

**THE IMPACT OF USING THE CIRC METHOD ON STUDENTS'
READING COMPREHENSION AT SENIOR VOCATIONAL HIGH
SCHOOL PGRI 2 KEDIRI**

SKRIPSI

Presented as a partial Fulfillment of the Requirement to obtain the Bachelor's
Degree of Education (S. Pd) of the English Department, Faculty of Teacher
Training and Education, University of Nusantara PGRI Kediri



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2025

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**THE IMPACT OF USING THE CIRC METHOD ON STUDENTS'
READING COMPREHENSION AT SENIOR VOCATIONAL HIGH
SCHOOL PGRI 2 KEDIRI**

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MOTTO AND DEDICATION

MOTTO:

- If you never try, you will never know.

DEDICATION:

- Thanks to Allah SWT, who has given me strength and blessings during the process until the end.
- I dedicated it to my dad, as proof of my struggle
- Thanks to my parents, especially my mom, who has given me spirit, motivation, and support.
- Thanks to my spectacular brothers who have supported me.
- Thanks to my beloved friends, “Yuk Semangat Yuk groups,” who have done the same process from nothing to great things.
- Thanks to my bro friends, “Workout Well”, who have given great insights in the process.
- Thanks to my three lovely sisters, “Circa Seventeen”, who have accompanied me during the entire process.
- Of course, I am the one who has a great spirit from zero to be a Hero

ABSTRACT

Hero Ingga Syahril: The Impact of Using The CIRC Method On Students' Reading Comprehension At Senior Vocational High School PGRI 2 KEDIRI, Skripsi. English Language Education Department, Faculty of Teacher Training and Education. University of Nusantara PGRI Kediri, 11th of July 2024.

Keywords: Reading, Teaching reading, CIRC (Cooperative Integrated Reading Comprehension).

In the 21st century, strong reading skills are essential for accessing information and achieving academic success, especially for vocational high school students who often face unique challenges in learning English. However, many students at SMK PGRI 2 Kediri struggle with reading comprehension due to limited vocabulary, lack of engagement, and monotonous teaching methods. To address these issues, this study aimed to examine the effect of the Cooperative Integrated Reading and Composition (CIRC) method on students' reading comprehension, with a specific focus on narrative texts.

This research used a quantitative, pre-experimental design with a one-group pre-test and post-test approach. The participants were 25 students from class XI Accounting 2. Data were collected through multiple-choice reading comprehension tests conducted before and after the intervention.

The results showed a significant increase in students' reading comprehension after using the CIRC method. The average score rose from 48.64 in the pre-test to 80.24 in the post-test, indicating a substantial improvement in understanding narrative texts. Statistical analysis with a paired samples t-test confirmed that this difference was significant ($p < 0.05$). Additionally, applying CIRC not only improved students' test scores but also promoted active participation, collaborative learning, and helped create a more engaging classroom environment.

In conclusion, the CIRC method proved to be an effective strategy for enhancing reading comprehension among vocational high school students. It is recommended for English teachers seeking innovative ways to boost students' literacy skills. Future research could explore using CIRC in other language areas, such as speaking, writing, or listening, as well as its effectiveness in different educational settings.

ACKNOWLEDGEMENTS

Praise is always offered to the presence of Allah S.W.T who has bestowed His mercies and blessings so that the author can complete a research proposal entitle "THE IMPACT OF USING THE CIRC METHOD ON STUDENTS' READING COMPREHENSION AT SENIOR VOCATIONAL HIGH SCHOOL PGRI 2 KEDIRI".

Furthermore, the author would like to thank to all parties who have contributed to the success of writing and preparing the proposal of this research, including:

1. Dr. Zainal Afandi M.Pd. as the Rector of University of Nusantara PGRI Kediri who always motivates his students
2. Dr. Agus Widodo, M.Pd. as the Dean of the Faculty of Teacher Training and Education who always encourage his students to learn hard
3. Dr. Khoiriyah, M.Pd. as the Head of English Language Education Study Program and Second Advisor, who always advises and guides the students during the writing of this *skripsi*
4. Dr. Sulistyani, M.Pd. as the First Advisor who always give advice and guidance from the beginning till the end of writing this *skripsi*
5. All lecturers and staff of English Language Education Department who facilitate students to experience pleasant atmosphere during eight semesters
6. Other parties who cannot be mentioned one by one who have given prayers and support during the process of writing this *skripsi*

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains the introduction, which includes are:

A) Background of the research, B) Identification of the research, C) Limitations of the research, D) Formulation of the research, E) Purpose of the research, F) Significance of the research, G) Definition of key terms.

A. Background of Research

In the 21st century, English has played a crucial role in advancing science and technology. The vast majority of information in the world is communicated in English, making it the lingua franca of science and technology and facilitating global collaboration and knowledge sharing. These skills are applied across nearly all fields of science and technology. Consequently, English has dominated spoken and written communication, enabling the organization of knowledge and information.

Learning English involves four primary skills: speaking, writing, listening, and reading. While these skills are often considered independent, when combined for communication, they become interdependent and require a balanced approach and harmonious execution. This illustrates how many diverse skills come together to form a single linguistic aspect. One language aspect evident in vocational high school students at PGRI 2 Kediri is reading skills, which typically involve the processes of receiving and delivering messages based on our interpretation of the text. Thus, it involves several activities, such as physical or cognitive action (Suyana, 2019, p. 19). Reading is a visual process of translating written symbols into spoken symbols. When students have good reading skills, they obtain better information (Harmer, 2007:99). Furthermore, it involves collaboration and problem-solving in students' comprehension. When students possess good reading abilities, they are likely to understand their lessons more thoroughly, perform more

effectively in practical applications, and gain access to a wider range of career options.

One type of reading skill is reading comprehension, which is essential for students to master their English skills. According to Bulut (2017:23), reading comprehension involves students actively thinking about and creating meaning from the text during various stages: pre-reading, while reading, and post-reading. Similarly, Zimmerman (2019) stated that reading comprehension is the ability to grasp the meaning of what you have read. It is about understanding the ideas, information, and messages contained in the text. According to Haley (2002), reading comprehension skills enable students to understand not just the words but also the content and messages of the text. Thus, reading comprehension involves not only pronouncing the words but also grasping their meanings. It is a complex process that combines both automatic and strategic cognitive skills, which work together to help readers form a mental picture or understanding of the text. This process encompasses not only the reader's characteristics, such as knowledge and memory, but also relies on language-related factors, including reading skills, decoding ability, vocabulary, understanding text structure, making inferences, and the reader's motivation. Comprehension also involves metacognition and monitoring understanding. As mature readers develop their reading comprehension skills, they can effectively transition from learning to read to reading to learn. Therefore, they must master the ability to understand what they are reading.

Unfortunately, students face some difficulties in reading. Based on the observation conducted by the researcher at the vocational high school PGRI 2 Kediri, students find it challenging and unengaging to comprehend paragraphs, sentences, and even individual words. This is often due to a lack of regular reading practice. Conversely, they lack strong motivation, vocabulary enrichment, decoding automaticity, and fluent reading. They may

not understand the effective reading strategies employed by skilled readers or the characteristics of different types of text.

According to the results of PISA 2022, Indonesia ranks among the five lowest in literacy. This outcome indicates a lack of interest in reading or activities that connect literature and language. However, it does not change Indonesia's literacy rate, which remains in 11th position among 81 countries. The students' weaknesses in reading comprehension stem from teaching techniques. Teachers should employ a reading strategy that aligns with students' comprehension levels, considering the context and difficulties in understanding the text, as well as their prior experiences (Ali & Razali, 2019). To address these issues, various reading strategy methods can improve students' reading abilities. CIRC (Cooperative Integrated Reading and Composition) is one possible approach. It emphasizes collaborative learning, enabling students to work together in understanding texts, share interpretations, and collectively develop meaning. This interaction helps less proficient readers learn from peers, encourages active engagement with reading materials, and fosters critical thinking—all of which are essential to enhancing reading comprehension, especially in students who struggle with motivation and understanding complex texts.

CIRC is a development method derived from a cooperative learning strategy. Linguistically, this method can be defined as a cooperative learning model where students collaborate to analyze texts and synthesize key points into a concise summary (Fahrurrozi, Edwita & Bintoro, 2022). This strategy merges cooperative learning with enhanced reading, writing, and artistic skills in language (Slavin et al., 1988). Generally, it integrates reading and writing by placing students into small, heterogeneous collaborative groups of 4 to 6 individuals. The CIRC strategy serves as a comprehensive program for teaching reading and writing skills to both elementary and high school students. The design of CIRC aims to incorporate cooperative learning alongside modern teaching methods to enrich the reading-learning process.

The advantages of using the CIRC learning model foster holistic development by concentrating on cognitive (thinking), psychomotor

(physical), and affective (emotional) aspects. Implementing CIRC can positively influence the learning process, leading to individual behavioral changes and enhanced social skills through collaborative group work.

Some researchers have studied the usage of the CIRC method. The first study was conducted by Kesumadewi et al. (2020), which found that the CIRC learning model combined with illustrated stories significantly improved the Indonesian language proficiency of fifth-grade elementary students. The second study, conducted by Jayadi (2021), showed that the CIRC learning method enhanced the ability of fourth-grade students at SDN 22 Mataram to identify main sentences during the 2020/2021 school year. Meanwhile, another study by Kondoalumang et al. (2022) found that the CIRC learning model can enhance the academic performance of fifth-grade students at SDN Inpres Hiung in thematic lessons focused on the ecosystem.

The CIRC learning strategy emphasizes cooperative learning, where students collaborate to achieve better outcomes. This approach underscores the importance of teamwork and shared success, rather than focusing solely on individual abilities. Considering the explanation above, researchers are interested in conducting the study entitled “The Impact of Using the CIRC Method in Students’ Reading Comprehension Method at Vocational High School PGRI 2 Kediri.” This study aims to measure the progress in student learning outcomes at each stage of the CIRC learning model.

However, this study highlights several important differences compared to previous research. First, while earlier studies focused on elementary-level students and were conducted in the context of Bahasa Indonesia or thematic learning, this research examines the implementation of CIRC at a vocational high school level, specifically in the subject of English reading comprehension—a more advanced language domain involving foreign language learning. Second, vocational students have different educational goals, where English reading skills are essential not only for academic achievement but also for career preparation in a global environment. Third, this study uses a quantitative method with a one-group pre-test and post-test

design, aiming to provide empirical evidence on the effectiveness of CIRC in improving English reading comprehension.

This study is vital because Indonesia ranks poorly in global literacy tests. PISA 2022 listed Indonesia among the five lowest-scoring countries in reading, exposing a major literacy crisis that demands urgent, focused teaching interventions. This challenge is particularly urgent for vocational students, who must develop strong reading skills to grasp technical materials, interpret workplace documents, and keep pace with international developments. Therefore, this research holds both academic and social importance, seeking practical solutions to improve literacy and equip students with essential skills for the modern world.

Based on these considerations, the researcher is motivated to conduct a study entitled “The Impact of Using the CIRC Method in Students’ Reading Comprehension at Vocational High School PGRI 2 Kediri.”

B. Identification of Problem

After reviewing the provided background, several issues become apparent: Students commonly feel bored, and the teacher tends to rely on traditional methods, such as the lecture approach, which focuses solely on the teacher. As a result, students lack opportunities to practice their English skills. The second challenge faced by vocational high school students at PGRI Kediri is a lack of motivation. Motivation is vital for students; therefore, the teacher's role is critical in the reading comprehension process.

The third problem faced by students at the vocational high school PGRI 2 Kediri is related to methods for teaching reading. The most effective approach in the reading learning process helps students achieve a clearer understanding of the material, particularly for second-grade students.

C. Limitation of the Research

The researcher investigates the impact of the Composition Integrated Reading and Composition (CIRC) method on second-grade students at SMK PGRI 2 Kediri, using narrative text materials.

D. Formulation of the Research

The research question has been formulated as follows :

1. How does the reading comprehension of students at SMK PGRI 2 Kediri change or improve after receiving instruction through the CIRC strategy, compared to their prior comprehension abilities?
2. Does the CIRC Technique Yield Quantifiable Advantages in Reading Comprehension for Students at SMK PGRI 2 Kediri?

E. Purpose of the Research

Based on the problem formulation mentioned above, the objectives of the research are as follows :

1. To assess the student's reading comprehension before and after instruction using the CIRC technique.
2. To assess if the CIRC technique impacts reading comprehension skills.

F. Significance of the Research

1. For Teacher

The results of this study are expected to serve as input for English teachers in developing their professionalism and skills in teaching reading using the CIRC approach.

2. For Students

The findings of this study can serve as a reference for enhancing students' reading comprehension through cooperative integrated reading and composition (CIRC).

3. For Other Researchers

The results of this study are expected to provide valuable information for researchers who wish to conduct further research in related fields and motivate other researchers to employ a variety of strategies in reading.

G. Definition of Key Term

1. Reading Comprehension

Based on Tarigan (2008), reading comprehension is the ability to understand the meaning of a text. It involves analyzing the information within the text, including details, situations, meanings, and impacts for readers. This sequential reading process enhances comprehension. In short, it's the skill of grasping meaning from various perspectives.

According to Brown (2001: 308), there are four categories of reading skills:

- a. Scanning provides readers with clear insights into the text's purpose without requiring a full read-through
- b. Skimming provides the reader with all the essential information in the text, including the main idea, the passage's purpose, the message, and potentially the supporting ideas.
- c. Intensive reading primarily focuses on the classroom context and emphasizes the linguistic and semantic details of the passage.
- d. Extensive reading gives the reader an understanding of generally longer texts.

2. Cooperative Learning

Cooperative learning is a strategy that involves students working together in groups (Johnson & Johnson, 1999). It also includes groups of students from similar ethnic backgrounds, cultures, and traditions (Ali, 2021; SANDI, 2021). According to Isjoni (2016:12), cooperative learning divides students into small groups based on their abilities to achieve goals. When implemented effectively, students can reach higher objectives than they could individually. Furthermore, cooperative learning can enhance student interaction and reduce victimization, stress, emotional problems, and bullying. Therefore, it emphasizes teamwork for problem-solving and requires knowledge and skills to achieve goals in the learning process (II, 2003; Nugrawiyati, 2017).

3. Cooperative Integrated Reading Composition (CIRC)

Cooperative Integrated Reading Composition (CIRC) is a cooperative learning technique. According to Uno dan Muhamad (2011:115), it is one of the cooperative techniques that involves reading and collaboration. Meanwhile, Sumantri (2016:56-57) stated that CIRC techniques are among the most suitable methods for students to develop their reading and writing skills and to organize the material based on its structure.

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