

**THE EFFECT OF COOPERATIVE INTEGRATED READING  
AND COMPOSITION (CIRC) ON READING COMPREHENSION  
OF GRADE TENTH SMAN 3 SIAK HULU**

**A THESIS**

*Intended to Fulfill One of the Requirements for the Award Sarjana Degree in  
English Language Teaching and Education  
Universitas Islam Riau*



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PEKANBARU**

**2022**

THESIS

“THE EFFECT OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) ON READING COMPREHENSION OF GRADE TENTH SMAN 3 SIAK HULU ”

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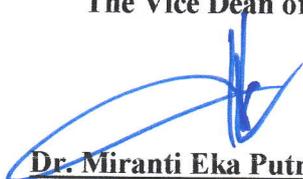
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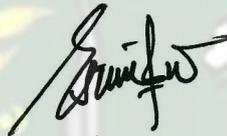
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THESIS APPROVAL

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AND COMPOSITION (CIRC) ON READING COMPREHENSION  
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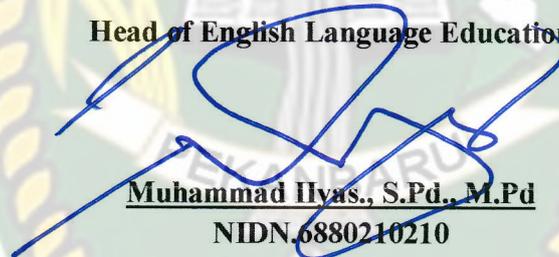
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## LETTER OF NOTICE

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It is ready to be examined. This letter is made to be used, as it is needed.

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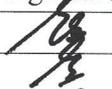
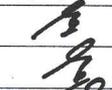
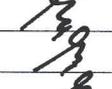
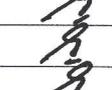
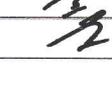
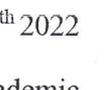
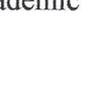
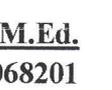
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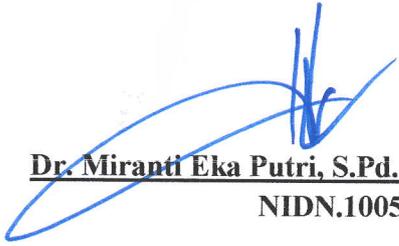
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1	01 <sup>th</sup> October 2021	ACC Title	
2	03 <sup>th</sup> December 2021	Chapter 1	
3	10 <sup>th</sup> December 2021	Chapter 2	
4	11 <sup>th</sup> December 2021	Chapter 3	
5	13 <sup>th</sup> January 2022	Revision Chapter 1 and 2	
6	19 <sup>th</sup> January 2022	Revision Chapter 3	
7	08 <sup>th</sup> February 2022	ACC to join Proposal Seminar	
8	25 <sup>th</sup> February 2022	Join the Seminar Proposal	
9.	01 <sup>th</sup> Maret 2022	Revision Proposal	
10	01 <sup>th</sup> July 2022	Chapter 4	
11	08 <sup>th</sup> July 2022	Chapter 5	
12	14 <sup>th</sup> July 2022	Join Thesis Examination	

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## DECLARATION

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I declare that this thesis is the result of my own work, except for quotations either directly or indirectly that I took from various sources and mentioned them scientifically. Then i am responsible for data and facts, which contain in this thesis.

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## ACKNOWLEDGEMENT

Assalamu'alaikum wr.wb

In the name of Allah, the beneficial and merciful. I would like to thank Allah SWT for this blessings and guidance in the process of completing this thesis entitled Cooperative Integrated Reading and Composition on Reading Comprehension of Grade Tenth SMAN 3 Siak Hulu. The success of writing this thesis could not be separated from the help, support and guidance of related parties. The researcher expresses his gratitude to the following great people.

1. The Dean and all staff members of Teacher Training and Education Faculty who have given their assistance for the completion of this thesis.
2. Muhammad Ilyas, S.Pd., M.Pd as the Head of English Language Education and Sri Wahyuni, S.Pd., M.Pd as the secretary of English Language Education, who gave support and permission to write the thesis.
3. Estika Satriani ,S.Pd.,M.Pd as an advisor in my thesis, I would like to say a big thank you to her for the support, criticism, advice, and convenience in the guidance period in my thesis. I will never forget the kindness that you gave me. Hopefully, Allah Subhanawata'ala will repay all your kindness. Thank you very much.
4. Yulianto,S.Pd.,M.Pd and Dra.Marhamah,S.Pd.,M.Ed as my Examiners, I would like to say thank you for the support, criticism and suggestions during my exam. Hopefully, Allah Subhanawata'ala will repay all your kindness. Thank you very much.
5. All lectures in English Language Education Teacher Training and Education Faculty Universitas Islam Riau who gave their knowledge to me during the course.
6. To my beloved father,bapak Zulkifli and mother, ibu Darfiana thank you for the support and prayers that are always given to me and to my brother Wendi Pandawa Putra and my sister Veby Puja Jantika thank you for supporting and praying for me.
7. All teachers and administrative staff as well as students of SMAN 3 Siak Hulu who have helped me in carrying out the research.

8. To my friends, WGS : Dimas,Gilang,Agung,Adel,Vio,Wiza and Annisa thank you for always supporting me in writing my thesis and doing this research, hopefully we will be successful people in the future.

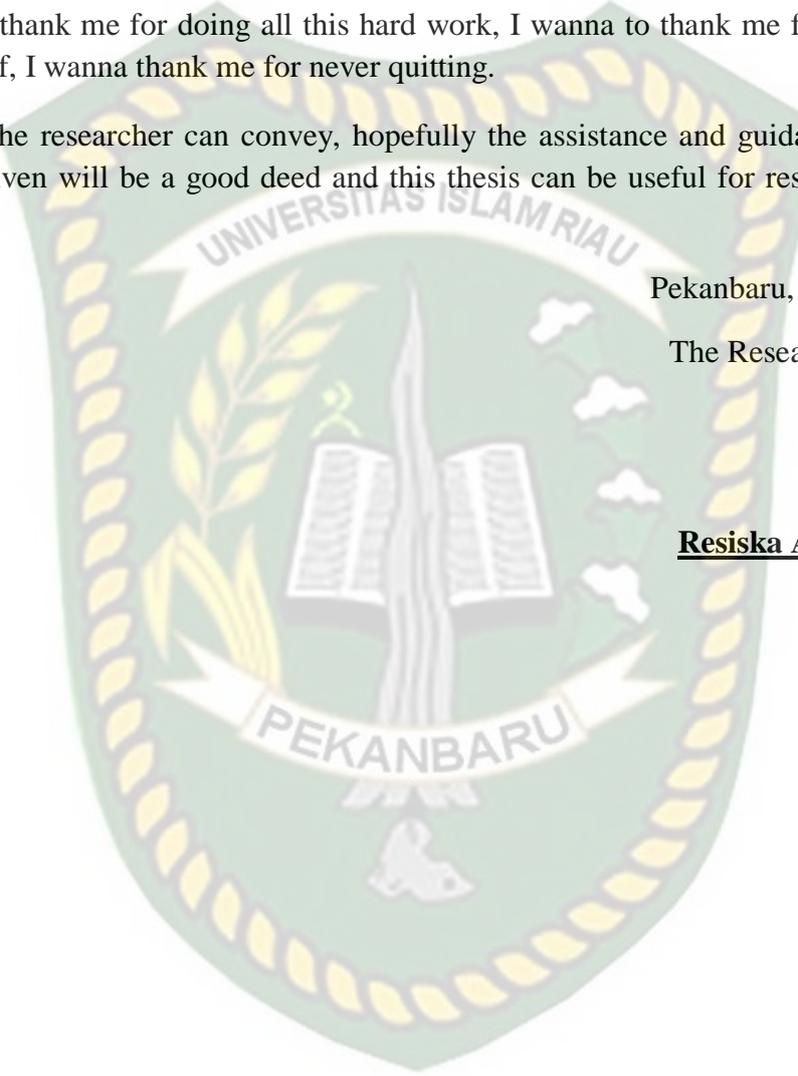
9. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna to thank me for having no days off, I wanna thank me for never quitting.

Thus, the researcher can convey, hopefully the assistance and guidance that has been given will be a good deed and this thesis can be useful for researchers and readers

Pekanbaru, July 7<sup>th</sup> 2022

The Researcher

**Resiska Afriana Fitri**



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## ABSTRACT

**Resiska Afriana Fitri.2022.The Effect of Cooperative Integrated Reading and Composition on Reading Comprehension of Grade Tenth SMAN 3 Siak Hulu.Pekanbaru.Thesis.**

This research aims to test the effectiveness of the CIRC learning model in learning reading comprehension with recount text between groups of students who use the CIRC learning model and students who do not use the CIRC learning model in class X IPS SMAN 3 Siak Hulu.

The research design used a quasi-experimental research with experimental class and control class. there are 2 variables in this research, namely the independent variable and dependent variable. The dependent variable in this research is reading comprehension with recount text, while the independent variable in this research is Cooperative Integrated Reading and Composition learning model. The population in this research was all students of class X, totaling 180 students and divided into 6 classes. The sample in this research was class X IPS 2 as the experimental class and X IPS 3 as the control class. The data collection technique in this research was to use multiple-choice tests carried out twice, namely pre-test and post-test, as a measure of increasing student success in reading comprehension of recount text before receiving treatment and after learning was carried out. The test uses a t-test with the help of the SPSS computer program.

Based on the result of paired sample t test in pretest and posttest in the experimental class, it is known that the difference in the mean is 33.16667, to is 7.968 and the significance value is 0.000. the value of  $df = 29$  and the significance of 0.05 then the t, value is 2.045. based on the result above, it can be concluded that there is a significant mean difference between the pre-test and post-test of the experimental class, this is indicated by the large to value from the t that is  $7.968 > 2.045$  and  $sig < 0,05$ , so  $H_0$ , is rejected and  $H_a$  is accepted on there is a significant effect of Cooperative Integrated Reading and Composition (CIRC) on Reading Comprehension at the Tenth Grade Students SMAN 3 Siak Hulu

**Keyword : CIRC Learning Model, Reading Comprehension**

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

Language is required by every human being as a mean communication between individuals or even nations. The Indonesian ministry of Education has decided that English will be taught as a foreign language in Indonesian school. At Indonesia, English is formally taught in Junior High and Senior High Schools, and it is also taught in Primary Schools and certain Kindergartens.

English is not study or new thing for students in Indonesia. In fact, Although English is not new thing for students, but they still get many difficulties in learning English because English is neither their native language nor their second language. It requires a suitable teaching technique since it encompasses four skills : listening, speaking, writing and reading. Vocabulary cannot be isolate from these four skills.

The major purpose of teaching these abilities is for students to be able to communicate effectively with native and non native English speakers in a variety of social and academic settings. Reading comprehension is one of the skills. Reading also known as reading comprehension is one of four language skills that has important role for students. Students are actively responsible for making sense of and catching the ideas of the text when reading.

Furthermore, reading can increase knowledge and experience because students will get more knowledge as a result of reading, and they will also get more cultural information, knowledge and automatically enrich their vocabulary as a result of reading.

When the researcher conducted teaching practice (PPL) at SMAN 3 Siak Hulu, the researcher found that most of the tenth graders of SMAN 3 Siak Hulu had problems in reading comprehension. students are not interested in reading English texts because they think reading English texts is very boring lessons and they must concentrate intensely to read the passage. Not only that, they must also understand or comprehend what they read in order to become fluent readers.

The students not only read the text, but also comprehend it in order to catch some meaning from the text. Understanding a text's message is difficult, especially in English. It appears that the students reading comprehension is considerably below what is expected.

In teaching, there are many models that can be applied to students, one of the models that can be used by the English teacher to teach students reading comprehension in teaching text is Cooperative Integrated Reading and Composition (CIRC).

In this model, students work in cooperative teams to attain reading comprehension, vocabulary, decoding and spelling objectives, which are synchronized with reading group instruction. The use of Cooperative incentive motivated students to work in groups. Some studies have shown that CIRC can

help students understand the content of the reading text because it is a simple and effective learning model that can be use in the classroom. Students are more engaged in class and teachers are attempting to be more creative in developing learning styles, particularly in teaching learning processes.

Based on the background of the problem above the researcher interested to conduct research with the title **“The Effect of Cooperative Integrated Reading and Composition (CIRC) on Reading Comprehension of Grade Tenth SMAN 3 Siak Hulu”**.

### **1.2 Identification of the Problem**

In this research, the writer identifies about the problem that related to learning reading. There are some problems in this research : first,Tenth grade students of SMAN 3 Siak Hulu are not active in reading comprehension. second,Students are less interested in participating in class learning. third,Students are less interested in learning to read English texts. fourth, Students need a learning model that makes them not bored.

### **1.3 Limitation of the Problem**

To avoid misunderstanding and to clarify the research, the making of limitation of the research should be made. The writer limits the study on teaching English that concern toward reading comprehension of recount text by using CIRC learning model at SMAN 3 Siak Hulu.

### **1.3 Formulation of the Problem**

Based on the limitation of the problem above, the researcher formulated the questions as follow : “Is there any significant effect of Cooperative Integrated Reading and Composition (CIRC) on Reading Comprehension at the Tenth Grade Students SMAN 3 Siak Hulu?”

### **1.4 Objective of the Research**

The objective of the research is to find out the significant Effect of Cooperative Integrated Reading and Composition (CIRC) on Reading Comprehension at the Tenth Grade Students SMAN 3 Siak Hulu.

### **1.5 Significance of the Research**

This research is expected to provide valuable knowledge for further studies, readers, teachers and writers about how the Effect of Cooperative Integrated Reading and Composition (CIRC) on Reading Comprehension at the Tenth Grade Students SMAN 3 Siak Hulu.

### **1.6 Definition of the Key Terms**

**CIRC** is a program comprehensive to teach reading and writing to students high school elementary school (Slavin, 2005). It is an effective model to help the students in comprehension reading the passage in which the teaching and learning processes are mainly in group learning activities. In which specifically the students under study engage in a small group discussion which consist of

maximum 4 students in each group and this model can improve students' chance of reading aloud.

**Reading Comprehension** is the process of recognition, interpretation and perception of written or printed material. (Eskey, 2002) . It is an active activity that tries to catch some information from the text. Related to the study being conducted, reading comprehension is defined as the ability of the subject under study in understanding English reading text as suggested by English teaching syllabus of Tenth-grade Senior High School.

**Recount Text** is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. Recount is a text which retells event or experiences in the past.

### **1.8 Hypothesis**

1. Null Hypothesis (Ho): There is no effect of using CIRC learning model to the students' reading comprehension of recount text in SMAN 3 Siak Hulu.
2. Alternative Hypothesis (Ha) : There is effect of using CIRC learning model to the students' reading comprehension of recount text in SMAN 3 Siak Hulu.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter the writer would like to describe some kinds of theories related to the study. Those theories focus on relevance theories, relevance studies, conceptual framework and hypothesis.

#### 2.1 Relevance Theories

##### 2.1.1 Definition of Reading

Reading is one of the most important language skills at all levels of education. Students must be able to read in order to understand materials. Reading allows students to gain insight and develop their individual potential while also developing a literate culture that will enable them to compete in the global era. This is also why language is so important to be taught at all levels of school, from elementary to higher education.

Reading is the process of absorbing a variety of information and knowledge, as well as fresh insights, in order to improve one's intelligence and ability to respond to future life issues. Reading is involved in every part of life. "Reading is development, interactive and global process involving learned skills." Leu, J. Donald and Kinzer, (1987) it means that Reading is a learning process that is both participatory and global in nature.

According to Tarigan, (2008) states that reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words could be seen and known by reader. Its meaning is activity to get meaning from words could be seen and known by reader.

Another definition, according Richards & Renadya, (2002) Reading is regarded as one of the most important skills for language learners to acquire because it aids in the development of vocabulary and leads to lifetime learning and growth in first and second language skills.

Based on the definition of reading above, we can conclude that reading is a process carried out by the reader to get the message conveyed by the author and must be balanced with comprehension.

#### **2.1.1.1 Reading Comprehension**

For senior high school students, understanding is the most important goal of reading. The ability of readers to comprehend the author's message is influenced by their background knowledge of the issues discussed in the text. Many experts have given their interpretations of what reading comprehension entails.

According to Eskey, (2002) that reading comprehension is a complex process involving more than one skill in which readers make sense of the text by combining their prior knowledge and the information given in the text itself.

According to Lems, Kristin, Leah D Miller, (2010) Reading comprehension is the ability to construct meaning from a given written text.

Reading Comprehension is not a static competency , it varies according to the purposes for reading and the text that is involved. Reading comprehension is an advanced stage of reading in which students can understand the contents of reading, choose the contents of reading implemented in their lives, and foster their a curious and critical attitude Ortlieb, (2013)

According to Smith, N., & Robinson, (2011) states that reading comprehension means the understanding, evaluating utilizing of information and gained through the interaction between reader and author. Reading comprehension is reading by understanding reading material that involves the right association (connection) between meaning and symbols of words, assessment of the context of existing meanings, correct choice of meanings, organization of ideas when reading material is read, storage of ideas, adn use in various activities now or future Ahuja, (2010)

Based on the definition of reading comprehension according to the experts above, it can be concluded that Reading comprehension is a skill where the reader can understand the text that contains the message, information or meaning contained in the text read by the reader.

#### **2.1.1.2 Purpose of Reading**

There are many purposes of reading. One of the purpose of reading is comprehension getting meaning from written text. Find out what else research has to say about the active process of meaning construction and how successful

readers use comprehension methods intentionally. Reading is tiresome, meaningless exercise in word calling if you dont understand what you're reading.

### 2.1.2 Cooperative Learning

Different experts have written various definitions of cooperative learning. According to Slavin, (1995) mentions cooperative learning is a learning model that has been known for a long time, where at that time the teacher encourage students to cooperate in certain activities such as discussion or peer teaching. The other expert is according to Anita, (2008) that the cooperative learning model does not the same as group learning, but there are basic elements what distinguishes it from the division of groups carried out perfunctory.

Other definition of cooperative learning by Burden & Bryd, (2007) cooperative learning is a mean of grouping students in small, mixed – ability learning teams. The teacher assigns the group a proble to solve or a task to complete. The students in the group then collaborate, assist one another, praise and criticize one another's contributions, and receive a group important performance score.

According Horman (2005:2) states that cooperative learning is important for creating inclusive classroom environments that meet the need of all students because it takes heterogeneity into account, encaouraging, support and connection. Meanwhile, Slavin in Isjoni (2009: 15) says learning Cooperative is a learning model in which students learn and work in small groups independently collaborative with 4-6 members with structure heterogeneous group.

Based on the definition of cooperative learning according to the experts above, it can be concluded that Cooperative learning is a model where students study in small groups to help each other learn the material.

### **2.1.2.1 Types of Cooperative Learning**

There are several types of cooperative learning models as below:

#### **1. Jigsaw**

Jigsaw cooperative type, students work in groups as in STAD. Students are given material to study. Each group member is randomly assigned to be an "expert" on a particular aspect of the material. After reading and studying the material, "experts" from different groups get together to discuss their topic and then return to teach the topic they are good at to their group mates. Finally, a test or other assessment is given on all the topics given.

#### **2. NHT (Number Heads Together)**

In the NHT type of cooperative learning model, students are asked to number themselves in their groups from 1 to 4. Ask a question and give a certain time limit to answer it. Students who raise their hands if they can answer the teacher's questions. The teacher calls a number (between 1 to 4) and asks all students from all groups with that number to answer the question. The teacher marks students who answered correctly and enriches students' understanding of the answers to these questions through discussion.

### **3. STAD ( Student Teams Achievement Divisions)**

In this STAD type of cooperative learning model students are grouped into small groups called teams. Then the whole class is given a presentation of the subject matter. Students are then given a test. Individual values are combined into team values. In this type of cooperative learning model, although students are tested individually, students are still encouraged to work together to improve their team's performance and achievement. If it is used for the first time in class, it is better for the teacher to introduce the STAD cooperative learning model to students first.

### **4. TAI (Team Assisted Individualization or Team Accelerated Instruction)**

This type of cooperative learning model is actually a combination of cooperative learning with individual learning. In the TAI type of cooperative learning model, students follow an individual level based on a placement test, and then can advance to the next stage based on their level of learning speed.

### **5. TPS (Think Pair Share)**

TPS type cooperative learning model (think pairs share) This type of cooperative learning model allows each member of the student pair to contemplate a question posed. After being given sufficient time, they are then asked to discuss what they have been thinking (the results of contemplation) with their respective partners. After the discussion with the pair is finished, the teacher then collects responses or answers to the questions that have been asked from the whole class.

## **6. (TGT) Team Games Tournament**

The TGT type of cooperative learning model is similar to the STAD type of cooperative learning model, but the difference is only that the quizzes are replaced with weekly tournaments. In this cooperative learning model, students compete with students from other groups in order to contribute points to their groups. A certain procedure is used to make a game or tournament run fairly. Research shows that the TGT type of cooperative learning model is proven to be effective in improving student learning outcomes.

## **7. CIRC ( Cooperative Integrated Reading and Composition)**

CIRC type cooperative learning (cooperative integrated reading composition) is a learning model that is intentionally designed to develop reading, writing, and other language skills at both the higher and elementary levels. In this type of cooperative learning model, students not only get the opportunity to learn through a direct presentation by the teacher on reading and writing skills, but also the technique of writing a composition (script).

## **8. CS ( Cooperative Script)**

Cooperative Script is a learning model in which students work in pairs and take turns orally summarizing the parts of the material being studied. So the Cooperative Script learning model is the delivery of teaching materials that begins with the provision of discourse or a summary of teaching materials to students who are then given the opportunity for students to read them for a moment and provide/insert new ideas or ideas into the teaching materials given by the teacher,

then students directed to show the main ideas that are incomplete in the existing material alternately with each other.

Based on the some types of cooperative learning above, the researcher focus on Cooperative Integrated Reading and Composition (CIRC) to be apply in the SMAN 3 Siak Hulu.

### **2.1.3 Definition of CIRC**

Cooperative Integrated Reading and Composition Model (CIRC) was first developed by Robert E. Slavin, Stevans, Madden dan Farnish. The main reason for developing this model is their concern to the teaching of reading, writing and language arts by teachers who still do it traditionally. For that reason CIRC model was developed to assist teachers in teaching reading, writing, and language arts at the elementary school level.

Cooperative Integrated Reading and Composition (CIRC) is a comprehensif program reading and writing in high class elementary school and low class in junior high school Slavin, (2005). CIRC is one type of cooperative learning model. CIRC is an integrated cooperative learning model of reading and writing. During the process of learning to apply this model, students were devided into diverse groups. This model does not distinguish between degrees of achievement, value, or other distinguishing aspects.

According to Kerlinger, (1990:39) Cooperative Integrated learning model Reading and Composition (CIRC is a comprehensive program to learn reading, writing, and language arts lessons in class higher in Elementary School. Students'

reading groups are used in CIRC as a cooperative teaching model. Each group is made up of three to four people. Students benefit from the CIRC model because they are not afraid to ask questions or search for the information. Students can help each other and ask question of other group members. Instructions are another important part of the CIRC model. The instructions play an important in using the CIRC model to teach reading. Each team member help one another with the teacher's varied instructions.

According Istarani (2011: 112) in Telaumbanua, (2021) says: "The Cooperative Integrated Reading and Composition (CIRC) learning model is a type of cooperative learning model using small groups with a heterogeneous number of members of each group of 4-5 students. first, the teacher gives clippings/discourses according to the learning topic to students, then students work together with groups to read each other and together find the main idea then respond to clippings/discourses and write them down on a sheet of paper and read the results of student group work. Then finally the teacher and students both make conclusions.

According Suyatno, (2009:68) in Yudasmini et al., (2015) said The CIRC model is unified composition of reading and writing cooperatively-group. CIRC learning model can make students motivated in the learning process. Students not only expect help from the teacher but they will also get help from their classmates or group. According Rahmawati & Mahmudi, (2014) in Wahyuningsih & Kiswaga, (2019) said that Cooperative Learning model is a learning model or a learning strategy that has been characterized by the cooperative objective, reward

structure and assignment and that also demands the students to be actively involved in the discussion, the debate, the private course and the team cooperation.

Reading to one another, guessing the end of the story, recognizing characters and places, closing stories, writing replies to the text, and practicing spelling are all part of the CIRC model. Students can also compose draft, revise, and edit each other's work, as well as plan for publication. Finally, CIRC is a model that is based on collaborative learning. Students work in groups to gain a thorough comprehension of the material by following the teacher's instructions.

CIRC learning model according to Slavin, (2005) has eight components. The eight components are: 1) Teams, namely the formation of heterogeneous groups consisting of 4 or 5 students, 2) Placement test, for example obtained from the average daily test scores previously or based on report cards so that teachers know the strengths and weaknesses of students in certain fields. 3) Student creative, carry out the task within a group by creating situations where success individual is determined or influenced by the success of the group, 4) Team study, namely the stages of learning actions that must be carried out by the group and the teacher provides assistance to groups that need it, 5) Team scorer and team recognition, namely giving a score to the work groups and provide reward criteria for groups that succeeds brilliantly and groups that are seen as less successful in completing tasks. 6) Teaching group, which is to provide material briefly from the teacher before giving group assignments. 7) Facts test, namely the implementation of tests or tests based on facts obtained by students, 8) Whole-class units, namely

giving a summary of the material by the teacher at the end of the learning time by problem solving strategy.

Based on the description above, it can be understood that CIRC learning (Cooperative Integrated Reading and Composition) is a learning model CIRC is a learning model that is intentionally designed to develop reading, writing and other language skills, both at the higher education level as well as basic. In this model, students not only get the opportunity to learn through live presentations by teachers on reading and writing skills.

1. Cooperative which means doing something together by helping each other as a group or a team. Students activity is Form a heterogeneous group of 4 members and The teacher gives a discourse or clipping according to the topic learning.
2. Integrated is a concept that refers to a learning approach that involves several subjects to provide meaningful experiences to students, so that students will understand the concepts they are learning through direct experience and can relate them to other concepts they understand. student activity is students work together to read each other and find the main idea and respond to discourse or clippings and written on a piece of paper.
3. Coomposition at CIRC is writing and language arts the aim is to design and evaluate a writing process approach to writing and language arts lessons that will make the most of the presence of classmates. student activity is students

write, plan, revise and edit their essays in close collaboration with their teammates.

### **2.1.3.1 The characteristics of the CIRC**

In cooperative learning there are various learning models. One of them is the CIRC learning model which is specifically designed for learning to read and write. To distinguish the CIRC learning model from other cooperative learning models, the following are some of the characteristics of CIRC, namely: (1) the existence of a group goal; (2) the responsibility of each individual; (3) the absence of special tasks; (4) Each member in a group has the same opportunity to succeed; (5) it takes the adjustment of each group member.

### **2.1.3.2 The Purpose of Using the CIRC**

The use of the model certainly has a specific purpose, one of which is namely the teacher uses a learning model in order to be able to arrange student assignments into an integrated whole. The main goal of Cooperative Integrated Reading and Composition (CIRC) is use cooperative teams to help students learn the ability to understand reading that can be widely applied Slavin, (2005) .In addition, Slavin, (2005) explains that “Students work to work with each other in these activities or other recognition-based learning.” whole team members”. In line with this, Istarani, (2017) explain the purpose of the Cooperative Integrated Reading learning model and Composition (CIRC), namely students can improve their critical thinking, creative and foster a high sense of social because of

learning cooperative group success is very concerned, then students who good at taking responsibility for helping friends who are weak in the group.

### **2.1.3.3 Some Components of CIRC**

Slavin's CIRC learning model in Suyitno's book has: eight components.

The eight components include:

1. Teams, namely the formation of heterogeneous groups consisting of 4 or 5 students.
2. Placement Test, for example, obtained the average of the previous test or based on the value of report cards so that teachers know the strengths and weaknesses students in certain fields
3. Student Creative, carrying out tasks in a group with create situations in which individual success is determined or influenced by the success of the group.
4. Team Study, the stages of learning actions that must be carried out by groups and the teacher provides assistance to groups that need.
5. Team Scorer and Team Recognition, namely giving a score to the results group work and provide reward criteria to the group which worked brilliantly.
6. Teaching Group, which is to give material briefly from the teacher before group assignment.
7. Facts Test, namely the implementation of tests or tests based on facts obtained.

8. Whole Class Units, namely giving a summary of the material by the teacher at the end learning time.

#### **2.1.3.4 The advantages of CIRC**

According to Slavin, (1995), there are eight advantages of CIRC as follow :

1. The experience and learning activities of students will always be relevant to the level of child development.
2. The activities chosen are in accordance with and based on the interests of students and the needs of children.
3. All learning activities are more meaningful for students so that students' learning outcomes will be able to last longer
4. Integrated learning can develop children's thinking skills
5. Integrated learning presents activities that are pragmatic (useful) in accordance with problems that are often encountered in children's environments
6. Integrated learning can foster students' learning motivation towards dynamic, optimal and effective learning
7. Develop children's social interactions such as cooperation, tolerance, communication and respect for other people's ideas
8. Generating learning motivation, broadening the insight and aspirations of teachers in teaching

### 2.1.3.5 The Disadvantages of CIRC

There are disadvantages in the cooperative integrated reading and composition (CIRC) learning model :

- a. It is not easy for teachers to determine heterogeneous groups.
- b. Because this group is heterogeneous, there is a mismatch between students in one group, because weak students feel inferior when they combined with smart students. Or are there students who feel they don't? fitting, if it is combined with what it deems to be against it.
- c. In discussions sometimes only done by a few students, while others are just complementary.
- d. In percentage it often happens less effective because it takes time which is long enough that not all groups can present it.

From the description above, it can be concluded that the teaching and learning process with CIRC has advantages that are good enough to be applied in learning, however doesn't mean CIRC doesn't have flaws, it's these shortcomings that make teachers more skilled at dealing with it. The role of students is very dominant in the CIRC model because it is very influential on the success of the application of this model.

### 2.1.3.6 Teaching Reading Using CIRC

According to Moreillon, (2007) stated that reading as a transaction between the reader, the text, and the intention of the author. He claims that each reader brings his or her own feeling, personality and experience to the text and that each reader is unique each time he or she reads a certain text. In addition Moreillon, (2007) stated that reading was making meaning from print and from visual information.

In addition Wolley, (2011) stated that reading comprehension is the process of making meaning from text. As a result, rather than deducing meaning from single words or sentences, the goal is to have a full grasp of what is explained in the text.

In reading learning, the problems experienced by students that they have difficulty understanding the contents of the text or messages conveyed by the author, difficulty finding main ideas and difficulties in answering questions in the texts they read. Therefore, an interesting and fun reading learning model is needed to make it easier for students to learn to understand the texts they read.

From the problems faced by students, the reading teaching model must be able to provide students' motivation, interest and attention to understand the text, one way to teach students' reading comprehension is to use the cooperative integrated reading and composition (CIRC) learning model in teaching reading comprehension.

### 2.1.3.7 Procedure Teaching by Using CIRC

In each learning model there are steps learning that is applied from beginning to end. So that learning which is carried out using the cooperative learning model Integrated Reading and Composition (CIRC) is measurable and systematic, so must follow the steps in accordance with the rules of use of the model. Suprijono.Agus, (2016) states that the learning steps can be arranged as follows:

- a. Form a heterogeneous group of 4 members
- b. The teacher gives a discourse or clipping according to the topic learning
- c. Students work together to read to each other and find the main idea and respond to discourse or clippings and written in a piece of paper.
- d. Presenting or reading group results
- e. The teacher draws conclusions together
- f. Closing

According to (Istarani, 2017), suggests several phases, as follows:

- a. Concept Introduction

In this phase, the teacher begins to introduce a concept or term which refers to the results of the discoveries during exploration. Introductions can be obtained from the teacher's information, textbooks, or other media.

#### b. Exploration and Applications

This stage provides opportunities for students to express prior knowledge, development of new knowledge, and explain the phenomena they experience with the guidance of the teacher.

#### c. Publication

In this phase, students are able to communicate the findings and prove and demonstrate the material presented discussed.

Based on the opinion above, it is concluded that steps the Cooperative Integrated Reading and learning Composition (CIRC) : First, the teacher forms students into heterogeneous group of 4 people. Second, teacher give or introduce the concept of a discourse in accordance with learning topics. third, exploration, namely revealing or develop knowledge in the form of reading and finding each other main idea and give feedback to the discourse. Fourth, able communicate in the form of presentation of findings or work the group. Fifth, the teacher and students make conclusions together.

**There are some phases that researcher will do in class, such as :**

*First Phase* is Orientation, In this phase, the teacher will do apperception and initial knowledge of students about the material to be provided. In addition, it also describes the purpose learning that will be carried out for students.

*Second Phase* is Organization, In this phase, The teacher will divide the students into several groups, with attention to academic heterogeneity. Sharing reading

material about material to be discussed with students. Besides explaining the discussion mechanism groups and tasks that must be completed during the learning process in progress.

*Third Phase* is namely the introduction of the concept, by getting to know about a new concept that refers to the findings during exploration. This introduction can be obtained from teacher information, textbooks, films, clippings, posters, or other media.

*Fourth phase*, namely the publication phase. Students communicate results the findings, prove, demonstrate about the material discussed, good in groups and in front of the class.

*Fifth phase*, namely the strengthening and reflection phase. In this phase the teacher provide reinforcement related to the material learned through explanations or give real life examples daily. Furthermore, students are given the opportunity to reflect and evaluate learning outcomes.

based on the syllabus in the 2013 curriculum for tenth grade English subjects, the texts to be studied at school are narrative text, description text and recount text. In this research, the researcher focus on the recount text that will be used in this research.

#### **2.1.4 Recount Text**

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. Recount is a text which

retells event or experiences in the past. Recount text is a text written to retell for information or entertainment Wikipedia, free encyclopedia, (2010). This type of text is not only used at school but also at other media written and electronic, it's used in many real social contexts. For example is used in diary, blog, letter, biography, travel report, police reports, sports reports etc.

According to Purwanti, (2013) recount text is a type of text that has the main function or communicative purpose to tell the reader or listeners or viewers about past event or past experience. Recount text is a text which tells about “what happened” and it is focused on a sequence of events, all of which relate to the occasion Priyatna, (2008).

According to Wardiman, (2008) stated that recount text is a text that tells the reader about one story, action or activity. From the definition above, the researcher concludes that recount text is a text that tells us about pas experience or past event.

#### **2.1.4.1 The Component of Recount Text**

##### **a. Generic Structure**

According to Mukarto (2007: 62) there are some generic structures of recount text. Those are as follows:

- 1) Title ( optional )

It is usually summarize the text and informs specific participants. It is possible not to give title in our recount text.

2) Part 1: Orientation

It provides the background information. It answers the question. Who? When? Why? What experience?

3) Part 2: Events.

It present event what people do? It tells the event chronologically. It uses conjunction or connective like: first, second, then, next, finally, etc. They show the sequence of events.

4) Parts 3: Reorientations

It shows concluding comments. It expresses the writer's personal opinion regarding the events described.

Meeting My Idol	Generic Structure
<p>Afgan has always been my favorite singer.</p> <p>I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.</p>	<p style="text-align: center;">Orientation</p> <p>(This paragraph explains the background of the story, which tells of Afgan will come to her city)</p>

On that bright and sunny Saturday morning, the radio station was full of Afganism (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganism's memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, "Good morning. How are you all?" The crowd went crazy. The shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name.

Afganism went even crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes

Events

(The writer starts the story on

<p>off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say “To Mia, Love Afgan”. He was also very friendly, so I didn’t feel too nervous when I had a chance to take pictures with him.</p>	<p>Saturday morning where the fans gather waiting for their idol to come)</p>
<p>He was just an amazing person. That was one of the best days in my personal life history.</p>	<p>Re-Orientation          (Is the author’s opinion about the figure of her idol Afgan)</p>

## **b. Language Features**

The language features used in recount text are as follows:

1. Using chronological connection: then, first
2. Using linking verb: was, were, saw, heard
3. Using action verb: looked, went
4. Using simple past tense: walked, talked
5. The passive voice may be used: the bottle was filled with ink.
6. Using personal pronouns: I, we

Based on the description above, the researcher concludes that recount text is a text which is used to retell about the experience in the past. The evaluation of recount text focuses on the grammar, vocabulary, mechanics, fluency, and form.

### **2.2 Relevance Studies**

Setianingrum, (2017) entitled “The Effectiveness of Using Cooperative Integrated Reading and Composition (CIRC) Method to Improve students reading comprehension on News Item”. In her research, The objective of the study is to describe whether or not the use of Cooperative Integrated Reading and Composition (CIRC) Method is effective for improving reading comprehension at the tenth grade SMA N 9 Purworejo in the academic year 2016/2017. The type of the research is experimental research. The population of the research was the tenth grade students of SMA N 9 Purworejo in the academic year of 2016/2017. The number of the sample was 60. As the experimental group, the researcher used class X-4 which consists of 30 students. Meanwhile as control group, the

researcher took 30 students of class X-3. The sampling technique which was used was purposive sampling. The instrument which was used to collect the data was a test. The form of the test was divided into two parts. Those are pre-test and post-test to analyze the data, the researcher used t-test formula. based on the result of her research is “using of Cooperative Integrated Reading and Composition (CIRC) Method is effective for improving reading comprehension on news item text at the tenth grade students of SMA N 9 Purworejo in the academic year of 2016/2017 is accepted.

Anggia, (2018) entitled “The Effect of using Cooperative Integrated Reading and Composition (CIRC) Technique on Students’ Reading Comprehension at the Eight Grade of Junior High School 06 Batanghari”. In her research, This study at to find out the effect of using cooperative integrated reading and composition (CIRC) technique on students’ reading comprehension at the eight grade of junior high school 06 Batanghari, this research was quantitative research and it was conducted by using quasi-experimental design with nonequivalent control group design . The subject of this research was 50 students, 25 students in experimental class and 25 students in control class. based on the result H0 was rejected. It means, there was a significant differences on students’ reading comprehension between the students’ taught by using cooperative integrated reading and composition (CIRC) technique and those who were not at the eight grade of junior high school 06 batanghari.

Otavila, (2018) In her research entitled This study deals with The Effect of Using Cooperative Integrated Reading and Composition (CIRC) Technique for

Students' Achievement in Writing News Item Text. The objective of the study was to investigate whether Cooperative Integrated Reading and Composition significantly effect the students' writing achievement. The population of this research was the second year students of SMP N 29 Medan, in academic year 2017/2018. The number of population was 60 students and the researcher was taken IX-7 and IX-8 as the samples. This study was conducted by using an quasi experimental research design. Based on the her research The hyphotesis was accepted. It means that there is significant Effect of Using Cooperative Integrated Reading and Composition (CIRC) Technique for Students' Achievement in Writing News Item Text. Total of significant effect was 77.44% and 22.56% from the factor.

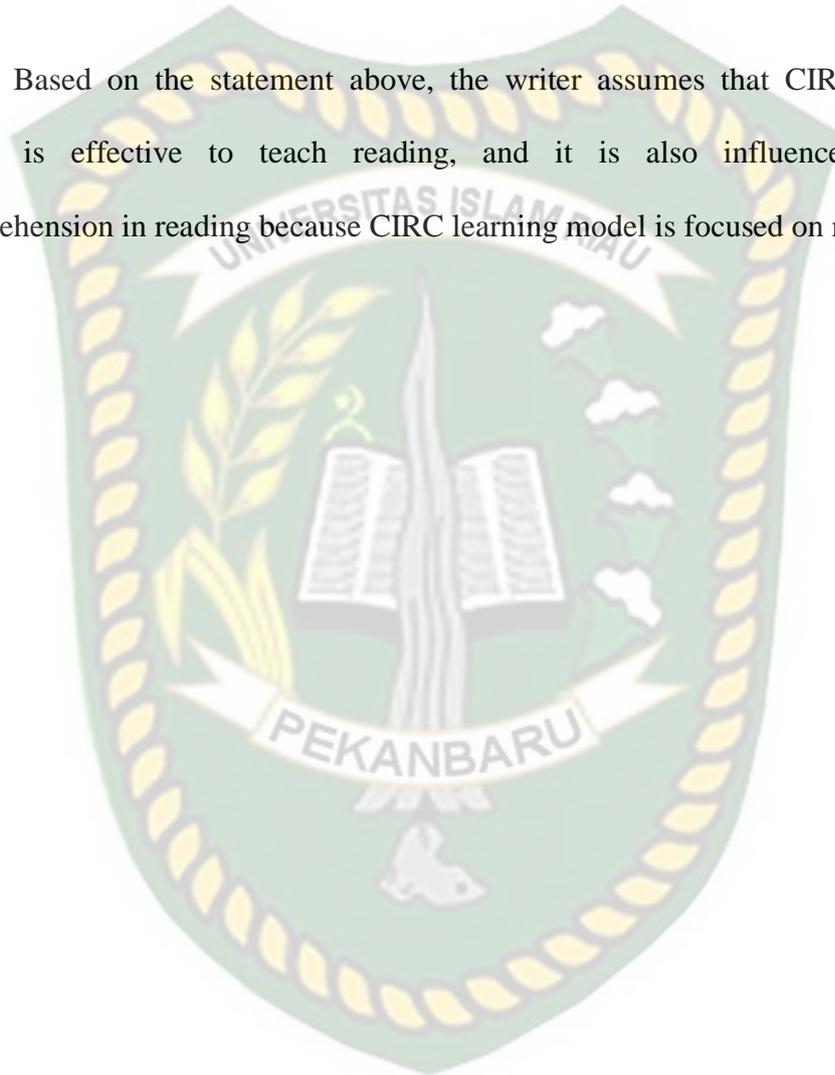
### **2.3 Conceptual Framework**

Reading is the process of getting information from various sources such as books, newspapers, magazines and so on. To get this information, we must be able to understand the text we read. Reading is an understanding that must be mastered by students at school, because by reading they will be able to get information from textbooks or articles, therefore reading comprehension must be prepared well in school.

In teaching reading, teachers must use appropriate and fun learning models for students, so that students are interested in learning reading comprehension. One of the models for teaching reading comprehension is the Cooperative Integrated Reading and Composition (CIRC) learning model. In the CIRC

learning model students will work together with groups and interact with each other, each member in the group must provide ideas to understand the text they read. This learning model also requires students to be active in groups.

Based on the statement above, the writer assumes that CIRC learning model is effective to teach reading, and it is also influence students' comprehension in reading because CIRC learning model is focused on reading.



**Reading Comprehension**



**Learning Model**



**Cooperative Integrated  
Reading and Composition  
(CIRC) Learning Model**

**Not using the CIRC  
Learning Model**



**TEST**



**The Effect of Cooperative  
Integrated Reading and  
Composition (CIRC)**

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

In this research, researcher used quantitative research. The design of this research was a quasi experimental design. Sugiyono, (2013) Quasi experimental is a design that has a control group, but it has no full functional to control external variables that effect of experimental implementation. This research aims to determine whether or not there is an effect of the Cooperative Integrated Reading and Composition learning model on reading comprehension of tenth grade students SMAN 3 Siak Hulu.

This research has been divided into two groups, namely the experimental group and the control group. The experimental group is the group that was given treatment used by the cooperative integrated reading and composition learning model and the control group is the group of students who are not treated with the cooperative integrated reading and composition learning model.

In this research there are two variables, namely the independent variable (X) and dependent variable (Y). Independent variable in this research is Cooperative Integrated Reading and Composition and dependent variable is Reading Comprehension.

### 3.2 The Location and Time of Research

This research was conducted at SMAN 3 Siak Hulu for tenth grade students of IPA/IPS. The time of this research is 21 April 2022 until 21 May 2022. Before carrying out this research, the researcher first prepares things that need to be done during the research, such as preparing materials, pre-test and post-test.

### 3.3 The Population and Sample Research

#### 3.3.1 Population

The population of this research is all the tenth grade students of SMAN 3 Siak Hulu. All students are divided into 6 classes, namely X IPA 1, X IPA 2, X IPA 3, X IPS 1, X IPS 2, X IPS 3 with a total number 180 students.

**Table 3.1**

**The population of the 10<sup>th</sup> Grade students of SMAN 3 Siak Hulu**

Class	Number of Students
X MIPA 1	30
X MIPA 2	30
X MIPA 3	30
X IPS 1	30
X IPS 2	30
X IPS 3	30
<b>Total</b>	<b>180</b>

### 3.3.2 Sample

The sampling technique that was used in this research is a *Purposive Sampling* technique. according to Ika, (2021) *purposive sampling* is a technique Purposive sampling is a sampling method non random sampling where researchers confirmed the citation of illustrations through method of determining a suitable special identity with the aim of research so that it is hoped that responding to research cases. The six classes at SMAN 3 Siak Hulu, in the tenth grade which is the research population selected classes X IPS 2 and X IPS 3 as research samples.

**Table 3.2**

**The sample of the 10<sup>th</sup> Grade students of SMAN 3 Siak Hulu**

No	Class	Types	Total
1	X IPS 2	Experimental Class	30
2	X IPS 3	Control Class	30
			<b>60</b>

In the table above, the determination of the control class and the experimental class is carried out by *purposive sampling tehnicque*. The class that was chosen to be the control group class X IPS 3 with 30 students and the class that was chosen to be the experimental group class X IPS 2 with 30 students.

### 3.4 The Research of Instrument

Research instrument is a tool used to collect data in research. The instrument used in this research is reading test of recount text. In this research the researcher applied two tests, there are pre-test and post-test. In pre-test, was given before the material is taught and the post-test was given at the last meeting in class, this test consists of twenty item multiple choice questions, every test items consists of four answers options (a, b, c, and d). These two tests aim to determine whether there is an effect before and after the Cooperative Intagrated Reading and Composition (CIRC) learning model is given to reading comprehension. The Blue Print in Recount Text test can be seen in the table below

**Table 3.3 Blue Print**

NO	Topic	INDICATORS	TOTAL ITEMS	NUMBER OF ITEMS
1	Meeting My Idol	Orientation (Students are able to identify background information about who,where,when the incident or event occurred)	4	1,2,3,4
2		Events (Students are able to identify what happened in chronological sequence)	4	5,6,7,8
3		Re-orientation (Students are able to identify conclusions from stories)	2	9,10

NO	Topic	INDICATORS	TOTAL ITEMS	NUMBER OF ITEMS
	<b>Holiday In My Uncle's House</b>			
1	Orientation (Students are able to identify background information about who,where,when the incident or event occurred)		4	11,12,13,14
2	Events (Students are able to identify what happened in chronological sequence)		4	15,16,17,18
3	Re-orientation (Students are able to identify conclusions from stories)		2	19,20

### 3.5 The Research Procedure

The research procedure for **experimental group** can be seen as follows :

#### 3.5.1 Pre-Test

In the pre-test, the test was given with recount text material. recount text has previously been taught by teachers at school, the purpose of this pre-test is to find out the extent of students' knowledge in understanding recount text. This pre-test was given before treatment with the CIRC learning model. The consisted of twenty items of multiple choice. a, b, c and d. If one question is correct then the score is five.

### 3.5.2 Treatment

After giving the pre-test to the students, the teacher do the treatment in teaching reading comprehension in the class. The process of teaching and learning using CIRC can be seen in the table below :

**Table 3.4 Teaching Procedure**

No	Meeting	Topic	Teacher Activity	Students Activity
1	I	Pre-test	the teacher was given a pre-test to students with recount text material, the aim is to find out students' understanding of recount text.	students was answer the pre-test questions given by the teacher.
2	II		the second meeting the teacher divided groups of 3-4 people.  the teacher was given the recount text to the students and used the CIRC learning model.  The teacher was given further directions to students, namely	students follow the teacher's directions and sit with the group that has been divided by the teacher.  After got the text, students listen to the teacher.  other students correct

		<p>students read the story silently and then take turns reading the story aloud with their group, taking turns for each paragraph.</p> <p>after that the teacher ask students to write down the summary and identify the generic structure of recount text in the text such as orientation, list of events and reorientations.</p> <p>The teacher asks students to read the results of their group work.</p> <p>After that, the teacher and students draw the conclusions they have discussed.</p>	<p>every mistake made by the reader</p> <p>students work together with their groups to write down the summarize and determine the generic structure of recount text in the text that has been read.</p> <p>students will read the results of their group work.</p>
3	III	Applying CIRC learning model.	Students used the CIRC learning model

				to understand the text.
4	IV		Applying CIRC learning model.	Students used the CIRC learning model to understand the text.
5	V	Post-test	the teacher was given a post-test to students with recount text material to find out the results of the treatment to measure students' reading comprehension in the recount text. Consists of twenty multiple choice items.	students answer the post-test questions given by the teacher.

Adopted (Suprijono.Agus, 2016)

### 3.5.3 Post-Test

After apply CIRC in teaching reading, the researcher was given the students post test to find the result of treatment to measure students' reading comprehension on recount text. The consisted of twenty items of multiple choice. a, b, c and d. If one question is correct then the score is five.

The research procedure for **control group** can be seen as follows :

#### **3.5.4 Pre-Test**

In the Pre-test for the control group, the test was given with recount text material. The purpose of this test is to determine students' understanding of the recount text material and the test that was given is the same as the experimental group. The consisted of twenty items of multiple choice. a, b, c and d. If one question is correct then the score is five.

#### **3.5.5 Common Learning Model**

In the control group, the researcher used the common learning model. Which means the researcher will not used the Cooperative Integrated Reading and Composition (CIRC) learning model for the control group.

#### **3.5.6 Post-Test**

In the control group, the researcher also given a post-test whose result was used as the final data in this research. The consisted of twenty items of multiple choice. a, b, c and d. If one question is correct then the score is five.

### **3.6 Data Collection Technique**

To collect data in this research, researcher was pre-test and post-test. Pre-test was given to the experimental and control groups to determine the students' ability in reading comprehension of recount text. After that, treatment was given to the experimental group, after treatment, students was given a post-test for both

classes. The function of this post-test is to find out whether there is an increase in reading comprehension between the experimental class that was treated with the CIRC learning model and the control class that was not treated with the CIRC learning model.

### **3.7 Data Analysis Technique**

To analyze the data in this research, there are four conditions that must be completed before testing the hypothesis, namely validity, reliability, normality and homogeneity tests. Validity aims to see that the instrument used is valid or not, normality is needed to find out whether the data has normally distributed or not. Then, after obtaining normality, the next step would be calculate the homogeneity of the data. This aims to see if the data homogeneous or heterogeneous.

#### **1. Validity**

According to Arikunto, (2011) validity is the accuracy between data that actually happened to the object of research with data that can be reported with the researcher. Thus, valid data is data that is "no different" between data reported by researchers and data that actually occurred in study object. There are two kinds of research validity, namely internal validity and external validity. Internal validity is related to the degree the accuracy of the research design with the results achieved. While external Validity relates to the level of accuracy of whether the results research can be generalized or applied to the population in which the sample is located taken. In quantitative research, to obtain valid, reliable, and objective data,

research will be carried out using valid and reliable instruments, carried out with sample approaches the population and collects and analyzes data in the correct way. In quantitative research, to obtain valid and reliable data, namely: tested for validity and reliability.

This validity will also assisted by the use of a computer program (SPSS) so that its validity will be proven. Items will be declared valid if they meet the validity test criteria, namely if  $r$  count is more than 0.3 and  $p$  value is less than 0.05, the item will be disqualified if it does not meet these criteria.

## 2. Realibility Test

Reliability is instrument that can reliable for using collection tool. According to H.Douglas Brown, (2000) reliability has to do with accuracy of measurement. This kind of accuracy reflected in the obtaining of similar results when measurement repeated on different occasions or with different instruments or by different persons. The characteristic of reliability sometimes termed consistently. There are some factors affecting the reliability of a test, they are:

- a. They are extent of the sample of material selected for testing.
- b. The administration of the test is clear; this is an important factor in deciding reliability

## 3. Normality Test

This normality test is used to determine whether the population data is normally distributed or not. To test for normality in This research uses Kolmogrov-Smirnov. Data is declared normal if the significance  $> 0.05$ . This normality test will be carried out with the help of SPSS computer program.

#### 4. Homogeneity Test

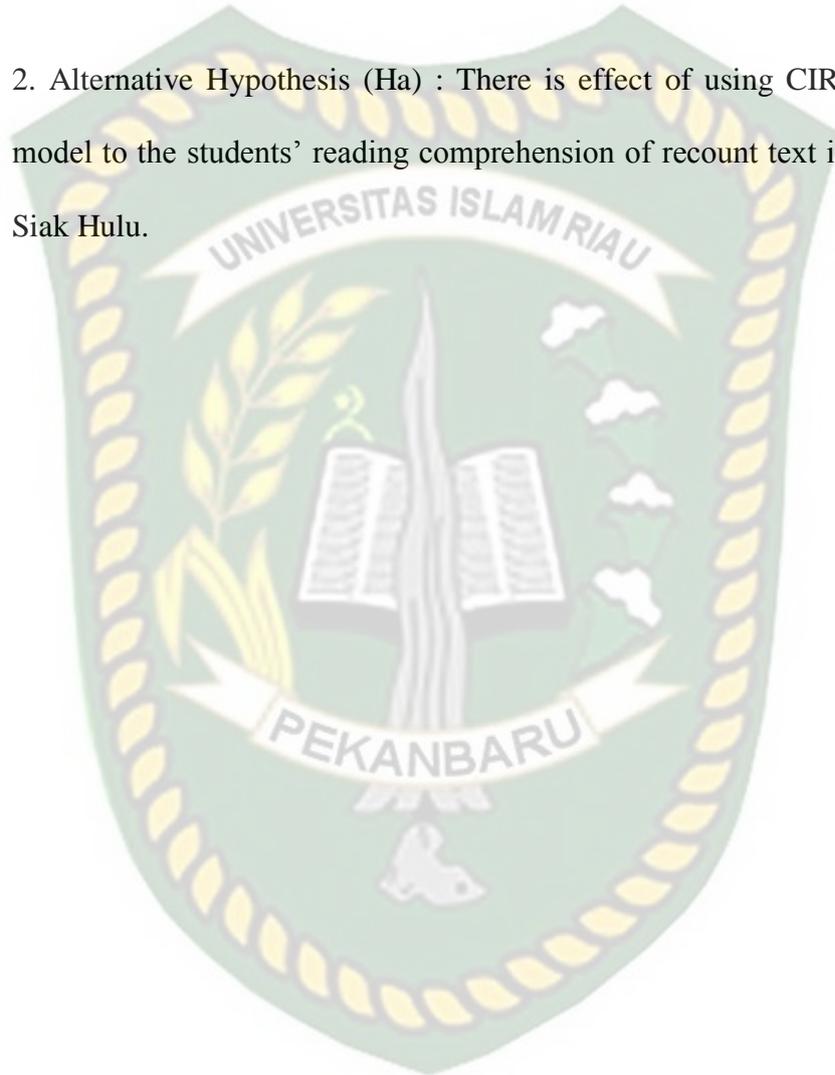
The homogeneity test of variance is intended to determine whether the sample taken from the population have the same variance and do not show difference significantly. Homogeneity test was carried out on the initial test (pretest) and final test (posttest) the experimental group and the control group. The condition to be said to be homogeneous is if the significance value is calculated greater than the significance level, which is 0.05%. The calculation process will be carried out with the help of the computer program SPSS.

#### 5. Hypothesis

According to Abarca, (2021) said that Hypothesis testing was conducted to determine whether the hypothesis proposed in this study was accepted or rejected. Hypothesis testing is done by using statistical test techniques that match the distribution of the data obtained. Hypothesis testing is done by comparing the average value of the initial ability (pretest) and the average final ability (posttest) of students between the experimental class and the control class.

1. Null Hypothesis (Ho): There is no effect of using CIRC learning model to the students' reading comprehension of recount text in SMAN 3 Siak Hulu.

2. Alternative Hypothesis (Ha) : There is effect of using CIRC learning model to the students' reading comprehension of recount text in SMAN 3 Siak Hulu.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### 1.1 Description of Data

After conducting the data, the researcher got the data from students' score in pre-test and post-test. The data was described into two points as the data of experimental class and the data of control class.

##### 1.1.1 The Data of Experimental Class

The researcher makes a table of students' score in both pre-test and post-test in experimental class.

**Table 4.1.1**  
**Pre-test and Post-test Score of Experimental Class**

No	Students	Pre-Test	Post-Test
1	MFM	50	35
2	YP	35	95
3	ZDS	25	100
4	EP	25	85
5	AS	20	80
6	RM	30	75
7	WH	25	80
8	NA	50	85
9	ES	55	50
10	TMZ	60	90
11	KHS	20	90

12	A	65	85
13	MYTS	55	75
14	TP	35	75
15	SL	40	85
16	NI	45	100
17	DVA	40	75
18	AV	40	75
19	SZ	45	90
20	LP	10	95
21	PP	80	85
22	H	70	65
23	RR	85	70
24	NZG	75	90
25	NIL	75	100
26	HS	70	90
27	YAS	70	80
28	AC	80	95
29	DS	75	85
30	KKAS	70	90

From the table 4.1 above shows the scores of the experimental class. It also mentions the score of pre-test and post-test of each students.

The KKM score in SMAN 3 Siak Hulu was 70. Based on the table above, the results of the pre-test showed that there were 10 students who achieved the KKM score, but there were also students who almost reached the KKM score in the experimental class. The minimum score of pre-test is 10 which is owned by one student and the maximum score of pre-test is 85 which is owned by one student. While in the post-test result, they are 27 students who achieved the KKM score. The minimum score in the post-test is 35 which is owned by one student and the maximum score of post-test is 100 which is owned by three students.

### 1.1.2 The Data of Control Class

The researcher makes a table of students' score in both pre-test and post-test in Control Class.

**Table 4.1.2**  
**Pre-test and Post-test Score of Control Class**

No	Students	Pre-Test	Post-Test
1	I	15	35
2	YH	15	65
3	MZ	20	55
4	RS	45	65
5	DL	40	60
6	R	50	55
7	MH	25	35
8	MM	50	60

9	MS	60	60
10	<b>T</b> HF	45	70
11	MAIR	20	65
12	RS	25	65
13	DS	30	60
14	SWH	35	60
15	LS	60	75
16	BO	55	90
17	ID	45	40
18	RA	30	45
19	JEG	30	90
20	Y	50	55
21	RP	65	55
22	YS	70	80
23	BYP	80	95
24	MRA	85	85
25	DF	85	75
26	ND	85	85
27	IB	80	95
28	WH	90	85
29	A	75	85
30	AV	75	85

From the table 4.1.2 above shows the scores of the control class. It also mentions the score of pre-test and post-test of each students. The KKM score in SMAN 3 Siak Hulu was 70. Based on the table above, the results of the pre-test showed that there were 9 students who achieved the KKM score, but there were also students who almost reached the KKM score in the control class. The minimum score of pre-test is 15 which is owned by two students and the maximum score of pre-test is 90 which is owned by one student. While in the post-test result, they are 13 students who achieved the KKM score. The minimum score in the post-test is 35 which is owned by one student and the maximum score of post-test is 95 which is owned by two students.

The stages of the treatment are as follows.

1. Reading in pairs

Students read the poem silently and then take turns reading the story aloud with their partner taking turns for each paragraph. The rest of the group corrects any mistakes made by the reader. The teacher gives an assessment of student performance by walking around and listening as students interact with each other.

2. Say the words out loud

Students are given a list of new or difficult words contained in In the story, students must learn to read these words correctly so that they do not hesitate or make mistakes in pronouncing them. Students practice saying this list of words with their partners or friends until they can read fluently.

### 3. Retelling the story

After reading the story and discussing it in the reading group them, students summarize the main points of the story for their partners.

### 4. Checkup by partner

If students have completed all of these activities, their partners provide a student assignment form indicating that they have completed and meet the criteria for the assignment. Students are given a number of daily activities that are expected to be completed, but they may work according to their ability and may also complete the task early.

*First Meeting*, The first meeting, the researcher gave a pre-test which contained questions about recount text to the experimental class and the control class, the purpose of the pre-test was to determine the extent of students' knowledge about recount text. After doing the pre-test, only 10 students who achieved the KKM score in the experimental class, and 20 other students who did not achieved the KKM score. Therefore, because many students got low scores, the researcher finally did the treatment.

*Second Meeting*, the second meeting, the researcher treated with the CIRC learning model in the experimental class, by dividing groups of 3-4 students, after dividing the groups the researchers gave a piece of paper containing the recount text, the students read silently after that the students also took turns reading the text, after that Telling back story After reading the story and discussing it in the reading group them, finally students make a summary of the recount text that has been discussed.

*Third Meeting and Fourth Meeting*, in the third and fourth meeting, the researcher still did the treatment in the same way as the second meeting, the researcher did not make a new groups anymore, but students made groups that had already been distributed at the second meeting.

*Fifth Meeting*, in the fifth meeting, the researcher conducted a post-test for the experimental class and the control class to see if there was an effect of the CIRC learning model on students' reading comprehension, questions for the post-test about the recount text that had been studied in the treatment. after doing the post-test, 27 students who achieved the KKM score in the experimental class while in the control class only 13 students who achieved the KKM score. then the conclusion is the researcher succeeded in doing treatment in the experimental class so that there was a significant effect by using the CIRC learning model.

## 1.2 Statistical Analysis

### 1.2.1 Validity Test

Validity test is used to test the validity of an instrument used in research. Validity test in this research was carried out using the SPSS application program. A research instrument can be said to be valid if  $R_o > r$  table. Results the validity test in this research is presented in the table below :

**Table 4.2.1**  
**Validity Test Result**

Variabel	Indikator	Ro	R table	Description
Reading Comprehension	1	0.378	0.361	Valid
	2	0.453	0.361	Valid
	3	0.393	0.361	Valid
	4	0.386	0.361	Valid
	5	0.364	0.361	Valid

6	0.385	0.361	Valid
7	0.388	0.361	Valid
8	0.461	0.361	Valid
9	0.559	0.361	Valid
10	0.500	0.361	Valid
11	0.418	0.361	Valid
12	0.462	0.361	Valid
13	0.513	0.361	Valid
14	0.672	0.361	Valid
15	0.584	0.361	Valid
16	0.418	0.361	Valid
17	0.402	0.361	Valid
18	0.418	0.361	Valid
19	0.418	0.361	Valid
20	0.419	0.361	Valid

Source: Processed Data, 2022

Based on the table of validity test results above, it can be concluded that all indicators used in this research is valid, because all indicators have a value of  $R_o > R$  table.

### 1.2.2 Reliability Test

Reliability Test is used to test the reliability of a questionnaire from time to time. A questionnaire can be said to be reliable if a person's answer to a question is consistent over time. This research used the SPSS application program in testing reliability, a variable can be said to be reliable if the value of *Cronchbach Alpha*  $> 0.600$ .

Results the reliability test of this research is as follows:

**Tabel 4.2.2**  
**Reliability Test Results**

Reliability Statistics	
Cronbach's Alpha	N of Items
.792	20

Source: SPSS Processed Data, 2022

Based on the table of reliability test results, it is known that the value of *Cronchbach Alpha* 0.792, this thing shows that the variables in this study are reliable.

#### 4.2.3 Descriptive Analysis Results

This research used two sample classes as a place to take research data. The class is X IPS 2 as the experimental class which apply the learning model Cooperative Integrated Reading and Composition (CIRC) and X IPS 3 as a control or comparison class that does not apply Cooperative Integrated Reading and Composition (CIRC). The research data obtained as follows:

**Table 4.2.3**  
**Descriptive Analysis Results**

Variable	Group	N	mean	Std. Deviation	Minimum	Maximum
Reading Comprehension	Class Pretest Experiment	30	50.6667	21.44493	10.00	85.00
	Class Posttest Experiment	30	83.8333	12.70917	50.00	100.00

Source: Processed Data, 2022

Based on table 4.2.3 obtained mean information. Mean value of class pretest experimental class is 50.667 and the mean posttest value of the experimental class is 83,833 with Thus it is known that the mean value of the

experimental class has increased. The standard deviation value, based on table 4.2.3 the experimental class has a standard value of deviation of 21.44 at the pretest and 12.70 at the posttest. Other descriptive data contained in table 4.2.3 is the minimum and maximum values. The minimum and maximum values provide a description of the lowest score obtained by students and the maximum score that students can get. In the experimental class, the minimum value of the pretest is 10.00 and the maximum value is 85.00, while in the posttest the value of a minimum of 50.00 and a maximum value of 100.00.

#### 4.2.4 Normality Test

Normality test is used to see whether each group of data normally distributed or not. Data normality is a condition that must be met if the data will be analyzed with parametric statistics. The test is carried out using the test *Kolmogorov Smirnov*, the data is normally distributed if the Asymp. Sig (2-Tailed) > 0.05. Results The normality test of this study is presented in the following table:

**Tabel 4.2.4**  
**Normality Test Results**

Variabel	Group	Asymp. Sig. (2-tailed)
Reading Comprehension	Pretest Control Class	0.200 <sup>c</sup>
	Posttest Control Class	0.143 <sup>c</sup>
	Pretest Experiment Class	0.085 <sup>c</sup>
	Posttest Experiment Class	0.160 <sup>c</sup>

Source: SPSS Processed Data, 2022

Based on the results of the normality test in table 4.2.4, it is known that the significance value for the motivation variable for the pretest control class is 0.200 and for the posttest the significance value is 0.143. Furthermore, the experimental class for the pretest has a significance value of 0.085 and the posttest is 0.160,

thus the two groups of data from the experimental class on the Motivation variable are normally distributed because they have a  $\text{sig} > 0.05$  value.

#### 4.2.5 Homogeneity Test

Homogeneity test is used to determine whether the two sample groups have the same variance or not, in this study the homogeneity test was carried out on pretest (initial test) and posttest (posttest), between the experimental class and the control class. Homogeneity decision making based on the significance value with the help of SPSS program. If the value of  $\text{sig} > 0.05$ , then the data is homogeneous.

**Table 4.2.5**  
**Results Homogeneity Test**

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Pretest	.347	1	58	.558
Posttest	2.414	1	58	.126

Source:SPSS Processed Data, 2022

Based on the results of the homogeneity test, it is known that the calculated F value for the pretest is 0.347 and the posttest is 2.414. Table F values for  $\text{df}1=1$  and  $\text{df}2=58$  with Thus it can be concluded that both the posttest and pretest are homogeneous, because The calculated F value  $< F$  table is  $0.084 < 4.007$  for the pretest and  $2.414 < 4.007$  for the posttest. Based on these results, the analysis that compares the control class posttest with The experimental class posttest can use a parametric test, namely the independent sample t test.

#### 4.2.6 Hypothesis Testing

Hypothesis testing is a test that aims to prove whether the hypothesis is research can be accepted or rejected based on the data that has been collected. On In this research, the test used to test the hypothesis was the t-test. Pick-up basis the decision is in the unpaired t test by looking at the t value, if the value of  $T_o < t$  table then there is no significant difference and if the value of  $T_o > t$  table then there is significant difference, another way is to look at the significance value if the value of  $sig > 0.05$  then there is no significant difference and if the value of  $sig < 0.05$  then there is significant difference.

The test is carried out by comparing the average value of the pretest with the value of experimental class posttest. The results of the T-Test are as follows:

**Tabel 4.2.6**  
**Results Hypothesis Testing (T test)**

Group	N	Mean	Std. Deviation	t count	Sig
Experiment Class Pretest	30	50.6667	21.44493	7,968	0.000
Class Posttest Experiment	30	83.8333	12.70917		

Source: SPSS processed data, 2022

Based on table 4.2.6 the results of the t test in the experimental class the value of  $T_o > t$  table is of  $7.968 > 2.045$ , thus it is known that there is a significant difference in experimental class between pretest and posttest so that it can be concluded for the hypothesis  $H_0$  rejected and  $H_a$  accepted or there is an effect of using the CIRC learning model on reading comprehension of students' recount

text at SMAN 3 Siak Hulu. Conclusion also supported by a significance value of  $0.000 < 0.05$ .

### Hypothesis Test Results

**Table 4.2.7 Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Kelas Eksperimen	50.6667	30	21.44493	3.91529
	Posttest Kelas Eksperimen	83.8333	30	12.70917	2.32037

Based on the table 4.2.7 it can be seen that the average of the experimental class students has increased. The experimental class with N 30 showed the average pre-test of the experimental class was 50.6667 and after the treatment the average post-test of the experimental class increased that is 83.8333

**Table 4.2.8 Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Pretest Kelas Eksperimen & Posttest Kelas Eksperimen	30	.186	.324

Based on the table 4.2.8 shows the correlation between the two data are pre-test and post-test experimental class. The basis for making decisions from correlation test is if the significance value is  $< 0.05$ , then there is a correlation between two data or samples. The significant value in the data is 0.324 where this value is smaller than 0.05. it can be concluded there is a correlation between the pre-test and post-test data of the experimental class students

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest Kelas Eksperimen - Posttest Kelas Eksperimen	-33.16667	22.79910	4.16253	-41.67999	-24.65334	-7.968	29	.000

Based on the table 4.2.9 the result of paired sample t test in pretest and posttest in the experimental class, it is known that the difference in the mean is 33.16667, to is 7.968 and the significance value is 0.000. the value of  $df = 29$  and the significance of 0.05 then the t, value is 2.045. based on the result above, it can be concluded that there is a significant mean difference between the pre-test and post-test of the experimental class, this is indicated by the large to value from the t that is  $7.968 > 2.045$  and  $sig < 0,05$ , so  $H_0$  is rejected and  $H_a$  is accepted on there is a significant effect of Cooperative Integrated Reading and Composition (CIRC) on Reading Comprehension at the Tenth Grade Students SMAN 3 Siak Hulu

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the results of the hypothesis testing that has been carried out, it can be concluded as follows:

The results of the t-test indicate that  $H_0$  is rejected and  $H_a$  is accepted or there is a significant effect of using the Cooperative Integrated Reading and Composition learning model on students' reading comprehension of recount texts at SMAN 3 Siak Hulu.

#### 5.2 Suggestion

Based on the conclusions above and based on the research that has been completed, the researcher would like to offer some suggestions, for teachers to be able to use the Cooperative Integrated Reading and Composition learning model as an alternative model for teaching in class to improve students' reading comprehension scores. This learning model is useful for improving reading comprehension in English lessons.

Teachers must prepare teaching materials properly, so that students more easily understand the lessons being taught. the teacher must also be a creative teacher to make the teaching and learning process effective and interesting by using the Cooperative Integrated Reading and Composition (CIRC) learning model which aims to make students interested in learning English, many of them do not like learning English because English very difficult to understand, especially in reading comprehension lessons can make students easily bored.

The teacher also asked students to bring a dictionary to help them find the meaning of difficult words. For others, such as researchers who want to conduct research on reading comprehension, they can use the results of this research as a source and additional reference, of course with different materials and different samples. Other researchers can also consider the weakness of the results of this research to do better research.

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