

Utilizing the Cooperative Integrated Reading and Composition (CIRC) Model for Enhancing Reading Comprehension in English as a Foreign Language (EFL) Learners

Benedicta Cindy Tamara¹, Supian², Ruswan Dallyono³, Ladinata⁴, Alexandra Leonidovna Lebedeva⁵

Universitas Pendidikan Indonesia, Indonesia^{1,3}

Universitas Padjadjaran, Indonesia^{2,4}

Voronezh State University, Russia⁵

Email: supian@unpad.ac.id

Submitted: 24/06/2024

Revised: 03/07/2024

Accepted: 20/08/2024

E-ISSN : 2579-4574

P-ISSN : 2549-7359

Abstract. Many students still struggle with reading comprehension, particularly in the areas of identifying topics, using proper grammar, understanding meaning, and expanding vocabulary. This study focuses on determining the effectiveness of applying the Cooperative Integrated Reading and Composition (CIRC) model in reading comprehension, especially in composing recount text. It focuses on finding solutions to the students' reading issues in relation to the four aspects including topic, grammar, meaning, and vocabulary. The pre-experimental research design was used to carry out this research. Pre-test observations in class were also carried out by researchers before implementing the CIRC model. After carrying out the pre-test, the CIRCL model continued to be applied in class. Random sampling was used with 30 students of VIII D Secondary School in Bandung. During the course of the investigation, classes were observed and reading assessments, including pre-tests and post-tests, were administered to students. The results of this research indicated that CIRC use both individually and in groups significantly helps students' reading comprehension abilities. It was shown that the students' active participation in the implementation of CIRC model enhanced their reading comprehension abilities. Students also demonstrated positive outcomes towards numerous activities and features of the CIRC model. This study suggests that the CIRC model can be integrated into teaching strategies in school to improve reading skills, and also encourages collaborative learning, which is essential for students' social development in the classroom.

Keywords: CIRC Model, reading comprehension, recount text

<https://ojs.unm.ac.id/eralingua>



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

INTRODUCTION

Reading skills are required in the English learning process as one of four essential skills. It is a task that has the ability to update a large amount of information or data. This knowledge or information may be obtained through a multitude of means, such as books, poems, and newspapers. Harmer (2007) believes that reading has a great impact on language acquisition since the prior knowledge usually found in the reading process. This can be a proof that the more students read, the better knowledge they will utilize. In accordance with that, a process of continuous guessing and usually the main idea of reading is found in it (Grellet, 1981). In reading, students should know how to employ the main idea of a text and analyzed every element of the text. Reading is the activity of building meaning from written or printed material. We may learn more and expand our knowledge by reading more. Reading is required in order to learn English since it is one of the four essential abilities in language learning. Students with great reading abilities have a better chance of excelling in their academics. Reading, according to Grabe (2009), is the process of acquiring and digesting written information. Finally, reading is a cognitive activity that incorporates a reader's engagement with textual and visual signals.

Harmer (2007) states that there are six rules in reading. The first principle in reading conveys that teachers should have the option to urge students to read a specific text. Second, students are approached to be effectively engaged with what they read. Third, the teacher should urge students to actively participate in the reading process. Fourth, teachers should track down ways of assisting students in investigating their thoughts regarding a point instead of simply zeroing in on its development. Consistency is a main consideration in reading, teacher should understand the content of a text before bringing it to students. Fifth, students are asked to improve their critical thinking by introducing a text and evaluating the text in various perspectives. They need to adjust the undertaking to the point. Sixth, the teacher should be able to be a good facilitator in the process of learning. They have to discover the connection between the significance of a text and it with their learning experiences. A decent teacher should have the option to utilize understanding texts and assist with understanding the entire text which is called understanding perception.

Reading requires comprehension; if someone does not grasp what is read, they are not reading. Reading comprehension is the main goal of reading. As stated by Duke (2003), understanding is a cycle where readers draw in the material by connecting certain knowledge in various points of view and their experience. In reading, we must completely understand and comprehend all the contents of the reading text and know what message is contained in the reading text. If someone does not understand what they have read, it means they are not reading. Interfacing the message and the students prior knowledge is the primary process of understanding cognizance of a reading process since reading is considered as a skills that helps readers grasp messages (Widiyati, 2011) and gains crucial information from texts (Grellet, 1981).

Furthermore, investigating and creating meaning via engagement and interaction with written language is a key component of reading comprehension. Reading comprehension is a technique for teachers to deliver certain knowledge to their students. Teaching is a complex process that provides certain information from the teacher to the students. Teaching is definitely not an unexciting profession but people believe that reading is the fundamental skill, and it tends to be profoundly exciting (Harmer, 2007). From that, the essayist infers that informative exercises and natural administration assist students with accomplishing their learning objectives by establishing a meaningful learning process.

The process of reading comprehension involves making sense of textual concepts through linguistic interpretation and usage. The easiest way to comprehend reading comprehension is to think of it as a complex process that is influenced by a variety of linguistic and cognitive abilities. As a result, the text, the reader, and the action are the three key elements that promote reading comprehension activities. The text is what the reader tries to understand when engaging in reading activities. The person who has read the material in its entirety and comprehended it is the reader. Text is what the reader wants to grasp in reading activities. The reader is the person who has finished reading and comprehending the material. All of the reader's abilities, knowledge, and life experiences that they bring to reading are taken into account. The reader does an activity in order to comprehend the text. Reading acts are discussed, as well as their aims, techniques, and outcomes.

In addition, gauging comprehension is critical for effective reading. Assessing comprehension in reading education programs may be accomplished by validating that the predictions supplied are accurate and ensuring that the reader makes the necessary changes when meaning is not comprehended. There are various strategies for assessing reading comprehension, including contextual vocabulary, important information, principal topic, and title. The first of these is contextual vocabulary. The use of an unfamiliar word in context to establish its meaning is referred to as contextual vocabulary. The second is critical information. Highlight the important parts and write them in. The title comes last. The title should adequately summarize all available options. It should not be too wide or too small for the stuff in the selection.

Teaching reading is essential in the academic environment for carrying out teaching and learning tasks. There are four reasons why students have to learn reading (Harmer, 2007). First, reading is beneficial in language learning. It has been proved that more kids understand what they read. They learn more efficiently or acquire knowledge from the content as they read more. Reading helps kids in numerous areas, such as enhancing their writing, spelling, and vocabulary. The second method, reading the text, is an excellent example of English writing. This is critical in encouraging children to focus on their vocabulary, grammar, and punctuation. Furthermore, reading materials may demonstrate how phrases, paragraphs, and the entire book are put together. As a result, students may utilize this as a great beginning point for their own work.

Third, reading can help students prepare themselves for a future job, study, or travel to another nation. It will be easier for them to do things if they are proficient in English. Finally, students can generate fascinating ideas from the book they have read and debate them with one another. Discussions may encourage students to think critically, imaginatively, and independently about what they've read. Reading also has a big influence on people's capacity for thankfulness as well as their capacity for information acquisition. This skill will serve as the foundation for the development of emotional, moral, and linguistic intelligence. Reading is essential for kids' intellectual and cognitive development, as well as their moral, emotional, and linguistic development.

However, based on the observations, there are some difficulties found related to a decrease in students' reading comprehension. Students need assistance in identifying and applying previous information, having trouble decoding and word-recognition, having limited vocabulary, and having poor reading comprehension. [Hasyim et al., \(2020\)](#) found that uninteresting teaching methods utilized by teachers are one of the main problems that causes students to dislike the subject of reading. Students struggle with retelling text because their teachers don't incorporate movies, games, or other learning strategies into their lesson plans. As a result, the students find the material boring and uninteresting, and the majority of them are preoccupied with other things. Students have problems with reading comprehension because it might be challenging. They could experience boredom when a teacher is teaching them to read since the material is not engaging. Thus, students' reading interest and critical thinking are not stimulated because there is no new learning material. [Mubarok \(2017\)](#) stated that Junior high school students lacked motivation to study a text. Approach teaching and learning process also media choices are to blame for this. In most cases, the teacher assigned students to read a book's contents and then do some tasks as part of a monotonous instruction approach or media.

One approach to resolving reading comprehension issues is to employ novel learning models supported by learning media, such as the Cooperative Integrated Reading Composition (CIRC) model. The development of CIRC focusing on the curriculum and instruction is an effort to use cooperative learning as a main instrument for introducing various arts in the language learning and teaching process. It may be used in group discussions to learn about spelling, key concepts of a book, and language aspects. This strategy can boost students' motivation by including students in the learning process, resulting in a meaningful learning experience.

Cooperative learning is students working in a group to complete a project in order to enhance their cognitive and social abilities since it includes other members in order to complete the project's purpose. This model clearly contrasts with individual learning. Individual learning pupils are more competitive with one another. They work individually to solve a problem in learning with little interaction with others, which causes their intrapersonal skills to be blunt. [Durukan \(2011\)](#) claims that this strategy was developed to cover the usage of a typical skill-based reading group approach. Students will develop their social interaction and interpersonal

abilities by working in groups and participating in fundamental skill-building exercises. Thus, equitable change for accomplishment, group support for achievement, and performance, all fundamental components of cooperative learning, enable personal responsibility realization.

The novelty of this research lies in its exploration of the effectiveness of the Cooperative Integrated Reading Composition (CIRC) model in addressing students' reading comprehension difficulties. While many studies (e.g. [Hasyim et al, 2020](#); [Mubarok, 2017](#); [Durukan, 2011](#)) have highlighted the importance of reading skills and identified the challenges faced by students, this research introduces CIRC as a potential solution by not only focusing on academic outcomes but also fostering students' motivation, critical thinking, and social skills through collaborative learning.

LITERATURE REVIEW

CIRC model consists of three crucial aspects: theoretical awareness and understanding, research activity, and necessary practice. Additionally, learning collaboratively is more successful than learning independently by evaluating three main approaches in students' learning interaction. Cooperative learning requires students to study in groups and is assigned a task to complete. Each team member has unique abilities that must be put to use in order to complete the assignment successfully. Moreover, there are eight main components of the CIRC model proposed by [Stevens et al., \(1987\)](#) including a series of instruction, teams, reading groups, partner checking, basal-related activities, tests, integrated language arts, and direct instruction.

The first, cycle of instruction. Teacher uses this element when delivering the learning material in a presentation and in guiding students in the group work session (consensus and assessment). The second, reading session based on students' level of English. Teacher should know the students reading skills level so the teacher can choose the suitable learning material for reading. Third, group work sessions. In this session, students are asked to read a text given by the teachers in pairs and write down some essential information. After obtaining the needed information, the teacher asks students to move to another group and share their knowledge with that group. The fourth, basal-related activities. In this session, teachers introduce students to certain vocabulary related to the text, reviewing and discussing the story to reach the students' learning objectives as proposed by [Stevens et al., \(1987\)](#). The focus of the text should be on numerous worthwhile activities, such as identifying and formulating predictions about the text and its elements.

The fifth is partner checking. Students complete the assignments in groups, with their partners checking the results and providing any necessary feedback. The fifth is a test. The teacher gauges the students' comprehension by having them read a text that is linked to the subject matter separately after they have engaged in a variety of worthwhile activities and gained new information from the teacher, pairs, and the learning process. The seventh is providing direct teaching in reading comprehension. During this phase, teachers provide direct instruction to students in order to achieve learning objectives and enhance skills such as identifying the

primary idea, drawing a conclusion, and contrasting views. The final one combined language arts and writing. According to [Stevens et al., \(1987\)](#), the most important aspect of this part is when students collaborate with their team to revise one another's work. It can be accomplished by employing "peer editing forms" that emphasize two contents and grammatical problems, allowing users to amend their work in light of their peers' criticism.

Cooperative Integrated Reading and Composition (CIRC) model emphasizes the relevance of context and social interaction as proposed by [Vygotsky \(1978\)](#). Students have various characteristics, including learning styles and habits which cannot be disputed. They get knowledge through social and cultural processes. Language, according to [Vygotsky \(1978\)](#), is not only a medium for learning, but also an element of the learning process. Students utilize language to communicate with others, which involves both cognitive and social processes in presenting their thoughts and experiences. Additionally, learning may take place when a teacher or other knowledgeable adult uses scaffolding language and experiences than the students to enable them to solve their problems independently and become more knowledgeable.

Apart from that, [Durukan \(2011\)](#) examined the application of CIRC. The goal of that study is to see if there is an improvement in students' reading activities when utilizing this strategy, which is related to Slavin's remark. [Slevin \(2011\)](#) claimed in his book that there are five benefits to employing Cooperative Integrated Reading and Composition in reading activities, including (1) Improving students' social skills by allowing them to work together in groups to solve problems and accomplish learning objectives in areas such as writing, decoding, spelling, also reading comprehension. Students are expected to assist one another in learning as a group. (2) Implicitly encouraging students to be brave enough to read aloud an English text. (3) Assisting students in developing practical reading comprehension skills as a writing support media. (4) Providing a relevant learning activity for students by allowing them to organize a reading product, revise and edit their work to achieve the best results, and also assist their friends in reading by providing required criticism. (5) The reading comprehension process is integrated and included, allowing students to immediately exercise the language that they have read and transform it into the shape of a reading product.

Furthermore, employing Cooperative Integrated Reading and Composition has various advantages. The first benefit is that children can think more imaginatively when interpreting a book. Second, because all learning activities are more relevant to the students, students will experience meaningful learning. Third, this paradigm encourages students to learn while also widening teachers' perspectives on education. Fourth, student experiences and learning activities will always be appropriate for the stage of development of a child.

Some research data indicate that CIRC is useful in teaching reading skills. The majority of the research concluded that CIRC models are useful for teaching reading. Cooperative Integrated Reading Composition (CIRC) is an excellent strategy for improving students' reading skills. Furthermore, she stated that the Cooperative Integrated Reading Composition (CIRC) model assists pupils in receiving higher

grades when reading recount texts in English when compared to not employing this model. After implementing the Cooperative Integrated Reading Composition in learning activities, students become more interested and motivated to learn to read. [Mubarok \(2017\)](#) found that students in the experimental group did better in comprehension of text than those in the control group after starting at a similar level. It indicates that CIRC is more successful than the conventional teaching methods at improving students' reading skills. There is a relationship between the reading comprehension of students and the teaching strategy that is used; students with high levels of success motivation who get instruction using the CIRC technique have considerably higher levels of reading comprehension than those who receive instruction using the traditional strategy. Another researcher was [Darmayanti \(2014\)](#), she stated that between students who received CIRC technique and those who weren't, there was a considerable disparity in their scores. [Durukan \(2011\)](#), found the impact of the CIRC technique on primary school students reading and writing. In terms of academic accomplishment and retention, when comparing the reading and writing skills of the experimental and control groups, it was found that there was a statistically significant difference between them.

Based on the existing problems, The CIRC model was chosen as a research topic because it was not widely known and applied in secondary schools in Bandung, and appropriate teaching methods or techniques to help students' reading comprehension were not used by many teachers. The effectiveness of the implementation of the Cooperative Integrated Reading Composition (CIRC) model to improve students' reading comprehension, especially in constructing a recount text, was focused on. In this case, the results of students' abilities from before and after the implementation of CIRC will be looked at to determine whether it helps or not. For this reason, this research is expected to be able to fill the existing research gap regarding the CIRC learning model in students' reading comprehension.

Therefore, this study is expected to give benefits which are divided into two parts. Theoretically, this research can be used as a reference for other researchers who want to research the same topic. Practically, by conducting this research, it is hoped that this research will become an alternative way to teach reading more effectively to improve students' reading comprehension, especially in composing recount texts. For students, it is hoped that this research can engage and motivate them to read more and improve their reading skills. This study is aimed at answering this research question: How does the CIRC learning model help students in reading comprehension?

RESEARCH METHOD

Research Design

This study used a pre-experimental focused on a single class. Experimental techniques are the only research method that can honestly evaluate hypotheses about causation. According to [Creswell \(2012\)](#), experimental researchers examine an idea to see how it affects the outcome. Since the goal of this study is to provide awareness of the strengths and limitations in implementing this technique rather than modifying phenomena that occur in reality. The CIRC model was implemented

in the learning process by without providing any interventions. One-group pre- and post-test designs, static group designs, and one-off case studies were some of the pre-experimental designs. Due to the possibility that the approach may reveal a connection between the independent and dependent variables that could be a cause and effect, a one group pre-test and post-test design was decided upon for utilization. Pre-test and post-test designs are used for each group to assess the treatment's effectiveness.

Participants

This study was carried out in a Bandung secondary school classroom. The participants of the reading test and classroom observation were chosen from VIII D students. 30 students agreed to participate in this study as participants. As the learning facilitator for this study, a direct role was taken in the research, and the general knowledge required for the exam and the classroom observation was gathered. Additionally, the CIRC method of statistics is used to administer a reading exam with a pre-test and post-test in order to collect exact data quantitatively on student improvement. Thus, each student will have to compose a paragraph-long personal recount text. The exam consists of 20 multiple-choice questions. For the whole right response, research assigns a score of 100.

Data Collection

The data were collected through reading assessment, classroom observations, pre-test and post-test evaluations. The pre-test assessed students' baseline reading abilities, while the post-test measured improvements after implementing the CIRC model. In addition, classroom observations were conducted to monitor students' engagement, collaboration, and participation in group activities.

Research Instruments

The primary instruments used for data collection in this research included a reading test, classroom observation, and rough drafts. The reading test compared a pre-test and post-test consisting of 20 multiple-choices questions based on reading comprehension. Each correct answer is scored 5 points. Additionally, classroom observations were conducted using a structured observation form to evaluate students' behavior, engagement, and collaboration during the CIRC activities.

Research Procedure

The research procedure was carried out in several stages. First, a pre-test was administered to evaluate the students' initial reading abilities. Then, the Cooperative Integrated Reading and Composition (CIRC) model was introduced to the students, who were then divided into ten groups of three. Each group was tasked with reading and discussing a text, answering comprehension questions, and collaborating to write recount texts. During classroom activities, students engaged in group discussions, participated in collaborative writing exercises, and provided peer feedback, while the teacher facilitated and observed the process. After the learning sessions were completed, a post-test was administered to measure any

improvements in the students' reading abilities. Throughout the activities, classroom interactions, group dynamics, and student engagement were closely observed.

Data Analysis

Reading assessments and rough drafts were utilized to gauge how well the students were reading recount texts and gathering data. Pre-tests were given at the beginning of the research to make sure both groups had equivalent levels of proficiency, whereas treatments for both groups were administered prior to the administration of the pre-tests. The pre-test and both findings would then be compared to see whether there were any changes or improvements when employing the CIRC approach. The first meeting will include the pre-test. The researcher told the pupils that they would be utilizing the CIRC model to learn English, including how the group would be created, projects would be given, and all tasks would be completed. The post-test will be administered during the last meeting. The researcher will next analyze the data to discover where there has been an improvement.

The reading test had four evaluation criteria, including finding a topic, utilizing grammar, knowing the meaning of each sentence, and increasing vocabulary. Based on certain reading criteria, each element is given four points. Three is the bare minimum for passing the reading exam. If they get four points, the pupils are considered to have passed the exam. The researcher in this study examined the data from the pre-test and post-test reading test results using a descriptive quantitative technique. The researcher analyzed the outcomes from the two tests after gathering the data to ascertain the students' ability both before and after using the CIRC model. The researcher also assessed the behavior of students and instructors in a classroom environment in order to apply the CIRC model to the learning process.

RESULT

The findings of this investigation are presented in this part. The pre-test and post-test produced some results. The analysis and presentation of the data sets are as follows.

Pre-test Results

Issues with the teaching and learning process, particularly with reading recount texts, were discovered through a pre-test and classroom observations before the study began.

In this pre-test, the lesson plan and all activities are made by the teacher. The suitability of activities that take place in real life with the plans prepared in the lesson plan, as well as the phenomena that emerge throughout the learning process, are only observed. After having first-hand experience with the teaching and learning process. The portfolios made by the students were collected and the results were analyzed.

The pre-test scores showed considerable variability. The maximum score was 95, while the minimum score was 30. Then, the average score was 65, which

considered as “enough” category, indicating that many students faced difficulties in reading comprehension. The standard deviation of the scores was 20.3, showing a broad range of student performance.

Based on the pre-test results, only nine students got 75 and above, which means that they achieved the criterion of minimum completeness (KKM) and categorized as "Good". Meanwhile, the other twenty one students were below the criteria. The pre-test has a maximum score of 95 and a minimum score of 30. The average score in this phase is only 65, which is categorized as low or enough.

In reading, students experience some difficulties, including finding and connecting the topic of the text, using the proper grammatical, utilizing the vocabulary, and knowing the meaning of each sentence.

Table 1. Average Pre-test Scores

	Topic	Grammar	Meaning	Vocabulary
Mean	75	68	74	70

The data above is the average score of each aspect of reading. The biggest score from the data above is from finding the topic of the text, with an average score of 75. When viewed from the topic aspect, the average student gets a score of 3, which if converted to 75 means that all students can find their text well enough.

The following is one of the mistakes students made related to finding and connecting the topic of the text and the whole story in the text during the pre-test, which we can see in the example of the student worksheet below.

“Last week I studied for exam preparation. While studying I understand the materials so I can do the exam later. The exam will be held next week. I hope the results are good. On the first day of the exam there were religion and Indonesian language subjects. The second day there were science and PKN. The third day there is English and Sundanese. The fourth day, there were IPS, SBK, and PJOK. Last day were Math and Informatics. Before the exam I hope my grades are good. After the exam was over I felt calmer. I hope my scores are above all of you.”

The worksheet above is one of the stories made by students. In terms of story content, students have found the topic sentence, but students have not connected the topic and the contents of the text in detail. When we compose a text we need to provide statements that support ideas with their supporting details. By knowing what and where the main idea, topic sentence, and supporting details are, readers will better understand the intent of the text we read. That means succeeding in organizing the author's thoughts into a piece of writing. The story above is in accordance with the main idea and the topic. Based on the worksheet, students have found the topic, which is the exam, and can relate it to the entire text. However, in the text, students only give the order of the exam schedule and are not told in detail so when reading it is like a procedure in an activity. Readers don't understand what the writer did and felt on those days, because this is a text that tells about personal text. In addition, the contents of the text are too short and dissatisfied when read.

The second mistake is grammatical. The students' mean score in terms of grammar is 68, which is categorized as very low. The biggest problem was using tenses in making the story because there are many tenses in English, and the students did not know how to use the Below is an example of the students' recount text that proved that the students' experienced problems in making a story in terms of grammar past tense correctly.

“Last week at my school, there was an exam called ASAT started from Monday to Friday. Before the exam, of course, I have study first in order to get a pretty good grade, usually I study at night, sometimes I also read the materials again before the exam is carried out.”

The sentences above show several errors in the use of tenses in corrections, including consistency in the use of tenses. In some of these sentences, students use the past tense form. However, in other sentences, students use sentences in the present tense. In this story, students are expected to use the past tense consistently in the text according to the story rules and principles of writing a text. Things like this still happen because students need help understanding the function and rules for using each tense.

The third is vocabulary. The average vocabulary is 70, which is below the minimum score. In terms of vocabulary, students made several mistakes, especially in using vocabulary contextually. The following is an example of student errors in vocabulary.

“The exam is over, but I’m still thinking about what if my grades are bad. I hope there is a blessing from God to pass my math grades. Finally, the report date arrived, I was very happy with what I got, I don’t forget my gratitude to God, my score was the highest score in school.”

The aspect that needs to be pointed out in this paragraph is the vocabulary. These students can be categorized as not yet fully able to use vocabulary in English contextually in terms of vocabulary. The clarity of the words in the text has a significant impact on readers' understanding. The degree to which readers are acquainted with the terms in the text is another widely held belief that influences understanding. The paragraph uses vocabulary that does not match the sentence so that it makes the reader confused in understanding it.

The definition of the term 'arrived' in the final part of the sentence is being examined, as it is not considered suitable to describe the day of report card distribution. Arrived itself refers to "reach a place", which refers to the end of the journey. So, the word arrived in the text above is better changed to "comes", which is contextually more appropriate to describe a time. The sentence 'Finally, the report date arrived' is being revised to 'Finally, the day comes, the teacher gave the learning report and there was a parenting session' so that it is easily understood by readers and there are no misunderstandings.

The last is knowing the meaning of each sentence. The mean of the meaning is 74, which is below the minimum score. In terms of the meaning, the students made some mistakes, especially interpreting a sentence according to the context. Here is an example of the students' mistakes in the meaning of each sentence.

“The morning arrived I went to school nervously at 7.30 the time had come to do the first subject exam, namely PAI, it didn’t feel like the time was almost up and I had finished working on the exam followed by rest I also gathered with friends to study together and chatted non-stop it felt like the break time was over, we split up into our respective rooms to take the second exam, namely Indonesian B. subject.”

In the text above, there are some words whose meanings do not match the sentences that are formed and have not been translated into English. In the first sentence, students write *"the first subject exam, namely PAI"*. The word PAI has not been translated into English, students should replace the word PAI with *"Islamic Religious Education"* in the sentence. The next sentence is *"we split up into our respective rooms to take the second exam"*. The word *"respective rooms"* is not appropriate in the sentence because it is not familiar so students can replace it with the word *"exam room"*. Finally, the sentence *"second exam, namely Indonesian B. subject"* is changed to *"Indonesian subject"*. This must be considered because not everything that is translated has the appropriate meaning in the sentence that is made.

Based on the observations, activities in class were limited to reading stories, answering available questions, and finally discussing the answers in groups. Teachers tend not to direct students to make schemes of their reading results. Finally the learning process becomes very monotonous and uninteresting. Only a few students were enthusiastic about participating in learning.

Post-test Result

The Cooperative Integrated Reading and Composition (CIRC) model was started to be used throughout this phase which involved the use of multimodality text in the form of picture series and guiding questions to help students in reading comprehension.

The study discovered that the lowest pre-test score was 50 and the highest score was 98. Students who obtained 75 or more at the minimum English mastery criterion (KKM) were classified as successful, while those who received 74 or below were classified as not successful. There are twenty-three students who have scores of 75 and above in the data above, which means they meet the minimum completeness criteria (KKM) and are given the title *"Good and Very Good"*. While the other seven students are under the criteria.

In the post-test section, students participating more actively in the teaching and learning process also increased in several aspects from the previous pre-test. Below is a table of students’ post-test scores which shows the average of student’s pre-test scores.

Table.2 Average Post-test Scores

	Topic	Grammar	Meaning	Vocabulary
Mean	90	86	84	88

The following table shows the students' average reading scores based on their difficulties. The largest average score is found in the topic, with a total of 90.

This finding supports the statement that CIRC, with the help of multimodal text, helps students organize their reading results. The second-largest average score is in the vocabulary aspect, with an average value of 88. It indicated that the activities in the post-test involving multimodal text also affect students' vocabulary mastery so that apart from being rich in vocabulary, students can also use it in composing a text according to the context. The third is in grammar, with an average score of 86. In this phase, which involves a group project and peer-checking, the text improves students' ability to use grammar, especially tenses, correctly. Then lastly, the average score is 84 for meaning, which can be categorized as very good.

The following is the result of the student's increase in errors made related to finding and connecting the topic of the text and the whole story in the text during the post-test, which we can see in the example student worksheet below.

“Last week, my school held a trip to Yogyakarta. Not all students take part in the trip. There were 300 people who participated. First, what we did in Jogja was the Merapi tour. We all took a jeep, one jeep containing 5 people and one driver. Then we headed for lunch. In between lunch, the men shalat jum’at. After that, we headed to Prambanan Temple. Prambanan is one of the educational tourist attractions. They explained the history of the Prambanan. Then we went around the temple. After we left Prambanan, we all headed to the hotel to rest. Arriving at the hotel, my friends and I rested and then walked to Malioboro.”

The worksheet above is one of the stories made by students after using CIRC. In terms of story content, students have found the topic sentence and connected the topic and the contents of the text in detail. Based on the worksheet, students have found the topic, namely a study tour to Yogyakarta and are able to link it to the entire text. Students have explained all activities in detail so that when the reader reads it the reader already understands the activities carried out during the study tour, such as the first day they went to one place and continued to another. The text is also not short and there are clear time conjunctions.

The second improvement is in grammar. The students' mean score in terms of grammar is 86, which is categorized as good. After being given treatment, students can improve their ability to use tenses. Below is an example of the students' recount text that proved the students' improvement in making a story in terms of grammar.

“After Mount Merapi we continued our journey to Prambanan Temple and there the atmosphere was very hot, before entering we were explained about the history. First, there were so many temples, and we entered one by one to see it. After Prambanan temple, we went straight to the hotel where we rested, the hotel was close to Malioboro. Then, we were given time to walk around.”

The sentence above shows that students are able to be consistent in using the past tense and have understood the functions and rules for using each tense. This paragraph is a student's past story so it uses *was* or *were*.

The third increase is in vocabulary. The average vocabulary is 88 which is categorized as very good. In terms of treatment, students have been able to

increase their vocabulary. The following is an example of increasing student vocabulary.

“The trip continued to the restaurant for breakfast, then we went to Mount Merapi tourist attractions to learn the history of eruptions and also took a jeep to the surrounding river. After that we arrived at the Prambanan temple, finally we are checked in at horaios hotel Malioboro to take a rest.”

These students can be categorized as fully able to use vocabulary in English contextually in terms of vocabulary. The paragraph uses vocabulary that matches the sentence so that it makes the reader not confused in understanding it.

The last improvement is in knowing the meaning of each sentence. The mean of the meaning is 84, which is categorized as a good score. After being given the CIRC treatment, students can make sentences with meanings according to their contents. Here is a result of the students' improvement in the meaning of each sentence.

“After that, we left Mount Merapi and continued the trip to Prambanan temple; before heading to Prambanan temple, we had lunch and Friday prayers for men. After resting, the journey continued; when we arrived at Prambanan temple, the weather was hot, and we took first-class photos. After entering Prambanan temple, I saw many magnificent temples, and we took another picture. Exit from Prambanan temple to the hotel; when we arrived, we immediately cleaned up and rested, then had dinner. After dinner, we walked to Malioboro, rode an electric bike, and bought souvenirs. After Malioboro, the journey continued to the hotel

On Saturday, we had breakfast at the hotel and checked out from the hotel; a trip to Bakpia Pathok to buy souvenirs; after that, we went to the Yogyakarta palace and Smart Park; we explored; the weather was sweltering. Coming out of the intelligent park, we headed to the breccia cliffs and had lunch at the restaurant. Arriving at Breccia Cliffs, we took pictures after that on the way back to Bandung, and we ate food first.”

In the text above, students can already pay attention to the meaning of each word that will be used as a sentence. There are some advanced words in the text connected with the sentence. It means they have rich vocabulary and they can use it contextually. The words given are easy to understand and do not make the reader confused in knowing the sentence.

During the implementation of CIRC in the reading class, there were many changes for the students. The students' skills in the learning process and their reading performance have both improved.

In this study, the students received six treatments. The topic of recount text is used in the treatment. The students took a pre-test before their first meeting and a post-test after their final meeting to see the students' improvement in reading comprehension activities. Table describes that the average score of students increased in both reading tests. The average on the pre-test reached 65, and that means the score is below the minimum completeness criteria (KKM). A post-test were conducted after the conclusion of the treatment. Hence, it was found that the

average had increased to 79, meaning the score exceeded the minimum completeness criteria (KKM).

Based on the average results above, positive outcomes in raising students' reading comprehension abilities were found. This impact allows students to find and connect the topic of the text, using the proper grammatical, utilizing the vocabulary, and knowing the meaning of each sentence. These outcomes demonstrate how the Cooperative Integrated Reading Composition (CIRC) model helps students develop their reading comprehension abilities. Applying the CIRC model also brings good changes in the student treatment cycle.

The CIRC model and recount text were presented in the first cycle. Students listen to the presentation and gain new knowledge. In the presentation, students are explained the main ideas, predictions, and conclusions and given examples of questions. The students were invited to utilize the CIRC model while learning, and the sample questions relate to reading comprehension of a text. Then, students were asked to be in groups that had been divided. Each group was given exercises on personal recount text and worked together. Questions must be answered appropriately based on the text in the recount text using the CIRC model. Students experience difficulties in predicting and making conclusions related to a reader. In addition, many students still need help understanding what the text is about.

Students discuss with their respective groups in the course of the treatment process. In a group, they work together and are responsible for understanding the text and answering the questions given. After that, each group shared the results of their discussion. Students still need clarification in predicting text and making conclusions in the second treatment. In addition, students also need help understanding the information and implied meaning of the given recount text. However, they did not remain silent; they asked the teacher how to draw conclusions and find predictions in a text. Next, the teacher asks students to think critically when answering the questions. Not all groups were active when given assignments; three groups were not enthusiastic and were normal when invited to discussions.

After several times the students were given exercises, they actively and enthusiastically answered questions and presented the results of group discussions. This happened in the last treatment. Students are brave in explaining their understanding and are no longer confused. If there are groups who have different arguments, they can solve them with their critical thinking. There was progress in the student's reading comprehension ability from the beginning to the end treatment.

The CIRC model can improve students' reading comprehension skills, but it also has several weaknesses besides CIRC. The first weakness is that students must be more active and comfortable participating in group discussions. Enthusiastic students dominate many groups, so they control the group, while passive students prefer to be silent and don't last long with the situation because they are bored. Second, half of the pupils sometimes disagreed on their work in a group. Even some group members thought working with one another was a waste of time. Not all

students in the group can be equated; their voices are different. Having a hard time believing in the performance of others can make group situations awkward.

Furthermore, students become more focused on their activities due to the availability of mobile phones. During group talks, they must be made aware of others around them. Finally, students are afraid to share the outcomes of their group activity with their other group members. Even so, the CIRC model is appropriate for use in specific learning.

The main point of the whole is that the CIRC model influences a significant increase in students' reading comprehension skills. Thus, this result supports prior research that emphasized the beneficial impact of the CIRC model on reading comprehension. The students in this research collaborated in groups to complete various reading assignments using the CIRC technique as a guide. More precisely, the pupils learned how to understand texts by identifying a topic, using grammar, knowing the meaning of each sentence, and increasing vocabulary. Reading comprehension improved as a consequence of these exercises. Thus, Steven et al., (1987) claim that the CIRC model was shown to have prospective benefits for reading comprehension.

The findings of this study show that the implementation of the Cooperative Integrated Reading and Composition (CIRC) model can improve students' reading comprehension and writing skills. This can be proven from the increase in students' post-test result. These results confirm the previous studies conducted by Stevens (1987), his results showed that students who were actively participated in the CIRC program experienced significant improvements in reading comprehension skills.

In addition, the collaborative method of the CIRC model requires students to work in groups to complete reading tasks. This method also plays an important role in their reading improvement. Light (2017) argues that social interactions accelerates cognitive development. The results of his research are in line with this study which proves that when working together, students can discuss their ideas, correct each other's mistakes, and develop a deeper understanding of the reading materials in the classroom.

In terms of grammar and understanding meaning, the repeated practice using CIRC model helped students improve their understanding of the correct use of tenses and sentences structure. From the pre-test results, students showed that they had significant issues in grammar and meaning comprehension. However, learning method with peer tutoring and peer feedback significantly boost students' understanding towards the materials. This result support the previous study done by Falchikov (2003), who argues that peer tutoring is an effective method that provides long-term benefits, both academically and personally.

Despite the success of CIRC model in improving students' reading comprehension, the study also highlighted some challenges in group learning. Some students were seen to be less engaged in group discussions. In addition, the students' activeness in learning was also unequal. This is consistent with the findings from Buchs et al., (2017), teachers from elementary schools argue that in a group learning sometimes result in unequal participations among students, where

some students became active but the rest became passive. Future implementations of CIRC could address this by introducing more structured roles within groups or ensuring that each student is responsible for his or her own tasks, thus making participation between students more balanced.

Overall, the results of this study not only support previous studies on the effectiveness of the CIRC model but also highlights the obstacles faced by students and teachers regarding this model. However, these obstacles can be overcome by adjusting the implementation of the CIRC model to better suit the needs of the students in the classroom. Thus, the application of the CIRC model becomes more effective in improving reading comprehension and writing skills.

CONCLUSION

This study determines the effectiveness of applying the Cooperative Integrated Reading and Composition (CIRC) model in reading comprehension, especially in composing recount texts. According to the results, it is evident that there was a substantial difference in the reading comprehension of the students between those who were taught to recount texts using the CIRC model and those who did not. It is clear that the reading comprehension of the students who were taught recount text using the CIRC model and those who did not differ significantly. Teaching recount text using the CIRC model is adequate to be applied or used in teaching recount text mainly to find topics, use grammar, know the meaning of each sentence, and increase vocabulary.

According to the previously stated conclusion, this study offers suggestions for English instructors and potential future researchers. To teach reading successfully and select teaching models and tools to use in their learning, teachers need to consider the variables that affect reading comprehension. To teach recount text, the CIRC model should be taken into consideration. Due to the importance of vocabulary mastering in comprehending texts, the teacher must include vocabulary development in the reading course.

Future studies should note that this study only looks at personal recount texts that students' compositions and reading comprehensions of such texts concentrate on. The next researcher may check how the CIRC model affects readers' understanding of various types of materials. Larger populations, samples, and improved experimental designs may all be used to undertake research that is similar to this one.

ACKNOWLEDGEMENT

We would like to express our sincere gratitude to Prof. Eri Kurniawan, M.A., Ph.D., for his leadership of the English and Literature Study Program of Universitas Pendidikan Indonesia, for his guidance and support throughout this research.

REFERENCES

- Buchs, C., Filippou, D., Pulfrey, C., & Volpé, Y. (2017). Challenges for cooperative learning implementation: reports from elementary school teachers. *Journal of Education for Teaching*, 43(3), 296–306. <https://doi.org/10.1080/02607476.2017.1321673>

- Creswell, J. W. (2012). *Education Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. USA: Person Education, Inc.
- Darmayanti, D. (2014). The Implementation of Cooperative Integrated Reading and Composition (CIRC) Method in Teaching Narrative Text to Improve Students' Reading Comprehension at the Eleventh Grade Students of MAN 2 Model Makassar. *Ethical Lingua: Journal of Language Teaching and Literature*, Vol 1, No 2 (2014), 111–123. <http://journal.uncp.ac.id/index.php/ethicallingua/article/view/137/129>
- Duke, N. (2003). *Comprehension Instruction for Informational Text*.
- Durukan, E. (2011). Effects of cooperative integrated reading and composition (CIRC) technique on reading-writing skills. *Educational Research and Reviews*, 6(1), 102–109.
- Falchikov, N. (2003). *Learning together: Peer tutoring in higher education*.
- Grabe, W. (2009). *Reading a Second Language: Moving from Theory to Practice*. Cambridge University Press.
- Grellet, F. (1981). *Developing Reading Skills*. Cambridge University Press.
- Harmer, J. (2007). *The Practice of English Language Teaching* (Fourth). Pearson Longman: Harlow.
- Hasyim, U. A., Sari, Y. A., & Puspita, N. (2020). Applying of Cooperative Integrated Reading and Composition (CIRC) Strategy on Students' Reading Comprehension. *Semantic Scholar*.
- Light, P. (2017). *Social interaction and cognitive development: a review of post-Piagetian research*. Routledge.
- Mubarok. (2017). *Cooperative Integrated Reading and Composition (CIRC) and Reading Motivation Examining the Effect on Students Reading Ability*.
- Slevin, R. E. (2011). *Instruction Based on Cooperative Learning*.
- Stevens, R. J., Madden, N. A., Slavin, R. E., & Farnish, A. M. (1987). Cooperative Integrated Reading and Composition: Two Field Experiments. *Reading Research Quarterly*, 22(4), 433–454. <https://doi.org/10.2307/747701>
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*.
- Widiyati, C. and. (2011). *The Teaching of English as a Foreign Language in Indonesia*. State University of Malang Press.