

THE USE OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD TO IMPROVE STUDENTS' READING COMPREHENSION

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Abstract

This research was conducted at English study program of IAIN Pontianak. This research was aimed to find out how does cooperative integrated reading and composition (CIRC) method to improve students' skill in reading comprehension especially narrative text. The research was done by using Classroom Action Research method to solve the problem faced by the students. In collecting the data, the researcher used qualitative and quantitative data. The participant of this research was at fifth semester who had problem in reading comprehension on narrative text. The research finding shown that the use of CIRC method improved students' reading comprehension on narrative text. It was proven by data from observation checklist, field note and documentation. It proved that the method was attracted the students' attention to learn reading comprehension especially narrative text. It was also proved by the students' reading result in mean score was improved. In the first cycle, the students mean score was categorized into good to average. Then, in the second cycle was categorized into average to good. It was found that CIRC method was a method that useful to improve the students reading comprehension. The researcher concluded that CIRC method could improve students' reading comprehension on narrative text. It is helped them to comprehended the text. Moreover, the students who were learned by using CIRC method would be easy in reading comprehension on narrative text.

So, the researcher suggested this CIRC method. in reading comprehension activities, make the students interested in studying reading comprehension and motivate the students in learning reading comprehension especially narrative text.

Keywords:

Reading
Comprehension,
Narrative Text, CIRC
Method.

ISSN: 3032-193X

ISSN 3032-193X



INTRODUCTION

Based on the researcher's observation at Practicum of English Study Program in IAIN Pontianak, it was some problems of students' reading comprehension, especially at reading class. First, the students had problems in comprehending the text and getting the main idea, supporting detail, reference, vocabulary and inference of the text. Reading comprehension is about relating prior knowledge to new knowledge contained in written text and the ability to draw meaning from printed page (Pang et al., 2003). It means comprehending and interpreting the information of are important. Second, the students think that comprehending the text is a difficult task to do, so they had low motivation and not interested in learning English. In order to solve that problem, a good method should be used.



To help the students solve these problems, it needs another method of teaching reading comprehension. There is a lot of methods in teaching reading comprehension; the researcher would like to propose a method which is the “Cooperative Integrated Reading and Composition (CIRC) Method”.

There are previous researches intended to enrich or increase students’ reading comprehension by using cooperative integrated reading and composition method. The first research was conducted by Tamanmpo (2013) she proved Cooperative Integrated Reading and Composition one is of cooperative learning Method in helping her students understand to develop the students’ reading comprehension. Then, this study explained that the use of cooperative integrated reading and composition methods could improve the student's skills in getting the main idea, supporting detail, reference, vocabulary, and inference of the text. It helped the students to comprehend the text into the text. In addition, the use of cooperative integrated reading and composition method increases the students’ motivation in the teaching and learning process.

Based on the previous research, the researcher would like to use cooperative integrated reading and composition method for the fifth-semester students of the Practicum of English Study Program in IAIN Pontianak. in the academic year of 2023. The researcher chose the Practicum of English Study Program in IAIN Pontianak. because she has found the students have difficulties in comprehending in reading the text and most of them lack motivation in the teaching learning process, especially in reading comprehension of narrative text.

By applying the cooperative integrated reading and composition method, the researcher collaborated with the English teacher of the Practicum of English Study Program in IAIN Pontianak. to solve the problems that happened in the classroom. Finally, the researcher expected that on taught narrative text by using cooperative integrated reading and composition methods would be useful for there to improve students’ reading comprehension of narrative text.

LITERATURE REVIEW

The Nature of Reading

Reading increases one's knowledge base, opens up new information, allows one to communicate new information to others, enhances attention, and may be used for enjoyment, among other advantages (Rintaningrum, 2019). Reading has many different aspects and is very beneficial. It offers access to a large universe of knowledge and ideas, making it a potent instrument for broadening one's knowledge base. Reading helps people learn how to take in new information, ideas, and facts. This helps them comprehend more and makes it easier for them to communicate what they've learned with others, which promotes successful communication. Reading also improves focus and concentration since it demands attention to detail and interaction with the text.

Reading Comprehension

Reading comprehension is essential since the purpose of written language is message transmission. We wouldn't be reading if we didn't comprehend the content. Fundamentally, reading comprehension is the process of developing a comprehension of written discourse (Hartati, 2023). In reading, as the reader should be understood what were they read and the meaning of the text. Comprehending is a process as well as a result of deliberate, strategic work on the part of the reader. This effort takes the form of anticipating the text's direction (predicting), visualising the next action (visualising), thinking, and adjusting what is in the next to what is in our minds to make an informed assumption about what's happening (inference). In general, reading comprehension exercises involve several steps. First, students are given textual material to read aloud; next, they must infer the author's points from the text; and last, they must respond to questions pertaining to the text (Adawiyah, 2023).

We cannot proceduralize comprehension or teach comprehension “rules” because: The first, different readers have different background experiences and construct different meanings, the second reader must adapt comprehension strategies to many different kinds of the text situations, and the last successful readers seldom implement each strategy separately but instead combine several strategies together.

Good readers will get the comprehending to the text or what they read. Whereas, the readers who read the words of reading text but they cannot understand what they read, they are not reading. So, they cannot comprehend well. Because, reading is needing interaction between the reader and the written text. The good readers active to think got the information what they read.

Reading comprehension is a process of understanding the text that is an interactive process. Reading comprehension is about relating prior knowledge to new knowledge contained in written text (Pang et al., 2003). The result of reading comprehension is a mental representation of a text's meaning integrated with the reader's prior knowledge. This is known as a situational mode or mental model (Madolimovich, 2022).

The process of reading comprehension involves interaction between the reader and the text. Understanding what is written on the page is simply one aspect of reading comprehension; another is giving the text meaning by fusing it with the reader's prior knowledge. Based on the definition above, it can be concluded that reading comprehension is an active process to construct the meaning of written text while reading that.

CIRC Method

In cooperative learning, students exchange knowledge and collaborate in structured groups to accomplish a common objective (Tamimy et al., 2023). According to (Bruner, 2023), in the classroom, cooperative learning can help



to foster diversity. To use the method, first you divide the number of students in the class by four to know how many teams you will have. In a classroom where cooperation is encouraged, students pursue learning in groups of various sizes, negotiating, imitating, planning, and evaluating together. Cooperative learning is the instructional use of small groups where students work together to maximise their own and each other's learning.

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive method for teaching reading and writing or language art. Cooperative integrated reading and composition (CIRC) method is usually used to teach both reading and writing, but can be used as separate reading and writing/language arts program. According to Kagan (2009:461) in CIRC, all of these skills are integrated so that instruction in each reinforces the other and the approach also incorporates training in meta-cognitive strategies for comprehension, retention, and thinking skills. Here are some things that the purpose of the Cooperative Integrated Reading and Composition method, that are (1) proficiency in vocabulary and grammar, (2) the students have a good writing skill and reading comprehension.

One approach that derives from cooperative learning is Cooperative Integrated Reading Comprehension (CIRC) (Rahmasari & Swasti, 2022). It's focused on cooperative team learning (Tamanampo, 2013). Dealing with the objectives of CIRC in teaching writing and reading, Slavin in Tamanampo (2013) stated that: "A major objective of the CIRC writing and reading, language arts programs is to design, implement, and evaluate a writing process approach to writing and language arts that would make extensive use of peers." CIRC provides a structure to help teachers and students succeed in helping all students become effective.

METHODS

In this research, the researcher chose the classroom action research as an appropriate method for this research. In the case, the researcher tried to solve the students' problems in reading comprehension through cooperative integrated reading and composition (CIRC) method. The researcher collaborates with an English teacher from SMA Negeri 3 Pontianak. The subject in this research was done at Practicum of English Study Program in IAIN Pontianak. This study was conducted to the fifth semester students of Practicum of English Study Program in IAIN Pontianak.

Techniques for collecting data in this research were qualitative and quantitative data. Tools of data collecting used by the researcher were observation checklist, field note, documentation and reading test. Observation checklist used to observe students during learning process. Besides, field note prepared to record all activity in teaching learning process and the documentation to take the photo. Meanwhile, reading test used to know students' achievement using clustering technique in writing recount text.

In analysed the data of this research, there were two kinds data; qualitative and quantitative technique analysis. The qualitative data would be taken from observation checklist and field note. The quantitative data would be taken from measurement technique. Qualitative data in this research will be analysed by using approach in which the data is tread through a process of what is known as inductive categorizing that is by scanning and sorting the information, usually several times over to see what categories suggests themselves from the data (Burn, 2009). In this research, quantitative data was to analysed the score of oral tests.

RESULTS

First Cycle

In the first cycle, the teacher gave the questions in multiple choices. Also, the researcher prepared a method that was needed in teaching learning process through cooperative integrated reading and composition (CIRC) method with aim to improve the students' skill in reading comprehension on narrative text.

The teacher explained generic structure, the social function and types in narrative text. In this case, several of the students did not pay attention and listen when the teacher explained about narrative text. Then, some of students made a note about generic structure, the social function and types in narrative text. Some of the students were enthusiastic and not active who still didn't show they interest toward CIRC method and narrative text in learning process.

Based on the data was got from observation checklist table showed that in the first cycle the lesson conveyed well by the teacher, but the teacher did not monitor and control the class well while students did the reading activities through CIRC method because the teacher could not control all of the students, some of the students still felt bored when teaching learning process, the students think that comprehending the text is a difficult task to do, so they had low motivation and not interested in learning English, because of the most of students could not improve their reading comprehension through CIRC method.

Based on the data was got from observation checklist table, the researcher expected would change to the next cycle which the students more than active and enthusiastic during learning process. In conclusion, the students were not active and some of them were enthusiastic in following learning activity especially implemented CIRC method and reading comprehension on narrative text in the next cycle.

There were things observed in field note namely students' performance, the class situation and teacher performance. It was based on the observation note which the class situation showed very noise because more than half of students busy themselves when their answer the reading comprehension.

Furth more, the teacher performance during taught process must be encouraging the students to said in English. Then, the teacher must clearly about the introduction CIRC method. Teacher must be explanation one by one



slowly about narrative text so that the students understood about this material. After that, teachers explained more than many stand up in front of the class. Then, the teacher did not give guidelines to the students in explaining CIRC method and narrative text because enough time. The last, the teacher could not manage the class for well before the learning process began.

In this phase, the teacher and collaborator reflected what had been done in this cycle, after implementing CIRC method in the class room. The researcher act as the teacher and collaborator discussed that happened that happened during teaching learning process. From the data obtained observation checklist and field note, it showed some of students were enthusiastic toward CIRC method during learning process. In addition, all of the students were not active to answer and ask the questions about narrative text. Then, there were some students had not finished yet their task. Therefore, the researcher needed to continue the second cycle.

In conclusion, the first cycle did not successfully achieve the teaching learning process. Then, the students score also need to be improved to the next cycle. The last, the researcher act as the teacher would guide well in order to could help them to improve students' reading comprehension on narrative text.

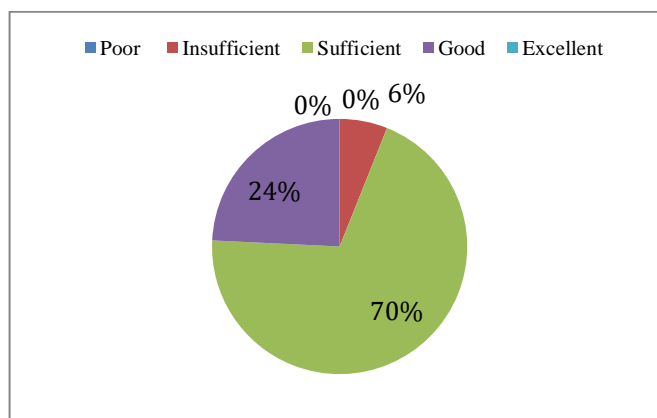
The result of the test in the first cycle, the researcher found that most of students were still poor condition. Based on the result of students' score shown as follow:

Table 1. Students' Classification Range Score in the First Cycle

Range score	Number of Students
90-100	0
80-89	8
65-79	23
55-64	2
<55	0

The researcher provided also used the chart below to see the students' reading comprehension, in detail; the students' score qualification can be seen on the figure below:

Figure 1. Qualification of Students' Score in The First Cycle



Based on the figure above, the qualification students' score in the first cycle can be seen on the percentage of the students' score. The students' score was not categorized as poor. Then, 6% (2 students) were categorized as insufficient, and 70% (23 students) were categorized as sufficient but they had no passed yet minimum criteria of competence in Practicum of English Study Program in IAIN Pontianak. 24% (8 students) who were categorized as good and the students' score were not categorized as excellent. In conclusion, in this cycle most of the students' score in categorized improve, because not score qualification students were poor.

Second Cycle

The students made groups consist of five or six students every group. Next's, the teacher gave example about narrative text. Then every group made CIRC method, answer the multiple choices based on text. The result



observation checklist in second cycle showed some good changes in teaching learning process. It could conclude that the class condition in learning process was better than the previous cycle. The students were more active during teaching learning process and more enthusiastic in following steps of CIRC method and narrative text.

In students' performance based on the field note result, the first activity which all of student ready to following learning in classroom. Then, the students were excited when the teacher asked about narrative text. The students were able to focus and paid attention on the teacher explanation about narrative text. They enjoyed in doing the exercises. Then, all of them were enthusiastic made CIRC method based on the test given by the teacher. The class situation showed the students kept silent when the teacher explained the CIRC method and narrative text. In this case, the students to focus listen the teacher explanation. Some of the students were active to ask to the teacher.

Based on the aim that the researcher wanted to achieve, that is improving students' reading comprehension of narrative text. The researcher found that the result of the actions was satisfying. It could be seen from several aspects when the researcher conducted the first cycle.

In result field note for the teacher performance, it showed clear explained the step of CIRC method and easy to be understood by the students. The teacher could manage the class well because the students seriously following during learning process. The last, the students gave concluded CIRC method and narrative text very good.

Based on the discussion between the researcher and the collaborator, the students had shown understanding about narrative text and could explorer their idea easily through CIRC method. In this case, the student showed progress of their achievement in answer narrative text used the multiple choices by using CIRC method. Moreover, the students showed more positive attitudes towards the teaching learning process. They seem very enthusiastic because some students took a part in the discussion and asked some questions when they found difficulties. Therefore, the researcher decided to stop the cycle.

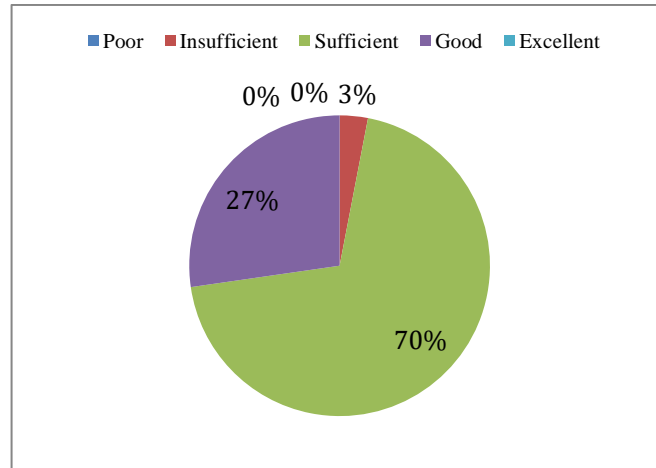
The result of the test in the second cycle, the researcher found that most of students were improved. Based on the result of students' score shown as follow:

Table 2. Students' Classification Range Score in the Second Cycle

Range score	Number of Students
90-100	0
80-89	9
65-79	23
55-64	1
<55	0

The researcher provided also used the chart below to see the students' reading comprehension, in detail; the students' score qualification can be seen on the figure below:

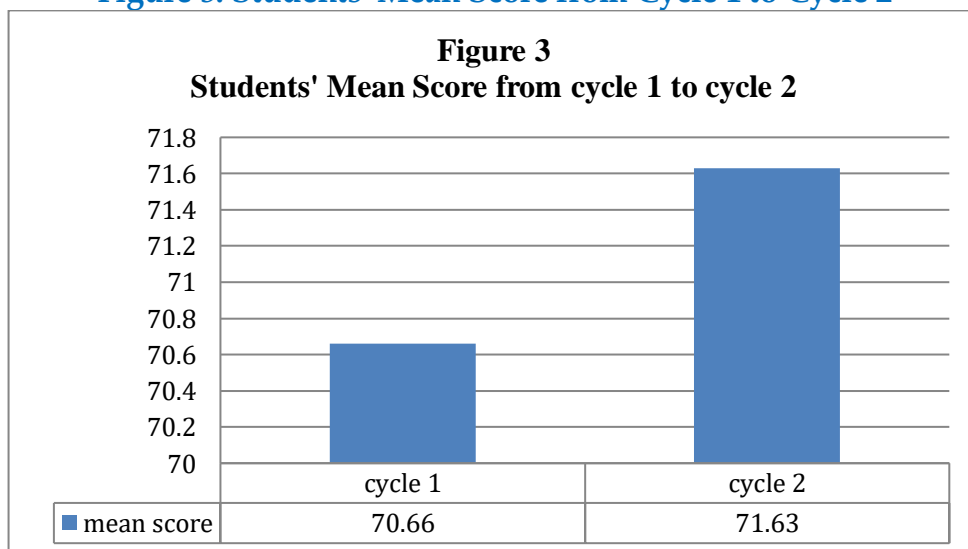
Figure 2. The Qualification of Students' Score in The Second Cycle



Based on the data showed by the figure above, it can be concluded that the qualification of students score had significant improvement from the first cycle, it proved by the students who got categorized poor was 0%, it means that there were not students who categorized as poor. Then, 3% (1students) were categorized as insufficient, 70% (23 students) were categorized as sufficient, 27% (9 students) were categorized as well, and the students' who got categorized excellent was 0%. Those data of students' score qualification showed us that there was a significant improvement of students and the students' achievement in reading comprehension were improved.

From the test result of cycle 1 and cycle 2, it was found that the mean score of students had improved from cycle 1 to cycle 2. It could be seen on the chart below:

Figure 3. Students' Mean Score from Cycle 1 to Cycle 2



From the chart above, the students had significant improvement in the mean score from cycle 1 to cycle 2. The result of students' mean score in the first cycle was 70, 66 which could be categorized as sufficient. Then, in the second cycle the mean score had improved, it was 71, 63 which could be categorized as sufficient also in the second cycle. Even it showed that there was no student categorized as poor, and every student had improved their score in reading comprehension test.

Finally, from the analysis and result, the students' problem in reading comprehension on narrative text could be reduced and improved. The students were able to comprehend of the text, such as finding main idea, supporting detail, vocabulary, reference and inference. It means that the learning indicators of this research were achieved. It showed that from the students mean score which were improved from cycle 1 to cycle 2. In addition, the teaching learning process could develop the students' behaviour and the students' group working. The improvement indicated that the action hypothesis had already accepted. In conclusion, the research finding of students' individual score and mean score showed that CIRC method could improve the students' reading comprehension on narrative text.

DISCUSSION

The Cooperative Integrated Reading and Composition (CIRC) method is a systematic approach to teaching reading that consists of many essential components. These actions not only help pupils improve their reading abilities but also promote participation and teamwork among them. Students usually read the book aloud in pairs to start the process, after which they examine tale grammar and associated writing components. Activities like reading words aloud and exploring their meanings come next, which improve vocabulary and understanding even further. Retelling stories helps pupils to integrate what they've learned, and spelling drills help them become more proficient in language. By following these stages in order, the CIRC approach produces a thorough and engaging reading experience that gives children the resources they need to comprehend and engage with texts effectively.

Based on research conducted by researcher during two cycles are described by qualitative and quantitative findings. The result qualitative data findings to the observation checklist and field note to the first cycle until last cycle, cooperative integrated reading and composition (CIRC) method could students' attention to learned. They seemed very enthusiastic to reading comprehension on narrative text and very active, conductive in the class. This is supported pierce as cited in Tamanmpo (2013) which stated that Cooperative Integrated Reading and Composition one is of cooperative learning Method in helping her students understood to develop the students' reading comprehension. Students are motivated to learn reading when the CIRC technique is used to teach it to them (Rahmasari & Swasti, 2022).

In this case, cooperative integrated reading and composition (CIRC) method successful and improve students' reading comprehension on narrative text to the fifth semester students of Practicum of English Study Program in IAIN Pontianak year of 2023. One of the positive points of using cooperative integrated reading and composition (CIRC) method is the students can develop the reading comprehension and narrative text.

Students actively participate in cooperative cooperation while bringing their own skills to the group in a dynamic learning environment created by the CIRC (Cooperative Integrated Reading and Composition) technique. With this method, students are encouraged to assume designated positions on the team, which fosters both individual development and the group's general cohesiveness. Cooperative learning is highly valued at CIRC, where students work together to complete reading and writing assignments. This cooperative method fosters critical thinking, communication, and problem-solving abilities in addition to improving their comprehension of the subject matter. In the end, the CIRC approach fosters a sense of shared responsibility and cooperation in the classroom by enabling students to take an active role in their educational process. Students are motivated to learn reading when the CIRC technique is used to teach it to them (Rahmasari & Swasti, 2022).

From the explanation above, it could be concluded that the use cooperative integrated reading and composition (CIRC) is helped students to comprehending in the text especially narrative text. When compared to traditional methods, the CIRC approach is more efficient. This demonstrates how the CIRC approach may help students learn to read more proficiently (Aziz, 2020). It successful and can be improved students, ability in reading comprehension a narrative text. It has been found that Cooperative Integrated Reading and Composition (CIRC) is a very successful method for assisting students in understanding narrative literature. Its capacity to foster collaborative learning, in which students analyse and comprehend the complexities of narrative literature together, is the key to its success. In addition to promoting reading and text analysis, CIRC gives students the opportunity to actively debate and consider the plot, characters, and storyline developments. Through the development of a better knowledge of narrative texts, this participatory technique improves students' reading comprehension skills. Additionally, CIRC gives students the chance to develop their capacity to deduce meaning from the text and relate it to their own experiences, which makes it an invaluable tool for improving reading comprehension, particularly when working with narrative texts.

CONCLUSION

This finding is based on the analysis of qualitative and quantitative data. Qualitative data have been taken from observation checklist and field note. The result shows that teaching and learning reading on narrative text through CIRC method can make students active and the students very enthusiastic during teaching and learning process. Besides, there were some difficulties in reading comprehension.

Moreover, in quantitative data finding had conclusion was that CIRC method could be used to improve students reading comprehension on narrative text. The students' reading comprehension ability increased. The improvement could be seen through some points. First, the students could generate, develop reading comprehension on narrative text. Then, students were able to using narrative text appropriate main idea, supporting detail, vocabulary, reference and inference. It was to improve to teach reading comprehension on narrative text through CIRC method to the fifth semester students of Practicum of English Study Program in IAIN Pontianak year of 2023.

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