

## Research Article

# Implementation of the CIRC Method Assisted by Image Media to Improve Instructional Text Reading Skills for Slow Learners at Elementary School Level

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**Abstract:** This study aims to determine the process and effectiveness of instructional text reading skills in Indonesian Language Lessons through the CIRC method assisted by picture media in slow learner children at the elementary school level. The background of this study is the low reading comprehension ability of slow learner students caused by the lack of appropriate learning methods and media that are suitable for slow learner students. The method used in this study was the Classroom Action Research (CAR) model of Kemmis and McTaggart, implemented in two cycles. The subjects were six slow-learning fifth-grade students of SD Negeri 002 Karang. Data were collected through observation, learning test results, and documentation. The results of the learning test for reading instructional text skills showed a significant increase from cycle I to cycle II. In cycle I, 2 out of 6 slow learner students achieved the Minimum Completion Criteria (KKM), with an average score of 60 (classical completion 33.33%). While in cycle II, the number of students who completed the test increased to 5 out of 6 slow learner students with an average score of 80 (classical completion 83.33%). Based on these results, it can be concluded that the application of the CIRC method assisted by image media can successfully improve instructional text reading skills because it meets the score above the KKM and the students' active involvement in the learning process.

**Keywords:** CIRC Method; Image Media; Instructional Text; Reading Skills; Slow Learner Children.

## 1. Introduction

Education in the era of globalization has become mandatory and serves as the foundation for our daily lives. This has led Indonesians to understand that education is the gateway to a more focused and purposeful life. Furthermore, education plays a crucial role in the self-development of each individual, exploring their strengths, developing their mentality, and developing their social skills. Therefore, education can transform the conditions and behavior of every person for the better in every aspect of life (Ayun and Indarini, 2023).

There are various ways in education to demonstrate the methods and means of understanding the knowledge contained within an education according to expectations. Formal education is one method that can be used to gather the aspirations of the younger generation in developing their potential, namely by implementing communicative language through learning Indonesian. Indonesian is one of the compulsory subjects taught starting in elementary school through four main areas of study: speaking, listening, reading, and writing (Nanda and Julaiha, 2019).

One of the four main areas of study that needs to be developed and enhanced for elementary school students is reading interest. Reading interest itself is defined as a strong interest in reading activities that can create feelings of pleasure and provide encouragement to read. In general, reading interest cannot develop spontaneously; it grows through habits that are taught and practiced voluntarily (Nanda and Julaiha, 2019). At the elementary school level, reading interest is a fundamental and important foundation for achieving success in competency for elementary school students in learning Indonesian. This can be achieved

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through reading habits, which will lead to students' literacy and broader knowledge (Ayun and Indarini, 2023).

Indonesian, the national language and a means of daily communication among Indonesians, is a compulsory subject at all levels of elementary and high school in Indonesia. Elementary school (SD), which is part of formal school education, covers the four main components of the Indonesian language curriculum: speaking, listening, reading, listening, and writing. These skills are interconnected, particularly reading. Reading is an activity undertaken to acquire information that can be used to gain new insights for the reader (Ulmarfu'ah et al., 2020).

The ultimate goal of reading is to understand the content of a reading. This condition will become a problem if this reading goal is not achieved, especially when reading instructional texts. Reading skills are a fundamental skill for students in obtaining information and knowledge, and serve as a bridge connecting knowledge with current conditions. The low level of reading skills, especially instructional texts, for fifth-grade elementary school students can be caused by a lack of awareness among students of the importance of reading. In addition, the learning system that is mostly teacher-centered, so that students tend to be passive, making students dependent on the teacher for information without any effort to seek and discover information themselves through reading (Trisiantari and Sumantri, 2016).

The reading process itself can improve critical thinking skills, enrich vocabulary to help in writing and provide a point of view on a topic. In addition, reading helps students in facing various problems due to the development of the times where information develops very quickly and rapidly (Elendiana, 2020). However, this is very inversely proportional to the condition of students with learning disabilities (slow learners) at the elementary school level based on the results of reflection in class V SD Negeri 002 Karangan there are 6 students who have difficulty reading in terms of understanding reading texts, especially in following instructional texts, including 2 girls and 4 boys with the following problems: 1) not yet able to interpret a sentence well 2) still need help in understanding reading, 3) students are less active in learning 4) the learning methods and media used by teachers are still monotonous, 5) lack of motivation or guidance from teachers in learning, especially for slow learner students.

According to Ayun and Indarini (2023), CIRC (Cooperative Integrated Reading and Composition) and the use of visual aids can help students understand reading. This method was chosen because it has been proven effective in improving students' reading skills and comprehension. Furthermore, incorporating visual aids into learning can make it easier for students to comprehend, comprehend, and remember the material presented (Ayun and Indarini, 2023).

Research based on the application of the CIRC method has begun to be widely used, but in practice the CIRC method combined with the use of visual media assistance in improving reading skills, especially in reading instructional texts for students with learning disabilities (slow learners) at the elementary school level is still very limited. This makes it important to review and study further and in depth the relationship in this relationship and what contribution is given in developing more effective, responsive, and solution-oriented teaching and learning methods for the development of learning for students with learning disabilities (slow learners) at the elementary school level, especially in terms of reading instructional texts.

This study focuses on elementary school students who experience learning disabilities (slow learners) based on the results of initial identification. This study will emphasize the application of the Cooperative Integrated Reading and Composition (CIRC) learning method supported by picture media as a learning medium for reading instructional texts for students with learning disabilities (slow learners) at the elementary school level.

## 2. Literature Review

### 2.1 Cooperative Integrated Reading and Composition (CIRC) learning model

Cooperative Integrated Reading and Composition (CIRC) learning model emphasizes integrated cooperative learning, where the teacher serves as a conduit for information and materials to students in teaching and learning activities structured in group learning. This is done to stimulate and improve students' abilities and understanding in reading, writing, vocabulary, and language arts. CIRC learning, as a comprehensive learning program, is used to help elementary school students integrate a reading comprehensively and then compose it

into important parts that are developed by receiving feedback from the learning (Mistendeni, 2020).

Learning using the CIRC method utilizes picture storybooks to improve reading literacy skills. The CIRC method is a preferred method, emphasizing group learning and encouraging students to be more active (Oktafiani, 2018). According to Ayun and Indarini (2023), the steps used in the CIRC method are as follows:

- a. Students will be grouped into small groups of around 4-5 children.
- b. The teacher gives a reading to each small group.
- c. Students read together and find the main ideas in the reading and give each other feedback .
- d. Students are given the opportunity to present the results of their small group work.
- e. Other students and the teacher provide feedback and conclusions to each other.
- f. At the end of the lesson, the teacher closes the learning and teaching activities by providing motivation for students to read.

The CIRC method aims to improve students' comprehension skills and foster collaboration between students, as it is implemented in pairs. The CIRC method involves three stages: pre-reading, reading, and post-reading, enhancing reading and comprehension skills. This method can help students develop effective reading skills through group collaboration, making teaching and learning activities more active and meaningful (Zakiyatunnisa et al., 2019).

## 2.2 Image Media in Reading Lessons

The word "media" comes from the Latin word "medius," meaning "middle" or "transmitter," and in Arabic, "intermediary." Learning media is defined as any effort to convey information and messages, stimulating thoughts and feelings in communication between teachers and students, thus enabling the teaching and learning process. Learning media is crucial because it can provide effectiveness and a new atmosphere in learning through play. The correct and appropriate use of learning media can stimulate learning interest, motivation, and psychological influence on students, as well as facilitate teachers in delivering material (Nurdin and Andriantoni, 2016).

Some criteria that must be met by image media, namely: authentic, simple composition, relative size (images are easy to understand by students and contain movement that leads to objects according to the material, images are used according to learning objectives and images must be beautiful according to artistic rules). Image media becomes a guide for students in composing stories. The characteristics of image media are in accordance with the suitability of the age level or ability level of students, simple in the sense that it does not need to be complex, realistic and can be held or touched by students. Image media as a learning resource does not have to be expensive, luxurious, or difficult to obtain, but rather emphasizes the creativity and willingness of teachers to innovate and utilize learning resources (Wiaro, 2016; Mubarak et al., 2023).

## 2.3 Children with Learning Disabilities (Slow Learners)

Children with learning disabilities (slow learners), who are part of the group of children with special needs (ABK), are often found in regular schools, but not in special schools (SLB). Children with learning disabilities are not individuals with mental retardation because their intelligence test scores are higher than those of individuals with mental retardation. Their intelligence is slightly below that of children of the same age in general. Children with learning disabilities are often labeled as stupid (borderline) because they attend regular schools, but must accommodate the learning needs of slow learners. Therefore, it is essential to understand slow learners, their causes and characteristics, their cognitive development, their barriers, their types, educational programs for slow learners, and the role of teachers and parents in developing skills (Bagaskorowati, 2021).

According to Supandi (2021), children with learning disabilities (slow learners) are those who are slow to learn, slow to develop skills, and slow to comprehend information. Slow learners typically have low academic achievement (below the average for their age), but are not mentally retarded. IQ test scores range from 70 to 90, often caused by physical or mental abuse. Signs of slow learners include several specific characteristics, including difficulty expressing ideas in writing, slow writing, illegible handwriting, difficulty reading and understanding text, and errors in grammar, punctuation, and spelling.

Slow Learning Children who have a slower learning speed compared to their peers, often face challenges in understanding learning materials, especially in reading activities (Bagaskorowato, 2021). According to Rohida, Ningsih, & Putratama (2024), slow learners need more interactive personal learning to help them understand reading better. From this statement, it can be understood that slow learners are children who have difficulty understanding a material, so there is a need for special ways to maximize the learning process in slow learners. It needs to be helped with reading comprehension to make it easier for slow learner students to understand the content of the material presented.

### 3. Method

This study employed a Classroom Action Research (CAR) approach model popularized by Kemmis and McTaggart. This approach emphasizes each cycle of four main components: planning, action, observation, and reflection. These components were designed to be applied systematically so that each process and stage can contribute to improving teaching and learning practices (Parnawi, 2020; Suryadi and Ika, 2018).

This approach model allows researchers to understand and deepen their understanding of the actions taken, which can also improve learning conditions simultaneously and gradually. The cycle in this approach model is spiral and reflective, where the cycles that occur can be adjusted to the complexity of the problems faced, making this approach appear more flexible and effective in addressing various problems in classroom teaching and learning activities through continuous evaluation and improvement.

### 4. Results and Discussion

#### 4.1 Results

This classroom action research was conducted in class V of SD Negeri 002 Karangan, Karangan District, East Kutai Regency, on Tuesday, 22nd semester II of the 2024-2025 academic year. This research was conducted in 2 cycles which were held on Tuesday, April 22, 2025 and April 29, 2025 and each cycle only consisted of one meeting, namely 2 lesson hours x 35 minutes. During the first cycle, the learning outcomes of slow learner students in reading instructional text skills increased insignificantly or were still below the Minimum Completion Criteria (KKM) standards that had been set at SD Negeri 002 Karangan. This was because there were several things that were lacking and not implemented in learning so that they had an impact on student learning outcomes, therefore it was continued to cycle 2 with some preparations and improvements in the deficiencies in the cycle, the result was that the reading skills of instructional texts in slow learner students had reached the Minimum Completion Criteria (KKM) value.

##### *Cycle 1 Results*

The implementation of the action in cycle 1 was carried out on April 22, 2025, using the Cooperative Integrated Reading and Composition method in Indonesian language learning on procedural or instructional text material. Learning activities in this cycle were grouped into three stages, namely initial activities (introduction), core activities, and final activities (closing) according to the teaching module. This learning was attended by 17 regular students and 6 slow learner students. The researcher acted as the provider of the action and was assisted by fellow teachers as observers during the learning process with the application of Cooperative Integrated Reading and Composition (CIRC).

Data obtained from the results of reflection still shows that some slow learner students received Indonesian language scores that do not meet the Minimum Completion Criteria standard set at SD Negeri 002 Karangan, namely 70. In addition, students have low activeness in following Indonesian language lessons, in this case understanding the contents of instructional texts. From the results of observations in cycle 1, namely observation student activities and teacher observations, student learning outcomes in each cycle.

Based on the observer activity data from cycle 1, which observed the activities of regular students, it showed a fairly good response, they were active in learning and completing assignments in the LKS. Slow learner students still have difficulty understanding the contents of instructional texts in long sentences and without pictures in the instructional text. Slow learner students' participation in group discussions is still low, and some appear passive during the activity. Understanding the contents of the text Instructions are still not evenly distributed among students.

### **Results of the Cycle 1 Student Reading Ability Test**

The level of student learning completion through the application of CIRC in Indonesian language learning, especially reading instructional or procedural texts, is known by analyzing the results of tests given to students after the CIRC method was implemented. To see the percentage of student learning completion in cycle 1 .

Based on observer activity data in cycle 1, it shows that all students had the opportunity and focus when reading the instructional text during learning. Most slow learner students showed clarity of articulation when reading the reading text, self-control, enthusiasm for learning, and orderliness in the learning process. Slow learner students still experienced difficulty in understanding the contents of the instructional text. This is seen from the observation results, which showed that only a few students had the ability to understand and conclude the instructional text . Understanding the text procedures or instructions still vary and are not evenly distributed among students.

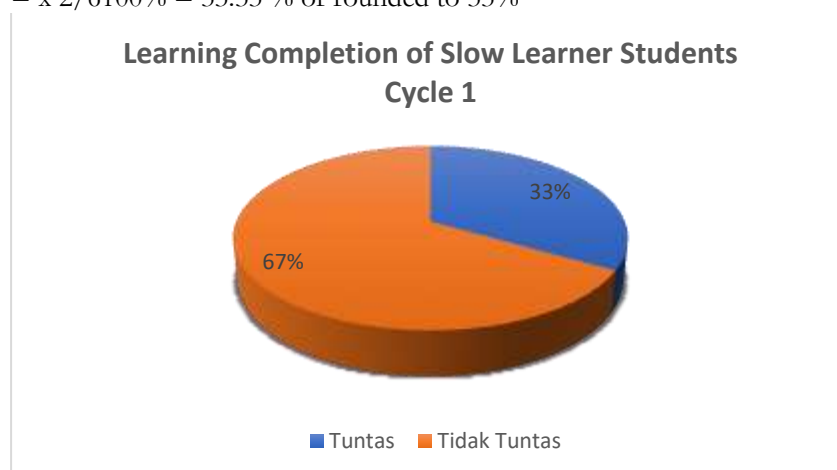
### **Teacher Observation Results**

This observation activity was conducted to measure the impact of the teacher's actions in cycle I on slow learners. Based on data from the observer's activities in cycle 1, which observed the activities of regular students, the response was quite good, they were active in learning and completed the assignments in the student worksheets. Slow learner students still have difficulty understanding the contents of instructional texts in long sentences and without pictures in the instructional text. Slow learner students' participation in group discussions is still low , and some appear passive during the activity . Understanding the contents of the text Instructions are still not evenly distributed among students .

### **Results of the Cycle 1 Student Reading Ability Test**

The level of student learning completion through the application of CIRC in Indonesian language learning, especially reading instructional or procedural texts, is known by analyzing the test results given to students after the CIRC method is applied. To see the percentage of student learning completion in cycle 1, the calculation of the percentage of student learning outcome scores in cycle 1 is based on the achievement of the Minimum Competency Standard (KKM) and the completion score using the following formula :

$$\begin{aligned} \text{Persentase Ketuntasan Belajar} &= (\text{Jumlah Siswa slow learner Tuntas}) / (\text{Jumlah Siswa slow learner Keseluruhan}) \times 100\% \\ &= 2 / 6 \times 100\% = 33.33 \% \text{ or rounded to } 33\% \end{aligned}$$



**Figure 1.** Graph of Learning Completion of Slow Learner Students in Cycle 1.

Based on the graph data, the percentage of classical completion of slow learner students is 33 % , namely 2 out of 6 slow learner students, indicating that the minimum class completion target ( $\geq 70$  ) has not been achieved. There are still 67 % or 4 slow learner students who have not reached the KKM. Meanwhile, in processing the data obtained from the results of the student worksheet (LKS) scores, the average is used with the following formula (Arikunto, 2020):

$$\begin{aligned} \text{Rata-Rata} &= (\text{Jumlah Skor Nilai siswa slow learner}) / (\text{Jumlah Subject siswa SL}) \\ \text{Rata-Rata} &= 380 / 6 = 63 \end{aligned}$$

Average grades of slow learner students as big as 63 of the 6 subjects studied shows that the reading comprehension ability of slow learner students is still below the established KKM (70 ) . The percentage of completion of 33.33 % also shows that it has not yet reached the minimum classical completion of 70 % as stipulated in the learning success standards . This indicates the need for reflection and improvement of actions in the following cycle , especially

in terms of simplification . content of material and using learning media assistance such as more complete picture instructions and increased individual guidance for students slow learner. Adjustment of clear and appropriate image media to learning integrity students , especially those in the category Slow learners still have difficulty understanding the contents of the instructional text . Based on these results, improvements and further action are needed in cycle 2 to improve the achievement of KKM and the quality of the learning process. learning .

### **Cycle 2 Results**

Cycle 2 was implemented by preparing the same planning as cycle 1, namely compiling and preparing research instruments. This cycle 2 action was an effort to improve and refine the previous cycle. In the implementation of cycle 2, all stages were the same as cycle 1, except there were several things that needed to be emphasized and added according to the improvements in the results of the reflection on cycle 1. Based on the results of observations of teacher activities in cycle 2, the following table can be presented:

### **Observation Results of Student Activities Cycle 2**

Observations in cycle 2 were conducted to determine the extent to which improvements in learning had been designed and determined after reflection in cycle 1. This activity aimed to see the improvement in the reading skills of slow learner students' instructional texts in the Indonesian language subject using the CIRC method assisted by image media.

In cycle 2 , significant improvements were observed. Students, including slow learners, began to demonstrate a better understanding of instructional texts and were more active in learning activities. Group discussions were more effective, and assignments were completed more independently and thoroughly.

### **Teacher Observation Results**

Observations in cycle 2 were carried out to determine the extent to which improvements in learning had been designed and determined after reflection in cycle 1. This activity aims to see the sustainability and improvements in the implementation of learning.

Teachers are able to improve their learning process with clearer language and instructions, as well as the use of more engaging and comprehensive visual aids for each step in the instructional text. They are also more active in guiding slow-learners and conducting comprehensive evaluations and reflections on their learning.

### **Student Learning Outcomes in Cycle 2.**

To calculate the value of student learning outcomes in cycle 2 of achieving KKM and completion value using the following formula :

Persentase Ketuntasan Belajar= (Jumlah Siswa slow learner Tuntas)/(Jumlah Siswa slow learner Keseluruhan) x100%

$$=5/6 \times 100\% = 83.33 \% \text{ or rounded to } 83 \%$$



**Figure 2.** Student Learning Completion in Cycle 2.

Based on these data, it was obtained that the percentage of classical completeness was 83%, namely 5 slow learner students had exceeded the minimum completeness limit set, which was  $\geq 70$ . This means that only 1 slow learner student (17%) had not reached the KKM with a score of 65, and most students had shown an increase in learning outcomes in reading instructional text skills. Meanwhile, in processing the data obtained from the results of the student worksheet (LKS) scores, the average was used with the following formula (Arikunto, 2020):

$$\text{Rata-Rata} = (\text{Jumlah Skor Nilai siswa slow learner}) / (\text{Jumlah Subject siswa SL})$$

$$\text{Rata-Rata} = 480 / 6 = 80$$

The average value of 84 indicates that the reading comprehension ability of slow learner students in general has exceeded the established KKM, which is 70. The results of the evaluation of learning skills in reading instructional texts by applying the CIRC method assisted by image media showed a significant increase from cycle I to cycle II. In cycle I, out of 6 slow learner students, there were 2 students (33.33%) who achieved the Minimum Completion Criteria of 70. This shows that learning in cycle 1 has not reached the classical completion target ( $\geq 70\%$ ), it was found that in cycle 1 the teacher had not used complete and appropriate image media with the instructional text, had not maximally guided students, students were less active and not yet confident. So it is necessary to make improvements in the next cycle.

After improvements were made in cycle 2, including modifications to learning media and increasing the role of teachers in guiding students (especially slow learners), there was a significant increase in learning outcomes. In cycle 2, 5 out of 6 slow learner students (83.33%) succeeded in achieving the KKM with an average score of 80. It was found that in cycle 2 the teacher was effective in implementing the CIRC method, introducing simple concepts in learning, forming heterogeneous groups of 3-4 children, using clear and appropriate image media, providing guided assignments, and monitoring and evaluating learning outcomes, students were more focused, actively working together, practicing instructional texts and being able to convey the results of discussion assignments with confidence. This percentage indicates that the classical mastery target has been achieved, and learning is declared successful.

#### **4.2. Discussion**

research used Classroom Action Research (CAR). The research was conducted at SD Negeri 002 Karanganyar using two cycles. This study aimed to determine how to apply the CIRC method assisted by picture media in improving reading skills of instructional texts and to determine the improvement of the reading comprehension process and the improvement of reading comprehension abilities of slow learners. The results of this study were assessed using observation sheets of teacher activities and observation sheets of student activities as well as descriptive questions and multiple-choice tests.

##### ***Teacher activities***

The person who observed (observer) the teacher's activities in managing learning was Elis Lili Padang, S.Pd, SD as a colleague. In the teacher's activities in cycle 1, the teacher had not been optimal in managing learning such as the teacher had not motivated students before learning, the teacher had not simplified and completed the picture media in the instructional text, the teacher had not fully supervised and monitored the progress of student activities in the discussion, and the teacher had not provided reinforcement from the results of student discussions and had not guided students to conclude the material.

In cycle 2, the teacher's activities in improving reading comprehension skills of instructional texts by applying the CIRC method assisted by image media, namely the teacher forms study groups, provides instructional texts equipped with images, asks students to read in turns with group members, analyzes and practices the instructional texts they read, determines the time for work, supervises and monitors student activities in completing tasks, evaluates the process and student tasks. It can be concluded that teacher observations are running significantly.

##### ***Student Activities***

Observations of student activities in following the learning were carried out by Elis Lili Padang, S.Pd.SD as a colleague. The student activities in cycle 1 were still seen in that students were not able to answer questions, students had not listened to the teacher's explanation, students were still chatting with their friends during the learning process, when students were asked to present the results of the discussion, students were still not brave and not confident, and students were not able to conclude the material.

Student activities in cycle 2 in the application of the CIRC method assisted by image media in improving the skills of reading instructional texts are students studying in groups, students reading the instructional texts given, students discussing with their friends to identify the contents of the instructional texts and practicing the instructional texts, and displaying the results. It can be concluded that student observations have progressed significantly.

##### ***Reading Comprehension Test Results***

Improving reading skills in instructional texts in Indonesian language subjects through the CIRC (Cooperative Integrated Reading and Composition) method. Researchers conducted a written test to measure students' comprehension of reading texts. The purpose



of this test was to determine improvements in students' reading comprehension skills, both for regular students and slow learners.

Student learning outcomes are analyzed based on the Minimum Completion Criteria that have been set by the school, which is 70 .

In cycle 1 , out of 6 slow learner students , 2 students completed the test, with a completion percentage of 33.33 % . Meanwhile, 4 students had not completed the test, with scores below the KKM. It was found that in cycle 1 the teacher had not optimally guided the students, the students were less active and not yet confident .

In cycle 2, the number of slow learner students who completed the program increased to 5 students, with a percentage of completion of 83.33 % . While 1 student has not completed. It was found in cycle 2 that the teacher was effective in carrying out the activity stages in accordance with the CIRC method, preparing more complete and appropriate image media in the instructional text, providing direction when students were confused in their assignments, and monitoring and evaluating learning outcomes, students were more focused, actively working together, and able to present project results. Based on the percentage, cycle 2 has been achieved .

These data show that there is a significant increase in students' reading comprehension ability from cycle 1 to cycle 2. This increase does not only occur in regular students , but also in slow learner students who appear more active, focused , and able to complete tasks with appropriate guidance and adapted image media . This study is said to be successful because it has achieved success indicators , namely teacher observation activities and student activities in the Good category , based on the instruments used. Classical completion has exceeded 70 % , which is the minimum threshold for learning success .

This shows that the application of the CIRC method assisted by image media has proven effective in improving abilities. skills Reading instructional texts to slow learner students at SD Negeri 002 Karangan , including regular students . The researcher gave assignments that were appropriate to the abilities of slow learners in accordance with the principles of slow learning. This research was declared successful, and the research could be stopped..

### ***Teacher activities***

The person who observed (oibseirveir) the teacher's activities in observing the lesson was Ana Prihati Ningsih, S. Pd. As the observer . In the teacher's activities in cycle 1, the teacher has not been maximal in managing the lesson , such as the teacher has not motivated students before learning, the teacher has not simplified interactive animated video media , the teacher has not fully supervised and monitored the progress of student activities in completing the project, and the teacher has not provided reinforcement from the results of student discussions and has not guided students in concluding the material.

In cycle 2, the teacher's activities in improving the ability to read comprehension with interactive animation videos based on PjBL are that the teacher forms a learning group , displays simplified interactive animation videos , explains the project, determines the project work time , supervises and monitors students' activities in completing the project, tests the results and evaluates the process and the results of the project. It can be concluded that teacher observation is progressing significantly.

### ***Student Activities***

Observations on student activities in following the learning process were conducted by Ana Prihatini Ningsih. S. Pd as a peer researcher. The students' activities in cycle 1 were still visible , students were not able to answer questions , students were not listening to the teacher's explanation , students were still chatting with their friends during the learning process, when students were ordered to present the project results , students were still not brave and not confident , and students were not able to conclude the material.

Student activities in cycle 2 in improving interactive animation videos based on PjBL are students learning with groups, students observing videos interactive animation displayed by the teacher, working on the project within the specified time, completing the project under teacher supervision and presenting the project results . The results of the student observation checklist showed that the percentage of students who fulfilled the learning indicators who answered "Yes" was 89.58%, while the percentage who answered "No" was 10.41%. In cycle 2, there was a significant increase, all students were able to fulfill the learning indicators with a percentage of 100%, thus there was an increase of 10.41% from cycle I to cycle II. It can be concluded that student observation was running significantly.



### ***Results of Reading Ability and Comprehension Test***

Improving reading ability in English subject through interactive animation video based on Project Based Learning (PjBL), the researcher conducted a written test to measure students' understanding of reading texts. The purpose of implementing this test is to find out the improvement of students' reading comprehension ability, both regular students and slow learning students.

Student learning outcomes are analyzed based on the Learning Objective Achievement Criteria (KKTP) which have been determined by the school, namely 70.

In cycle 1, out of 28 students, 19 students completed the test, with a completion percentage of 67.85%. Meanwhile, 9 students had not completed the test, with scores below the KKM. It was found that in cycle 1, students were less active and not yet confident.

In cycle 2, the number of students who completed increased to 25 students, with a completion percentage of 89.28%. Meanwhile, 3 students had not completed, the average difference between cycles I and II increased by 18 points, this indicates an increase in the average value of 18 points. The percentage of completion of class cycle 1 was 19 students out of 28 students who obtained completion of 67.85%, not yet reaching the KKTP completion of  $\leq 70$ . In cycle II, 25 out of 28 students obtained 89.28%, student achievement in cycle II had exceeded the KKTP limit of  $\geq 70$ .

This shows that the use of interactive animated video media based on project-based learning can significantly improve the process and results of students' reading comprehension skills, especially for slow learner students. This success is supported by the teacher integrating the syntax of project-based learning by adjusting the design to the learning of slow learner students so that it increases students' active involvement in discussions, group work, and project presentations. This research is considered successful because it meets the criteria for success indicators, as well as achieving an increase in students' scores above  $\geq 70$  KKTP in the learning process.

This shows that the process of using interactive animated videos based on Project Based Learning has been proven to improve the reading comprehension skills of grade VII students at SMP Negeri 2 Karangan, including students with special needs or slow learning. Researchers give tasks that are appropriate to the abilities of the children in accordance with the principle of slow learning. This research was declared successful, and the research can be stopped.

### **5. Conclusions**

Based on the results of research conducted by the author with the title "Implementation of the CIRC (Cooperative Integrated Reading and Composition) Method Assisted by Graphic Media in Improving Instructional Text Reading Skills for Slow Learner Children at Elementary School Level" the following conclusions can be drawn: The application of the CIRC method can improve the reading skills of instructional texts with the help of picture media in slow learner students of grade V in one of the elementary schools in Karangan District, East Kutai Regency. Improving the learning process of reading instructional texts for slow learners in Indonesian language subjects using the CIRC method with the aid of visual media showed positive results. Learning was more active, enjoyable, and participatory. Students were more interested in participating in the learning process because of the visual media that helped them understand the instructions and their involvement in simple projects that encouraged collaboration in understanding the instructional texts. The results of the test on the ability to read comprehension of instructional texts experienced a significant increase from cycle 1 to cycle 2. In cycle 1, 2 students out of 6 slow learner students achieved the KKM (70) with an average score of 60 (classical completeness 33.33%). In addition, it was found that in cycle 1 the teacher had not optimally guided the students, the students were less active and not yet confident. In cycle 2, the number of students who completed the program increased to 5 students, with a completion percentage of 83.33% while 1 student has not completed the task. It was found that in cycle 2 the teacher was effective in implementing the CIRC method, simplifying and completing appropriate media, providing guidance in discussions, and monitoring and evaluating learning outcomes. Students were more focused, actively working together, and able to present project results. Thus, this research can be declared successful because it has fulfilled the success indicators, namely increased learning outcomes, student involvement, and achieving classical completeness of  $\geq 70\%$ .

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