

*Application of Cooperative Learning Model Integrated Reading and Composition (CIRC)
Assisted By Flashcardmediato Improve Reading Comprehension Ability of Dyslexic Students
In Elementary Schools Providing Inclusion Education*

**Penerapan Model Pembelajaran Cooperative Integrated Reading and Composition (CIRC)
Dibantu Dengan Media Flashcard Untuk Meningkatkan Kemampuan Pemahaman Bacaan
Siswa Disleksia Di Sekolah Dasar Yang Menyelenggarakan Pendidikan Inklusi**

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ABSTRACT

This study intends to describe the Cooperative Integrated Reading Composition (CIRC) learning model's deployment with the use of Flashcard media and the improvement in dyslexic students' reading comprehension skills following the use of the CIRC model with Flashcard media. Research of this kind is referred to as classroom action research. This study's focus was on one student with special needs, namely dyslexia in class VI. The research site is at SDN Banjarworo II, Bangilan District, Tuban Regency. This study was conducted in two cycles, with each cycle consisting of one meeting. This research is class action research using a qualitative and qualified approach. The stages or steps carried out are (1) the planning stage, (2) the implementation stage, (3) the observation stage, and (4) the reflection stage. Data collection techniques use interview techniques, observations, tests, and documentation. Research instruments are interview sheets, observation sheets, and test sheets. Research results: At the stage of implementing the application of the CIRC model assisted by flashcard media, students pay attention to text and reading and make initial predictions. With the assistance of teachers, dyslexic students work in groups and practice doing presentations and class discussions, then do the reading comprehension ability test questions. In cycle 1, the assessment of teacher activities in implementing the CIRC learning model assisted by flashcard media was 80% with the criteria "good" and experienced an increase in cycle II of 95% with the criteria "excellent". The assessment of the activities of class VI dyslexic students in following the learning process using the CIRC learning model assisted by flashcard media was 70% with the criteria "good" and experienced an increase in cycle II by 85% with the criteria of "excellent". For the assessment of the reading comprehension ability of dyslexic students in the first cycle, which is 65, this score is still insufficient because it is below the school's KKM score. In the second phase, the assessment of reading comprehension ability increased to 80. This shows that the application of the Cooperative Integrated Reading and Composition (CIRC) learning model assisted by flashcard media can improve the reading comprehension ability of grade VI dyslexic students at SDN Banjarworo II, Bangilan District, Tuban Regency.
Keywords: CIRC model, dyslexia, flashcard media.

ABSTRAK

Penelitian ini bermaksud untuk mendeskripsikan penyebaran model pembelajaran Cooperative Integrated Reading Composition (CIRC) dengan penggunaan media Flashcard dan peningkatan kemampuan pemahaman membaca siswa disleksia mengikuti penggunaan model CIRC dengan media Flashcard. Penelitian semacam ini disebut sebagai penelitian tindakan kelas. Fokus penelitian ini adalah pada satu siswa berkebutuhan khusus, yaitu disleksia di kelas VI. Lokasi penelitian berada di SDN Banjarworo II Kecamatan Bangilan Kabupaten Tuban. Penelitian ini dilakukan dalam dua siklus, dengan masing-masing siklus terdiri dari satu pertemuan. Penelitian ini merupakan penelitian tindakan kelas dengan menggunakan pendekatan kualitatif dan berkualitas. Tahapan atau langkah yang dilakukan adalah (1) tahap perencanaan, (2) tahap pelaksanaan, (3) tahap pengamatan, dan (4) tahap refleksi. Teknik pengumpulan data menggunakan teknik wawancara, observasi, tes, dan dokumentasi. Instrumen penelitian adalah lembar wawancara, lembar observasi, dan lembar tes. Hasil penelitian: Pada tahap penerapan model CIRC dibantu dengan media flashcard, siswa memperhatikan teks dan membaca serta membuat prediksi awal. Dengan bantuan guru, siswa disleksia bekerja dalam kelompok dan berlatih melakukan presentasi dan diskusi kelas, kemudian mengerjakan soal tes kemampuan membaca pemahaman. Pada siklus 1, penilaian aktivitas guru dalam menerapkan model pembelajaran CIRC dibantu media flashcard sebesar 80% dengan kriteria "baik" dan mengalami peningkatan siklus II sebesar 95% dengan kriteria "sangat baik". Penilaian aktivitas siswa disleksia kelas VI dalam mengikuti proses pembelajaran menggunakan model pembelajaran CIRC dibantu media flashcard sebesar 70% dengan kriteria "baik" dan mengalami peningkatan siklus II sebesar 85% dengan kriteria "sangat baik". Untuk penilaian kemampuan pemahaman bacaan siswa disleksia pada siklus I yaitu 65, skor ini masih kurang karena berada di bawah nilai KKM sekolah. Pada fase kedua, penilaian kemampuan pemahaman bacaan meningkat menjadi 80. Hal ini menunjukkan bahwa penerapan model pembelajaran Cooperative Integrated Reading and Composition (CIRC) berbantuan media flashcard dapat meningkatkan kemampuan pemahaman membaca siswa disleksia kelas VI di SDN Banjarworo II Kecamatan Bangilan Kabupaten Tuban.
Keywords: CIRC model, disleksia, media flashcard.

INTRODUCTION

Education is very important for human life because every human being has the right to get it. Obtaining a good education will improve the quality of life and human well-being. The opportunity to obtain education should be obtained by all residents (including children with special needs) to obtain quality educational services and also be entitled to the same opportunities as other children. Children with special needs are children who, in the process of growth or development, experience physical, mental, intellectual, social, and emotional deviations compared to other children their age, so they need special education. Special education service techniques can be carried out in schools that provide inclusive education. Inclusion education aims to provide the same and appropriate services to all children, including those with special needs, so they can get a proper education according to their needs. Based on data on children with special needs in Tuban Regency in 2021, there are students with special needs who study in schools providing inclusive education. One of them is in Bangilan District, namely at SDN Banjarworo II Bangilan, where there are children with special needs and specific types of learning difficulties. According to specific learning difficulties, a condition in which a child or individual who has a normal level of intelligence (not even a few who have intelligence above average) turns out to have significant difficulties in certain areas of development in his life.

Developments that experience specific learning difficulties include academic fields, namely the ability to read, write, and count. Specific learning difficulties ([Solek & I, 2016](#)) in reading and spelling belong to the dyslexic type. The ability to read in a person has a very important role in human life. Reading is an activity carried out by teachers and students to capture and understand the information read through a book ([Putri & Setiadi, 2022](#)). Reading is a fundamental skill that pupils need in primary school in order to comprehend the information or subject being studied. Knowing how to read also means being able to comprehend how the letters are arranged in a piece of writing. By knowing how the writing is arranged, information can be learned. Environmental variables, a lack of motivation, insufficient resources, and kids' interest in reading all have an impact on pupils' ability to read ([Hatningsih & Adriyati, 2019](#)). Based on the findings of observations of the application of learning and interviews with instructors and students conducted at SDN Banjarworo II Bangilan on March 21, 2022, One student in class VI has dyslexia, which is a reading disability. The following results were obtained from the findings of the original observation: 1) The student can write the word independently, and when asked to write his name, he completes the letter; 2) Students are able to recognize letters, read syllables, read words, and read simple sentences; 3) They have very little concentration; 4) The student has not been able to understand what content he has read; 5) Students still have difficulty understanding the elements of reading, so it is difficult to understand the content of the reading they have read.

In the implementation of learning, teachers only provide material without being accompanied by the selection of learning models, teaching methods, and appropriate learning media. Because dyslexic children receive the same treatment as other students and are not given access to supplementary materials, they are less motivated to study and are more passive during class. In fact, teachers can offer content in a way that meets learning objectives by using learning models, teaching techniques, learning media, and learning strategies. Teachers' considerations to adjust to students' disabilities or their behaviors refer to teachers' efforts to adjust the material, media, and so on, considering deaf students who are not able to learn listening and speaking skills, and ways to make deaf students easier to learn writing and reading skills ([Kalimah & Kurniawati, 2022](#)).

The Cooperative Integrated Reading Composition (CIRC) learning model is one of the teaching methods that may be utilized to teach students how to increase their reading comprehension abilities. The CIRC learning model is a learning model specifically designed for learning to read, write, and do language arts. ([Rahmi & Marnola, 2020](#)) says that "the cooperative learning approach that is more suitable for reading learning is the Cooperative integrated Reading composition (CIRC) method". The main objective of the CIRC, especially in using a cooperative team, is to help students

learn to read with broad comprehension in high school elementary schools. This CIRC learning model integrates reading and writing learning simultaneously, so that it is appropriate for the characteristics of learning Indonesian that are integrated. In the implementation of the CIRC learning model, dyslexic students work together in groups to find the main idea, main thoughts, and matters related to the reading text. In this CIRC learning model, dyslexic students will learn to read stories to the group, then work on group assignments together and learn to present the results to the front of the class. The results of research on story structure learning identified that CIRC could improve low learning outcomes and summarized the elements of stories where these two activities were to improve students' comprehension and reading ability ([Rahmi & Marnola, 2020](#)). From this statement, the CIRC learning model is suitable for learning reading comprehension. Forms of learning services that can be applied to dyslexic students, in addition to using the right learning model, can also use visual-based media. According to visual-based media, it plays a very important role in the learning process. Visual media can facilitate understanding and strengthen memory. ([Arsyad, 2014](#)): To develop the potential possessed by dyslexic students, learning media are needed that are important and attract students' interest in learning. The media is in the form of card-shaped media called flashcard media. A card with text or an image on it is a flashcard. A vocabulary covering several facets of language development can be developed via flashcard media.

Flashcards are described by ([Wiratama, 2021](#)) as a graphic medium containing questions or vocabulary. English language learning in primary schools is still not optimal. This is because English is not given explicitly. This factor makes children's interest in learning English decrease. Therefore, teachers are required to make English learning more fun and attract children's attention by adding a variety of learning media in the teaching and learning process ([Ibda & P, 2023](#)). One type of visual media that takes the shape of discussion-filled cards is called flashcard media. From the information provided above, it can be inferred that flashcard media is a type of image card with a specific size and content to convey information to its users. Every medium must have its own advantages and disadvantages. Therefore, this flashcard medium can be an alternative medium used by teachers to improve the reading comprehension ability of dyslexic students, and these students can build an understanding of the pleasant learning experience process. Based on a study called "Development of ([Putri & Setiadi, 2022](#)) Flash Card Media Assisted by the Silaba Method on Students' Reading Ability" that was done at PGRI Yogyakarta University, The findings indicated that while the development of flashcard media was in line with learning, it still needed to be grounded in educational-level learning concepts and be able to enhance students' reading skills. Additionally, the availability of flashcard learning resources aided by the Silaba method contributes to an improvement in student learning achievement. This study aims to: 1) describe the implementation of the Cooperative Integrated Reading and Composition (CIRC) learning model for class VI dyslexic students at SDN Banjarworo II Bangilan; and 2) describe the improvement of reading comprehension skills of grade VI dyslexic students at SDN Banjarworo II Bangilan after the learning model is implemented.

THEORETICAL STUDIES

Model of Cooperative Integrated Reading and Composition (CIRC) One of the cooperative learning models that unifies the teaching of reading and writing is the Model of Cooperative Integrated Reading and Composition (CIRC). Using cooperative teams to teach students how to comprehend readings that can be used broadly is the major goal of the CIRC learning paradigm ([Ni Wayan Sari Arthini, 2018](#)). The steps in applying the CIRC model for learning reading comprehension are as follows: Students pay attention to the teacher's explanation of reading comprehension learning. Students pay attention to the title of the reading text given by the teacher according to the learning topic. Students predict the beginning of the story. Students are formed into groups heterogeneously, then receive the story text from the teacher. Students pay attention to information from teachers regarding the CIRC learning steps that will be implemented. Each group has read to its group the readings that have been shared. Each group discusses matters related

to the reading text, such as the main idea, the main thoughts, and others related to the text. Then they write down the results on paper. The teacher goes around supervising group work. In turn, representatives from each group read out the results of their discussions in front of the class. The other group gave feedback, and the teacher gave feedback as well on the material that the students had briefly presented. The teacher scores the results of group work and gives criteria of appreciation to the group that performs well. At the end of the activity, the teacher can give a test to find out the level of understanding of the students.

Children With Dyslexia Learning Difficulties According to dyslexia, dyslexia is a specific learning disability characterized by difficulties in word recognition, poor spelling, and coding ability. Dyslexic students have difficulty with language, namely spoken language (speaking and reading) and written language (writing). According to Mulyadi, it provides a wider scope of [\(Fatoni & Ainin, 2019\)](#)[\(Romadyati, 2022\)](#) dyslexia, which is the difficulty of reading, spelling, writing, and interpreting or recognizing the structure of words that have an effect on the learning process or learning disorders. Children with dyslexia are children who have difficulty learning to read, write, and spell. But many children are unaware of this, and the disadvantaged are themselves because they are regarded as lazy, stupid, and sluggish children. In almost all schools, there are children who have dyslexic characteristics. What distinguishes it is the level of dyslexia they face, whether it is mild, moderate, or serious. Early intervention should be given to children with dyslexia to help them face the difficulties they experience. According to the characteristics of people with dyslexia, they are as follows: [\(Dewi, 2020\)](#): Problematic in spelling. Lack of objectivity and decoding ability in reading lessons Distractions in advanced lessons (always stick to spelling in reading lessons) Groping for readings where the child is experiencing slow-developing analysis-synthesis skills and is already familiar with reading but whose technical ability is not sufficient Read words without looking at them thoroughly. Interference in spelling. Impaired wording, which results in impaired language reproduction at the time of the instruction to imitate. There is no or minimal intonation, without commas, nor does it feel or listen to for itself what it reads. Reading Comprehension Ability According to [\(Crawley & Mountain, 1995\)](#), reading is a complicated activity that involves many things, not only reciting writing but also visual, cognitive, psycholinguistic, and metacognitive activities. As a visual process, reading is the process of translating written symbols (letters) into spoken words. As a thought process, reading includes word recognition activities, literal comprehension, interpretation, critical reading, and creative comprehension. Word recognition is the activity of reading words using a dictionary.

According to the Ministry of Education and Culture (1995/1996) in educational research journals, the purpose of reading is to learn reading comprehension: (1) students are able to read reading texts and infer their contents with their own words; and (2) students are able to read reading texts quickly and can record main ideas. This is in line with the fact that according to Ekwall, as quoted by Hargrove and Poteet [\(Abdurrahman, 2003\)](#), there are seven abilities to be achieved through reading comprehension, namely: getting to know the main idea of a reading; getting to know the details that matter; Developing visual imagination; Forecasting results; following the instructions; and getting to know the organization of the essay. Critical reading According to Oka, who also divides the types of reading, there are six types that have been described, including: Reading by making an advanced sound is the next stage of reading the beginning, but in this case it is only limited to reading quotes. Reading silently helps foster students' ability to read without making a sound, with the aim of providing understanding of the content of the writing. Reading comprehension by continuing with practice looks different when compared to reading silently because these two types of reading focus on comprehension in a short time. Reading is also used by teachers to foster student abilities in language. There are many things to pay attention to in reading comprehension.

Media Flashcard According to [\(Arsyad, 2014\)](#), a flashcard is a learning medium in the form of cards that contain images, text, or symbolic signs that enhance or lead students to something related to that image. Flashcards are usually

8 x 12 cm in size or can be adjusted to the size of the class. According to [\(Indriana, 2011\)](#), flashcards are a learning medium in the form of picture cards that are the size of a postcard, or about 25 x 30 cm. The image displayed on the card is a picture of a hand or photo, or an image that already exists and is affixed to the sheet of these cards. Then it can be concluded that the flashcard has the following characteristics: Flashcards are effective picture cards. It has two front and back sides. The front side contains an image or symbol. The back side contains a definition, image caption, answer, or description. It's simple and easy to make. Flashcard media also has disadvantages and advantages. According to [\(Indriana, 2011\)](#), the advantages of flashcard media are as follows: It is easy to carry everywhere because of its size, which is the size of a postcard. Practical in making and using it, so that whenever students can learn well using this medium, It is easy to remember because this card has a very eye-catching image or contains simple and interesting letters or numbers, thus stimulating the brain to remember the message on the card longer. This medium is also very fun to use as a learning medium; it can even be used in the form of games. The disadvantage of flashcard media is that it cannot be used for large groups or with a large number of students and requires careful care because it is feared that the cards will be scattered [\(Hatiningsih & Adriyati, 2019\)](#).

METHOD

This type of research is classroom action research (Classroom Action Research). The subject of this study was one student with special needs, namely dyslexia, in class VI. The research site is at SDN Banjarworo II, Bangilan District, Tuban Regency. This research was carried out in several action cycles; each cycle involved one meeting. This research is class action research using a qualitative and qualified approach. The stages or steps carried out are (1) the planning stage, (2) the implementation stage, (3) the observation stage, and (4) the reflection stage. The source of data from this study is the learning implementation process using the Cooperative Integrated Reading and Composition (CIRC) learning model Assisted by Flashcard Media for dyslexic students. The informants in this study were class VI teachers of SDN Banjarworo II, and other documents were needed. data from research in this class in the form of test results, observations, interviews, and field notes from learning about finding the main content and conclusions in a discourse [\(Febriyanto, 2021\)](#). The data collection techniques in this study are interview techniques, observations, tests, and documentation. Research instruments in the form of interview guidelines, observation sheets for the implementation of learning by teachers, observation sheets for the learning activities of dyslexic students, and test sheets for reading comprehension ability Data analysis techniques use comparative descriptive techniques to analyze quantitative data, for example, student test results for each cycle, and then comparisons are carried out. Critical analysis techniques are used to analyze qualitative data, for example, from interviews, observations, and document analysis. Critical analysis techniques include activities to uncover the weaknesses and advantages of student and teacher performance in the learning process based on normative criteria derived from theoretical studies as well as existing provisions.

FINDINGS AND DISCUSSION

A. Findings

1. Cycle 1

Cycle 1 is carried out in 1 meeting, namely on theme 8 subtheme 1. The first stage in cycle 1 is the planning stage. At this stage, the researcher compiles learning materials in the form of discourses about ASEAN countries. Researchers develop learning tools consisting of syllabuses, individual learning programs (PPI), and flashcard media containing ASEAN countries. The second stage in cycle 1 is the stage of implementing actions in the initial activity, starting with saying greetings, coordinating students to pray led by the class leader, checking student attendance, conveying perceptions about the deepening of dyslexic students related to reading, and after that, conveying

learning objectives and motivating students. The implementation of core activities consists of pre-reading, reading, and post-reading activities. In the pre-read stage, the researcher gave an explanation of the task of observing the flashcard media that had been shared before, followed by a question and answer about the content of the material on the flashcard. Furthermore, the teacher divides the students into 5 groups; each group consists of 4 people. Dyslexic students come into group work with regular students. The stage of reading begins with having regular students read silently a flashcard containing a short text that has been shared, but for dyslexic students, they are asked to read aloud, after which they draw the main idea from a paragraph and summarize the reading text, which they then discuss with each other with their groupmates. In the post-reading stage, each group presents the results of the work, and the other group gives each other judgments and responses. Dyslexic students in class discussions are also given the opportunity to convey the results of their discussions with other friends. The researcher's final activity provides an evaluation or quiz to each student, including dyslexic students, in the form of answering questions, finding main ideas, and summarizing the readings that have been read. This evaluation and quiz aims to measure the understanding of dyslexic students towards readings that have been read to find out the student's learning outcomes after learning is carried out. The focus of teacher activities in learning activities in accordance with the CIRC model syntactic is: (1) preparing classroom conditions and dyslexic students to learn individually and in groups; (2) motivating students by explaining benefits; (3) explaining the purpose of reading comprehension; (4) generating student schemata; (5) forming student groups; (6) distributing Student worksheets; (7) guiding students in conducting discussions; (8) reading the results of group discussions to the front of the class; (9) concluding lessons with students; (10) evaluations; (11) group awards.

The third stage in cycle 1 is evaluation. Based on the results of the observer's assessment of the implementation of learning using the CIRC model assisted by flashcard media, the teacher's activity assessment showed 80%, including the "good" criterion, while the activity of dyslexic students in participating in learning activities using the CIRC model assisted by flashcard media was 70% included in the "good enough" criterion. The assessment of the reading comprehension ability of dyslexic children in cycle 1 is 65. The score is below the school's 'KKM' (passing grade) of 75. However, it has experienced an improvement from the initial abilities of students at the time of the preliminary study. The fourth stage in cycle 1 is reflection. Reflection activities are carried out in collaboration between researchers and observers when learning ends. From the results of research analysis and discussions with observers in cycle 1, the following things were obtained: In general, the implementation of learning has proceeded according to the learning implementation plan but is only constrained by time because dyslexic students still need a lot of assistance in following the learning process. Dyslexic students are still passive because the application of the CIRC model is still the first time and the use of flashcard media still needs guidance. At the time of group activities, dyslexic students still seemed less active, and at the time of class discussions, they were still not confident when expressing opinions. The final score obtained by dyslexic students related to reading comprehension ability is 65, which shows that the value of dyslexic students is still below the school's KKM score of 70. Based on the results of the reflection, it can be concluded that the reading comprehension ability of dyslexic students is not as expected, namely getting a score above the school's KKM. Besides that, student activities are also still in the sufficient category, so it is necessary to continue and make improvements in cycle II.

2. Cycle 2

In cycle 2, one meeting was also held, namely on the theme of 8 sub-themes. The first stage of cycle 2 is the planning stage. At this stage, the researcher compiles learning materials in the form of discourses on forms of cooperation with ASEAN countries. Researchers develop learning tools consisting of syllabuses, individual learning programs (PPI), and flashcard media. The second stage in cycle 1 is the stage of implementing actions in the initial

activity, starting with saying greetings, using time as effectively as possible, coordinating students to pray led by the class leader, checking student attendance, conveying perceptions about the experience of dyslexic students related to reading and repeating material in Cycle 1 about ASEAN countries, and after that, conveying learning objectives and motivating students.

The implementation of core activities in cycle 2 consists of pre-reading, reading, and post-reading activities. In the pre-read stage, the researcher gave an explanation of the task of observing the flashcard media that had been shared before, followed by a question and answer about the content of the material on the flashcard. Dyslexic students are guided to pay close attention to the existing media. Furthermore, the teacher divides the students into 5 groups; each group consists of 4 people. Dyslexic students come into group work together with regular students. Dyslexic students are given additional direction and motivation to actively follow the discussion process and be confident. Furthermore, the researchers carried out schema generation by demonstrating flashcards. The focus is to evoke the student's schemata and interpret the image on the flashcard medium. observed The stage when reading begins with having regular students read silently a flashcard containing a short text that has been shared, while dyslexic students are asked to read aloud, after which they pull the main idea from a paragraph and summarize the reading text, then dyslexic students are asked to discuss with each other with their group mates. In the post-reading stage, each group presents the results of the work, and the other group gives each other judgments and responses. Dyslexic students in class discussions are also given the opportunity to convey the results of their discussions with other friends. The researcher's final activity provides evaluation questions to measure students' comprehension reading ability by finding the main idea, answering questions according to reading, and summarizing readings that have been read. The third stage in cycle 2 is evaluation.

Based on the results of the observer's assessment of the implementation of learning using the CIRC model assisted by flashcard media, the teacher activity assessment showed 95%, including the "excellent" criterion, while the activity of dyslexic students in participating in learning activities using the CIRC model assisted by flashcard media was 85% included in the "good" criterion. The assessment of the reading comprehension ability of dyslexic children has increased in cycle 2, which is 80 and is included above the school's KKM score. This shows that the ability to read comprehension has improved from the student's initial ability in cycle 1. The fourth stage in cycle 2 is reflection. Reflection activities carried out by researchers and observers after the implementation of learning in the second cycle obtained the following: The implementation of learning has gone well in accordance with the planning made before. Dyslexic students have actively followed the learning process using the CIRC model with flashcard media; this can be seen when students dare to confidently read out the results of their group work in front of the class. The final score obtained by dyslexic students related to the ability to read comprehension at the end of cycle 2 is 80; this shows that the dyslexic student's score is above the school's KKM score and has increased compared to the time of the preliminary study and 1. Based on the results of the reflection, it can be concluded that the ability to read comprehension of dyslexic students is in accordance with the success indicators, namely getting a score above the school's KKM and experiencing an increase from cycle 1. In addition, student activities and teacher activities in carrying out the learning process have increased. For this research has reached cycle II.

B. Discussion

The essence of reading comprehension is an activity to remember information from texts and themes, engage higher thinking skills, build mental images of texts, and understand text structures. The ability to read with comprehension is needed by students to understand the content of the reading thoroughly. The comprehension process is optimally built if students are able to relate the schemata, or initial knowledge, possessed with the new knowledge gained when reading. Reading is a complex skill that requires a certain level of comprehension skills to correctly interpret

the meaning contained in the word symbol. Therefore, students need to know and understand aspects of reading comprehension ability; they must be able to analyze or evaluate them, relate them to the initial experiences and knowledge they already have (Dalman, 2016), select the correct meanings, and use them in various current or future activities. The initial description of the ability to read comprehension before being given action shows that students' reading comprehension ability in reading texts is still far from the expectations or learning objectives. This also shows the low interest in reading among students. The results of (Humairoh, 2016) research explained that the low ability to read students' comprehension is characterized by the number of students who still do not understand the content of the readings read and students who cannot find the main sentences in the readings.

The difficulty of dyslexic students, who are the subject of this study, in reading comprehension is also influenced by less varied methods of learning. When learning to read, students are usually given a few minutes to read the passage and then immediately answer the questions given by the teacher without assistance. As a result, students' ability to read with comprehension is seriously lacking. Seeing this slack, the reading comprehension ability of class VI dyslexic students' needs to be improved. One of the things that teachers can do is develop variations in learning using a CIRC model assisted by flashcard media. Based on the results of the research above, it can be seen that there is an improvement in the learning process in terms of teacher activities when carrying out learning and student activities in following the learning process. The final result is an increase in the reading comprehension ability of dyslexic students after the use of the Cooperative Integrated Reading Composition (CIRC) learning model assisted by Flashcard Media. The increase is shown in the calculation of the value of reading comprehension results obtained by dyslexic students in the initial conditions of reading comprehension learning, but the ability to learn reading comprehension for class VI dyslexic students is still low. The scores obtained by students are still below the KKM scores determined by the school. Then researchers conducted classroom action research to improve the reading comprehension abilities of dyslexic students. This class action research is carried out in two cycles, namely cycle I and cycle II. In the first cycle, the implementation of teacher learning activities is quite good, but student activity in learning and students' ability to conduct discussions still need assistance and need to be improved. The value of the reading comprehension ability of dyslexic students in the first cycle is 65. Thus, it is necessary to take more action so that the indicators of success are completely achieved. Researchers performed the action again in cycle II. The action in this cycle is a refinement of the activities of the first cycle. In this cycle of teacher activities and student activities, students' ability to conduct discussions is included in the criteria as being very good, while for the assessment of reading comprehension ability in class VI dyslexic students, namely 80 including complete criteria and above the school's KKM, Based on this, it is known that one of the efforts to improve the reading comprehension ability of class VI dyslexic students of SD Negeri Banjarworo II, Bangilan District, Tuban Regency, is to use the Cooperative Integrated Reading Composition (CIRC) learning model assisted by flashcard media.

CONCLUSION AND RECOMENDATION

A. Conclusion

The application of the Cooperative Integrated Reading and Composition (CIRC) learning model assisted by flashcard media to class VI dyslexic students at SDN Banjarworo, Bangilan District, was carried out for 2 cycles. Each cycle consists of stages of planning, implementation, evaluation, and reflection activities. At the implementation stage of implementing the CIRC model assisted by flashcard media, students pay attention to the text or reading and make initial predictions. With the assistance of teachers, dyslexic students work in groups and practice doing presentations and class discussions, then do the reading comprehension ability test questions. In cycle 1, the assessment of teacher activities in implementing the CIRC learning model assisted by flashcard media was 80% with the criteria "good" and experienced an increase in cycle II of 95% with the criteria "excellent". The assessment of the activities of class VI dyslexic students

in following the learning process using the CIRC learning model assisted by flashcard media was 70% with the criteria "good" and experienced an increase in cycle II by 85% with the criteria of "excellent". For the assessment of the reading comprehension ability of dyslexic students in the first cycle, which is 65, this score is still insufficient because it is below the school's KKM score. In the second phase, the assessment of reading comprehension ability increased to 80. This shows that the application of the Cooperative Integrated Reading and Composition (CIRC) learning model assisted by flashcard media can improve the reading comprehension ability of grade VI dyslexic students at SDN Banjarworo II, Bangilan District, Tuban Regency.

B. Recommendations

In connection with the conclusions above, the researcher conveyed several practical messages to certain parties, namely as follows:

1. For principals
 - a. In an effort to use learning media that is effective and supports the teaching and learning process, regular socialization and debriefing should be held to special guidance teachers who teach children with special needs.
 - b. The researchers hope school can create a conducive atmosphere so that children with special needs and teachers feel and are comfortable in learning
2. For teachers
 - a. Teachers should try more to create a fun and interesting learning atmosphere so that students feel comfortable and active in participating in learning.
 - b. Teachers should always think creatively in creating learning media, in line with the rapid development of science and technology.
 - c. It should support and accompany students to read diligently so that their knowledge and information increase.
3. For students
 - a. It is expected to do reading activities more often to increase students' knowledge and information so that they can more easily understand reading.
 - b. Should play an active role in the learning process and study diligently so that you can get optimal learning outcomes.
4. For further researchers
 - a. It is hoped that the results of this research will contribute to thinking, knowledge and insight regarding the use of the CIRC learning model to help improve the reading comprehension abilities of dyslexic students.
 - b. It is hoped that the results of this research can become a reference source for new information.
 - c. The results of this research can attract the attention of future researchers to conduct in-depth and broader research

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