

Improving of Students' Reading Comprehension using Cooperative Integrated Reading and Composition (CIRC) Method

Evan Afri^{1*}, ²Rahmah Fithriani, ³Pardi

Politeknik Ganesha Medan¹, Universitas Islam Sumatera Utara^{2,3}

evanafri@gmail.com¹, rahmahfithriani@uinsu.ac.id², pardi@sastra.uisu.ac.id³

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Abstract

This study aims to determine whether the cooperative integrated reading and composition (CIRC) method has improved the reading comprehension of second-semester students at Politeknik Ganesha Medan. The researcher found that a lot of students at Politeknik Ganesha Medan had trouble reading the texts after talking to the English teacher and watching them. They can't figure out what the messages mean or what they mean. The researcher did this because she wanted to help the students with their reading comprehension problems. The researcher utilized the cooperative integrated reading and composition (CIRC) method to improve students' reading comprehension in response to the identified issue. The researcher utilized a pre-experimental design featuring a non-equivalent control group (Gay, 2006, p. 225). The group underwent a pre-test, treatment, and post-test. The research sample consisted of fifteen students. The researcher used only one type of tool, a reading test, to get information. A score will be given to each student's answer, and a formula will be used to find the average score. The scores on the posttest are higher than the scores on the pretest. Researchers could conclude that students' reading comprehension has been enhanced by utilizing the CIRC Method. One thing that helps students understand what they read better is the CIRC Method, which involves working together in groups to comprehend the material and answer questions about the stories. Some benefits of cooperative learning include positive interdependence, face-to-face interaction, individual accountability, and development of interpersonal and small group skills.

Keywords- reading comprehension, cooperative integrated reading and composition (CIRC), Politeknik Ganesha Medan

Introduction

English serves as a global communication tool. People can communicate with one other by utilizing English. Our administration has decided that English instruction in schools is mandatory due to its importance. The four language skills that the languages master are based on the English curriculum. To interact with the language, they read, write, and speak. Although it is difficult to achieve, reading is a crucial language skill in the teaching and learning process. To the greatest extent feasible, such skills must be taught in an integrated



manner.

One of the four English language skills is reading. It is an English skill. It is a skill that requires greater focus from the student since when they read, they interact well with the text to get its content.

Everyone, even students, has to be able to read. According to Mikulecky (2004), reading is crucial because it can help students think more fluently in English, expand their vocabulary, improve their writing, and provide them with useful information about new concepts, facts, and experiences. Thus, reading proficiency has been seen as something that can help students deepen their understanding of the English language.

The teachers' continued use of conventional teaching and learning techniques is one of the factors contributing to the students' poor reading abilities. The teacher still depends on the pupils' reading pace when using this approach. While some pupils have the ability to read and comprehend texts rapidly, others require additional time to do so. Students that are able to comprehend the text will have no trouble finding the information they need. Otherwise, students who require additional time to comprehend the text become perplexed. Based on observations and an interview with the English teacher at Politeknik Ganesha Medan, the researcher discovered that many pupils had trouble reading the texts. They are unable to decipher the messages' information and significance. For instance, it is very challenging for students to identify specific details and the main idea of texts. Because she wished to assist the students in resolving their reading comprehension issues, the researcher conducted this action.

The researcher employed the cooperative integrated reading and composition (CIRC) technique to enhance students' reading comprehension in light of the aforementioned issue. A comprehensive program for teaching reading and writing to elementary school students at the high school and junior high levels is the Cooperative Integrated Reading and Composition (CIRC) Method (Madden, 1986).

The research's stated problem is whether or whether second-semester students at Politeknik Ganesha Medan can enhance their reading comprehension skills by using the cooperative integrated reading and composition (CIRC) technique. The purpose of this study is to determine whether the cooperative integrated reading and composition (CIRC) method has improved the reading comprehension of second-semester students at Politeknik Ganesha Medan.

Literature Review

a. Definition of Reading Comprehension

(Dixon & Oakhill, 2024) State that reading comprehension means the understanding, evaluating, and utilizing of information and going through an interaction between reader and author.

(Sholeh et al., 2020) state that reading comprehension is not just read aloud but reading also establish and understand the meaning of the words, sentences, paragraph sense and relationship between ideas.

Based on the explanation above, we can say that reading is either trying to understand



and learn about the material or something that helps the reader better understand and actively think about and practice the skill of understanding.

b. Factors Affecting Reading Comprehension

There are many ideas of the factors affecting reading comprehension proposed by some experts. (Rahma, 2024) State that reading comprehension involves much more than readers' response to the text. It is a complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself.



(Smith et al., 2021) Proposes two factors influencing reading comprehension. The first is intelligence. He argues that intelligence is the main factors influencing reading comprehension. The second are background knowledge and experience. When the readers have good sufficient background knowledge about the theme of the text readers going to read, it will help him a lot in comprehending.

The reader, the text, and the context are the three interactive components that influence comprehension. The comprehension is being done by the reader. The act of reading is influenced by the reader's skills, knowledge, and experiences. The text is a piece of reading material. The comprehension exercises include the context.

c. Cooperative Integrated Reading and Composition Method (CIRC)

Cooperative Integrated Reading and Composition (CIRC) Method is comprehensive program to teach reading and writing to Elementary School on the high levels and Junior High School (Balitar, 2021). A novel or reading text with exercises and a tale is used by the teacher in CIRC. As in a regular reading class, they may or may not use reading groups.

Students follow the teacher's instructions, practice team, pre-evaluation team, and quiz for the majority of CIRC activities. When everyone in the group is prepared, the quiz will be completed. Students have a chance to succeed because they are taught appropriate information at their level of ability. When students contribute to their team based on their quiz scores and make autonomous arrangements, it ensures that each student is accountable. (Burgess et al., 2021).

An analysis of conventional issues in teaching reading, writing, and the art of speaking led to the creation of CIRC. One of the goals of the CIRC program is to provide kids more opportunities to read aloud, receive feedback on their reading, have them read to their group members, and teach them how to respond to one another when they are reading. (Dewinna, 2025).

(Ism, 2012) State that comprehension can be improved by teaches the students to embrace, ask questions, explain, and prediction. (Muhsinin+Dkk.Pdf, n.d.) States that main purpose of CIRC is using cooperative team to help the students to know how to understand the reading text. Three key components make up CIRC: exercises that are based on bounds, direct instruction to comprehend reading texts, and the skill of speaking and writing. Students participate in these activities in diverse teams. Every activity follows a set cycle that includes the teacher's presentation, group and individual exercises, friend evaluation, further exercises, and testing.

Cooperative Learning

One of the most popular and productive fields of educational theory, research, and practice is cooperative learning. According to (Chen, 2021) Cooperative learning is one of the most remarkable and fertile areas of theory, research, and practice in education. When students collaborate to achieve common learning objectives, cooperative learning takes place. If and only if the other group members meet their learning objectives, each student can fulfill theirs. (Zhou & Colomer, 2024).

Cooperative learning is a type of group learning where students are held accountable for their own learning and motivated to improve the learning of others. It is based on the socially structured exchange of knowledge between students in groups. (Zhou & Colomer, 2024)

According to all of these claims, cooperative learning involves much more than just students exchanging materials or being in close proximity to one another. Therefore, cooperative learning does not require students to converse with one another while seated next

Research Method

01 X 02

Where:

O1	=	Pretest
X	=	Treatment
O2	=	posttest

The data collected will be analyze based on following procedures, they are:

- $$\bar{X} = \frac{\sum X}{N}$$

$\bar{X}$ = Mean score
 $\sum X$ = Total score
 N = the number of subjects, (Gay, 1981:298)

a. *The Students' Result of Pre-Test*

No	Students	The Number of Items	Correct answer	100	Score	Average	Classification
1	S1	10	6	100	60	44	Fair
2	S2	10	3	100	30	35.75	Very Poor
3	S3	10	5	100	50	41.25	Poor
4	S4	10	3	100	30	35.75	Very Poor
5	S5	10	2	100	20	33	Very Poor
6	S6	10	0	100	0	27.5	Very Poor

7	S7	10	3	100	30	35.75	Very Poor
8	S8	10	3	100	30	35.75	Very Poor
9	S9	10	2	100	20	33	Very Poor
10	S10	10	3	100	30	35.75	Very Poor
11	S11	10	1	100	10	30.25	Very Poor
12	S12	10	2	100	20	33	Very Poor
13	S13	10	4	100	40	38.5	Very Poor
14	S14	10	3	100	30	35.75	Very Poor
15	S15	10	2	100	20	33	Very Poor
Total Score (ΣX)					420	528	
Mean Score ($\bar{X}$)					28	35.2	

Table 4.1 the students' Score of Pre-test

The tables above reveals that most of the students were in the very poor of classification and other were and other was gaining lower than score ≤ 40 . Thus, researcher concluded that the students had lack of reading comprehension toward material and need more lessons to make them better. In the table, no one student reaches the classification of fairly good, good, very good and excellent. One student got the classification fair, one student got the classification poor, and thirteen students got the classification very poor. So, based on the table above, it showed that the percentage of the students score of the students' reading comprehension was still low.

The aforementioned data show that the majority of students were classified as extremely poor, while some had scores below 40. The researcher came to the conclusion that the pupils needed extra instruction to improve their reading comprehension of the information. No student in the table meets the requirements to be classified as exceptional, very good, good, or fairly good. Thirteen pupils received a very low classification, one student received a fair classification, and one student received a poor classification. Thus, it was evident from the preceding table that the percentage of pupils' reading comprehension scores remained low.

b. Treatment

Following the pre-test and learning about the reading performance of the pupils, the researcher used CIRC to treat the reading instruction. The researcher would like to apply CIRC in a few steps during the treatment phase. First of all, they are a reading team. When using a reading team, pupils are split up into groups of two to four people, or the teacher instructs the class directly. The exercises focus on stories, the Each meeting lasted 20 minutes, during which the teacher presented a story and the students used a reading book or novel. The teacher in this group established the goal of the reading, introduced new words, repeated old words, talked about the story after it was read, and so forth. Students presented stories that included tasks they had to complete as a team after the topic was introduced. The exercises involved reading aloud in pairs. In order to read stories aloud, the kids first read them silently with a partner before taking turns. Additionally, the teacher judged all group work as the other students listened and made corrections. Following that, the story is written, organized, and read. Students must ascertain the sentence's structure and organization during the reading exercise. Students must be able to recognize the stories' characters, their backgrounds, the difficulties they pose, and how to resolve them. The pupils then began to speak loudly. A list of new and

complex vocabulary words was presented to the students. Until they could read it fluently, students attempted to read it with a partner while pronouncing words correctly. The next level is "meaning of word," where students are required to look up the definitions of the vocabulary listed in dictionaries and attempt to write the meanings of sentences. The pupils then carry on with their story-telling. Students summarized the story's main points after reading it and discussing it as a team. Spelling is the final stage in the Use CIRC treatment process. Students work with their peers to spell some challenging words and assist one another in pronouncing them correctly.

c. The Students' Result of Post-test

After analyzing the students' result of pre-test and give the treatment to the students, researcher then analyze the students' post-test, which was shown on the table below:

No	Students	The Number of Items	Correct answer	100	Score	Average	Classification
1	S1	10	9	100	90	52.25	Very Good
2	S2	10	8	100	80	49.5	Good
3	S3	10	8	100	80	49.5	Good
4	S4	10	9	100	90	52.25	Very Good
5	S5	10	7	100	70	46.75	Fairly Good
6	S6	10	7	100	70	46.75	Fairly Good
7	S7	10	8	100	80	49.5	Good
8	S8	10	5	100	50	41.25	Poor
9	S9	10	8	100	80	49.5	Good
10	S10	10	4	100	40	38.5	Very Poor
11	S11	10	8	100	80	49.5	Good
12	S12	10	8	100	80	49.5	Good
13	S13	10	8	100	80	49.5	Good
14	S14	10	7	100	70	46.75	Fairly Good
15	S15	10	7	100	70	46.75	Fairly Good
Total Score (ΣX)					1110	717.75	
Mean Score ($\bar{X}$)					74	47.85	

Table 4.2 the students' Score of Post-test

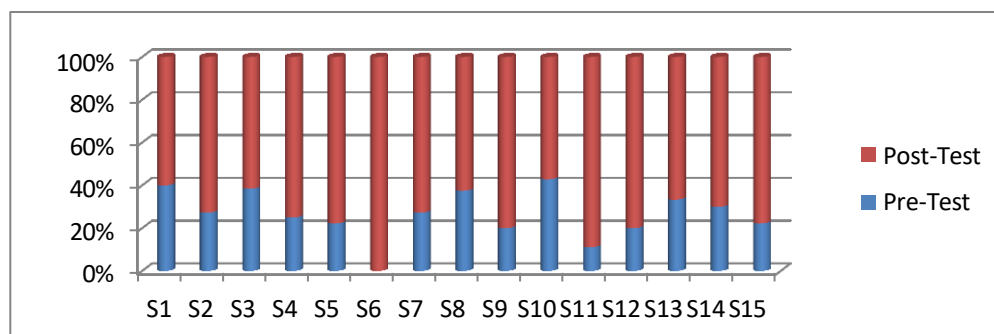
Based on the data of students' result in the table above, it showed that the students got higher score than result of pre-test although no one students achieve the excellent classification. In the post-test, there were two students got very good classification, seven students got good classification, and four students got fairly good classification, one student got poor classification and one student got the very poor classification.

The data above showed that the students got higher score than pre-test. In the other hand the students got the best score after the researcher conducted CIRC. So the researcher concludes that using CIRC as a media are able to improve the students' reading

comprehension at SMP Negeri 1 Wasile.

d. *The Result of pre-test and post-test were presented in the following*

No	Students	Score of Pre-Test (X^1)	Score Of Post-Test (X^2)	Gain (D)($X^2 - X^1$)	D^2
1	S1	60	90	30	900
2	S2	30	80	50	2500
3	S3	50	80	30	900
4	S4	30	90	60	3600
5	S5	20	70	50	2500
6	S6	0	70	70	4900
7	S7	30	80	50	2500
8	S8	30	50	20	400
9	S9	20	80	60	3600
10	S10	30	40	10	100
11	S11	10	80	70	4900
12	S12	20	80	60	3600
13	S13	40	80	40	1600
14	S14	30	70	40	1600
15	S15	20	70	50	2500
(ΣX)		(ΣX^1)420	(ΣX^2)1110	(ΣD)=690	(ΣD^2)476100



Discussion

The Improvement of Students' Reading Comprehension

The researcher employed CIRC as a reading comprehension exercise when instructing pupils. the outcome of the second-grade students at SMP Negeri 1 Wasile's mean and total scores. The information above was gathered from a test that employed CIRC to help students' reading comprehension. The frequency and rate of the pupils' pre-test and post-test scores provided evidence for it. Following the CIRC, the pupils' post-test scores were higher than they had previously been.

The researcher used the CIRC Method to make the teaching and learning process more engaging during the therapy procedure. The kids would engage in a variety of learning

activities, including visualizing what they had read. It showed that the students were more engaged and assisted them in understanding the book by providing answers to the questions. Students can read more easily and enjoy a lesson when they use the CIRC Method to improve their reading comprehension.

The CIRC Method, which is displayed in the table, piqued the pupils' interest in learning to read. The researcher discovered a substantial difference between the pre-test and post-test results based on the students' scores. It indicates that the pre-test results before and after the teaching and learning process using the CIRC Method differed significantly. This resulted from learning through an engaging approach that allowed them to expand their newly acquired knowledge and experience.

Students' posttest scores are greater than their pretest scores. By employing the CIRC Method, researchers might infer that pupils' reading comprehension has improved. A few elements that enhance pupils' comprehension of what they read include According to the CIRC Method, students collaborate in groups to understand the reading content and provide answers to questions based on the narrative. Positive interdependence, face-to-face primitive interaction, individual accountability, and interpersonal and small group abilities are some benefits of cooperative learning.

When learning to read, students use novels or reading texts. After reading a story, they write on its structure and organization and look up new terms and their definitions. After reading the story and debating it in groups, students outline its key ideas.

Conclusion

It may be inferred from the data and earlier study talks that the CIRC Method can significantly enhance the reading comprehension skills of the second-year students at SMP Negeri 1 Wasile. It appears as follows: First, students' reading comprehension can be enhanced with the use of the CIRC Method. The study's findings show that students' posttest mean scores are greater than their pretest scores. This indicates that the CIRC Method has improved the reading comprehension skills in SMP Negeri 1 Wasile. Additionally, the CIRC approach enhances kids' reading comprehension. It shown that teaching pupils the CIRC approach could be a useful strategy for raising their reading comprehension levels. Second, there has been a notable improvement in kids' reading comprehension. It can be shown by The majority of the students responded favorably to the Cooperative Integrated Reading and Composition (CIRC) method, indicating that they enjoyed using it in their regular reading.

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