150

Source: Data Processing Results, 2023

Based on the results of the homogeneity test above, the significance of levene tst (asymp. sig) is 0.150 because the result (asymp. sig) is 0.150>0.05, it can be stated that there are differences in variance between several groups or it can be stated that the data in this study has data variance which is homogeneous. From here, based on the results of the two test prerequisites above, the data is normally distributed and homogeneous, so further hypothesis testing can be carried out using two-way ANOVA.

Hypothesis testing in this study used a two-way ANOVA test (two-way ANOVA analysis of variance), which was then carried out using LSD analysis (least significant difference) with the Duncan test (Bungin 2021). This two-way ANOVA analysis aims to determine whether there are differences between learning models (MP) and reading interest (MB). Reading comprehension skills. The following results were obtained based on the data processing results (Somadayo 2011).

Table 4. Two Way ANOVA Test (Two Way ANOVA)

Tests of Between-Subjects Effects					
Dependent Variable: Reading Comprehension Ability					
Source	**Type III Sum of Squares**	**Df**	**Mean Square**	**F**	**Say.**
Corrected Model	2499.292[a]	8	312.411	9.697	.000
	62004.507	1	62004.507	1924.630	.000
MP	**1022.902**	**2**	**511.451**	**15.876**	**.000**
MB	**291.180**	**2**	**145.590**	**4.519**	**.014**
MP*MB	**328.271**	**4**	**82.068**	**2.547**	**.047**
Error	2222.926	69	32.216		
Total	91589.000	78			
Corrected Total	4722.218	77			

Data, 2023

Based on the results of the 2-way ANOVA hypothesis test, a significant result (p-value) was obtained that the learning model on students' reading comprehension ability was 0.000 (0.000<0.05), so it could be stated that there was a meaningful influence and differences in learning models on students' reading comprehension abilities. Furthermore, the significant result (p-value) of reading interest on students' reading comprehension ability is 0.014 (0.014<0.05), so it can be stated that there is a meaningful difference in reading interest in students' reading comprehension ability.

The significance result (p-value) of the learning model and reading interest on students' reading comprehension ability is 0.047 (0.047<0.05), so it can be stated that there is a meaningful difference between the learning model and reading interest in students' reading comprehension ability. The results of the hypothesis testing above show that all significance is <0.05, which means there is a meaningful difference between the learning model and interest in reading on students' reading comprehension abilities, so further tests will be carried out using the LSD test (most significant difference).

Use LSD (least significant differential), which is a follow-up procedure to find out which treatments are significantly different. Duncan's test is a test that is continued to determine which middle values are the same and which are not the same. Testing the homogeneity of several middle values results in rejecting the null hypothesis and accepting the results of the alternative hypothesis. Based on the results of data processing, the LSD test results were obtained as follows.

Table 5. LSD Test With Duncan Learning Model

Reading Comprehension Ability			
Duncan[a,b,c]			
Learning Model	N	Subset	
		1	2
KWL	32	28.9063 a	
CIRC	17	31.8824 a	
WEAR	29		39.1724 b

Source: Data Processing Results, 2023

Based on the results of Duncan's further tests on the learning model, it can be seen that the reading comprehension abilities of students who use the KWL and CIRC learning models are not significantly different. In contrast, the reading comprehension abilities of students who use the DRA learning model are significantly different if we look at students' reading interests. The following results are obtained:

Table 6. Test LSD With Duncan Reading Interest

Reading Comprehension Ability			
Duncan[a,b,c]			
Interest in Reading	N	Subset	
		1	2
Low	30	30.6333 a	
Currently	19	31.1579 a	
Height	29		37.6552 b

Source: Data Processing Results, 2023

Based on the results of Duncan's follow-up test on interest in reading, it can be seen that students who have low and moderate interest in reading are not significantly different. In contrast, students with a high interest in reading significantly differ.

Table 7. LSD TEST Recapitulation With Duncan

Learning model	**Interest in Reading**	**Mean**	**Std. Deviation**
KWL[a]	Low[a]	28.0000	5.71891
	Currently[a]	27.5714	7.18464
	Height[b]	32.5714	5.25538
CIRC[a]	Low[a]	36.0000	4.24264
	Currently[a]	30.8333	5.49242
	Height[b]	31.6667	6.26498

Learning model	Interest in Reading	Mean	Std. Deviation
WEAR[b]	Low[a]	34.3000	7.34923
	Currently[a]	35.6667	3.93277
	Height[c]	44.5385	3.47887

Source: Data Processing Results, 2023

Based on the recapitulation results above, it can be stated that there is no real difference in the reading comprehension abilities of students who use the KWL and CIRC learning models. Still, they significantly differ from students using the DRA learning model. Furthermore, in the KWL learning model, there is no real difference in students' reading interest in the low and medium categories. Still, it is significantly different from students who have high reading interest. In the CIRC learning model, there is no real difference in students' reading interest in the low and medium categories. Still, it is significantly different from students with high reading interests, and in the DRA learning model, there is no real difference in students' reading interests (Ariyana and Suastika, 2022). Reading interest is in the medium and low categories but significantly differs from students with high reading interest.

4. CONCLUSION

The conclusion obtained from the results of this research is that the learning method using the KWL, CIRC, and DRA models obtained a percentage of success in implementing these three models. Based on statistical tests, normality tests, two-way ANOVA tests, and LSD tests, it is known that the highest average score is in the DRA learning model, medium scores in the CIRC model, and low scores in the KWL model in improving students' reading abilities. Understanding. Apart from that, it is also known that students with low and moderate interest in reading are not significantly different. In contrast, students with a high interest in reading significantly differ.

Furthermore, it is known that the KWL learning model does not have a real difference in students' reading interest in the low and medium categories but is significantly different from students who have a high interest in reading. In the CIRC learning model, there is no real difference in students' interest in reading in the low and medium categories. Still, it significantly differs from students who are highly interested in reading. In the DRA learning model, there is no real difference in students' reading interest [L1] in the medium and low categories. Still, it is significantly different from students who have high reading interest.

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