

THE CIRCLE READING LEARNING MODEL WITH WORD CARDS TO UNDERSTANDING READ STUDENT ON EYE LESSON INDONESIAN LANGUAGE IN CLASS III OF ELEMENTARY SCHOOL

Nada Syiva Salsabila¹, Nurdiana Siregar²

Universitas Islam Negeri Sumatera Utara

Universitas Islam Negeri Sumatera Utara

E-mail: nada0306223172@uinsu.ac.id, nurdianasiregar@uinsu.ac.id

Received : 10 June 2026

Accepted : 04 July 2026

Revised : 22 June 2026

Published : 15 July 2026

Abstract

This study aims to determine the effect of the *Circle Reading learning model* with word cards media on students' reading comprehension in Indonesian language subjects in grade III of elementary school. The study used a quantitative approach with a *quasi-experimental method* and a *Nonequivalent Control Group Design*. The research sample consisted of 40 students divided into an experimental class and a control class, each consisting of 20 students. Data collection techniques were carried out through reading comprehension tests in the form of *pre-tests* and *post-tests*. Data were analyzed using descriptive and inferential statistics through normality tests, homogeneity tests, and *Independent Samples T-Tests*. The results showed that the average *pre-test score* of the experimental class was 62.75 and the control class was 62.10 with a significance value of $p = 0.600 (> 0.05)$, so that both groups had equal initial abilities. After the treatment was given, the average *post-test score* of the experimental class increased to 84.55, while the control class was 71.15. The results of the *Independent Samples T-Test* showed a t value = 9.567 with a significance value of $p = 0.600 (> 0.05)$. $p < 0.001$, Which means there is influence significant model learning *Circle Reading* with word cards as a medium on students' reading comprehension. *Cohen's d* value of 3.025 indicates size effect Which very big. With thus, model learning *Circle Reading* with word cards is effectively used to improve students' reading comprehension in Indonesian language subjects in grade III of elementary school.

Keywords: *Circle Reading, Card Say, Understanding Read, Language Indonesia*

INTRODUCTION

Reading comprehension is an essential competency in Indonesian language learning in elementary schools, particularly in grade III, which is the transition phase from beginning reading to more complex reading comprehension. Reading comprehension is not only related to the ability to recognize words and sentences, but also encompasses more complex cognitive processes, such as understanding explicit and implicit meanings, identifying main ideas, interpreting information, and drawing conclusions from reading texts. This ability is a crucial foundation for students' success in mastering other subjects and building long-term literacy (Sari & Nugroho, 2021). read on student school base can measured through a number of indicator main, between other abilities find information explicit in text, ability determine idea main And supporting information, ability understand meaning sentence in context reading, ability make inference or conclusion simple, as well as ability tell return content reading with Language (Rahmawati et al., 2022). These indicators reflect students' overall level of understanding of the text, not just their mechanical reading ability. Similarly, other research indicates that students' reading comprehension skills include vocabulary mastery, identifying main ideas, drawing conclusions, and evaluating information from the text they read (Putri & Yarmi, 2024). It can be concluded that reading comprehension in elementary school students is not just the ability to pronounce words or read mechanically, but also includes the ability to understand the text's content as a whole. This ability includes finding explicit information, determining main ideas, and supporting information. supporting texts, understanding the meaning of vocabulary in context, drawing conclusions, and evaluating and retelling the content of the reading in one's own words. Thus, reading comprehension is a thought process that involves processing meaning, interpreting, and utilizing information from the text as a whole. This problem is influenced by low vocabulary mastery, a lack of active student involvement in the reading process, and the dominant use of conventional learning methods.

THE CIRCLE READING LEARNING MODEL WITH WORD CARDS TO UNDERSTANDING READ STUDENT ON EYE LESSON INDONESIAN LANGUAGE IN CLASS III OF ELEMENTARY SCHOOL

Nada Syiva Salsabila et al

Which centered on Teacher (Hidayat & Primary, 2023). The low ability read Elementary school students still face a problem that requires attention. This is because reading instruction is still conventional, resulting in students being less active in understanding the content of the reading. By Because That, required model learning Which involving student in a way active in reading activities. One approach that can be used is collaborative learning. Sapri and Haspriandi (2023) stated that collaborative learning can improve reading literacy because student involved active in understand text, put forward opinion, as well as conclude content reading through group discussions.

This condition is further strengthened by the results of previous research. Research conducted by Putri and Lestari (2024) showed that reading lessons that do not involve interaction and discussion among students tend to result in low levels of reading comprehension in elementary school students. Meanwhile, research by Alvarez and Kim (2021) confirmed that collaborative-based reading lessons can significantly improve student comprehension because they provide space for students to discuss, interpret, and clarify the meaning of texts with peers. These findings indicate that this strategy Active and collaborative learning plays a crucial role in improving reading comprehension. Learning in the Society 5.0 era demands the implementation of participatory and adaptive models so that students' literacy skills and comprehension can develop optimally (Haspriandi & Sapri, 2025). One such learning model is Which oriented on collaboration And activity student is *Circle Reading*. *Circle Reading* is a learning model that places students in small groups to take turns reading texts, discussing the content, identifying key words, and communicating their understanding through group discussions. This model is based on social constructivism theory, which emphasizes that understanding is built through interaction and the exchange of meaning between individuals (Alvarez & Kim, 2021).

In general, *the Circle Reading stages* include forming small groups, distributing reading texts And determination role students, taking turns reading together, discussion group to understand the content of the text and important vocabulary, as well as Presentation or reflection on group understanding. These stages enable students to actively engage in the reading process, think critically, and construct understanding collectively. For optimal *Circle Reading implementation, learning media support is needed that is appropriate to the characteristics of third-grade elementary school students*. literacy read on student school base become aspect important in increase quality of Indonesian language learning. Literacy since basic education plays a role in shaping thinking skills critical, creative, as well as character student in face development global (Khadijah, 2020).

Student-oriented learning through a collaborative approach can optimally develop comprehension and increase student engagement in the learning process (Masganti Sit, 2021). Furthermore, successful reading comprehension is also influenced by psychological aspects, such as student motivation, interest, and attention during learning (Daulay, 2019). Therefore, innovative, interactive, and student-centered learning models are needed to maximize the development of text comprehension skills. Innovation in active and collaborative learning models has been proven to improve the quality of learning in elementary schools (Mardianto, 2020). The use of appropriate learning media has been shown to significantly improve students' language skills, particularly in understanding information conveyed verbally and in writing (Yusnaldi, 2018).

In addition to learning models, the use of concrete and contextual learning media also plays a role in improving students' reading comprehension. Visual-based media can help students understand abstract concepts more concretely, thus facilitating the learning process (Sitorus, 2022). Word cards are a relevant alternative because they are concrete, visual, and easy to use. Word cards help students recognize vocabulary. important in text, understand meaning say in context, as well as strengthen memory to the content reading. Media visual like *flashcard* or card say capable increase interest And involvement active students in the learning process, thus helping students more easily understand the material being studied (Yusnaldi, 2025). Word game media has also been proven to improve elementary school students' reading skills because learning becomes more active and enjoyable (Rahmi & Rambe, 2024). Recent research also suggests that the use of word card media can significantly improve elementary school students' focus, motivation, and reading comprehension (Putri & Lestari, 2024). Despite the improvement in reading comprehension through collaborative learning and the use of visual media, these studies still show several limitations. First, they generally only focus on general collaborative reading learning models, such as cooperative learning or small group discussions, without specifically examining *the Circle Reading model* as an approach that has structured stages and an active role for each group member (Alvarez & Kim, 2021).

THE CIRCLE READING LEARNING MODEL WITH WORD CARDS TO UNDERSTANDING READ STUDENT ON EYE LESSON INDONESIAN LANGUAGE IN CLASS III OF ELEMENTARY SCHOOL

Nada Syiva Salsabila et al

With thus, combination between model learning collaborative And use visual media become very relevant For increase ability read understanding student school basis. As a result, potential *Circle Reading* as model learning read that systematic And Contextual learning in elementary school students has not been widely explored empirically. The transformation of the PGMI curriculum requires teachers to implement innovative learning strategies oriented towards strengthening literacy competencies and students' comprehensive understanding (Khairiyah & Asrul, 2025). According to Salminawati (Salminawati et al., 2025), the success of reading learning is influenced by various factors, one of which is the teacher's ability to determine appropriate learning approaches, models, and methods for use in the classroom. The use of innovative learning models and media can improve students' reading comprehension skills. Therefore, this study develops learning through the *Circle Reading model* with word cards as an alternative medium that is expected to improve students' reading comprehension more effectively. through collaborative and interactive activities. (Harahap, Kusumawati, & Yumni, 2024) In addition, previous studies tend measure results Study read with only linking One model And related variables, while in this study, one model is linked with word card media to reading comprehension. Based on gap this research own urgency to empirically examine whether there is an influence of *the Circle Reading learning model* with word card media on understanding read student class III on eye lesson Language Indonesia? Study This This study has a novel contribution by integrating the *Circle Reading learning model* and word card media into a structured learning design to improve the reading comprehension skills of third-grade elementary school students. This differs from previous research that tends to examine collaborative learning models or word card media separately, by emphasizing comprehensive reading comprehension indicators in the subject. Indonesian language lessons in grade III of elementary school. Thus, this research is expected to able to fill the gaps in existing studies and provide theoretical and practical contributions to the development of literacy learning in elementary schools.

LITERATURE REVIEW

Reading comprehension is a fundamental competency that determines students' success in acquiring and processing information from various learning sources. This ability encompasses not only the ability to recognize symbols and words, but also involves more complex cognitive processes, such as identifying main ideas, understanding relationships between ideas, making inferences, and summarizing the content of the reading. Lestari et al. (2026) emphasized that reading comprehension is the primary foundation for developing elementary school students' literacy because it influences their learning success in various subjects. From the perspective of meaningful learning theory, Ausubel (2012) explained that students will more easily understand new information if it is connected to their prior knowledge. This theory suggests that the reading process is not passive but involves the activity of constructing meaning influenced by the reader's prior experience and knowledge. Therefore, learning to read requires strategies that encourage students' active involvement in processing the information contained in the text . One learning model that can be used to support reading comprehension is *Circle Reading* . This model is implemented through reading activities and discussions in small groups so that students can exchange opinions about the content of the reading. The implementation of *Circle Reading* is based on the theory of social constructivism. which emphasizes that knowledge is constructed through social interaction. In group activities, students have the opportunity to help each other understand texts, clarify information, and build understanding together.

Several studies have shown that collaborative learning can improve students' literacy skills. Research by Sapri and Haspriandi (2023) also shows that collaborative learning contributes to improved reading literacy skills because students are more active in expressing opinions and summarizing information obtained from reading. In addition to the learning model used, the media used in the learning process also influences students' success in reading comprehension. One media widely used in elementary schools is word cards. This media helps students recognize vocabulary and understand word meanings through simple visual displays. The use of word cards is supported by Paivio's (2016) Dual Coding Theory, which explains that information received through verbal and visual elements simultaneously is more easily understood and remembered by students. Based on the theoretical explanations reviewed, reading comprehension is one of the skills that need to be developed in elementary school students. This ability can be seen through indicators such as understanding vocabulary, finding information, identifying main ideas, making inferences, and summarizing the content of the reading. Achievement of these indicators can be supported through the implementation of the *Circle Reading learning model*, which emphasizes active student involvement in

THE CIRCLE READING LEARNING MODEL WITH WORD CARDS TO UNDERSTANDING READ STUDENT ON EYE LESSON INDONESIAN LANGUAGE IN CLASS III OF ELEMENTARY SCHOOL

Nada Syiva Salsabila et al

reading activities and group discussions. The use of word cards can also help students understand vocabulary and reading content more effectively. Thus, the Circle Reading model combined with word cards has the potential to improve elementary school students' reading comprehension skills.

METHOD

This research uses a quantitative approach with an experimental method. The quantitative approach was used because the research data is in the form of numbers and is analyzed using statistics to test the validity of the research data. hypothesis Which has formulated (Sugiyono, 2022). Type experiment Which used is quasi-experimental design in the form of Nonequivalent Control Group Design, namely a design involving two groups without randomization full but still use the control group as comparison (Creswell, 2014) This study used an experimental design with two groups, namely the experimental group and the control group. Both groups were given a pretest and posttest to determine the students' initial and final abilities. In this design, the experimental group was first given a pretest, Then get treatment in the form of Implementation Model *Circle Reading* with media Card Word (X), and then given a final test. Meanwhile, the control group was given a pre-test, followed by learning conventional without treatment special, And Then given test end. Design This aims to determine the difference in reading comprehension improvement between students who receive learning using the *Circle Reading model* and Word card media and students who receive conventional learning..

The research was conducted at Pelita Private Elementary School in the even semester of the 2026 academic year. The research period lasted for approximately one month, covering the preparation, implementation, and data analysis stages. in study This is all over class students III Elementary School Which consists of from class III A And class III B with a total of 40 students. The sampling technique used was saturated sampling, so the entire population was used as the research sample. Class III A, with 20 students, was used as the sample. class experiments, whereas class III B Which totaling 20 student made into as class control. Instrument study Which used is test For measure ability understanding read students before And after treatment. Test Which used consists of from 20 grains question Which covering 15 question multiple choice and 5 questions description. Questions This is compiled based on reading comprehension indicators according to Sudjana (2020), that is: (1) find idea main, (2) conclude content reading, (3) answer questions about the content of the text, and (4) determining the message in the text.

The research data was analyzed using descriptive and inferential statistics. Descriptive analysis was used to determine the average and improvement in student learning outcomes. Inferential analysis was conducted through test normality And test homogeneity as condition analysis. Furthermore done test t (independent sample t-test) to determine the difference in posttest results between the experimental class and the control class. If the value t count is greater from t table, then can be concluded that model learning Which used to influence students' reading comprehension abilities.

RESULTS AND DISCUSSION

This section presents the results of research on the influence of the *Circle Reading learning model* with media card say to understanding read student on eye lesson Language Indonesia in Grade III elementary school. The research data were obtained from the results of the *pre-test* and *post-test* in the experimental and control classes. The analysis was carried out to know difference students' reading ability before And after treatment and to see the effectiveness of the application of the model *Circle Reading* learning is assisted by word card media to improve students' reading comprehension.

A. Descriptive

Table 1. Group Descriptives

	Group	N	Mean	Elementary School	SE	Coefficient of variation
Pre-Test	Experiment	20	62,750	4,089	0.914	0.065
	Control	20	62,100	3,684	0.824	0.059
Post_Test	Experiment	20	84,550	4,058	0.907	0.048
	Control	20	71,150	4,771	1,067	0.067

THE CIRCLE READING LEARNING MODEL WITH WORD CARDS TO UNDERSTANDING READ STUDENT ON EYE LESSON INDONESIAN LANGUAGE IN CLASS III OF ELEMENTARY SCHOOL

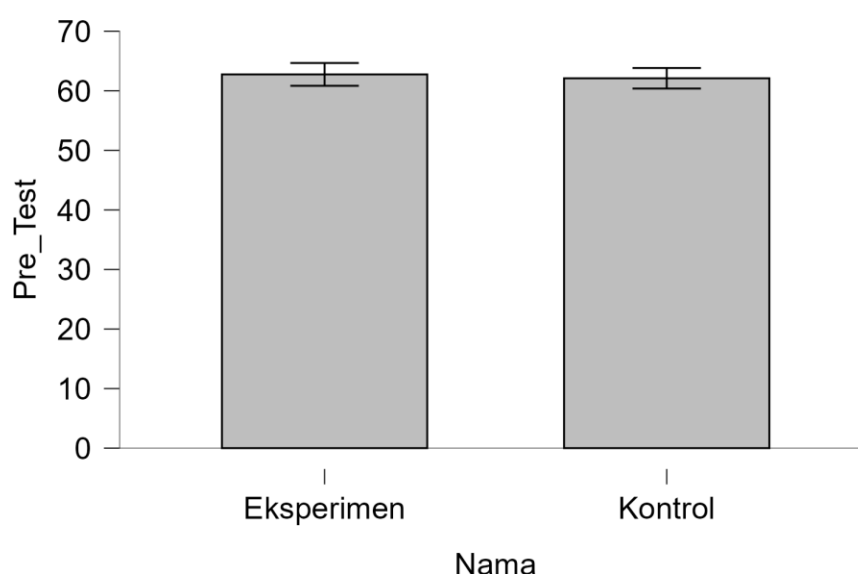
Nada Syiva Salsabila et al

Table 1 presents descriptive statistics of each group at both measurement points. stage Pre-Test, average score group Experiment is 62,750 (SD = 4,089) And group The control score was 62.100 (SD = 3.684), with a very small difference of 0.650 points. This equality of mean scores emphasize that second group is at on condition ability beginning Which almost identical before the intervention was carried out. At the Post-Test stage, there was a striking change: the average of the Experimental group increased significantly to 84,550 (SD = 4,058), while the Control group only achieved 71,150 (SD = 4,771). Improvement group Experiment as big as 21.80 points from Pre-Test to The post-test significantly exceeded the control group's improvement of only 9.05 points. The relatively small standard deviation values in both groups also indicate that the data distribution within each group is fairly uniform, so the average obtained accurately represents the group's condition (Goss-Sampson, 2019).

B. Descriptives

Pre_Test

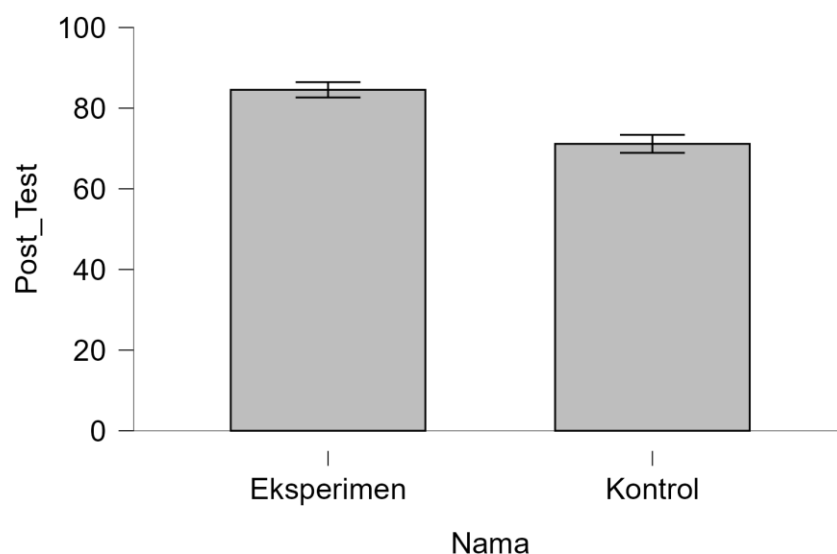
Plots



Picture 1. Descriptive Plot Pre-Test: Comparison average group Experiment And Pre-treatment control

Figure 1 presents a descriptive plot for the Pre-Test variable, displaying the mean points along with error bars representing the confidence intervals for each group. It can be seen that the mean points for the Experimental and Control groups are in a very close range of values, namely 62-63. More importantly, the error bars for both groups overlap substantially, which visually indicates that the difference between them is not statistically significant. This picture is fully consistent with the t-test results in Table 1 which show mark $p = 0.600$ And confirm that condition beginning second group is equivalent before the intervention is given (Goss-Sampson, 2019).

Post_Test



Picture 2. Descriptives Plot Post-Test: Comparison average group Experiment And Post-treatment control

Figure 2 display descriptive plot For variables Post-Test. Different with condition before treatment, this graph show clear separation between the two groups. The mean point The experimental group was at 84-85 , while the control group was at 71-72 . Error bars from both groups are completely do not overlap, which is visually with clearly shows that the differences between groups are real and statistically significant. This visualization reinforces the quantitative findings from Table 1 that the treatment given to the Experimental group successfully drove an increase in scores that far exceeded that of the Control group.

1. Test Normality

Researchers conducted a normality test to determine the characteristics of the data distribution before conducting further analysis. The test results showed that the pre-test data obtained a value of 0.915 with a significance value of 0.005 . A significance value smaller than 0.05 indicates that the pre-test data was not normally distributed. This condition indicates that students' initial reading comprehension abilities still show quite high variations between students before *the Circle Reading learning model* with word cards was implemented. Meanwhile, the post-test data obtained a value of 0.961 with a significance value of 0.186 . A significance value greater than 0.05 indicates that the post-test data was normally distributed. These findings indicate that student learning outcomes after treatment have a more stable and homogeneous distribution compared to before treatment. Thus, the research data shows a tendency to improve the quality of the distribution of learning outcomes after the implementation of the *Circle Reading learning model* with word cards. (Goss-Sampson, 2019).

2. Test Homogeneity

Researchers tested the homogeneity of variance to ensure that the compared groups had relatively equal levels of data diversity. The test results showed that the pre-test score had an F value of 0.071 with $p = 0.792$, while the post-test score had an F value of 0.149 with $p = 0.701$. The significance value for both measurements was above 0.05, indicating that there was no significant difference in variance between the groups. This finding indicates that the characteristics of the data in the research groups were at a comparable level of diversity, both before and after the treatment was given. Therefore, the assumption of homogeneity of variance has been met so that the parametric statistical analysis used in this study can be continued to test the effect of the *Circle Reading learning model* with word cards as the medium on students' reading comprehension abilities. (Goss-Sampson, 2019).

C. Test Independent Samples T- Test

Table 2 . Independent Samples T- Test

	Statistic s	df	p	Mean Difference	SE Difference	Cohen's d	SE Cohen's d
Pre-Test	0.528	38,000	0.600	0.650	1,231	0.167	0.317
	0.528	37,592	0.600	0.650	1,231	0.167	0.317
Post_Test	9,567	38,000	< .001	13,400	1,401	3,025	0.573
	9,567	37,047	< .001	13,400	1,401	3,025	0.573

Table 2 presenting the results two-sample t-test independent comparing Experimental and Control Groups on two measurement points, namely Pre-Test and Post-Test. On variables Pre-Test, score The t-statistic obtained was 0.528 with a degree of freedom (df) of 38 and a p-value of 0.600. Since the p-value was far above the significance threshold of 0.05, it was concluded that there was no significant effect between the two groups before the treatment was given. This indicates that the initial conditions of the two groups were equal, which is an important requirement in experimental research design. Meanwhile, in the Post-Test variable, the t-value increased drastically to 9.567 with a p-value < .001, indicating a very significant influence . between the experimental groups And Control after treatment. The mean difference of 13,400 indicates that the experimental group obtained significantly higher scores. Cohen's d value on the Post-Test of 3.025 reflects a very large effect size, which means difference intergroup not only meaningful in a way statistics, but Also very significant In practice, the consistency of the results between the Student's and Welch's tests confirms the reliability of these findings.

A. Condition Beginning Ability Understanding Read Student (Pre- Test)

The initial step in this study was to measure the initial reading comprehension abilities of students in both groups before the treatment was administered. This initial measurement is not merely a formality, but rather a crucial requirement in experimental research. Without ensuring initial equivalence between groups, conclusions regarding the effect of the treatment based on post-test results are less valid. Because difference Which found Can just is a reflection of differences in innate abilities, not the impact of the treatment given. This aligns with Creswell's (2017) assertion that controlling the initial conditions of research subjects is a key strategy for maintaining the internal validity of an experimental design.

The results of the descriptive statistical analysis showed that the average Pre-Test score of the Experimental group was 62.75 (SD = 4.089), while the Control group obtained an average of 62.10 (SD = 3.684). The difference only as big as 0.65 points This Already hinting equality Which tall between second group. The relatively small and similar standard deviation values in both groups also indicate that the distribution of student abilities in each group is quite homogeneous, so that the average obtained truly represents the typical conditions of the group, not the result of data distorted by extreme values.

The results of the *Independent Samples T-Test* showed that both groups had relatively equal initial conditions before the treatment was given. Statistical analysis produced a *t- value of* = 0.528 with a significance value of $p = 0.600$ ($p > 0.05$), so no significant difference was found between the experimental group and the control group at the *pre-test stage* . This finding indicates that the initial abilities of students in both groups were at almost the same level. In addition, the calculation of *Cohen's d value* of 0.167 places the difference in the small effect category *according* to Cohen's (1988) criteria. Thus, both groups can be considered to have started the study from comparable conditions, so that changes that appeared after treatment can be attributed more to the learning intervention applied than to differences in the initial abilities of students.

From perspective theory learning, condition this beginning also relevant associated with the concept of prior knowledge or knowledge beginning that was put forward by Ausubel (2012) through theory meaningful learning (*meaningful learning*). Ausubel state that " *what the learner already knows* " is a single factor the most influential in determine how good learning new can assimilated. When second the

group has equivalent initial knowledge, then the difference in the learning process received, in this case the model *Circle Reading* with Card Say versus learning conventional, become variables explanation the dominant one on every difference outcome Which appear Then. With thus, equality Pre-Test which is statistically proven to provide a solid scientific foundation for all the analysis and conclusions built in this study.

B. Influence Model Learning Circle Reading with Media Card Say on Reading Comprehension

The post-test results showed a significant improvement in students' abilities after the learning process. The experimental group recorded an average score increase from 62.75 to 84.55, representing an increase of 21.80 points, or approximately 34.7%, compared to the initial score. Meanwhile, the control group only increased their average score from 62.10 to 71.15, representing an increase of 9.05 points, or approximately 14.6%. The significant difference in the rate of improvement between the two groups indicates that students learning through the *Circle Reading model* Students using Word Cards achieved more optimal learning outcomes than those using conventional learning. This finding is an early indication that the *Circle Reading model* using Word Cards is more effective in improving students' learning abilities.

The results of the inferential analysis confirm that the *Circle Reading model* Learning with Word Cards media provides better results than conventional learning. The *Independent Samples T-Test* produced a *t value* of 9.567 with *df* = 38 and *p* < .001. This *p value* is far below the significance threshold. 0.05 , Thus, the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, there is a significant difference in reading comprehension between students who participated in learning using the *Circle Reading model* with Word Cards and students who learned through conventional methods. This finding not only shows a statistical difference but also opens up space to assess the extent of the practical benefits of the intervention. Therefore, an effect size analysis is important to provide a more comprehensive picture of the strength and meaningfulness of the influence of the applied learning model.

Mark Cohen's *d* Which obtained on Post-Test as big as 3,025 is findings Which outside normal And deserve it attention Serious. Referring to on theory Cohen Kappa in (Rau & Shih, 2021), effect categorized as small If *d* = 0.2, while if *d* = 0.5, And big if *d* = 0.8. With mark *d* = 3,025, influence The *Circle Reading model* with Word Cards in this study was almost four times higher than above the threshold of "large effect." In Language practical, This means average student in group Experiment reach level reading comprehension that only the best students (top 0.1%) in the Control group could achieve. This finding goes beyond just claim statistics, he speak about transformation learning Which real And substantive in the classroom.

Results This in line with a number of study relevant previously. Nurhayati et al. (2024) found that the cooperative learning model based on circle activity significantly improved literacy skills. students compared to conventional methods. Thus also, Indrawati's research et al. (2026) confirmed that the use of concrete visual media in reading learning in Elementary school students were able to improve their reading comprehension more effectively than learning without media. This study not only confirms previous research but also provides evidence that combining the *Circle Reading model* with Word Cards produces a stronger impact on improving reading comprehension. The combination of these two components allows students to have a more active, interactive, and meaningful learning experience, resulting in a more optimal impact than if the learning model or media were used separately.

C. Role Media Card Say in Build Vocabulary and Reading Comprehension

One dimension that deserves separate discussion is the specific role of the Word Card media. in push improvement understanding read. In study This, Card Say No merely a decorative complement that beautifies the learning process, but rather a pedagogical instrument that has a specific working mechanism and can be justified theoretically. Research in psycholinguistics and language education consistently shows that vocabulary mastery is the strongest predictor of reading comprehension ability (Beck et al., 2013). Connection This nature reciprocal And No only One direction: understanding reading Which Good helps expand vocabulary, while a richer vocabulary allows for deeper reading comprehension. In this context, third grade elementary school students often face barriers to comprehension not because inability processing text in a way syntax, but Because lack of mastery vocabulary used in reading texts. Word cards help overcome this obstacle by providing visual and meaningful support that makes it easier for students to connect word forms with their meanings more effectively. From the perspective of the dual coding theory developed by Clark & Paivio (1991), words that are accompanied by with representation visual will saved

in memory term long with method Which more stronger and more easily re-accessed than words learned through verbal channels alone. When student see Card Say Which display say "fisherman" accompanied by picture a fishermen at sea with their fishing nets, the words are not only stored as verbal codes, but also as codes visual. Both codes This reinforce each other, so that when the word "fisherman" appears in text By reading, students can activate their understanding of meaning through two channels at once, the verbal and visual channels, which results in faster, more accurate, and more lasting understanding.

In addition, the use of Word Cards in *Circle Reading group activities* enriches understanding. meaning say. Moment a student hold And explain card say to his friends , he not only mention meaning say, but also compose explanation with the language itself. This process shows that student in a way active build understanding based on knowledge Which has owned, so that the meaning of the word is easier understood And remember , learning (Wittrock & Alesandrini, 1990). This process of generating one's own explanation has been consistently proven to be one of the most effective learning strategies. most effective, far exceed strategy passive like read repeat or listen explanation Teacher.

D. Relevance Findings with Policy Education And Practical Implications

The findings of this study provide several practical implications that can be directly applied to classroom learning. Teachers need to shift the orientation of learning from simply delivering material to creating learning experiences that encourage active student involvement in constructing their own understanding. Teachers also need to select and develop learning media appropriate to the characteristics and stage of student cognitive development to facilitate easier comprehension. Furthermore, teachers need to design structured and planned learning groups to ensure optimal interaction between students. Good group management allows for mutual assistance, knowledge sharing, and the development of shared understanding, as described in social constructivism theory.

From perspective policy school, These findings support the importance of school policies oriented toward developing contextual, simple, and developmentally appropriate learning media. Schools need to support teachers to innovate in designing learning media that are easy to use yet have a significant impact on learning outcomes. The Word Cards used in this study demonstrate that improving learning quality does not always depend on the use of sophisticated technology or high costs. Instead, media that is simple, accessible, and relevant to students' learning needs can have a significant impact on improving reading skills. Therefore, schools need to encourage a culture of learning innovation that focuses on effectiveness and benefits for students.

Overall, this study provides empirical evidence and a theoretical basis that suggests that the model learning *Circle Reading* with Word Card media is solution effective And in accordance with context learning and in line with theory development cognitive child to improve the reading comprehension skills of third-grade elementary school students. Based on Cohen's d value of 3.025 and a significance level of $p < 0.001$, the *Circle Reading learning model* supported by Word Card media has been proven to have a positive effect on improving the reading comprehension skills of third-grade elementary school students.

CONCLUSION

Based on the research results and data analysis , it can be concluded that the implementation of the *Circle Reading learning model* combined with word cards has a positive contribution to improving the reading comprehension skills of third-grade elementary school students in Indonesian language subjects. The results showed that students who participated in learning with this model were able to understand the content of the reading better than students who learned through conventional learning. This improvement in ability was evident in students' skills in finding main ideas, understanding the meaning of vocabulary according to context, answering questions based on the reading, and summarizing the content of the text read.

The findings of this study indicate that improved reading comprehension is influenced not only by individual student abilities, but also by the learning process, which involves social interaction and the support of appropriate learning media. The results indicate that collaborative reading activities and vocabulary reinforcement through word cards play a role in helping students better understand the content of the reading. These findings reinforce the view that reading learning will be more effective if students are given the opportunity to build their understanding through discussion and the use of media that supports the learning process .

THE CIRCLE READING LEARNING MODEL WITH WORD CARDS TO UNDERSTANDING READ STUDENT ON EYE LESSON INDONESIAN LANGUAGE IN CLASS III OF ELEMENTARY SCHOOL

Nada Syiva Salsabila et al

The results of this study can also be used as a reference for teachers in designing more varied, engaging, and student-centered learning. Furthermore, schools can encourage the use of learning models and media appropriate to student characteristics to support the strengthening of a culture of reading literacy and improve the quality of Indonesian language learning.

REFERENCES

- Alvarez, M & Kim J (2021). Collaborative reading strategies and students' reading comprehension in elementary classrooms. *Journal of literacy Research*, 53(3).doi:https://doi.org/10.1177/1086296X211012345
- Arikunto S (2021). *Prosedur Penelitian Suatu Pendekatan Praktik*. Rineka Cipta.
- Ausubel, D. P. (2012). *The acquisition and retention of knowledge: A cognitive view*. Springer Science & Business Media.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. Guilford Press.
- Clark, J. M., & Paivio, A. (1991). Dual coding theory and education. *Educational Psychology Review*, 3(3), 149–210. https://doi.org/10.1007/BF01320076
- Creswell JW (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks Sage.
- Creswell, J., & Creswell, J. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*.
- Daulay N (2019). Psikologi pendidikan dalam pembelajaran. *Jurnal Psikol Pendidikan*. doi:https://doi.org/10.30821/jpp.v8i2.765
- Frans, S. A., Ani, Y., & Wijaya, Y. A. (2023). Kemampuan Membaca Pemahaman Siswa Sekolah Dasar [Reading Comprehension Skills of Elementary School Students]. *Diligentia: Journal of Theology and Christian Education*, 5(1), 54-68.
- Ghozali I (2021). *Aplikasi Analisis Multivariate dengan Program SPSS*. Semarang UNDIP Press.
- Goss-Sampson, M. A. (2019). *Analisis statistik menggunakan JASP: Buku panduan untuk mahasiswa*. University of Greenwich. <https://doi.org/10.6084/m9.figshare.9980744>
- Harahap, R. C., Kusumawati, T. I., & Yumni, A. (2024). Pengaruh media scrapbook terhadap kemampuan membaca pemahaman siswa kelas IV UPT SDN 060816 Medan. *Jurnal Publikasi Ilmu Pendidikan, Bahasa dan Matematika*, 2(6), 12–27. https://doi.org/10.61132/arjuna.v2i6.1261
- Haspriandi, H. & S (2025). Analisis program MIS Hidayatussalam dalam menjawab tantangan 5.0 bagi anak usia dasar. *NIZHAMIYAH Jurnal Pendidikan Guru Madrasah Ibtidaiyah*.:15(1). doi:https://doi.org/10.30821/niz.v15i1.4559
- Hidayat, R., & Pratama DA (2023). Pembelajaran membaca pemahaman di sekolah dasar: Tantangan dan strategi inovatif. *Jurnal Pendidikan Dasar Bahasa Indonesia*. doi:https://doi.org/10.23887/jpdi.v8i2.56789
- Indrawati, N. M. Y., Chindyta, C., Indrawati, N. M. Y., Astawa, I. P. W., & Febriyanti, N. L. P. N. (2026). Meningkatkan Keterampilan Membaca melalui Media Cerita Bergambar pada Siswa Sekolah Dasar. *RIGGS: Journal of Artificial Intelligence and Digital Business*, 5(1), 14580–14586. https://doi.org/10.31004/riggs.v5i1.8085
- Khadijah. (2020). Penguatan literasi dalam pendidikan dasar. *Jurnal Pendidikan Islam*. doi:https://doi.org/10.30821/jpi.v10i2.875
- Khairiyah, S. & A (2025). Transformasi kurikulum PGMI: Studi historis tentang integrasi ilmu agama dan umum. *Jurnal Pendidik Guru Madrasah Ibtidaiyah*. doi:https://doi.org/10.30821/niz.v15i1.4663
- Lestari, A. (2020). Pengaruh Media Kartu Kata Terhadap Kemampuan Membaca Dan Penguasaan Kosakata. *Tarbiyatul Misbah (Jurnal Kajian Ilmu Pendidikan)*, 13(2), 276-286.
- Lestari, J., Sarmila, S., Rosid, A., Abdurrahman, F., Hidayah, N., Fitri, A., ... Pebriana, P. H. (2026). Literasi membaca dan menulis dalam pembelajaran Bahasa Indonesia pada siswa kelas rendah sekolah dasar: Systematic literature review. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 12(1), 110–125.
- Mardianto. (2021). Inovasi model pembelajaran di sekolah dasar. *Jurnal Pendidikan Dasar*. doi:https://doi.org/10.30821/jpd.v9i1.845

THE CIRCLE READING LEARNING MODEL WITH WORD CARDS TO UNDERSTANDING READ STUDENT ON EYE LESSON INDONESIAN LANGUAGE IN CLASS III OF ELEMENTARY SCHOOL

Nada Syiva Salsabila et al

- Masganti Sit (2021). Pembelajaran aktif dalam pengembangan kognitif anak. *Jurnal Pendidik Anak*. doi:<https://doi.org/10.30821/jpa.v11i1.901>
- Moreillon, J. (2007). *Collaborative strategies for teaching reading comprehension*. American Library Association.
- Nurhayati, S., Fitri, A., Amir, R., & Zalisman, Z. (2024). Analysis of the Implementation of Training on Digital-based Learning Media to Enhance Teachers' Digital Literacy. *AL-ISHLAH: Jurnal Pendidikan*, 16(1). <https://doi.org/10.35445/alishlah.v16i1.4029>
- Paivio, A. (2014). *Mind and its evolution: A dual coding theoretical approach*. Psychology press.
- Pratiwi, Y. P. (2022). *Pengembangan Instrumen Penilaian Kognitif Berbasis Model Pirls Untuk Mengukur Literasi Membaca Bahasa Indonesia Pada Peserta Didik Kelas 5*. Universitas Lampung.
- Putri, A. N., & Lestari S (2024). Pengaruh penggunaan media kartu kata terhadap kemampuan membaca pemahaman siswa sekolah dasar. *Pengaruh Pengguna media kartu kata terhadap Kemamp membaca pemahaman siswa Sekol dasar*. doi:<https://doi.org/10.24036/jpbsi.v13i1.78901>
- Putri, I. M., & Yarmi G (2024). Analisis penilaian keterampilan membaca pemahaman siswa kelas tinggi sekolah dasar. *Jurnal Ilmu Pendidikan Dasar*. doi:<https://doi.org/10.23969/jp.v9i2.15060>
- Rahmani, D. A., Risnawati, & Hamdani MF (2021). *Uji t berpasangan dalam penelitian pretest–posttest*. doi:<https://doi.org/10.31004/jpion.v4i2.420>
- Rahmawati, L., Fauzan, A., & Kurniawan D (2022). Indikator pemahaman membaca siswa sekolah dasar dalam pembelajaran Bahasa Indonesia. *Jurnal Peneliti Pendidik Guru Sekol Dasar*. doi:<https://doi.org/10.17509/jppgsd.v10i4.45678>
- Rahmi, N., & Rambe RN (2024). The influence of scramble media on students' reading skills. *Auladuna. Jurnal Pendidikan Dasar Islam*. doi:<https://doi.org/10.24252/auladuna.v11i1a9.2024>
- Rau, G., & Shih, Y.-S. (2021). Evaluation of Cohen's kappa and other measures of inter-rater agreement for genre analysis and other nominal data. *Journal of English for Academic Purposes*, 53, 101026. <https://doi.org/10.1016/j.jeap.2021.101026>
- Salminawati, Yusuf, R. N., & Rambe, A. H. (2025). Pengaruh Pendekatan Teaching at the Right Level (TaRL) dengan Metode ADaBTa terhadap Kemampuan Membaca Permulaan Siswa Kelas 1 MIS ANNUR Kecamatan Medan Labuhan. *Jurnal Kualitas Pendidikan*, 3(2), 175–188.
- Sapri & Haspriandi (2023). Pembelajaran kolaboratif dalam meningkatkan literasi membaca siswa. *Jurnal Nizhamiyah*. doi:<https://doi.org/10.30821/niz.v13i2.23>
- Sari, M., & Nugroho H (2021). Literasi membaca sebagai fondasi pembelajaran Bahasa Indonesia di sekolah dasar. *J Ilmu Pendidik*:98–108. doi:<https://doi.org/10.17977/jip.v27i2.12345>
- Sitorus AS (2022). Media pembelajaran berbasis visual. *Jurnal Teknologi Pendidik*. doi:<https://doi.org/10.30821/jtp.v12i2.998>
- Sudjana N (2021). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya. Sugiyono (2022). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung Alf.
- Suyanti, E. S., Santoso, R. B., & Febriyanti, P. (2024). Peran Guru Penggerak Dalam Implementasi Kurikulum Merdeka: Menyemai Inovasi Pendidikan Di Indonesia. *Jurnal Ilmiah Pendidikan Citra Bakti*, 11(1), 36–46. <https://doi.org/10.38048/jipcb.v11i1.2421>
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- William, W., & Hita H (2019). Quasi-experiment one-group pretest-posttest design.
- Wittrock, M. C., & Alesandrini, K. (1990). Generation of Summaries and Analogies and Analytic and Holistic Abilities. *American Educational Research Journal*, 27(3), 489–502. <https://doi.org/10.3102/00028312027003489>
- Yusnaldi E (2018). Pengaruh penggunaan media pembelajaran dan minat membaca terhadap kemampuan menyimak di PGMI UIN Sumatera Utara. *NIZHAMIYAH Jurnal Pendidikan Guru Madrasah Ibtidaiyah*. doi:<https://doi.org/10.30821/niz.v8i2.398>
- Yusnaldi E (2025). Penerapan media pembelajaran flashcard untuk meningkatkan minat belajar siswa pada mata pelajaran IPS di sekolah dasar. *NIZHAMIYAH Jurnal Pendidikan Guru Madrasah Ibtidaiyah*. doi:<https://doi.org/10.30821/niz.v15i1.4485>
- Zein A (2021). Student centered learning dalam pendidikan. *Jurnal Pendidik Islam*. doi:<https://doi.org/10.30821/jpi.v11i1.932>