
Applying the ‘BUCS’ strategy in grade IV of Elementary School to learn main ideas and supporting details**Riris Nurkholidah Rambe^{1*}, Belladina Nasution², & Supartinah³**¹Universitas Islam Negeri Sumatera Utara, Indonesia²SDIT Nurul Ilmi, Indonesia³Universitas Negeri Yogyakarta, Indonesia*Corresponding Author; Email: supartinah@uny.ac.id

ABSTRACT

This study aims to improve learning activities and the ability to determine the main and supporting ideas through the application of the BUCS learning strategy that includes *Baca* (read), *Uraikan* (transform), *Cermati* (observe), *Sampaikan* (convey) in grade IV of Islamic Elementary School (IES) SDIT Nurul ‘Ilmi, Medan. Classroom action research employed in this study refers to the Kemmis & Taggart model whose cycle includes planning, observation, and reflection. The research subjects were 21 students of fourth graders of the IES, while the objects studied were learning activities and the ability to determine the main ideas and supporting details in reading texts in the Indonesian language. Data were collected through observation sheets and tests and were analyzed by using qualitative descriptive analysis. The results show that (1) the means for learning activities of Grade IV students at SDIT Nurul ‘Ilmi likely indicated a modest increase from 72% to 77%. (2) Besides, students’ skills in identifying main ideas and supporting details likewise experienced a noticeable upturn. The means for this variable in the pretest was 57, which then escalated to 61 in cycle 1 and 89 in cycle 2, respectively.

Keywords: BUCS learning strategy, main ideas and supporting details, elementary school

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INTRODUCTION

One of the subjects taught in primary schools is Indonesian, which includes a study of the four language skills speaking, listening, reading, and writing. The four language skills work together as a cohesive system (Susiprayati, Arini, & Suwatra, 2014). Students are required to be able to speak and write Indonesian with proficiency, as well as to employ proper grammar. The goal of studying Indonesian is to help pupils develop their communication skills, both verbally and through writing. The interaction and communication that take place in the classroom, according to Namaziandost et al., 2019, are insufficient to help students enhance their listening, reading, and writing abilities.

One of the Indonesian language materials contained in the Indonesian language basic competencies in grade IV semester I is to identify the main ideas and supporting ideas from spoken, written, or visual texts. To achieve these basic competencies, the following indicators are needed: 1) identify the main ideas and supporting ideas from written texts; 2) write down the main ideas and supporting ideas from the written text; 3) Observe the main ideas and supporting ideas of any written text. By studying the main ideas and supporting ideas of the written texts, therefore, students are expected to have a good comprehension of any texts read in the Indonesian language.

Analysis of student learning outcomes problems revealed that students' capacity to rewrite the reading's contents was still somewhat limited. Students also struggle to distinguish between the main

idea and any supporting ideas, and they struggle to conclude the reading text's contents. On such daily assignments, only 48% of learners met the minimum required score of 78 (KKM) previously specified.

Learning to find the main and supporting ideas is deemed important because to be able to understand what an author conveys; the reader must be able to find the main ideas and supporting details of the text. In this regard, teachers are expected to foster students' interest and Indonesian language skills, especially in identifying main ideas and supporting details. Despite these skills having been taught to learners, many of them, particularly those in SDIT Nurul 'Ilmi's grade IV, continued to struggle.

Teacher's observations of the everyday learning process revealed that student engagement in learning was still generally poor. This is evident in the students' lack of interest in reading texts that the teacher prepared, as well as their lack of enthusiasm for rewriting the texts' during literacy activities in the classroom reading corner. The students' propensity to be passive and feel alienated from the lesson is influenced by both of these elements. Some students also appeared to be chatting throughout the lesson, sketching, or drawing, and often leaving the classroom which further suggests such low engagement. Another issue is that some students didn't seem as interested in class reading assignments.

This concurs with Apyliana, 2020, who claims that students' reading abilities are still below par. The reading proficiency of Indonesian students continues to remain below the 500-point global average. Several things can contribute to students' poor reading skills. One of them is that the teacher doesn't have a thorough understanding of the various reading styles and strategies. Students ultimately get unenthusiastic about participating in classroom learning because of this. Students become less engaged in learning activities as a result, becoming passive and not developing their comprehension.

It seems that only teachers are eager to provide subject matter, while the conditions of students who are not prepared to receive lessons cause the class to become chaotic. This lack of student active participation in learning Indonesian in the classroom makes the learning environment in the classroom monotonous. According to Kristianus Ernest & Nurgiyantoro (2018), changing the organization of teaching and learning activities can improve student performance.

According to data gathered from students' daily scores, which show that 10 out of 21 students were unable to acquire the score required by the minimum completion criteria (KKM), the capacity of students to identify and create key ideas and supporting details is another issue that seems problematic in this study. Additionally, information gleaned from students' weekly grades shows that 14 out of 21 pupils were unable to attain the KKM score when it came to summarizing what they have read. While based on the results of teaching reflections, one reason students weren't active in studying Indonesian in class was probably due to its somewhat boring procedure.

Several other problems are identified from the factors of teacher, learning process, techniques, media, and tools. Firstly, teachers did not choose and apply a variety of learning techniques well, and they did not give students opportunities to practice. There weren't many different learning models used by the teacher, and there weren't any practice chances for the students. Next, learning tools that support Indonesian language learning were less explored and used to inspire students to be eager to complete the tasks assigned by the teacher. In addition, learning aids were less supportive, such as worksheets and less varied learning resources. Suprijono (2010) however suggested that the existence of supporting learning aids would facilitate and motivate students to be enthusiastic to do the tasks given by the teacher.

Based on the students' problems and the reflection on the teaching-learning process, an action was determined in the form of implementing BUCS learning strategy having the stages of *Baca* (Read), *Uraikan* (Transform), *Cermati* (Observe), and *Sampaikan* (Convey). This strategy has been translated and become the application of the Cooperative Integrated Reading and Composition (CIRC) learning model with several simplified stages. Such a simplification was made based on the results of an analysis of the abilities, needs, and characteristics of fourth-grade elementary school (ES) students, particularly for the competence of determining main ideas and supporting details.

According to Slavin (2005), CIRC is a comprehensive program to teach reading, writing, and language arts lessons in higher grades in elementary school. Its main objective is to help students develop reading comprehension skills that can be widely applied in any subject. Students are conditioned in cooperative teams which are then coordinated with reading groups learning to fulfill objectives, such as reading comprehension, vocabulary, reading the message, and spelling. CIRC is a learning activity that aims to share information and obtain optimal results (Susilo et al., 2021), and increase students' reading and writing interest (Jahanbakhsh et al., 2019).

In line with the above opinion, Huda (2015) claims that CIRC is one type of cooperative learning model presenting an integrated composition in groups. The implementation of this model can be reading the material taught from various sources and then rewriting it cooperatively. This model was developed to improve the ability of students to read and to obtain feedback from reading activities that have been carried out.

However, this research is not the only one that discusses the CIRC learning model as several previous studies also discuss the same theme, including Wulandari & Mashuri (2014) who examined CIRC with an open-ended approach to students' creative thinking skills to improve thinking skills to achieve the KKM, and they found that there is a positive influence of CIRC on students' creative thinking skills, so that this method is combined with an open-ended approach superior to the direct instruction learning model. Next, Trisiantari & Sumantri, (2016) utilized the CIRC Model to improve the reading and writing skills of fourth-grade ES students through lesson study and showed a significant increase. In addition, research (Christina & Kristin, 2016) which also tested the effectiveness of the CIRC Learning Model combined with the Group Investigation (GI) to increase students' critical thinking creativity reveals that the combination of these two models is very effective and is recommended for teachers to apply a cooperative learning model and adapt it to the material being taught. This is also reinforced by the results of research conducted by Palupi, Laila & Santi (2020) suggesting that the use of the CIRC learning model can improve students' ability to observe the main ideas and supporting details in a text.

Besides being effectively applied at the basic education level, this model is also effectively applied to the higher education context. Research on the effectiveness of CIRC at the college level has been carried out with results showing that CIRC can support students in improving their literary reading skills (Apylana, 2020).

Concerning this, Slavin (2005: 205-212) details eight components specified in the CIRC learning model, namely (1) Teams, the formation of heterogeneous groups consisting of 4-5 students; (2) Placement test, to find out students' strengths and weaknesses; (3) Student creative, namely carrying out tasks in a group; (4) Team study, learning actions that must be carried out by the group; (5) Team scorer and team recognition, is the scoring of the work in groups; (6) Teaching group, namely the teacher provides material briefly and clearly before giving group assignments; (7) Facts test, is the implementation of tests based on the material; and (8) Whole-class units, is the provision of material summary.

The application of BUCS in this study still pays attention to the components proposed in the CIRC learning model above. However, the portion of mentoring by the teacher is greater because it has to adjust to the stages of the students' reading comprehension processes as the main problem to solve through this research. This reading comprehension issue has been one of the reasons why Indonesian students scored poorly on literacy in the PIRLS test. The stages of the reading comprehension processes for the fourth-grade ES students used as references in PIRLS (Mullis, Martin, Sainsbury, 2016) are presented in Table 1.

Table 1. The reading comprehension processes for the fourth grade ES students as tested in PIRLS

Comprehension processes	Examples of tasks
Focus on and retrieve explicitly stated information	<ul style="list-style-type: none"> • Looking for specific ideas. • finding definitions or phrases. • Identifying the setting for a story (for example, time, place).
Make straightforward inferences	<ul style="list-style-type: none"> • Finding topic sentence or main idea (explicitly stated). • Inferring that one event causes another. • Identifying generalizations in text. • Describing the relationship between characters. • determining the referent of a pronoun.
Interpret and integrate ideas and information	<ul style="list-style-type: none"> • Determining the overall message or theme. • Contrasting text information. • Inferring a story’s mood or tone. • Interpreting a real-world application of text information.
Examine and evaluate the content, language, and textual elements	<ul style="list-style-type: none"> • Evaluating the likelihood that the events described could happen. • Describing how the author devised a surprise ending. • Judging the completeness or clarity of information in the text. • Determining the author’s perspectives.

The reading comprehension processes above seem to be in line with the stages of BUCS to improve the abilities of fourth-grade ES students, particularly related to focusing on and obtaining explicit information from the text through several posed tasks, namely finding the meaning of vocabulary or phrases, finding the topic sentence, main ideas and supporting details in the text.

In this context, therefore, the BUCS stages implemented to improve the reading comprehension skills of fourth-grade ES students are arranged in Table 2.

In its implementation, students actively participate through specific BUCS stages until they are ultimately able to identify the main ideas and supporting ideas in the reading. At each level, activities are carried out under the direction of big, small, and diverse pairs of groups in a directed manner. Additionally, the BUCS method has several benefits. (1) It is the best strategy for enhancing reading and writing abilities, and (2) it lessens the dominance of teachers in the educational process. (3) Students are motivated by the results carefully because they work in groups, (4) low-achieving students are supported, and 5) students are taught how to express their opinions.

Table 2. The stages of BUCS

<i>BUCS</i> Stage	Activity
B <i>Baca</i> (Read)	<ul style="list-style-type: none"> • Reading texts presented in written form or visually
U <i>Uraikan</i> (Transform)	<ul style="list-style-type: none"> • Transform/split sentences into words • Transform/split paragraphs into sentences
C <i>Cermati</i> (Observe)	<ul style="list-style-type: none"> • Observing words and sentences from the previous activities • Identifying which words or sentences are sentences that explain and which are explained based on the A-B-C (Initial – Back – Mixed) positions. • Writing the results of their identification • Formulating the main ideas and the supporting details based on the identification results
S <i>Sampai-kan</i> (Convey)	<ul style="list-style-type: none"> • Concluding the information given in the text • Communicating what the group has accomplished, either in writing or orally

As the learning phases have offered numerous and diverse learning opportunities and learning activities, the implementation of BUCS likewise can result in successful learning. According to Sardiman (2006: 96), activity—which includes both physical and mental activities—has become crucial in teaching and learning interactions. Besides, the two are associated with learning exercises.

According to Hamalik (2009: 179), learning activities are best defined as tasks that students complete as part of learning undertakings. Learning activities can be accomplished when students are actively engaged in their learning.

Learning that allows for independent work or self-study is considered effective. Transformations of knowledge, attitudes, and skills have become the indicators of the classroom learning process (Yamin: 2007). Besides, students can get teacher feedback as learning occurs. Yamin (2007: 82) further adds that active learning has been a human effort to build knowledge within himself. Students can explore their abilities with their curiosity so that the interactions that occur will become experiences and the desire to know something new.

Such learning activities, however, are generally influenced by various factors. Some factors that influence learning activities, according to Winkel (1983: 24), include 1) the factors of students in the form of intelligence or learning ability, learning motivation, social conditions, family economy, and children's health; whilst 2) those from the teacher can take the form of teaching methods, mastery of materials, or materials and teaching styles.

In line with the previous opinion, Yusuf (1982: 45) says that the problems that exist in children in the family and at school are personal and permanent psychological problems (i.e., limited intelligence), perception issues, physical disabilities, temporary psychological problems, nutritional problems (like fatigue), addiction, delinquency, social issues, and interest in learning.

Based on the explanation above, the observation of the learning process, especially related to learning activities should be based on the indicators described by Yamin (2007: 84) that include:

- 1) Students read the material to be studied.
- 2) Students discuss the material with classmates.
- 3) Students ask the teacher or friends.
- 4) Students listen to the teacher's explanation.
- 5) Students make notes about the subject matter.
- 6) Students respond to the opinions of friends or teachers.
- 7) Students do the test to their ability.
- 8) Students are enthusiastic about following the lesson.
- 9) Siswa membaca materi yang akan dipelajari.

METHOD

This study employed classroom action research to improve learning activities and students' ability in determining the main ideas and supporting ideas by implementing the BUCS learning strategy. Students from SDIT Nurul Ilmi's fourth grade were purposively selected as the subjects. The focus of this study is on Indonesian language learning activities and students' capacity to identify the main ideas and supporting details in Indonesian texts. The research subjects were 21 students from Ali Bin Abi Talib class, in the fourth grade, made up of 10 males and 11 females. The ability to distinguish the primary and supporting ideas were tested as one of the student learning objectives. In this test, the researcher gathered data using a pretest – holding a preliminary test to assess students' learning capacities at the beginning of the study – and a posttest (having a final exam to assess students' learning outcomes after the use of the BUCS learning strategy).

In addition, the observation technique was also used, carried out by observing the existing conditions in the classes to determine student learning activities in the Indonesian language learning process on the topic of determining the main idea and supporting details. The data were analyzed using quantitative and qualitative descriptive. The indicator of success in this study is the attainment of a minimum average score of 80 in the respective skills and 80% of students show active learning.

RESULTS AND DISCUSSION

Results

The researcher went through several stages, including planning, implementation, observation, and reflection. First, the planning aimed at determining the first research procedure. The creation of lesson plans, selection of instructional materials, and the following activity specifics was all part of the first cycle's planning phase. 1) The teacher and collaborator talked about broad plans for implementing learning consistent with the given topic. 2) The teacher and collaborator created lesson plans that cover the learning of main ideas and supporting details through the BUCS technique. 3)

worksheets, images of the tropical fruit *Rambutans*, and images of various traditional dishes as learning resources were prepared. 4) Observation sheet was developed to use as a guide during the learning process.

The learning stages carried out include the preliminary activity and BUCS. In the preliminary stage, the teacher began learning by having an apperception in the form of question-and-answer learning material from the previous meeting. Then, the teacher asked the students to do rhythmic clapping to foster enthusiasm for learning.

Concerning this, Apryiana (2020) states that reading activities are a basic need for every human being to know the development of the times. Reading is no longer just learning in the classroom. Reading activities require a separate way or approach to better understand the contents of the reading. Therefore, reading learning activities usually require an appropriate approach to improve students' abilities.

Learning continued with the *Baca* (Reading) stage. At this stage, students were divided into 5 groups, and they were asked to read a visual text, namely a picture of a bunch of *Rambutans*. The teacher asked various questions about the picture to find the main idea through it. This aimed to assist students in understanding visual texts. Various prediction questions were asked to find the main idea of the visual text.

The next stage was *Uraikan* (Transform). At this stage students were asked to describe the main ideas and supporting details they observe from 1) visual text, 2) simple sentences, and 3) paragraphs. Students used a graphic organizer to parse the keywords they find. The results of the graphic organizer could help students find the main ideas and supporting details of the paragraphs. Students in this stage succeeded in classifying the main ideas and supporting ideas through a graphic organizer.

At the *Cermati* (Observe) stage, students were required to pay attention to the elements contained in the visual text. In this activity, the teacher directed the students to write the results of their observations on the whiteboard.

In the *Sampaikan* (Convey) stage, students who had written answers were asked to present them in front of the class to their friends while explaining the elements found in the visual text. The teacher gave reinforcement to the answers given by the students. Students were then divided into several groups or in pairs. Students also listened to the teacher's explanation of the learning material. After that, students were given worksheets by the teacher.

In the implementation of the above learning, students were divided into 5 groups. Students and the teacher observed pictures of various traditional foods served. They did the same thing as in the question-and-answer activity for the *Rambutan* picture. Each group worked on LK.1a about the main ideas and supporting details in the pictures of the Betawi dance and the Padang dance, followed by working on LK.1b about the main ideas and supporting details of a single sentence. Three groups took turns presenting their work and the other groups gave their responses orally. The teacher provided feedback and reinforcement. Students with teacher guidance concluded the material being studied. The learning process ended with giving individual tests to measure students' understanding. The test results show the average score of students is 61 so that they have not achieved the predetermined minimum completion criteria.

During the action process, collaborators observed, recorded, and documented the actions that took place during the learning process. Observation activities were carried out by referring to the observation sheet which contains student activities in learning activities of main and supporting ideas in visual texts of Betawi/Padang dances and single sentences by applying the BUCS strategy. The observation sheet contains a description of the results of observations in qualitative form.

Based on the results of the implementation of the first cycle (C1), the researcher and collaborator discussed the results of observations that had been made and there was an increase from the previous 6% who had reached the KKM with a mean score of 48, so there were still 17 students who had not achieved the value of 78 required by the KKM.

Besides, student learning outcomes have not met the KKM. This was probably because the participation of students in the group has not been maximized. Therefore, the researcher and collaborators decided to take action in the second meeting by further increasing mentoring and guidance in group work. In learning activities, students and their groups of friends discussed in an orderly and compact manner in completing the task or worksheet (LK) given by the teacher.

The results of observations in the second meeting showed that in the aspect of language skills, students were actively involved in listening to the teacher's explanations and questions related to the material on main ideas, supporting detail, topic sentences, and supporting sentences. Likewise, they were active in speaking to express opinions, make presentations, and ask questions, read the visual and written text, and be active in rewriting paragraphs with their own sentences. However, some students were still confused when asked to rewrite the content of the paragraph in their own sentences.

In the aspect of discussion activities, during the learning process, students looked very serious in discussing the assignments in the worksheet about topic sentences, main and supporting ideas of the paragraphs, and summarizing paragraphs with their sentences. Students actively asked and answered questions with friends and or teachers related to worksheets, and actively responded to the results of presentations from other groups. However, some students still focused on their own activities (playing with paper, or drawing). This possibly happened because the task was still done in groups.

In terms of enthusiasm in learning activities, students looked very enthusiastic in listening to the explanation of learning materials and enthusiastic in participating in every activity in the learning process. However, there were still some students who did not focus on listening because they wanted to quickly carry out the game outside the classroom.

In the aspect of cooperative activities, students and their groupmates discussed in an orderly and compact manner in completing the task (LK) given by the teacher. However, there were still some students who did not participate in the assigned tasks because they were indolent and expected help from their group mates.

However, there were still some students who did not participate in doing the tasks because they did not get any opportunity to do so. However, there was an increase from the previous 50% who reached the KKM with a mean score of 73, so there were still nine students who have not achieved the score of 78 as required by the KKM.

In cycle II (C2) the teacher performed the preparation stage according to the results of the reflection of the cycle I. After ensuring that the preparation had been optimal, the action stage was carried out again. To avoid students dominating the group in cycle I, the teacher changed the way of working on the worksheets that were previously in groups into pairs and further increased assistance and guidance in working on the tasks. At the final stage, the teacher again administered a test whose questions were in the form of the cycle I.

Table 3. Results of observation of student activities

No	Aspect	C1	C2	Mean	%
1	Students read the material to be studied.	18	18	18	100
2	Students discuss with classmates.	8	15	11.5	64
3	Students asked the teacher or friends.	6	6	6	33
4	Students listened to the teacher's explanation.	17	15	16	89
5	Students made notes (summaries) about the subject matter.	17	15	16	89
6	Students responded to the opinions of friends or teachers	6	3	4.5	25
7	Students did the test on their own	18	18	18	100
8	Students were enthusiastic about following the lesson.	18	18	18	100
9	Students expressed their opinions.	6	6	6	33
10	Students worked well with their friends.	15	15	15	83
				Total	717
				Mean	72

The results of observation of learning activities showed that students were actively involved in listening to the teacher's explanations and questions related to the material about the main and supporting ideas, active in speaking to express opinions, presentations, active in doing worksheets including presenting the main ideas and supporting paragraphs in the form of GO (Graphic Organizer) and was active in rewriting the content of paragraphs with their sentences.

In the aspect of discussion activities, the students looked serious and focuses on discussing assignments in the worksheet about the main and supporting ideas in the text. Students actively asked

and answered questions with friends or the teacher, and actively responded to the results of other pairs' presentations. However, there were still students who did not play an active role in doing the assignments given by the teacher in pairs due to the nature of their friends who were more dominant.

In terms of enthusiasm, students looked enthusiastic in listening to the explanation of learning materials and enthusiastic in participating in every activity in the learning process of cycle 2. In the aspect of cooperative activities, students in pairs discussed in an orderly and compact manner in completing the worksheets given by the teacher.

After acting at the second meeting of cycle 2, the researcher and collaborator discussed the results of the observations that had been made. These can be clearly seen from the increase in the mean score of students by 27% in the first cycle increased to 100% in the second cycle. Of the total 18 students studied by class action, all students managed to meet the minimum completion criteria (KKM), namely a score of 78. Table 4 depicts the mean scores in each cycle.

Table 4. The comparison of the learning outcomes of grade IV students of Ali Bin Abi Thalib class at Islamic Elementary School Sdit Nurul ‘Ilmi Medan

No	Name (Initials)	Pre-test	Cycle 1	Cycle 2
1.	ABS	60	60	90
2.	DAJS	75	70	90
3.	FAP	70	50	90
4.	HA	45	50	90
5.	HMN	75	90	90
6.	KJH	45	30	80
7.	KRR	50	50	90
8.	MKB	60	40	90
9.	MAR	75	80	90
10.	MFH	45	70	90
11.	NSN	75	70	90
12.	NAP	50	40	90
13.	NA	60	70	90
14.	NRS	60	80	90
15.	PTZ	70	50	90
16.	SA	45	70	90
17.	SAH	0	80	90
18.	SM	45	40	90
Total		1,005	1,090	1,610
Mean		56	61	89

The results showed an increase in the mean scores of student learning outcomes from 61 in the first cycle to 89 in the second cycle. These results can be seen in Figure 1.

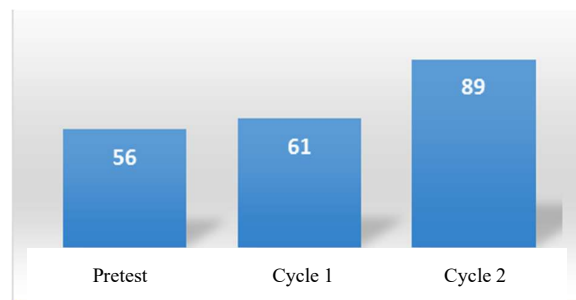


Figure 1. The improvement of student learning outcomes

Based on the results of the reflection and data analysis of each cycle, it was found that the results of the action research showed an increase in terms of mean scores compared to those of the first cycle. In the second cycle, the goal of increasing the learning outcomes of the topic by identifying the main idea and supporting details was achieved as seen from the students' scores who have achieved scores above the predetermined criteria, 78. In percentage, the results achieved by students in cycle II were 100%, meaning that all of them reached the minimum completion criteria.

Figure 2 enumerates that the scores on the learning process of identifying the main ideas and supporting details started from the pretest, cycle I, to cycle II. Based on the graph, it can be seen that none of the students reached the KKM in the pretest, while in the first cycle there were four students who had reached the criteria, and lastly in cycle 2 all students reached the predetermined minimum completion criteria.

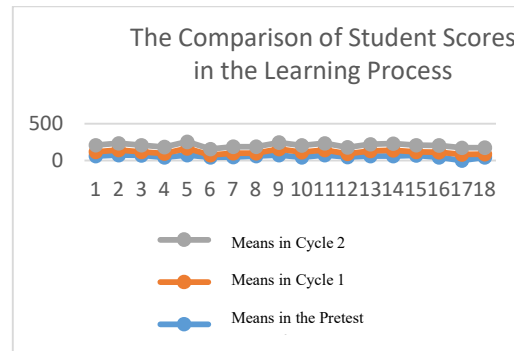


Figure 2. The comparison of students' scores in the learning process

Such an increase shows that the BUCS strategy likely can improve the learning process and students' learning outcomes in determining main ideas and supporting details in grade IV of SDIT Nurul 'Ilmi in the academic year of 2019/2020.

Discussion

Saifulloh (in Aprylia, 2020) describes the advantages of the CIRC approach, that include (1) learning experiences and activities must always be appropriate to the stage of a learners' development. (2) Activities must be chosen based on students' needs and interests, and (3) all learning activities must be more meaningful for students in order for learning to be long-lasting for students. Besides, integrated learning (4) can help students improve their ability to think critically, (5) offers practical (useful) activities in response to the issues that are frequently encountered in the classroom, (6) can encourage students' enthusiasm for learning toward dynamic, ideal, and useful learning usage, and (7) can improve students' social interactions, including cooperation, tolerance, communication, and respect for other's ideas. Likewise, (8) it can inspire students to learn, and (9) broaden teachers' perspectives and aspirations in terms of what they can accomplish in the classroom.

The implementation of the BUCS strategy begins with identifying the main idea of a visual text. It starts by asking initial questions about a simple visual text, namely a picture of a *Rambutan* fruit. "What is this picture about?" Students answered "about *Rambutan*". At the beginning of "about what" the teacher introduced the concept of the main idea. Indirectly, students can mention it because it is supported by supporting ideas in the visual text, namely that the fruit skin is like hair, is red, has left, and so on.

These preliminary questions are important to ask in an effort to build students' initial understanding. There are several benefits to asking these initial questions, as suggested by Sumarwati & Purwadi (2010). These benefits include its potential to 1) increase student active engagement and motivation, 2) improve survey skills in skimming, and 3) enhance students' ability to understand the reading passage (Sumarwati & Purwadi, 2010).

In accordance with the cognitive principle of learning to read (UNESCO, 2004), developing students' reasoning abilities can take advantage of activities in the form of interpreting graphics and pictures. Teachers need to activate students' prior knowledge by interpreting pictures and graphs, making predictions, connecting information with life experiences, and responding to texts. However,

what must be considered is how students can utilize prior knowledge without misleading understanding because it is too guided by what has been known without paying attention to what is mentioned in the reading (Sugirin, 2015). Therefore, to improve reading skills, teachers need to involve students in more effective reading activities to find meaning or content in reading, find problems, and solve problems.

In addition to the detailed BUCS stages, the successful implementation of this strategy is also supported by the Student Worksheet (LKPD) which was prepared in stages with the help of a Graphic Organizer (GO). The stages of preparing the LKPD assisted by the teacher carried out by the teacher were analyzing the learning indicators, drawing the type of graphic organizer according to its function, evaluating the clarity of the relationship as well as the simplicity and visual effectiveness of the graphic organizer, and preparing the fill-in-the-blanks with keywords.

Students in the *Uraikan* (Transform) stage succeeded in classifying the main ideas and supporting ideas through LKPD assisted by a graphic organizer. This is consistent with Chien (2012) who claims that graphic organizers are useful in helping students classify ideas, communicate more effectively, solve problems, exchange ideas, and convey the content of ideas in a more organized manner.

Another study that also utilizes a graphic organizer in the form of a mind map shows success in developing reading and writing skills (Santosa, 2005). The mind map functions as an advance organizer that provides a global picture of the content of the text as well as helps students activate the knowledge they already have.

CONCLUSIONS

A couple of conclusions are finally reached in light of the discussion and study findings. Firstly, there has been an increase in grade IV of SDIT Nurul 'Ilmi students' learning activities. In Cycle 1 students' learning activities showed an increase from 72% to 77% in terms of the mean score. Secondly, students are now better able to distinguish between the main idea and any supporting details. The pretest shows that students' score on this skill was just 57, but then modestly raised to 61 and 89 in cycle 1 and cycle 2 consecutively.

This study, however, still has a great deal of limitations. It is suggested that future researchers are to perform similar investigations on different topics and educational institutions to produce more accurate and beneficial research findings for the good sake of education.

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