

Using Cooperative Integrated Reading and Composition (CIRC) Technique in Teaching Reading Comprehension

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Abstract

The students have lack of the vocabulary, difficult to identify the main idea, supporting idea, factual information of the text and guessing meaning of the word. The purpose of this activity was to explain whether CIRC technique can better improve students' reading comprehension and to identify the factors that influence the changing of students' reading comprehension. In addition, the kind of the community service was an action in teaching and learning process, reading comprehension by using CIRC. Moreover, the result of this activity was the students reading comprehension has improved from activity I to activity II. The score of students in activity I was 70.16 and activity II was 84.38. The improvement was 14.22 point. It concluded that the students' reading comprehension has improved significantly by using Cooperative Integrated Reading and Composition (CIRC) Technique.

Kata Kunci:

Using CIRC,
Teaching,
Reading Comprehension

Abstrak

Masalah yang ada adalah siswa kurang menguasai perbendaharaan kata, kesulitan dalam menemukan ide utama, ide pendukung, mengidentifikasi informasi dan memahami makna dari kata-kata dalam sebuah teks. Oleh sebab itu diadakan kegiatan pelatihan untuk mengetahui apakah teknik *Cooperative Integrated Reading and Composition (CIRC)* dapat meningkatkan pemahaman siswa dalam membaca, selain itu kegiatan ini juga bertujuan untuk mengetahui faktor-faktor yang mempengaruhi perubahan kemampuan siswa dalam memahami bacaan. Selanjutnya, jenis kegiatan yang telah dilakukan adalah berbentuk pelatihan selama beberapa pertemuan. Sedangkan teknik yang digunakan dalam pelatihan ini adalah teknik *Cooperative Integrated Reading and Composition (CIRC)*. Selanjutnya, hasil yang diperoleh dari pelatihan ini adalah meningkatnya kemampuan siswa dalam memahami bacaan. Ini dapat dilihat dari nilai siswa pada kegiatan I adalah 70.16 dan kegiatan II adalah 84.38. Peningkatannya sebanyak 14.22 poin. Berdasarkan hasil tersebut dapat disimpulkan bahwa teknik *Cooperative Integrated Reading and Composition (CIRC)* dapat meningkatkan pemahaman siswa dalam membaca sebuah teks.

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1. BACKGROUND

Reading is the most important skill in teaching and learning process. By having reading skill, the students will be able to construct the meaning of the word and comprehend the text. Besides, the students will be able to identify and interpret the information of the text. Reading has many advantages for students, such as enlarge the students' vocabularies, the more they read, the more they get. Besides, students will get

much information in all aspect in their life. Moreover, students' grammatical knowledge will be enhanced gradually, because every text is written with correct structure. Reading is one of subjects that must be studied by the students in Junior high school. It is under English subject, because reading is part of English. Furthermore, this subject is stated in syllabus in junior high school. So, the practitioners must be aware about that. SMPN 4 Pekanbaru is offered the English subject twice a week. The duration for every meeting is 2 x 40 minutes. Moreover, the curriculum of MA Nurul Falah Airmolek serves the Descriptive text that must be learned by the students. Based on the target curriculum, students must be able to identify the main and supporting idea of the text. Besides, students must be able to comprehend the information of the text. Furthermore, students must be able to identify the meaning of the word and able to identify the reference. Moreover, teaching and learning process have the target of curriculum for every subject that must be attained by the students. In this case, the minimum score of curriculum is 78.

Based on the result of the interview with English teacher of MA Nurul Falah Airmolek, the researcher got information that the students have some problems in learning English such as they do not yet mastery in vocabulary. Subsequently, they do not yet able to identify the main idea and supporting idea of the text. Moreover, the students unable to make conclusion of the text that they have been read. Referring the explanation above, the researcher wants to help the students to solve their problems by using Cooperative Integrated Reading and Composition (CIRC) technique. Furthermore, this technique has three elements such as story related activities, direct instruction on comprehension strategies, and integrated writing and language arts.

In story related activities process, teacher introduces text to the students and set the purposes of reading. There are some activities in the story related activities. The first is partner reading, in this case, teacher divides the students into some groups, where the members of each group are 4 students. Second is treasure hunt, in this process the teacher assigns the students to review the old vocabulary and try to find the new vocabulary of the text. Subsequently, teacher asks the students to comprehend and identify the structure of the text. The third is independent reading. The teacher asks students to choose the text and read it at home and report it in the classroom on the next meeting. Direct instruction in comprehension strategy is the process where the students get instruction to find the main idea and supporting idea. Besides, they are asked to comprehend the text. Then, answer the questions. Furthermore, the teacher asks students to make clarifying and making inferences based on the text. In integrated writing and language arts process, the teacher assigns students to write the conclusion of the text and retell to their partner in the classroom. Based on the explanation of Cooperative Integrated Reading and Composition above, I hoped this training or activity can help the students in learning process and it becomes solution of their problems in reading. I will apply this technique in my community service activity under the title Using Cooperative Integrated Reading and Composition (CIRC) Technique to Improve Students' Reading Comprehension.

Referring background of the problem above, there are some problems that faced by students in learning process, such as the students have lack of vocabulary, difficult to find the main idea of the text, unable to find the supporting idea of the text, and get difficulty to make conclusion of the text. Based on describing above, so many problems that faced by students. It is impossible to solve all of the problems, so this activity only focuses on solving the problems students' difficulty to find the main idea of the text and to find the supporting idea of the text by using CIRC. This activity has two purposes; to identify whether CIRC technique can better improve the students' reading comprehension, and to identify the factors that influence changing of students' reading comprehension by using CIRC technique. The expectation of this activity will give the contribution for students and teacher, and next researcher in such, to introduce the Cooperative Integrated Reading and Composition (CIRC) technique to the teachers, to motivate the teachers in order to try the varieties techniques in teaching and learning process to avoid the boredom, to improve students' reading comprehension, to create the cooperative atmosphere in learning process, to create the independent learner, to enlarge students' vocabulary, to assist the students in solving their problem in reading texts, to give the information about applying Cooperative Integrated Reading and Composition (CIRC) technique in teaching and learning process, to give the contribution to the next researchers about the effectiveness of Cooperative Integrated Reading and Composition (CIRC) technique to improve students' reading comprehension.

Reading comprehension is an important dimension of reading education includes understanding what skilled readers do when they read (Grabe, 2009). Reading comprehension is the process of constructing meaning by coordinating several complex processes that include word reading, word and world knowledge and fluency. In addition, Urquhart and Weir in Grabe (2009) defined that reading is the process of receiving and interpreting information encoded in language via the medium of print. Based on Ashby and Rayner's opinion above, reading comprehension is the important thing in reading education where the readers employ their abilities when they read the texts. Furthermore, the readers' abilities are able to identify the main idea, and supporting idea, then able to identify the key of information, able to learn from the new information that

presented in the text, the next is able to integrate the information from one text to another text, and the last one is able to evaluate the information that relate with readers' background knowledge and other texts. Similarly, Anderson et al claimed that reading comprehension is a process to comprehend the meaning by integrated some process, such as words that readers encounter in the text, the readers' background knowledge and fluency. It means fluency is most important in reading because the correct pronunciation will be influenced the readers in comprehending the text. If the readers read the words with wrong pronunciation, it will raise the misunderstanding.

Koda in Grabe (2009) stated that comprehension occur when the reader extracts and integrates various information from the text and combines it with what is already known. Referring to the theory of Irwin et al above, reading comprehension is the process where the readers bring their style or way in reading the texts. Besides, most of readers will choose the texts that have connection with their interest or hobby, because it will make them easy to understand the texts. Furthermore, Anderson et al stated that reading comprehension is the process where the readers integrated their prior knowledge with the text in order to get the understanding about that. It means the readers get the context about the text, so they easy to comprehend the information of the texts. Subsequently, their experiences also influence them in understanding the text, because everything that have relate with readers' life or something done by them, it makes them easy to catch the authors' means. Moreover, the readers will get the information of the texts, because they have familiar with the vocabularies in it. Similar with explanation above, Koda stated that the comprehension will get by the readers when they integrated the information with everything that they already known. The theory's means the readers will relate the text with their background knowledge in order to get the understanding of the text.

As we know reading comprehension need to be assessed, it purposes is to know how far students understand about text. In addition, reading as an interactive, reflective process, however reading comprehension measures generally focus on recall as the primary indicator of students' understanding. Comprehension is typically measured by requiring students to read a short passage and the answer multiple-choice or short answer questions or by using close task (asking students to fill in blanks where words have omitted). Referring to the theories' above, reading comprehension need to be assessed because it is the way to know the progress of the students. Besides, the teachers must be able to design the assessment for the students. Furthermore, they also master to arrange the planning of the test, such as what kind of the test, how the way to conduct the test, and when the test will be given to the students. They claimed that reading is a process interaction and reflection, so it must be assessed. The assessment will focus on indicators of reading comprehension. The forms of the test that will give to the students are answer multiple-choice or short answer question, and closed task where the students are asked to fill the blanks that words have omitted.

Reading comprehension measures should help teachers monitor the comprehension of their student overtime and provide information that is useful in designing reading comprehension integration programs. Furthermore, the better standardized measures are needed, as well as innovative procedures that evaluate aspects of comprehension not assessed by standardized instrument. The educators should have the standard instrument to evaluate the students' understanding however the innovative procedures in assessing the comprehension do not use the standard instrument. Furthermore, the assessment of the reading comprehension becomes a standard for the educators to design the programs for their students. Moreover, assessment process needs a standard. It purposes to evaluate the students' comprehension. In this case, the educators should consider some factors in choosing a test or procedures of assessment, the factors are as follows:

- a. Purpose of the test
- b. Specific information about the ability of students in comprehending the text
- c. The number of the students being tested
- d. The length of the test
- e. Identify the kind of the test, whether individually or group
- f. The form of the test
- g. The examiner qualifications

Furthermore, there are some kinds of the assessment, such as: norm-reference test, criterion-referenced test, curriculums-based assessment, curriculums-based measurement, interviews and questionnaire, observation, retelling and think aloud. First, norm-referenced test is the test which has standard condition. In this process, students' scores compare with a normative test sample. Second, criterion-referenced test is the test where the students' scores compare with predetermined criterion to know students' skills. Third, curriculums-based assessment is the test based on the actual curriculum that used in the class. Fourth, curriculums-based measurement is the students are assessed frequently with standard for monitor their progress. Fifth, interviews and questionnaires are the tests that give to students where they respond

orally and writing to a list of questions to know how far the students understand about the text that they have been read. Sixth, observation is the examiners observe students' reading behaviors by using checklist. Seventh, retelling is the test where students ask to retell or reconstruct what about text that they have been read. The last one is think-aloud it means student asks to express what they think before, during and after reading. There are five elements in reading comprehension skill, such as understanding the factual information, Finding the main idea, Finding supporting idea, Identifying the reference, and Guessing meaning of the words.

Based on theory above, there are some elements of reading, such as understanding of the text, finding the main and supporting idea, identifying the reference and guessing meaning of the words. It means when the students read the text, they are expected able to catch the information of the text. Besides, they must be able to identify the main idea and supporting idea of the text. Furthermore, the students must be able to connect the reference with previous words. Moreover, students are expected to able guess the meaning, class word and synonym of the words.

Cooperative learning is a set of instruction strategies which employ (s) small teams of pupils to promote peer interaction and cooperation for studying academic subject. Cooperative learning exists when student work together to accomplish shared learning goals. Besides, each student can then achieve his/her learning goal if and only if the other group members achieve theirs. Based on Sharan's opinion, cooperative learning is a set of strategies that employs the group of students to work together and have interaction in learning process. Similarly, Johnson conveyed that the learning process will be done well if there is the cooperation between individual of students in their groups to attain the learning goals. Furthermore, this theory supported by Deutsch's statement, he stated that the goals of learning will be reached by the students if they attain their goals. It means the group will be success depend on effort of each member in that group, if the members do not responsible with their jobs, their groups will be failed. But if the members know about their accountability, and do their obligation, they will be able to attain their learning goals.

According to Stevens et al in (Slavin, 1991) cooperative integrated reading and composition (CIRC) is a comprehensive program for teaching reading and writing in the upper elementary grades. In addition, Stevens et al in Slavin (2005) defined that cooperative integrated reading and composition (CIRC) is a cooperative learning program that involves a series of activities derived from research on reading comprehension and writing strategies. Similarly, cooperative integrated reading and composition (CIRC) is a form of cooperative learning that designed for elementary reading instruction. Furthermore, cooperative integrated reading and composition was developed for grade level reading and writing instruction in the elementary grades, research studies have been reported for grades 3-4 and 2-6. Based on the experts' opinion above, cooperative integrated reading and composition (CIRC) is one of the techniques in teaching reading and writing that focus on the cooperative learning. Besides it is a collaborative learning that employs in upper elementary grade to help students able to comprehend the text. Then, Cooperative Integrated Reading and Composition (CIRC) was developed at grade 3-4 and 2-6 in elementary grade, furthermore, it has some activities that provide some chances for students to learn together and to get the understanding of the text.

CIRC is one of the techniques in teaching reading and writing in the middle grades. According to (Slavin, 1991) it has some components are as follows:

- a. Reading Group and Teams
In cooperative integrated reading and composition (CIRC), students are assigned in group or teams based on instruction from the teacher. Besides, the members of group consist of different level reading, there are from the top level and from the low reading level.
- b. Basal – Reading Activities
Students use their regular basal readers or whatever texts of reading materials are used in the school. In this case, teacher set purposes of reading and review the old vocabularies. Then, teacher introduces and discusses the stories and leads the group to get the new vocabulary.
- c. Direct Instruction in Reading Comprehension
In learning process, students receive direct instruction in specific reading comprehension skills (e.g. identifying main ideas, understanding causal relations, making inferences).
- d. Integrated Language Arts and Writing
In this process, students work in teams that focus on writing activities. They will give writing assignments such as organized the planning with their teammates, and editing the grammatical and mechanical correctness, finally they publish the correct composition in teams.
- e. Independent reading
Students ask to read the books that they are interesting about at home. Then, they also read their independent reading book in the class.

There are some researchers that have been done the research related to CIRC technique in teaching reading comprehension. The first, (Durukan, 2011) entitled “Effect of Cooperative Integrated Reading and Composition (CIRC) Technique on Reading-Writing Skills” in Black Sea University found that the CIRC technique implemented in the experimental group and the traditional method adopted in the control group are effective reading and writing achievement and level of retention, however CIRC technique is more effective than the traditional method. Second, (Eriyani & Hidayati, 2021) did a research on titled The Effectiveness of Cooperative Integrated Reading and Composition (CIRC) to Improve the Students’ Ability in Reading. On their research they found that the students reading comprehension got improvement effectively. They did research in experimental design by using quasi experimental. The last, another research done by (Majid et al., 2023) on titled teaching reading using CIRC method: the challenges and the benefits. They did the research by using descriptive qualitative design. They found that the implementation CIRC give some advantages for students, such as, students are easy to understand the material, have motivation to learn to read more, class situation is fun, have more attention and more focused on the lesson.

Based on some studies above, I could conclude that CIRC technique more effective than the traditional method. Furthermore, it could make the teaching and learning process more dynamic, various, and enjoyable. Subsequently, the CIRC technique could enhance students’ achievement and motivated them to study well. Similarly, the CIRC technique also could reduce the heterogeneous in reading learning process. In addition, this technique has good affect to students’ achievement in affective and psychomotor aspect. Furthermore, CIRC technique also could influence the students’ achievement in language learning

2. METHOD

The activity has been done at MA Nurul Falah Airmolek, in April 2025. There were 35 students involved as participant. It has been done for 4 meetings, the researcher teaching reading by using CIRC. The researcher used three instruments in conducting this activity: test, observation, and interview. Test was conducted to measure the students’ reading comprehension after teaching by using CIRC. Observation and interview were used to gain the information about the factors influence students’ reading comprehension in using CIRC.

In implementation process, I have designed the activities that had been implemented in the classroom by using the Cooperative Integrated Reading and Composition (CIRC) Technique. In implementation phases, there were some activities that have been done by the students in their group, such as, students have worked in teams or partnership, read the text that given by the teacher loudly and silently, active to review the old vocabularies, found the new vocabularies and discussed the text, received the direct instruction in specific reading comprehension skill such as finding the main idea, supporting idea, identifying the factual information of the text, identifying reference and guessing meaning of the words, written summary of the text and retold it to their partner in the classroom, read the text that they were interested in at home, and made the summary about it. When I was implementing the material by using the CIRC technique, the collaborator was giving the mark (✓) in column “yes” or “no” of observation check list. In function to see whether I have implemented CIRC correctly or not. Furthermore, the observation sheet divided into two kinds. They were the observation sheet of researcher’s activities in teaching reading comprehension by using Cooperative Integrated Reading and Composition (CIRC) Technique, and the observation sheet of students in learning reading comprehension by using the Cooperative Integrated Reading and Composition (CIRC) Technique. Meanwhile, the field note was consisted of all the activities in the classroom. It was done by the collaborator in every meeting including test. Furthermore, in applying the Cooperative Integrated Reading and Composition (CIRC) Technique, I have designed the test to identify the progress of students in reading comprehension at the end of the meeting. It aimed to measure the implementation of CIRC in teaching reading comprehension. The result of the test can be seen on below table.

Table 1
Students Reading Score

No	Indicators	Average
1	Factual Information	49.22
2	Main Idea	76.56
3	Supporting Idea	69.53
4	Reference	86.72
5	Guessing the Meaning	68.75

Based on the table 1 above, I could explain about the score of students’ ability in reading comprehension was higher than base score. It presented the students’ reading comprehension for four indicators were under the score minimum of curriculum such as the factual information, main idea,

supporting idea, and guessing the meaning. Furthermore, the score of factual information was 49.22 (Poor), the main idea was 76.56 (Good), the supporting idea was 69.53 (Good), and guessing the meaning was 68.75 (Good), although they categorized good, but they were under the score minimum of curriculum. Meanwhile, for the reference was 86.72 (Very Good) it means that the students were able to attain the score minimum of curriculum. However, the students' achievement had been increased than the based score.

Moreover, the students' ability in base score was 69 and after using CIRC was 70.16, it means that the improvement was 1.16 point. In addition, there were some factors that influenced students' achievement such as the students like the Cooperative Integrated Reading and Composition (CIRC) technique. Besides, the students were fun in learning process by using the CIRC technique, because it could stimulate them to interaction with their partner and built the cooperation between them.

After knowing the students score, I did an interview with students to know the factors influence students reading comprehension by using CIRC. In this case, I interviewed student A, G, L, N, J, R, U, AA. Furthermore, I addressed some questions related to English and CIRC technique to them. The questions were as follows:

- a. What is your opinion about English?
- b. What is your opinion about CIRC Technique?
- c. Do you like CIRC Technique?
- d. Did CIRC Technique help you in finding the main idea, supporting idea and factual information?

Based on the result of interview, I got the varieties answers from them. In this case, I would like to describe their responses one by one. The first was student R's responses, she said that English was fun. Besides, she said that CIRC technique was fun too and she could interact with their partner. Furthermore, this technique could help her to find the main idea, supporting idea and factual information of the text. The second was student A's responses, she said that English was fun, and she liked it. In addition, she also said that CIRC technique could help her to find the main idea, supporting idea and factual information. The third was student J's responses, she said that she liked English because it was international language. Besides, she said that CIRC technique was fun, and it could help her to improve her vocabulary, to find the main idea, and something new. The fourth was student L's responses, she said that English was good and fun. Then, this language also could help her to communicate with foreigner from others country. Besides, she also said that CIRC technique was good too and it could help her to improve her knowledge and built the good relationship with her partner in her group. The fifth was student AA's responses, she said that English was fun, and she could answer the questions that given by the teacher. Then, she also said that CIRC technique could help her to find main idea, supporting idea and factual information of the text. The sixth was student G's responses, she said that English was fun. Besides she said that CIRC technique was fun too because it could help her find main idea, supporting idea and factual information. The seventh was student U's responses, he said that English was fun, and it was international language. Then he also said that CIRC Technique could help him to find the main idea and interact with his partner. The eighth was student N's responses, he said that English was difficult and sometimes it was easy, but he liked it. Then, he said that CIRC technique was fun, and it could help him to find main idea, supporting idea. Besides, he liked cooperative learning. Based on the students' responses above, it concluded that they liked the CIRC technique because it could help them to improve their vocabulary and help them to find the main idea, supporting idea, factual information of the text and guessing meaning of the word.

3. DISCUSSION

The activity has been conducted MA Nurul Falah Airmolek. I chose this school because the students have the problems in reading comprehension, based on the result of interview with English teacher there. To overcome these problems, I applied the Cooperative Integrated Reading and Composition (CIRC) Technique. The purposes of this research were to identify whether the CIRC Technique can better improve students' reading comprehension and to identify what factors that influenced changing of students reading comprehension by using the Cooperative Integrated Reading and Composition (CIRC) Technique.

There were some phases that have been applied for this activity such as planning, action, observation and reflection. Before conducting the activity, I designed the planning about the material to be taught. I prepared four texts for each meeting, such as Borobudur temple, my house and my friend's new shoes, furthermore, bleky and my office for the test. Furthermore, in action process I applied the CIRC technique in teaching and learning. I started the class at 1:05 pm. I came to the class and started the class by greeting the students. Subsequently, I introduced the CIRC Technique to the students. They said that they never used this technique. I gave explanation again about that. Subsequently I divided the students into some group and asked them to read the text silently and loudly. Furthermore, I gave the exercise to them related to indicators of reading comprehension. After that they retold the story. In Observation phase, the collaborator had observed the activities of students and teacher during teaching and learning process. The

collaborator gave mark (✓) for the activity that provided there which have done by students and teacher. Next, the interview data has been taken to identify the factor influence students reading comprehension by using CIRC. They said that there were some factors influence their reading score, such as difficult to identify the main idea, supporting idea, factual information of the text, and guessing meaning of the words.

In addition, based on the result of this research it could conclude that the Cooperative Integrated Reading and Composition (CIRC) Technique could improve students' reading comprehension. Furthermore, during conducting the research I found some strengths and weaknesses of applying the Cooperative Integrated Reading and Composition (CIRC) Technique in improving students' reading comprehension. The strengths were students have chance to read the text loudly and silently in their group, have opportunity to work in partnership or team, and were active and feel confident to express their opinion in their group. However, there were also some weaknesses of Cooperative Integrated Reading and Composition (CIRC) Technique, such as the students could not manage the time in doing the exercise in their group, felt not comfortable when the teacher chose their partner, because they want chosen by themselves, and chatted out of the reading material after finishing their exercise.

Comparing with my community services result, there were some former researchers lately who have conducted their research about using CIRC in teaching English particularly in teaching reading. First, a research done by (Yuningsih, 2024) under the title *Analisis Model Cooperative Integrated Reading And Composition (CIRC) Terhadap Hasil Belajar Siswa Madrasah Ibtidaiyah (MI)*. She found that the CIRC method is a cooperative learning approach designed to enhance students' reading and writing skills. When implemented, this method helps students understand reading passages through group collaboration. Each group member shares ideas, promoting active participation in the learning process. The stages of the CIRC method include such as, identifying topics and organizing into working groups for discussions on selected subjects, planning group activity tasks, conducting learning activities by gathering information and analyzing data to reach conclusions, preparing final reports that summarize the key insights gained from the learning activities, and evaluating the learning activities that have been completed. The analysis of the research findings suggests that the application of the CIRC method significantly enhances students' reading skills. This improvement is evident in the final evaluation results, which show an increase in students' reading competence and overall learning outcomes.

Second, research that has been done by (Indriana & Syawal, 2022) under the title *Cooperative Integrated Reading and Composition (CIRC) Method on the Student's Reading Comprehension Motivation at Mataram University of Technology* they found that the students had low motivation in reading English for computer science besides the technique teaching was boring. After conducting CIRC method students motivation in reading English text for computer science got positive changing and it was effective for them. Third, the research which has been conducted by (Peritiwi et al., 2024) under the title *Using Cooperative Integrated Reading and Composition (CIRC) To Improve Reading Comprehension Achievement*, they found that the students at SMP Nurul Amal Palembang had trouble understanding in reading English text or material. After implementing CIRC method in experiment class, they concluded that this method was very useful for students in reading comprehension.

Forth, the research which has been done by (Robiatul & Rahmawati, 2022) under the title *Model Pembelajaran Kooperatif Integrated Reading Composition (CIRC) Meningkatkan Kemampuan Membaca Pemahaman Siswa*, they found that there were so many students who did not like reading and their reading comprehension very low. After applying CIRC model in one case short study, experiment, the student understanding on reading text had significant changing or this model is very effective to help the students in reading comprehension. Fifth, the research that has been conducted by (Arisqa et al., 2025) under the title *The Effect of the CIRC (Cooperative Integrated Reading and Composition) Model on the Reading Comprehension Skills of Fifth Grade Students in Madrasah Ibtidaiyah*, they obviously found that the students got problem in identifying the main idea of the text besides they got difficulty in understanding the text. It was caused by several factors, such as low reading motivation, hard to follow the material, and hard to understand the text. After using CIRC model in reading, they could figure out the main idea and understand about text since CIRC gave substantial impact on improving their understanding on reading the text.

Sixth, the research that has been conducted by (Nawawulan et al., 2023) under the title *Pengaruh Model Pembelajaran CIRC (Cooperative Integrated Reading and Composition) Terhadap Kemampuan Membaca Pemahaman Peserta Didik*. They previously found that the students got problem on reading text, their ability to comprehend the text was low. It was caused by the teacher's teaching model, the teacher still use conventional method and less variety of teaching model in teaching reading. After using CIRC model, in their research by using quasi experimental design it showed that this model had effect on students understanding on reading text. It was caused by several factors, CIRC made learning process became more interesting and joyful, students felt motivated, happy, and focused to their teacher's explanation. Seventh, the research which has been done by (Haniyah et al., 2024) under the title *Peningkatan Kemampuan Membaca*

Pemahaman Melalui Perubahan Metode Cooperative Integrated Reading and Composition (CIRC) pada Kelas 4 SDN 1 Kebarepan. They former found that students were boring for reading material. Any time, teacher gave reading text, it was only a text handed, no clear explanation, information, or strategy how to comprehend the text. It gradually occurred on English subject especially for reading skill. As an alternative, researcher applied CIRC method at this class. After conducting the research by using classroom action research design in several meeting, the result was students' understanding about a text was increased.

Eighth, the research that has been done by (Herlinawati, 2025) entitled *Peningkatan Keterampilan Membaca Pemahaman Menggunakan Model Cooperative Integrated Reading Composition (CIRC) di Kelas V SDN 146/VIII Rejosari.* Previously they got the information about students' reading skill at this class, pre-reading, while, and post reading. Students reading skill was low. They could not understand the content of the text, found the main idea, and talked about the text. As a solution, the researcher used CIRC in this class for reading material in several meetings. It was classroom action research. The result was students' reading comprehension better improved. Ninth, the research which has been completed by (Anugrah, 2020) entitled *Improving The Reading Comprehension of The Eighth Grade Students of SMP Negeri 4 Parepare Through Cooperative Integrated Reading Composition (CIRC) Method.* For the preliminary data, she got the information about students' reading skill. It was low due to students' low reading comprehension. It was caused by teaching strategy applied in the class. Students were feeling not enjoy and not fun. They need a variety of strategy in reading which could build their motivation in reading. So, researcher tried to apply a new method for them. It was CIRC method. After conducting research in experimental desain. She found that CIRC was effective to improve students reading comprehension.

The last, a research was done by (Kesia Rahelin Simanjuntak et al., 2023) entitled the *Effect of Cooperative Integrated Reading and Composition (CIRC) Technique on Reading Comprehension of Narrative Text at Grade Eighth Students of SMP Swasta GKPS 3 Pematang Siantar.* Before conducting the research, they did a survey this school about students reading comprehension. It was low. They purposed a solution to this case by applying CIRC method in teaching Narrative text. After doing the research, they found that there was a positive impact of using CIRC in reading.

After comparing the result of this community services program with those ten former researchers in applying CIRC method, it can be concluded that the students' problem in reading all over Indonesia school is the same, students have low reading comprehension, reading is boring, reading is not fun. By applying CIRC method, students reading comprehension is improved. The improvement process is mostly influenced by some factors, such as motivation, fun, enjoy, and happy on reading class. So, CIRC method is the most progress method to help students in reading and comprehend it.

4. CONCLUSION AND SUGGESTION

4.1 Conclusion

Based on the finding and discussion in chapter IV, the conclusion of this research was concluded as follows:

1. Cooperative Integrated Reading and Composition (CIRC) Technique can better improve students' reading comprehension at MA Nurul Falah Airmolek. It could be seen from the students' achievement, the score of students after studying by using CIRC get improvement than the based score. Moreover, they could identify factual information, main idea, supporting idea, reference and guessing the meaning of the word.
2. The factors that influenced the changing of students' achievement are as following:
 - a. Cooperative: Integrated Reading and Composition (CIRC) Technique During conducting the research, the students felt happy and interested toward this technique, because it helped them to find main idea, supporting idea, reference and guessing meaning of the words.
 - b. Motivation: Students interested in learning reading because they have known the advantage of reading for them.
 - c. Text: The material of reading was familiar for the students. So, that they interested to read and were able to comprehend the text.

4.2 Suggestion

Based on the conclusion above, the suggestions can be made as follows:

- a. For the students who have the same problems with this research, may apply this technique to help them in understanding the reading passage.
- b. Teachers could use this technique in teaching their students who have same problem with this research especially in teaching reading.
- c. For the readers who have the same problem with this research, may apply this technique.

- d. For the researcher who want to expand their research related to this research, may use this paper as reference or guiding.

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