

The Effectiveness of Cooperative Integrated Reading and Composition (CIRC) Strategy in Reading Comprehension of Tenth Grade Student at MAN 6 Jombang

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Abstract:

This study aims to find out whether students who are taught reading comprehension using the Cooperative Integrated Reading and Composition (CIRC) strategy have a better reading achievement or not. The subjects of this study were tenth-grade students of MAN 6 Jombang. The sample used in this study was 70 students taken from two classes, namely class X-D and X-E. The research method used is quasi-experimental research. The research instrument used was the pretest and posttest. The item questions given are in the form of 20 multiple-choice questions and 1 essay question. After carrying out several stages in this study, the researcher found that the average score obtained in the pretest was 65.37 for the experimental group and 60.57 for the control group. As for the average value obtained in the implementation of the posttest, namely 81.66 in the experimental group, and for the control group, the average value obtained was 71.57. So it can be seen that there are differences in the acquisition of the average value of the pretest and posttest implementation. To perform data analysis, the researcher used the ANCOVA test on SPSS 20. In this study, the Sig (2-tailed) value contained in the "GROUP" section in the ANCOVA test output table showed a result of 0.000 and was based on the decision-making guidelines in the ANCOVA test, so in this study, it can be said that in the study H_a was accepted while H_0 was rejected because of the Sig. (2-tailed) is less than 0.05 (<0.05) so it can be said that H_a is accepted and H_0 is rejected. So the results of this study are that tenth-grade students who are taught reading comprehension using the Cooperative Integrated Reading and Composition (CIRC) learning strategy have better reading achievement when compared to students who are not taught using the Cooperative Integrated Reading and Composition learning strategy. (CIRC). So from this study, it can be concluded that the Cooperative Integrated Reading and Composition strategy is effective to be applied in reading and writing learning activities at school.

Keywords: Cooperative Integrated Reading and Composition (CIRC), Reading Comprehension

Introduction

In Indonesia, English is a compulsory subject that is applied in schools, both at the junior high school level and at the senior high school level. Mappiasse et al. (2014); Roy, et al. (2021) states that teaching English is an intrinsic part of the education system in Indonesia. In the English subject itself, four skills are required to be mastered by students, namely reading, listening, speaking, and writing (Harmer, 2007; Feny, et al., 2020). These four skills are skills that must be mastered by students, especially skills in reading and writing. That is because by reading, students will get a lot of information from the reading text, and by reading a lot, especially in English-language texts, students can enrich their vocabulary. As well as in writing students can develop their communication skills through writing.

Reading is one of the most important skills to be mastered properly. That's because reading it will enrich our knowledge and information in us. Tarigan (2005:7); Rohdearni (2019) defines reading as a process carried out and used by readers to get messages to be conveyed by writers through words or written form. Every written text must always contain a message or meaning to be conveyed by the author, whether it is a message conveyed directly (explicit) or a message conveyed indirectly (implicit) through the writing. Therefore readers need to read the text properly and correctly. Mubarok and Sofiana (2017); Andi, et al. (2021) also stated that reading is an activity of understanding written texts to obtain information, knowledge, and messages implicitly or explicitly. So reading is very important to do so that we can get all kinds of things, be it information, messages or meaning contained in the reading text.

In our reading activities, we don't only have to read the text but we also need to be able to understand the meaning, message, or information presented in the reading text. Therefore it takes an ability to understand a reading text. Reading comprehension is one of the activities in reading that is important to do. According to Snow (2002:11); Kurniawan, et al. (2013) reading comprehension itself is a process of simultaneously extracting and constructing meaning through interaction and engagement with written language. That is because if we can understand the reading text well, we will also be

able to understand the message or information conveyed by the author through his writing. Therefore reading comprehension is a process of reading to get some information or meaning contained in a text.

According to Rahman et al. (2018); Mariani, et al. (2020) reading comprehension and writing competence are referred to as the mother of literacy which is the main object to be conveyed in the learning process at school. Until now the teaching of reading (literacy) is still being improved, especially in Indonesia. According to data from the Program for International Student Assessment (PISA) released by the Organization for Economic Cooperation and Development (OECD) in 2019, it states that the level of literacy in Indonesia is ranked 62nd out of 70 countries and it can be said that Indonesia is ranked in the 10th lowest at the literacy level. This is of course very concerning. Therefore, efforts are needed to improve reading teaching (literacy), especially in reading comprehension for students in Indonesia.

Improving reading comprehension, especially in texts based on English, is not easy. Several obstacles can become inhibiting factors in improving students' reading comprehension skills, both at the junior high school level and at the senior high school level. The factors that become obstacles for these students include the lack of vocabulary mastered by students, the lack of understanding of students related to grammar, the background knowledge of students who are still minimal, and the excessive anxiety felt by students when reading a reading text (Haerazi & Irawan, 2020; Notion, 2009; Feny, 2020). Of course, these obstacles need serious handling so that students' reading comprehension skills can be improved. Therefore it is necessary to make efforts such as the use of effective learning strategies, methods, and media that can be applied to improve students' reading comprehension skills.

Not only reading, but writing skills also need to be mastered by students. Writing itself is one of the activities of expressing thoughts and ideas it has. Nunan (2003) states that writing is a thought process to find ideas, think about how to express them in good and precise writing and organize ideas so that they can become a clear

statement or paragraph. Here the writer is free to express and pour his ideas and thoughts into a piece of writing in the form of paragraphs.

Writing is also a means of communication for the writer and the reader. Kalbarinda, et al. (2018) stated that writing is a tool that can be used to communicate with others. Which is where this communication is indirect and conveyed through writing. The point is that in communication through writing, all forms of communication messages, be it information, ideas, or ideas, are conveyed through writing, not conveyed directly orally.

Writing is not easy to do so proper and effective teaching is needed. Brown (2001) states that writing is like swimming where a person cannot swim if no one teaches him. The point is that someone needs a teacher as a guide and teacher in improving and developing their writing skills. Where this teaching usually begins with letter recognition, which then increases to word recognition, after that they are introduced to sentences, then introduced to paragraphs and in the end, the paragraph becomes beautiful and good writing. So here someone needs a teacher to teach and guide him so he can write well and correctly. But the teacher also of course needs the right strategies, methods, and teaching tools so that someone who learns to write can write properly and well.

One of the learning strategies that can be used to improve student's reading comprehension and writing is by using the Cooperative Integrated Reading and Composition (CIRC) strategy. The Cooperative Integrated Reading and Composition (CIRC) strategy itself is one of the cooperative learning strategies initiated by Slavin. Slavin (1995); Husni, et al. (2017) stated that the Cooperative Integrated Reading and Composition (CIRC) strategy is a comprehensive program to teach reading and writing in elementary and high schools. This strategy itself can be applied in the classroom to help students improve their reading skills as well as to improve their writing skills.

The use of the Cooperative Integrated Reading and Composition (CIRC) strategy itself is an effective strategy in improving students' reading comprehension

skills. According to Hadiwinarto and Novianti (2015); Nirwanto, et al. (2020) the Cooperative Integrated Reading and Composition (CIRC) strategy is a learning strategy that can provide the right opportunities for students to participate actively in interactions, generate motivation and excite students and is also able to create a sense of joy for learning for students. Of course in every implementation of these learning activities, teachers need to be able to provide motivation and arouse the enthusiasm of students. This is done so that students become more motivated and enthusiastic in improving their reading comprehension skills. In addition, students become more comfortable, happy, and not bored in carrying out learning activities in class. And also so that students are also actively involved in interacting both with friends between teams and with their teachers.

The Cooperative Integrated Reading and Composition (CIRC) learning strategy is one of the learning strategies which is implemented in groups. Johnson & Johnson (2017); Nirwanto, et al. (2020) that the Cooperative Integrated Reading and Composition (CIRC) category is a pedagogical strategy that aims to encourage teamwork and interaction between students which is called cooperative learning. In its application of the Cooperative Integrated Reading and Composition (CIRC) learning strategy, students are divided into several groups. These divided groups will later be given assignments based on the topic or learning material that the teacher wants to convey. In this case, the students were not only doing the assignments but were also asked to take an active part in the interactions in the discussion activities that were carried out both with their group mates and with their teacher.

The researcher has read several studies related to the use of Cooperative Integrated Reading and Composition (CIRC) strategies to improve students' reading comprehension skills. The first is research conducted by *Miftah Fariduddin & Firman Parlindungan (2018) with the title Comprehending Narrative Text: The Effectiveness of Cooperative Integrated Reading and Composition (CIRC)*. The result is that students who are taught narrative texts using the CIRC strategy have higher scores in learning reading comprehension compared to those taught narrative texts using conventional

strategies. The second is research conducted by *N Maryani, Atep Sujana, Wahyu Sopandi, & Rahman (2020)* with the title *Students' Literacy Abilities in Reading Comprehension through Cooperative Integrated Reading Composition (CIRC) Model*. The result is that the use of the Cooperative Integrated Reading and Composition (CIRC) learning model can improve and develop student literacy at both low, medium, and high levels. The third research was conducted by *Husni Mubarak & Nina Sofiana (2017)* with the title *Cooperative Integrated Reading And Composition (CIRC) And Reading Motivation: Examining The Effect On Students' Reading Ability*. The result is that students who are taught using the CIRC strategy obtain better achievements in reading and have high motivation to read compared to those using conventional strategies. The fourth research is by *Dodi Widia Nanda & Khairul Azmy (2020)* entitled *Poor reading comprehension issue in EFL classroom among Indonesian secondary school students: Scrutinizing the causes, impacts and possible solutions*. The result is that the CIRC strategy is effective in overcoming the problems of students who lack motivation and problem-solving skills in reading. And the fifth research is by *Andi Asrifan, Like Raskova Octaberlina & Anriani Ali (2021)* with the title *The Cooperative Integrated Reading And Composition (CIRC) Strategy In Teaching Reading Comprehension*. The result is an increase in students' reading comprehension by using the CIRC strategy.

So from some previous studies that have been mentioned by researchers, the previous researchers Cooperative Integrated Reading and Composition (CIRC) strategy was carried out to measure reading comprehension skills only. So in this study, researchers measured reading comprehension and writing a summary of narrative text with the use of Cooperative Integrated Reading and Composition (CIRC) learning strategy.

This study aims to answer the researcher's research question, namely do students who are taught reading comprehension using the Cooperative Integrated Reading and Composition (CIRC) strategy have better reading achievement than students who use the jigsaw strategy?

Method

This study aims to find out whether students who are taught reading comprehension using the Cooperative Integrated Reading and Composition (CIRC) strategy have a better reading achievement or not. In this study, the method used is experimental research. Arya, et al. (2010: 265) state that experimental research is scientific research in which the researcher manipulates one or more independent variables, controls other variables that are more relevant and also observes the effects of manipulation on the dependent variable. The research design used in this research is quasi-experimental. Quasi-experimental is a research design that uses two or more sample groups in which one group is given treatment while the other group or comparison group is not given treatment. Arya, et al. (2010: 316) state that quasi-experimental is a research design that is similar to a randomized experimental design because it involves the manipulation of independent variables but differs because subjects are not randomly assigned to treatment groups. Researcher used two classes as samples in this study. The classes used are class X-D and class X-E. For class X-D there are 35 students while for class X-E there are also 35 students. In class X-D it becomes an experimental class. Which in this case means class X-D in implementing their learning activities using the Cooperative Integrated Reading and Composition (CIRC) learning strategy. Meanwhile, class X-E is the control class. This means for class X-E in the implementation of learning using the Jigsaw learning strategy.

Before the research was carried out, the researchers tested the question items that would be used in the pretest and posttest. This trial was used to conduct validity and reliability tests. In the validity test and reliability test, researchers used SPSS 20. After conducting validity and reliability tests, researchers conducted a pretest. This pretest was conducted before the Cooperative Integrated Reading and Composition (CIRC) strategy was applied. After conducting the pretest, the researcher conducted treatment on the experimental class by using the Cooperative Integrated Reading and Composition (CIRC) strategy. Then after treatment, the researcher conducted a posttest. This posttest was conducted to determine the improvement obtained by

students in their reading comprehension after the implementation of the Cooperative Integrated Reading and Composition (CIRC) learning strategy. Then, after obtaining data both on the pretest and on the posttest, the researcher conducted a homogeneity test on the experimental group and on the control group using the pretest data. At the next stage, researchers conducted normality tests on the two groups. As for conducting this homogeneity test and normality test, researchers used SPSS 20. And at the last stage, researchers conducted the ANCOVA test. This ANCOVA test itself is to analyze the data that has been obtained from this study. This is because researchers want to test whether there is an effect of the treatment used in this study on the response variable by controlling other quantitative variables. To conduct this ANCOVA test, researchers applied it to SPSS 20.

Results

1. Pretest

Before the treatment of the two groups, namely the experimental group and the control group, the researcher conducted a pretest. The pretest itself was given to both groups, both the experimental group and the control group. This pretest was given to 70 students. The types of questions were given equally well to the two groups, namely the experimental group and the control group. This pretest is given to students to find out their reading comprehension skills, namely by writing a summary.

Comparison of reading comprehension scores between the experimental group and the control group at the pretest table

Test	Subjects Group	Mean
Pretest	Experimental N= 35	65.37
	Control N = 35	60.57

From the table, we can see that the average scores in the pretest obtained in the experimental group and the control group are different. The average value

of the experimental group is 65.37. While in the control group, the average value is 60.57. The average value obtained by the experimental group is higher than the average value obtained by the control group.

2. Posttest

After treatment was carried out in both groups, namely both the experimental and control groups, the researcher gave a posttest to all the samples used by the researcher. In this case, the sample used by the researcher is 70 students. Posttest in both groups, both the experimental group and the control group, the type of material contained in the questions is the same, namely narrative text. This posttest was conducted to find out the improvement obtained by the students in writing a summary of their reading comprehension skills after implementing the Cooperative Integrated Reading and Composition (CIRC) learning strategy. In this case, the researcher wants to know the extent to which the student's reading comprehension skills are possessed by writing summaries using the Cooperative Integrated Reading and Composition (CIRC) strategy. And from the results of the posttest that have been carried out by the students, show that the student's reading comprehension through writing summaries using the Cooperative Integrated Reading and Composition (CIRC) strategy has increased significantly. To find out more details related to differences in reading comprehension through writing summaries using the Cooperative Integrated Reading and Composition (CIRC) strategy achieved by students in the experimental group and the control group, we can see the table below.

Comparison of Posttest scores between the experimental group and the control group at the posttest table

Test	Subject Group	Mean
Posttest	Experimental N= 35	81.66
	Control N= 35	71.57

After getting the data, both the pretest and posttest results that had been carried out by the two groups, namely the experimental group and the control group, the researcher analyzed the two data. This data analysis was carried out to find out whether there were significant differences in the scores obtained by students before being taught using the Cooperative Integrated Reading and Composition learning strategy and after being taught using the Cooperative Integrated Reading and Composition (CIRC) learning strategy. In addition, this analysis was also carried out to determine the effectiveness of writing summaries using the Cooperative Integrated Reading and Composition (CIRC) learning strategy in improving students' reading comprehension. As well as this data analysis was also carried out to show whether the use of the Cooperative Integrated Reading and Composition (CIRC) learning strategy can have a positive effect in increasing students' reading comprehension.

Based on the table above, shows that the average post-test score obtained by the experimental group is 81.66. Based on these results we can see that the average value obtained by the experimental group is very high. Meanwhile, the average score obtained by the control group was 71.57. So from the average value obtained by the experimental and control groups, it can be seen that the average value in the control group is lower when compared to the average value in the experimental group.

After carrying out the pretest, treatment, and posttest activities to find out whether there was an effect of the treatment used in this study on the response variable by controlling for other quantitative variables, the researchers used the ANCOVA test. In applying the ANCOVA test, the researcher uses SPSS 20.

Output "Tests of Between-Subjects Effects" table

Tests of Between-Subjects Effects

Dependent Variable: Posttest Reading Comprehension Result

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	5250.538 ^a	2	2625.269	45.239	.000	.575
Intercept	5186.110	1	5186.110	89.369	.000	.572
PRETEST	3470.410	1	3470.410	59.803	.000	.472
GROUP	948.991	1	948.991	16.353	.000	.196
Error	3888.047	67	58.031			
Total	420021.000	70				
Corrected Total	9138.586	69				

a. R Squared = .575 (Adjusted R Squared = .562)

Based on the "Tests of Between-Subjects Effects" output table above, it can be seen that the "GROUP" section shows the value of Sig. (2-tailed) is 0.000 (for more details see appendix 20). In carrying out the analysis on the ANCOVA test if the Sig (2-tailed) value is less than 0.05 (< 0.05) then it can be interpreted that H_0 is rejected and H_a is accepted. So it can be concluded that in this study H_0 was rejected and H_a was accepted because in this study the value of Sig. (2-tailed) is 0.000 and less than 0.05 (< 0.05) so there is a significant difference between the groups that use the Cooperative Integrated Reading and Composition (CIRC) strategy, namely the experimental group and the group that does not use the Cooperative Integrated Reading and Composition strategy (CIRC) namely the control group.

So the results of this study are that tenth-grade students who are taught reading comprehension using the Cooperative Integrated Reading and Composition (CIRC) learning strategy have better reading achievement when compared to students who are not taught using the Cooperative Integrated Reading and Composition (CIRC) learning strategy. Composition (CIRC). In addition, the Cooperative Integrated Reading and Composition (CIRC) strategy is also effective for use in summarizing writing activities on reading comprehension of narrative texts for tenth-grade students of MAN 6 Jombang. It can be seen that there are differences in the achievements obtained between students who are taught using the Cooperative Integrated Reading and Composition

(CIRC) learning strategy and students who are not taught using the Cooperative Integrated Reading and Composition (CIRC) learning strategy.

Discussion

Referring to previous research, researchers can show that the results of this study are compatible with the results of previous research, namely research conducted by Miftah Fariduddin & Firman Parlindungan (2018), which states that the CIRC strategy is effective for use in teaching reading comprehension when compared to using conventional strategies and students who are taught narrative texts using the CIRC strategy get a higher score than those taught using the conventional strategy. Then this statement was reinforced by N Maryani, Atep Sujana, Wahyu Sopandi, & Rahman (2020), who stated that the CIRC learning method was able to improve students' reading comprehension skills. Students' reading comprehension which was initially low increased and developed to be good and students' reading comprehension which was good increased and developed to be even better. Husni Mubarak & Nina Sofiana (2017) also stated the same thing, namely the reading ability of students who were taught using CIRC was better when compared to the reading ability of students who were taught using conventional learning strategies. In addition, the use of CIRC, coupled with motivating students, can also improve their reading comprehension skills. The above statement is reinforced by Dodi Widia Nanda & Khairul Azmy (2020), who state that the CIRC technique is beneficial for students' personal development. The application of the CIRC technique not only helps students to build their knowledge but is also able to strengthen students' learning motivation. In this case, CIRC is suitable for solving reading comprehension problems in students at the secondary school level. Andi Asrifan, Like Raskova Octaberlina, & Anriani Ali (2021), also stated the same thing that students' reading comprehension skills were further improved by using the CIRC strategy compared to using conventional learning strategies. From the results of these studies, we can see the application of Cooperative Integrated Reading and Composition (CIRC) learning strategies in the implementation of reading

comprehension learning activities. The results of the five studies are in line with the results of this study itself. This is the result of this study, namely that writing summaries using Cooperative Integrated Reading and Composition (CIRC) learning strategies is effective for increasing students' reading comprehension.

This Cooperative Integrated Reading and Composition (CIRC) learning strategy can be applied in teaching reading and writing comprehension. This is because the main objective of this Cooperative Integrated Reading and Composition (CIRC) learning strategy is to design, implement, and evaluate a writing process approach to the arts of writing/language that makes extensive use of peers. In this case, the Cooperative Integrated Reading and Composition (CIRC) learning strategy was developed to make it easier for students to teach reading comprehensively so that students can implement learning to write and speak the language arts. This process is facilitated by doing it in groups. This is where students find it easier to carry out the learning process if there is one student who does not understand the reading text. However, the Cooperative Integrated Reading and Composition (CIRC) learning strategy has drawbacks, namely it requires a long time in teaching, starting from preparation, implementation, and evaluation. In addition, some students do not want to join certain students.

In the Cooperative Integrated Reading and Composition (CIRC) learning strategy, students actively participate in collaborating with their friends to identify and solve a problem given by the teacher. So that the Cooperative Integrated Reading and Composition (CIRC) learning strategy also helps students to build a social personality within them. In this Cooperative Integrated Reading and Composition (CIRC) learning strategy, students can share the ideas they have and can become more independent and responsible in helping friends in their group to understand a reading text. In addition, by using the Cooperative Integrated Reading and Composition (CIRC) learning strategy, students also find it easier to understand the material provided, especially in improving their reading comprehension skills.

Referring to the previous study mentioned above, the results of this research itself, show that H_a is accepted and H_0 is rejected. So that students who are taught reading comprehension using the Cooperative Integrated Reading and Composition (CIRC) learning strategy have better reading achievement compared to students who are not taught using the Cooperative Integrated Reading and Composition strategy. Here students become more active in their learning activities and they can also work with group members. This is where learning in groups is certainly better when compared to studying individually. This is because by studying in groups students can ask their friends if there is material they do not understand.

Conclusion

This research was carried out at MAN 6 Jombang. The sample used in this study was 76 tenth-grade students. The results of this study are that tenth-grade students of MAN 6 Jombang who are taught reading comprehension using the Cooperative Integrated Reading and Composition (CIRC) learning strategy have better reading achievement compared to students who are not taught using the Cooperative Integrated Reading and Composition (CIRC) strategy. This can be seen from the results of the post-test average scores obtained by both the experimental group and the control group. In the experimental group that was taught using the Cooperative Integrated Reading and Composition (CIRC) learning strategy, the average score obtained was 81.66. Whereas in the control group that was not taught using the Cooperative Integrated Reading and Composition (CIRC) strategy the average value obtained was 71.57. So, in this case, it can be seen that students who are taught reading comprehension using the Cooperative Integrated Reading and Composition (CIRC) learning strategy have higher reading achievement compared to students who are not taught using the Cooperative Integrated Reading and Composition (CIRC) learning strategy. This is because in the control group, the students were less interested in the learning activities being carried out and they were also less active in these learning activities. In this control group, students also experienced difficulties and confusion in group division.

In addition, learning activities using the jigsaw strategy require a long time in the learning process. Whereas in the experimental group, students become more active and interested in participating in learning activities. In learning activities using the Cooperative Integrated Reading and Composition (CIRC) strategy, was developed to facilitate students in learning reading comprehension activities so that students can implement learning to write and read easily. By using the Cooperative Integrated Reading and Composition (CIRC) learning strategy, it becomes easier for students to understand reading texts because they can work with friends in their groups to understand the reading texts. So based on the effectiveness of Cooperative Integrated Reading and Composition (CIRC) learning strategy on students' reading comprehension, the researcher suggest to the first, teachers can apply this Cooperative Integrated Reading and Composition (CIRC) strategy to assist in improving students' reading and writing skills. In addition, the implementation of the Cooperative Integrated Reading and Composition (CIRC) strategy makes the class atmosphere more varied so that students become more enthusiastic and active in participating in learning activities. The second, students are advised to read more because reading more will improve their reading comprehension skills. And third, future researchers can use the Cooperative Integrated Reading and Composition (CIRC) strategy at the grade level, different reading text genres, and also future researchers can apply the use of the Cooperative Integrated Reading and Composition strategy to other student abilities such as writing.

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