

EFFECTIVENESS OF INTEGRATED READING AND COOPERATIVE MODELS OF COMPOSITION (CIRC) IN LEARNING TO READ LITERARY WORKS

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ABSTRAK. Membaca karya sastra merupakan salah satu kegiatan seni yang harus terus dilakukan. Untuk menunjang kegiatan membaca karya sastra, mahasiswa dan dosen memegang peranan penting dalam memilih model pembelajaran yang mendukung kegiatan membaca karya sastra. Pembelajaran membaca karya sastra, Penerapan model Cooperative Integrated Reading and Composition (CIRC) merupakan salah satu pilihan dalam pembelajaran membaca khususnya karya sastra. Penelitian ini bertujuan untuk mengetahui keefektifan model CIRC dalam pembelajaran membaca karya sastra pada mata kuliah Apresiasi Sastra. Penelitian ini menggunakan desain quasi eksperimen dengan membandingkan dua model pembelajaran yaitu model konvensional dan model CIRC. Subjek penelitian ini adalah mahasiswa semester 3 Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Khairun di Maluku Utara, Indonesia. Hasil penelitian ini menunjukkan bahwa penggunaan Model Cooperative Integrated Reading dan Composition (CIRC) efektif dalam mendukung kegiatan membaca karya sastra pada mata kuliah Apresiasi Sastra.

Kata Kunci: *Membaca, Model Pembelajaran CIRC, Karya Sastra.*

ABSTRACT. Reading literary works is one of the art activities that must be carried out continuously. To support literary reading activities, students and lecturers play a crucial role in selecting a learning model that fosters literary reading. Learning to read literary works, the application of the Cooperative Integrated Reading and Composition (CIRC) model is one effective approach to learning to read, particularly literary works. This study aims to determine the effectiveness of the CIRC model in learning to read literary works in the Literary Appreciation course. This study uses a quasi-experimental design by comparing two learning models, namely the conventional model and the CIRC model. The subjects of this study were fourth-semester students of the Faculty of Teacher Training and Education (FKIP) at Khairun University in North Maluku, Indonesia. The results of this study indicate that the use of the Cooperative Integrated Reading and Composition (CIRC) Model is effective in supporting literary reading activities in the literary appreciation course.

Keywords: Reading, CIRC Learning Model, Literary Works.

PENDAHULUAN

Reading is one of the main means for every human being to know the development of the times. Reading activity is a language act that is receptive, second only to listening. Therefore, reading activity is an important pillar of language skills that must be mastered by everyone. The relationship between speakers and recipients is indirect, namely through written symbols (Nurgiyantoro, 2012: 368).

Zuchdi, 2007: 17), a United States politician said that, if we want to be a strong and superpower nation, we must have more members of society who have high literacy

or reading and writing skills. Reading is part of the activity that will lead us to the progress of a nation's human resources. A great nation has a society that loves to read. Reading will increase our insight to be more open intellectually, and will also encourage our thinking power to be higher compared to a society that does not like to read at all.

In the world of education, reading activities and tasks are something that cannot be negotiated (Nurgiyantoro, 2011: 368). This is because knowledge is conveyed in written language. With good reading activities, students will have broad insights, gain experience, and support their lives better in the future. So, students'

academic success is largely determined by their ability and willingness to read.

Students' reading ability is not yet at what is expected. This is reinforced by the results of a study conducted by the Progress in International Reading Literacy Study (PIRLS) in 2011 that the reading ability of students in Indonesia was ranked 41st out of 45 countries (Balitbang Kemdikbud, 2013), with an average ability score of 405. This means that the reading ability of Indonesian students is still below the international average score of 500.

Several factors cause low reading ability in students. One of them is that lecturers do not master various approaches and strategies in learning to read. This certainly has an impact on students who are not enthusiastic about participating in learning in class. As a result, student participation in learning activities is less focused, making them passive, and their understanding does not develop.

The right approach and strategy will be able to create fun learning. Choosing the right approach, model, and strategy that is adjusted to the conditions of students will provide maximum results from the lecture process. Lecturers need to pay more attention to selecting approaches and strategies applied. Although the approach, model, and strategy have been applied by the lecturer, it does not lead to the goal of achieving good results will make learning not run well. Many learning models have been introduced by experts in the field of education. One of the well-known learning models is the CIRC (Cooperative Integrated Reading and Composition) learning model. CIRC is a learning model that is categorized as integrated learning. CIRC learning focuses on each student being responsible for group assignments. Each group member shares ideas or concepts to understand a concept or complete a task, so that the same understanding and learning experience are formed (Huda, 2015:221).

In this study, the researcher will focus on reading learning using the CIRC model.

The use of CIRC in reading learning is expected to help and guide students to more easily understand the contents of the reading they read. In addition, the application of CIRC is also expected to make students more active and creative in the learning process in the classroom. From the explanation above, the researcher took his research on the CIRC model in learning to read literary works for FKIP Unkhair students in semester IV of 2023/2024. Zucchini (2008:19) explains that reading can be defined as "a meaningful interpretation of written language." The essence of reading is to obtain unambiguous meaning. Word comprehension is considered one of the requirements for reading comprehension, but word recognition without comprehension is of very little value. According to Tompkins (2010:42), Reading is a constructive process of building meaning that involves readers, texts, and goals in social and cultural contexts. Reading aims to understand the text and be able to use it as a structured thinking pattern. When reading, we will involve components to understand a context. These components include:

First, word identification. Students recognize common words by using their knowledge of word parts to decode unfamiliar words. Until students can recognize most of the words read word by word.

Second, fluency. Students become fluent readers after they recognize some words spontaneously and read accurately quickly. This is the momentum for students who have limited thinking resources to apply in reading as well as they use most of their ability to understand the meaning of unfamiliar words. Likewise, most students who are proficient in reading devote most of their cognitive abilities to gaining reading comprehension.

Third, vocabulary. Students are required to think about the meaning of the words they read, choose the right meaning, understand figurative language, and connect

them according to their background knowledge. When they know the meaning of the words read, they will be carried away to their more objective understanding.

Fourth, comprehension. Students predict, connect, monitor, correct, and use other comprehension strategies, such as their knowledge of genre, text structure or form, and literary devices to form meaning. Students use a combination of reader and text factors to make sense of what they read.

The above components are supported by scientifically based reading research (National Reading Panel via Tompkins, 2010: 42). As you continue reading, you will learn how teachers teach and assess each component related to learning.

Reading is so important that students are required to be able to read by involving all their mental activities and thinking skills in understanding, criticizing, and producing a written discourse. In learning to read, students are expected to be able to understand the contents of the reading. To achieve this goal, activities are needed that can encourage students in the process of reading continuously.

One of the programs in the learning process of students in the English Language Education Study Program is reading literature. This activity is more focused on the use of literary works as a medium that can improve reading skills and understanding of literary works. The literary works used to improve reading skills are prose (short stories). In teaching-learning, lecturers choose several short story titles that have been prepared.

Cooperative Integrated Reading and Composition (CIRC) is a model of cooperative learning that was first developed by Stevens in 1987 (Huda, 2015: 221). Initially, CIRC was an integrated learning model specifically designed to improve reading and writing skills. The main focus of CIRC activities is to make time use more effective and efficient (Slavin, 2010: 200). CIRC is not a new

model in reading instruction, but it is still not widely used by language teachers.

Salvin (2010), in his book, explains that there are four dimensions in cooperative strategies. First, the motivational dimension, which is creating a situation in which group members can achieve their goals so that the group can be successful. The second goal, the social dimension, is a form of encouragement that can occur in the form of mutual assistance, input, trust, and inspiration. Third, the cognitive dimension, emphasizes the influence of cooperation between groups to achieve the desired goals. Fourth, the elaboration dimension, in which each individual tries to understand and recognize information to enrich their cognitive experience, then explain it to their friends in the group. In CIRC learning, each student is responsible for group assignments. Each member shares their ideas or thoughts based on reading sources to understand a concept in completing the task. The CIRC approach is a reading learning activity related to the direct teaching of reading comprehension and integrated writing language arts (Abidin, 2012: 168). In learning, students are directly involved in problem-solving. Students carry out group activities to find solutions together and improve their social integrity. All activities go through a regular system that begins with teacher presentations, team exercises, independent exercises, peer pre-assessments, additional exercises, and tests.

The CIRC approach requires every student activity to be carried out in groups to improve their social integrity. The CIRC approach is an innovative approach that is currently being developed. The learning process using the CIRC approach is in direct and group forms.

The advantages of the CIRC approach are: (1) students' experiences and learning activities will always be relevant to the child's development level, (2) activities are chosen according to the interests and needs of the students, (3) all learning activities are more meaningful for students so that

learning outcomes will last longer, (4) integrated learning can develop students' thinking skills, (5) integrated learning presents pragmatic (useful) activities according to problems often encountered in the student environment, (6) integrated learning can foster students' learning motivation towards dynamic, optimal and appropriate learning, (7) integrated learning can foster students' social interactions, such as cooperation, tolerance, communication and respect for other people's ideas, (8) raise learning motivation and broaden teachers' insights and aspirations in teaching (Saifulloh, 2003).

The steps in CIRC learning according to Slavin (in Abidin, 2010), are: (1) forming groups of 4-5 heterogeneous people, (2) the lecturer provides discourse according to the learning topic, (3) students work together to read and find ideas, (4) present group results, (5) the lecturer makes a joint conclusion, and (6) closing. The stages are described in detail as follows.

Pre-reading Stage: (1) the lecturer provides a general description of the discourse to be read, (2) after the story is introduced, students are given a story package consisting of a storybook and a series of activities that they must do in groups.

Reading Stage: (1) reading in pairs, (2) writing story elements, (3) reading aloud, (4) word meanings.

Post-reading Stage: (1) retelling, (2) checking by partners, (3) testing. The advantages of the CIRC approach, according to Slavin (2010), are: (1) The CIRC approach is appropriate for improving students' understanding of learning materials. (2) The teacher's dominance in learning is reduced. (3) Students are motivated to produce results carefully because they work in groups. (4) Students can understand the meaning of the questions and check each other's work. (5) Helping students who are weak in understanding the tasks given. (6) Improving learning outcomes, especially in completing

questions given by the teacher. (7) Students can provide responses freely, are trained to be able to work together, and respect the opinions of others.

The disadvantages of CIRC Learning are that during presentations, only active, skilled students need a relatively long time, and there are group activities that cannot run as expected. However, the use of the CIRC approach causes problems, namely when the teacher is teaching one group to read, other students in the class must be given activities that they can complete with little direction from the teacher.

METHOD

The type of research is experimental research. This type of research was chosen because it does not create new groups, but uses the division of students into two classes. Involving two variables, namely independent and dependent variables. In this study, the learning approach that will be tested consists of two approaches, namely the CIRC Approach (X_1) and the Conventional Approach (X_2), and the dependent variable is the ability of students to read literature.

The experimental design used is a randomized pre-test-posttest control group design. There are two groups in this study, namely one experimental group and one control group, then each group is given a pretest and posttest.

The study was conducted on 3rd-semester students of the English Language Education study program in the 2023-2024 academic year. The research population was all 3rd-semester students in the 2023-2024 academic year. The sampling technique used was a stratified random sampling technique. The stratified random sampling technique (multistage random sampling) is a sampling technique that is a development of the cluster random technique.

The variables in this study are related to the identification of variables and operational definitions of variables with the

following description. There are two types of variables, namely independent variables and dependent variables. In the independent variable, there are two variables, namely the CIRC Approach as variable 1 (X_1), the Conventional Approach as variable 2 (X_2), and the ability of students to read literature as the dependent variable (Y).

The research instrument is a tool used to obtain data. The research instrument used is a short story reading ability test. At the beginning of the activity, students are given an example of a short story and analyze it according to the supporting elements in the short story. The test is in the form of multiple-choice questions, consisting of 50 questions and consisting of 5 answer choices.

The data analysis technique used is the independent sample t-test. The assumptions for the independent sample t-test are as follows: (1) if the calculated t score, whether calculated with the same or different variants, produces a score greater than a table and the same level of significance, which is less than 0.05, the working hypothesis is accepted, (2) if the calculated t score, whether calculated with the same or different variants, produces a score smaller than a table and produces a level of significance greater than 0.05, the working hypothesis is rejected.

The research hypothesis is as follows.

Ho: $\mu_1 = \mu_2$ Ha: $\mu_1 \neq \mu_2$

- H_0 : There is no significant difference in the effectiveness of using the CIRC approach in learning activities to write scientific articles for 3rd-semester students of the English Language Education study program
- H_a : There is a significant difference in the effectiveness of using the CIRC approach in learning activities to write scientific articles for 3rd-semester students of the English Language Education study program

RESULTS AND DISCUSSION

Data in the form of scores from the results of students' literary reading abilities. Assessment of literary reading abilities was carried out twice, namely before and after the implementation of learning. The implementation of the pre-test was carried out according to the class schedule. A summary of the results of the pre-test of the experimental group and the control group on the ability to read literary works is presented in Table 1, and Table 2 is a summary of the results of the post-test of the control group and the experimental group.

Table 1. Summary of Pretest Result Data

	Class Experiment	Class Control
N	20	20
Mean	24,10	20,70
Std. Dev	1,889	1,838
Minimum	21	18
Maximum	28	24

Table 2. Summary of Pretest Result Data

	Class Experimen t	Class Contro l
N	20	20
Mean	25,80	20,05
Std. Dev	1,196	1,905
Minimm	24	18
Maximu m	28	23

The differences test was conducted to determine the difference in effectiveness between the application of the CIRC approach and the conventional approach. The difference test conducted applied the free sample t-test with the following provisions:

- (1) if the calculated t score, either calculated with the same or different variants, produces a score

greater than the table and the same level of significance, which is less than 0.05, the working hypothesis is accepted, (2) if the calculated t score, either calculated with the same or different variants, produces a score smaller than the table and produces a level of significance greater than 0.05, the working hypothesis is rejected. The following are the results of the t-test on the post-test of the reading ability of students in the English Language Education study program.

Based on the table above, shows that the calculated t-score, either calculated with the same or different variants, produces a score of. 11.431. The resulting t-count score is greater than the t-table score. This proves that there is a significant difference in the application of the CIRC approach to the conventional approach to learning to read literature.

DISCUSSION

Reading activities are a basic need for every human being to know the development of the times. Reading is no longer just learning in class. Reading activities require a special way or approach to better understand the contents of the reading. Therefore, reading learning activities require an appropriate approach to improve students' abilities.

Zuchdi (2008:19), explains that reading can be defined as a "*meaningful interpretation of written language*" The essence of reading is to obtain the right meaning. Word recognition is considered as one of the requirements needed for reading comprehension, but word recognition without comprehension has very little value. According to Tompkins (2010:42), Reading is a constructive process of building meaning that involves readers, texts, and goals in a social and cultural context. The goal is for readers to understand the text and be able to use it for the intended purpose. Readers do not just see words on a page and understand the meaning, but reading is a

complex process that involves important components.

Literature learning is one of the materials taught in the English Language Education Study Program, FKIP. Literature learning requires students to understand the content and be able to convey various literary works that they read. One type of literary work used in learning is the short story type. Reading skills are needed to understand each content and various elements that build literature. Reading learning that uses short stories as a medium requires an effective approach to improve students' reading skills. In learning to read literature, the CIRC approach is chosen. The CIRC approach is considered capable of improving students' abilities in learning to read literature. The CIRC (Cooperative Integrated Reading and Composition) approach is one of the approaches in cooperative learning that was first developed by Stevens in 1987 (Huda, 2015: 221). The CIRC approach is not relatively new in reading learning, but it has not been used evenly by language teachers. Initially, CIRC was an approach in integrated learning that was specifically designed to improve reading and writing skills. The main focus of CIRC activities is to make the use of time more effective and efficient (Slavin, 2010: 200).

In CIRC learning, each student is responsible for group assignments. Each member shares their ideas or concepts based on reading sources to understand a concept in completing the assignment. The CIRC approach is a reading learning activity related to the direct teaching of reading comprehension and integrated writing language arts (Abidin, 2012: 168). In its learning, students' activities are directly involved in solving problems. Students carry out group activities to find solutions together and improve their social integrity. All activities go through a regular system that begins with teacher presentations, team exercises, independent exercises, peer pre-assessments, additional exercises, and tests.

The CIRC approach requires every student activity to be carried out in groups to improve their social integrity. The CIRC approach is an innovative approach that is currently being developed. The learning process using the CIRC approach is direct and is carried out in the form of groups that are created.

The advantages of the CIRC approach are: (1) students' experiences and learning activities will always be relevant to the child's development level, (2) activities are chosen according to the interests and needs of students, (3) all learning activities are more meaningful for students so that learning outcomes will last longer, (4) integrated learning can develop students' thinking skills, (5) integrated learning presents pragmatic activities according to problems often encountered in the student environment, (6) integrated learning can foster students' learning motivation towards dynamic, optimal and appropriate learning, (7) integrated learning can foster students' social interactions, such as cooperation, tolerance, communication and respect for other people's ideas, (8) it raises learning motivation and broadens teachers' insights and aspirations in teaching (Saifulloh, 2003).

Based on these advantages, the application of the CIRC approach is a more effective approach compared to the conventional approach that reading course lecturers have been implementing. Therefore, the CIRC approach is the first recommendation that can be used in reading learning.

CONCLUSION

Overall, the calculation and discussion results show that there are different levels of effectiveness between the experimental group and the control group. Considering the test results that have been explained previously, with each significance score (p) \leq the predetermined significance level, which is 0.05. So it can be concluded that the CIRC approach is more effective than the

conventional strategy. The CIRC approach can help students improve their literary reading skills by carrying out the stages sequentially.

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