

IMPLEMENTATION OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) LEARNING MODEL ON TEACHING AND LEARNING READING

Purwo Haryono¹ *, Sukasih Ratna Widyanti², Citra Dewi³

^{1,2,3} English Department Education, Universitas Widya Dharma Klaten

* E-mail: pwharyono@gmail.com

Abstract

Learning model is very important to use for the success of learning. With an easy model, students will be interested in learning. That is why the researchers did a research in the implementation of the CIRC learning model on learning students' reading at a vocational high school. This qualitative research data were collected by doing observation, interviews, and documentation. The result showed that the CIRC learning model was successfully applied. This can be seen from the increase in student scores. It was also found that the English teacher experienced difficulties in managing the class when students made presentations. From these obstacles, the solution taken by the teacher was giving assignments to students when their friends make presentations.

Keywords: *implementation; CIRC; reading; composition*

Abstrak

Model pembelajaran sangat penting digunakan untuk kesuksesan pembelajaran. Dengan model yang menyenangkan siswa tertarik dalam pembelajaran. Dengan demikian, peneliti melakukan penelitian dalam pengimplementasian metode CIRC di satu sekolah menengah kejuruan Kabupaten Klaten. Data penelitian dikumpulkan dengan menerapkan teknik observasi, interview, dan dokumentasi. Setelah dilakukan analisis data menunjukkan bahwa model pembelajaran CIRC sukses di terapkan. Hal tersebut dapat dilihat pada peningkatan nilai siswa. Dari hasil penelitian juga ditemukan kendala yaitu guru mengalami kesulitan dalam mengelola kelas ketika siswa melakukan presentasi. Dari kendala tersebut, solusi yang dilakukan guru adalah memberikan tugas kepada siswa ketika temannya melakukan presentasi.

Kata kunci: *implementasi; CIRC; membaca; komposisi*

INTRODUCTION

Reading is an activity in which readers search for meaning in the text. Reading can also be understood as involving interaction between readers and text to build meaning. This can be done using reading strategies (Gilakjani & Sabouri, 2016). Finding meaning is more or less the same as finding the message that the author conveys. Reading comprehension activities can help students and teachers improve learning effectiveness. Reading for meaning can guide students and teachers to the effectiveness of teaching reading comprehension (de Mey et al., 2017). It means by reading, the students will think about how to create meaning of what have been read (Haryono & Tukiyo, 2022).

As an interactive process, reading involves complex intellectual process, including two main abilities, namely ability to understand meaning of words and to think about verb concepts (Commander & Guerrero, 2013). It implies that when the reading process takes place, at the same time there is a two-way cognitive concentration on the reader's mind. Readers should actively respond and express sounds of writing and language use of a text. This effort is used to create meaning as thought by a writer (Haryono et al., 2019). The reader is supposed to express meaning of a text he reads or the meaning that the author conveys through the text.

In addition to interactive processes, reading is also associated with meaningful representation. Meaningful representation means the readers can express what they read in the text. Representation in the reading is the ability to describe or imagine what the reader reads (Geoff & Hall,

2005). In building a perception of reading, knowing the meaning and representation in reading, a reader must understand reading strategies. A reader is supported to apply a specific reading strategy to approach a certain problem or task. Besides, a reader should also plan and design a certain way to come to an end and manipulate information (Brown, 2007). Readers should do training and practice themselves on reading strategies. Some strategies can be applied on the effort of improving reading quality. This can be done by various ways, such as previewing a text from beginning to end, setting a purpose to gain, predicting something using background knowledge, posing questions to help them understand meaning, connecting to previous knowledge, paying attention to structure of text, guessing meaning from context, making criticism, and doing reflection on the text (Nation, 2009).

Learning reading cannot be separated from the other three language skills. The study of reading cannot be separated from other language skills, namely listening, speaking, and writing (Nation, 2009). In reading activities, a reader can get input, not only about meaning but also about grammar, vocabulary and spelling or pronunciation. In the language focused learning strand readers should focus on deliberate attention to language features, as in spelling, pronunciation, word recognition or vocabulary, words with multiple meaning, grammatical forms, and discourse structures (Nation & Yamamoto, 2014). Learning reading can improve grammar, vocabulary and spelling or pronunciation. In learning

reading 50% is devoted to meaning-focused input, 25% of learning focuses on language, 25% fluency development. It is mean that learning reading makes a major contribution to writing, speaking and listening.

To master listening, writing, and speaking learners must apply three aspects, they are vocabulary, grammar, and pronunciation/spelling. Repertoire of recognizing sufficient vocabulary and grammar plays important role in mastering language skills. In learning writing, students' need to apply their knowledge of words and grammar. It is because word order can only be grammatically accepted if apply accepted grammar (Hastuti, 2021). They are crucial as well when students need to master fluency for speaking skill. The four strands of learning a language can be very helpful a course needs to achieve a learning goal. Fluent use of a language can be supported by control of sounds, spelling forms, vocabulary, grammar, and discourse divices. By this, students can communicate effectively (Nation & Newton, 2008). It means with learning reading, students can simultaneously learn listening, writing, and, speaking easily which comes from three aspects of reading learning.

Repertoire of vocabulary in language learning is used to support meaning and understanding. Besides, vocabulary is basic learning in language. An essential part of learning a target or foreign language can be on vocabulary learning. If this is so, then, learning new words from texts can be emphasized in classroom activities (Alqahtani, 2015). It shows that vocabulary is the key to achieving all skills and is the basic unit in a

language. Without vocabulary, the learners can not know the meaning of language.

In language learning, mastering vocabulary is not enough because the order of vocabulary or word order is regulated in grammar. Grammar of a language provides rules that must be obeyed by language users. Grammar covers word parts, sentence structure, and punctuation. Without obeying rules, the use of language could easily become irregular and might be difficult to understand. To be worse it can be unacceptable (Brown, 2007). Grammar is central of language use and a tool to help learners' mastery of the target language they are learning (Hayati, 2018)

Grammar applies in both spoken and written language. Specifically, for spoken language, learners should pronounce words or phrases correctly so that they can be received properly. The role of acceptable pronunciation in language learning is to make interlocutors to understand and to be understood. In other words, speakers and listeners can communicate easily by using acceptable pronunciation. Learning pronunciation, students need co complete themselves with knowledge of language symbols, segmental and suprasegmental phonemes or speech sounds, and other language divices which are various among different languages (Hussein, 2021). Besides pronunciation in language learning, spelling is also needed in spoken language. When students learn spelling oa a language, they work with understanding written language which represents what is spoken by native speakers of the language (Scharer & Zutell, 2010). Therefore, language

teachers (English teachers) must realize that English learning must focus on the four skills supported by three aspects (Sadiku, 2015).

As has been said before, meaning-focused reading will provide input that can build or provide support for speaking, reading, and, listening. Learning reading can improve grammar, vocabulary, and spelling or pronunciation. In learning reading 50% is devoted to meaning-focused input, 25% of learning focuses on language, and 25% to fluency development (Nation & Yamamoto, 2014). A teacher not only pays attention to these three aspects but also should carry out the learning in an interactive and fun atmosphere. The learning process in education units is organized interactively, inspiringly to create active learning.

To make learning to read successful, a teacher must create a fun learning atmosphere to keep students interested. To realize interactive and fun learning, a teacher must have a repertoire of various learning methods. Some learning methods that can be offered in teaching reading include SQ3R which stands for Survey, Question, Read, Reflect, Recite, and Review. PQ4R learning method can also be promoted. Genre Based Learning and CIRC standing for Cooperative Integrated Reading and Composition are two other models that can also be put into teaching reading.

Concerening SQ3R model, a teacher does five steps, started from Survey step, followed by Question, Read, Recite, and Review respectively (Baier, 2011). In (S) step, a reader examines, scrutinizes, or identifies the entire text. This activity is carried out

by the reader by looking at the title, headline, or image of the text to be read (Adila & Weganofa, 2019). The second step is questions (Q). This activity is done by the reader compiling a list of questions that are relevant to the text. This activity is done to generate reading comprehension questions (Asiri & Momani, 2017).

After that, in reading (R-1), students try to answer the questions that have been compiled. Reading is a reader's effort to find meaning of a text (Woolley, 2008). In reciting (R-2) step, students have to memorize each answer that has been found. Readers try to reread or recall the answer to the question using their own words without looking up the text. In the last step, review (R-3), readers review all answers to the questions compiled in the second and third steps. Readers review what has been read (Asiri & Momani, 2017).

The PQ4R method consists of six steps, the first is Preview (P). Preview is carried out by the reader glancing at the reading. In this activity, the reader will do a quick reading at a glance (Fitriani & Suhardi, 2019). The second is Question (Q). Question is carried out using learners asking questions about the text before process of reading. In this activity, readers ask questions about the passage (Fitriani & Suhardi, 2019). The third is Read (R1). Readers read out the entire text. In this activity, the readers focus on reading the paragraphs that are thought to be relevant to the questions that have been formulated in step two. The fourth is Reflect (R2). In this activity, the reader reflects on what has been read. In this activity, the reader tries to understand what he reads (Ekky et al., 2017). After Reflect, the fifth is Recite

(R3). Recite is carried out by the reader expressing what has been read. In this activity, a reader reflects on the information learned. The sixth is Review (R4). Review is carried out by the reader reviewing what has been read. This is the final activity where the reader summarizes.

The genre-based learning method is based on an approach to language teaching that involves explicitly teaching about the structure and grammatical features of texts in the forms of spoken or written (Feez & Joyce, 1998). The stages for the process genre approach are divided into the following fourth steps, namely Building Knowledge of Field (BKoF), Modeling of Text (MoT), Join Construction of Text (JCoT), and Independent of Construction of Text (ICoT) (Feez & Joyce, 1998). The use of this method can provide learners with sufficient opportunities to become aware of the different purposes of written text and the different ways information is organized in written texts (Zebua & Rozimela, 2020).

The CIRC learning model is carried out by making small groups which can be grouped as cooperative learning. It focuses on the use of small groups discussion to maximize the learning environment as an effort to achieve learning objectives. After group formation, the teacher will distribute reading texts to the students. Then, students will discuss the content of the text together and then the results of the discussion will be presented, if there are problems or difficulties the teacher and students will solve the problems together. The teacher divides students into groups, then reads the passage together (Anwar et al., 2020).

Each method has its disadvantages. The PQ4R and SQ4R methods have the disadvantage that they are not effective if used in a class with a large number of students. This is due to the teacher's lack of ability to formulate different questions from students. This method is not effective in classes with too many students because the teacher's guidance is not optimal, especially in formulating questions. Meanwhile, the genre-based learning method is a strategic approach to learning writing that combines product and process approaches. Therefore, the method is not suitable for learning reading.

Firstly, the teacher forms heterogeneous groups of four or five students (different sexes, backgrounds, social status, academic abilities, and so on). Secondly, the teacher gives a discourse in accordance with the topic or material to be taught. Thirdly, students work together reading each other and find main ideas of a text. Fourthly, students attend to the teacher's lessons and student activities towards group situations. The students help their friends who have difficulties. Students' ability to ask about material is not clear yet. Their ability is to express opinions and then they are able to give rebuttal and responses. The courage of students presents the results of their discussions and make their own conclusions. Fifthly, the teacher makes conclusions together. Sixthly, the teacher gives a quiz or question to check students' level of understanding.

Therefore, the CIRC method can predictively overcome several weaknesses of some other learning model. The CIRC method is a simple

learning method and can learn reading without relying on a particular text. CIRC learning includes being able to better understand reading/discourse/clippings and not relying on specific texts (Wibowo, 2016). In this CIRC method, students can solve problems that have been given by the teacher with a group of friends, so this method is very suitable for a class that has students with different abilities. Therefore, the writers chose the CIRC method for this research.

RESEARCH METHOD

In this study, researchers applied descriptive qualitative design. To collect data researchers used three techniques, namely observation, interviews, and documentation. Data were obtained from teachers and students of class X TKJ 1 SMKN 4 Klaten. Then, the researchers applied four data analysis steps, namely data collection, data compaction, data presentation, drawing conclusions, and verifying conclusions.

RESULT AND DISCUSSION

The researchers did observation in three meetings hours. The researcher paid attention to the teaching-learning process throughly from the beginning to the end of the process. The English teacher conducted the procedure of CIRC very well. The teacher divided each meeting into 3 stages, pre-reading activities, while reading activities, and post-reading activities. The teacher greeted the students and checked their attendance at each meeting. Then, the teacher explained CIRC and how to use it.

The teacher divided the students into some groups. Each group consisted of 4-5 students. The teacher, then, distributed learning materials to each group. Each group got a label text. The teacher asked the students to read the text carefully and tried to understand the meaning. Then, the teacher asked the students to discuss and answer the questions after the text. After discussing and answering questions, the students had to answer them based on the text. The students' involvement in the learning process and understanding the meaning by cooperating with their members in group in making a summary and answering questions could improve students' understanding the subject. This, of course, improved their learning.

After making observations in class, researchers found facts in class that they were more active in class. Students joined learning in class well. Students could answer questions posed by the teacher. In addition, the use of the CIRC method also made students feel confident in expressing their opinions.

To assess the student's achievement, the teacher gave tasks to determine the extent to which students understood what had been learned through the method used by the teacher. The student's task was used to check whether the method could improve students' ability in reading. This was an activity of which goal was getting information from a whole text, not only from isolated words or sentences.

Based on the result of the study, it was found that students' scores increased after using the CIRC method.

The average score of students was 80,15 before implementing the CIRC learning method and became 87,40 after implementing CIRC method. This showed that the second average score was higher than the first. It meant that the CIRC method was successfully used to improve learners' reading scores. Among 36 students, 22 got very good scores (86-100), 14 got good scores (71-85), while no student got sufficient (56-70) and poor (<56).

The researchers interviewed the English teacher to know her obstacles related to teaching English especially reading comprehension, both before implementing the CIRC method and during implementing the CIRC method in the learning activities. The teacher found obstacles when she came to presentation time, only active students performed, which took a relatively long time, and there were group activities that did not work as expected. It was supported by the quotation of interview transcripts below.

W: Menurut ibu, apakah kendala dalam penggunaan metode CIRC ini? (What obstacles did you find during implementing CIRC method?)

T: Pembelajaran membutuhkan waktu yang cukup lama dalam presentasi hasil kerja peserta didik. Selain itu, ketika ada yang presentasi beberapa peserta didik juga terlihat tidak memperhatikan apa yang di presentasikan temannya. (It took a long time to present the results of students' work. In addition, when there were presentations some students seem not to pay attention to the presentation.)

From the explanation of the problems obtained, the researcher did find obstacles from the teacher. Teachers found obstacles when

students are presenting, the class atmosphere is not conducive and the time was not efficient. Therefore, the solution given to overcome this problem is to make presentations limited or given time, then students are asked to write the essence of their friends' presentations.

A teacher had to prepare a lesson plan before teaching in class. The teacher could make a lesson plan. The lesson plan must be correlated with the curriculum, a course of study in school, college, etc. (Ruys et al., 2012). Curriculum could affect the learning process in the class. The teacher had to be able to make lesson plans in accordance with the current curriculum. Currently, the independent curriculum was used. So, teachers could develop learning activities more easily. In this study, teachers and researchers discussed lesson plans. This lesson plan was made by the teacher collaborated with the researchers. Teachers carried out learning in accordance with the lesson plan.

In the implementation of CIRC, the classroom atmosphere was quite conducive. When the teacher explained materials, all students paid attention well. The teacher played an active role in teaching in class. The teacher looked for the center of students' attention so that they can play an active role in class. All students were active especially when the teacher asked questions. The teacher made questions with fun prompts, so that students were quite interested in it. The purpose was to introduce and increase interest in the topic, motivate students by giving reasons to read, and provide

some language preparation for the text (Williams, 1984).

Students were active in learning English. They listened to the materials explained by the teacher well. In addition, they also actively asked some questions when they found difficulties. When students found difficulty, the teacher explained them by giving simple answers and interesting hints. With this, a teacher had built a communicative classroom. Learning in the classroom was interactive, inspiring, fun, and motivated students to play an active role in learning process.

Teaching students to read requires systematic instruction consisting of three basic elements. First, the teaching program should be organized in such a way that each child can develop the desired basic reading skills and abilities. Second, the teaching procedures must be rich, varied and intellectually energetic so that each student learning to read is motivated. Third, continuous assessment of each student's progress in reading should be made to ensure that it matches his or her general ability.

Students could understand the text well and read correctly. Reading success could be seen from understanding the details of text content, fluency of expression, accuracy of diction, accuracy of sentence structure, and meaningfulness of narration. Students succeed in reading by working together with their group friends. Students help each other and solve problems together. They help each other in understanding the content of the reading and also how to read it. In this case, reading success

can also be seen from the scores given by the teacher before and after the use of CIRC. Students' scores show that students are successful in using the CIRC method. The scores of students after using the CIRC method were greater than before. This means that the use of the CIRC method was successful in improving students' scores.

After conducting the research, researchers looked for obstacles the teacher and students found in implementing CIRC method. The researchers only found obstacles experienced by the teacher. The teacher felt that the obstacle she faced was when students presented the results of work with their groupmates, other friends did not pay attention but were busy with themselves. In addition, the obstacle also existed in time allotment.

The Teacher's Solution of the Obstacles

The right solution to overcome the problems found by the teacher was to improve the way she taught in class. Teacher could ask students to be silent and wrote the essence of their friend's presentation. Regarding the time during the presentation, the teacher could organize the right and efficient time for each team to carry out the presentation.

CONCLUSION

The research findings and discussion showed that students' involvement in the reading learning process increased after applying the CIRC method, applying group work and conducting discussions. The researchers found that students were more interested and motivated in the reading learning process. Students

were actively involved in following the reading learning process. They completed the tasks given by the teacher easily. They enjoyed learning in groups. In general, the action went well and gave positive results.

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