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The Effect Of Cooperative Integrated Reading And Composition (CIRC) Model On Students' Reading Comprehension

Cindy Nadila[1], Iskandar Zulkarnain[2], Linda Astuti Rangkuti[3]
[1,2,3]Universitas Al Washliyah Medan

Corresponding Author: Cindy Nadila, cindynadila24@gmail.com

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ABSTRACT

The objective of this research is to investigate if Cooperative Integrated Reading and Composition (CIRC) Model affects students' reading comprehension. This research was conducted by using experimental research design. The population of this study was the tenth grade of MAS Al-Washliyah Pantai Cermin which has two parallel classes namely X-A and XB. Each class consisted of 19 and 20 students. So, the total number of population was 39 students. Cluster random sampling with Spin the Wheel Technique was employed in selecting the sample. The class X-A was selected as experimental group and the class X-B was selected as control group. The experimental group was taught by applying Cooperative Integrated Reading and Composition (CIRC) Model while the control group was taught with Convensional. The instrument used in this research was reading test. The data were analyzed by using t-test. After the data were calculated, it was found that $t_{observed}$ was higher than t_{table} (0.001>0.05) with the degree of freedom df =37 at the level of significance α =0.05. It meant that H0 was accepted and H1 was successfully rejected. Thus, applying Cooperative Integrated Reading and Composition (CIRC) Model significantly affects students' achievement in reading descriptive text.

Keywords: Cooperative Integrated Reading Composition (CIRC), Reading, Descriptive Texts

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INTRODUCTION

Reading and writing abilities are closely interrelated. As Nofitri and Noveria (2020) argue reading ability is crucial for good writing because it enables individuals to acquire extensive knowledge and experience, which can be utilized in the writing process. Furthermore, Permatasari et al. (2021) state that reading helps students obtain information, which is then processed into knowledge and critical thinking skills. However, in this study, the researcher will only focus on reading comprehension because the problem with students at school that the researcher will study is their reading comprehension.

The reading skill is the most important skill in language. In this sense, teachers have great importance role to increase learners' reading comprehension (Dinda *et al.*, 2025). To achieve this, teachers use reading activities and strategies when they teach reading in reading class. Based on this discussion reading comprehension can be achieved by means of reading activities in reading instruction. Reading activities play an important role in reading comprehension for creating and constructing the meaning in written text (Brosch, 2018).

Moreover, reading plays a significant role in enhancing cognitive and critical thinking skills. When students engage with diverse texts, they encounter different perspectives and ideas, which challenge them to think critically and develop their viewpoints. This process of critical engagement is essential for effective reading, as it enables students to construct well-argued and thought-provoking pieces.

Furthermore, Cattoni et al. (2024) state reading is the most important skill in language learning. Teachers play a crucial role in enhancing learners' reading comprehension by employing various reading activities and strategies in their classes. These activities are essential for creating and constructing meaning from written texts. While Sugumlu et al. (2019) state writing is a fundamental skill in the expressive sphere of language, forming the final stage of effective language learning, similar to reading It is defined as the ability to express feelings, thoughts, dreams, impressions, or experiences on a subject by following the basic rules of language within a planned framework. Writing involves numerous cognitive, affective, and psychomotor skills (Baki, 2020).

Reading comprehension involves the ability to process text, understand its meaning, and integrate it with existing knowledge. It is a complex cognitive process that requires various skills, including decoding, vocabulary knowledge, and the ability to infer and synthesize information (Snow, 2022). Strong reading comprehension skills are linked to improved academic performance across all subjects, as well as higher levels of motivation and engagement in school (Guthrie et al., 2020).

Despite the efforts of educators, many students face significant challenges in developing reading comprehension skills. Factors contributing to these difficulties can include limited vocabulary, lack of background knowledge, and insufficient instructional strategies (Kintsch, 2020). Furthermore, socioeconomic status and home literacy environments play crucial roles in students' reading development (Neuman & Celano, 2021).

Recognizing the importance of reading and writing skills, the researcher conducted a preliminary research at MAS Al-Washliyah Pantai Cermin through observation. This research revealed that many students still faced significant reading difficulties. The researcher observed that students had challenges in comprehending reading text, reorganizing, inferential understanding, evaluative reading, and appreciative reading. They struggled with forming concepts, developing semantic units, remembering content, understanding new words, and lacked interest in reading. These challenges require special attention from teachers, who need to implement effective learning strategies to help students improve their reading comprehension.

To address these problems, the researcher decided to offer one effective technique in teaching reading, namely by applying the Cooperative Integrated Reading and Composition (CIRC) model on students' reading comprehension. According to Shoimin in Arweb & Haq (2023) CIRC is a learning model specifically for language subjects, integrating reading and composing into important parts. CIRC encourages teamwork, interaction, idea distribution, and responses among students. Theoretically, CIRC enhances learners' reading comprehension productively, providing opportunities for active interaction, motivation, excitement, and enjoyment in learning (Hadiwinarto & Novianti, 2015) cited in (Arweb & Haq, 2023).

In conclusion, the implementation of the Cooperative Integrated Reading and Composition (CIRC) model as a cooperative learning strategy enhances teaching effectiveness. The components of the CIRC model make teaching and learning activities more engaging and foster creativity by encouraging students to exchange opinions and collaborate on tasks. This model also allows students to generate and discuss ideas to solve problems, creating a dynamic and interactive learning environment.

Moreover, the CIRC model promotes higher-order thinking skills as students work together to analyze, synthesize, and evaluate information. This cooperative approach not only improves academic outcomes but also helps develop social skills and teamwork. By actively participating in group discussions and activities, students become more confident and motivated learners.

To achieve learning goals effectively, it is crucial for teachers to select the appropriate learning model that aligns with students' needs and learning styles. The CIRC model, with its emphasis on cooperation and integration, provides a structured yet flexible framework that can be adapted to various educational contexts.

MATERIALS AND METHODS

This study employed an experimental design to determine the significant effect of the Cooperative Integrated Reading and Composition (CIRC) Model on students' reading comprehension at MAS Al-Washliyah Pantai Cermin. Two groups of students were involved: the experimental group and the control group. The experimental group was received instruction by using the Cooperative Integrated Reading and Composition (CIRC) Model, while the control group was received instruction without using this method. Both groups have undergone pre-tests and post-tests. The research procedures were outlined below:

Table 1. Research Design

No.	Group	Pre-test	Treatment	Post-test
1.	Experimental Group	√	X_1	√
2.	Control Group	√	X_2	√

Notes:

X_1 = Experimental group where the samples was received instruction by applying CIRC Model

X_2 = Control group, where the samples was received conventional method.

The population of this research was the tenth grade students at MAS Al-Washliyah Pantai Cermin which consisted of two parallel classes, namely X-A and X-B. In X-A class consisted of 20 students and X-B class consisted of 19 students. So, the total number of the population was 39 students.

Arikunto (2022:109) states that if the population is more than 100 the researcher can take 10%-25% or more as sample, when the population is less than 100 , it can taken all as sample. Hence, the researcher included the entire population as the sample. Consequently, both the sample size and the population size were identical, totaling 56 students.

In this study, the researcher used cluster random sampling. Cluster random sampling is kind of random sampling method that select of groups, or clusters of subjects. From this sampling, the researcher took two classes in each school to investigate. Then carried out random assumptions used Wheel Spin and obtained class X-A as the experimental group treated with the CIRC model and class X-B as the control group carried out with conventional.

Table 2. Population and Sample

Class	Population	Sample
X-A	20	20
X-B	19	19
Total	**39**	**39**

The research instrument was a reading test in the form of a descriptive text, which was administered as both a pre-test and a post-test. The pre-test aimed to assess the students' reading comprehension before the CIRC treatment, while the post-test aimed to evaluate their reading comprehension after using the conventional method. The test consisted of 15 multiple-choice questions, there were 5 texts and each texts consisted 2 until 5 questions and students had 30 minutes to complete it.

In scoring of the test, the cumulative score range from 0-100; the score was counted by using the following formula :

$$S = \frac{R}{N} X\ 100$$

Notes :

S = the score

R = the number of correct answer

N = the number of questions

In getting the data, three procedures were applied by the researcher, namely: pre-test, treatment, and post- test. The Technique for Analyzing the Data were applied by the researcher, namly:

1. Normality Test; The purpose of the normalcy test is to determine whether or not the information is being disseminated within the parameters of a typical bent. Analysts used the Kolmogorov Simonov typicality test in this investigation. It is decided to test the b and other disseminations using Kolmogorov Simonov. In this test, a collection of test data is compared to typically transmitted cruel scores and comparable standard deviations. 2. The ordinariness test is computed with a confidence of a = 0.05 based on the measurements.
2. Homogeneity Test; The purpose of this test is to determine if the data satisfy the requirements for fluctuation quality. The analyst will use the MeasurementsItem for Benefit Arrangement (SPSS) 26 Program to perform a homogeneity test following the results of the typicality-dispersion test.
3. T-Test; Data analysis is used to determine the scores comparison between the experimental class and the control class. Thus, in analyzing the data, the t-test formula will be used by the researcher:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(s^2\left(\frac{1}{n_1} + \frac{1}{n_2}\right)\right)}}$$

Notes:
t is the value of t
x1 and **x2** are the averages of the two groups compared
S² is the standard error of the two groups combined
n1 and **n2** represent the number of observations in each group

RESULTS

The Data Description

This research was conducted at tenth grade and the classes used as research subjects are grade X-A as the experimental class and grade X-B as the control class. The research for each class was carried out in 4 meetings. Where the researcher carried out a pre-test before using CIRC Model to get pre-test results, after that the researcher used CIRC Model for 2 meetings and then at the end of the lesson the researcher conducted a post-test. Data from the pre-test and post-test will be processed to determine the effect of Cooperative Integrated Reading and Composition (CIRC) Model on Students' Reading Comprehension.

In this study, the researcher analyzes the result of the experiment by using t-test. T-test is to determine if there is any significant difference in reading comprehension mastery between the students who are taught and treated by using CIRC and the students who are treated by using conventional in Reading comprehension. Student test results are described in table form, namely a table of student learning results.

Table 3. Pre-test and Post-test Results for Class X A (Experiment)

NO	Students' Initial Name	Pre-Test	Post-Test
1.	AB	47	53
2.	AD	47	60
3.	AGT	40	60
4.	AML	67	73
5.	AP	60	53
6.	BCP	60	60
7.	BN	53	53
8.	CNP	53	60
9.	CS	53	73

NO	Students' Initial Name	Pre-Test	Post-Test
10.	DSA	27	53
11.	DZM	40	60
12.	EF	47	67
13.	FD	47	53
14.	HF	47	60
15.	MAH	60	60
16.	MKL	67	67
17.	MLY	73	80
18.	MM	47	53
19.	MP	60	60
20.	MSA	47	60

Table 4. Pre-test and Post-test Results for Class X-B (Control)

NO	Students' Initial Name	Pre-Test	Post-Test
1.	MRB	40	40
2.	NU	47	60
3.	NL	33	47
4.	NS	33	53
5.	PWS	53	53
6.	RA	53	60
7.	RNT	47	47
8.	RP	47	40
9.	RR	40	40
10.	SMS	53	53
11.	SS	60	47
12.	TH	60	53
13.	VNT	60	53
14.	WAN	53	53
15.	WM	47	47
16.	WN	40	53
17.	YS	27	40
18.	CLK	47	47
19.	AT	47	53

From the calculation results, in this study the pre-test and post-test scores for each class can be seen in table 4.3 below:

Table 5. Description of Pre-test and Post-test Scores for Experimental Class and Control Class

Description	Experiment Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
Minimum Score	27	53	27	40
Maximum Score	73	80	60	80
Range	46	27	33	20
Mean	52,1	60,9	46,6	49
Variance	111,89	55,69	83,58	37,40
Standard Deviation	10,57	7,46	9,14	6,11

From the attached table, it can be seen that the pre-test scores of the experimental and control classes have differences in the highest and lowest scores. It can be concluded that the condition of experimental and control class students is superior to the control class. After being given treatment to the experimental class and the control class was not given treatment, then the two classes were

given a post-test, there were differences in students' reading comprehension between the experimental and control classes.

The experimental class increased with a value of 60.9 (post-test), while the control class only increased with a value of 49 (post-test) so that from this table it can be concluded while there is a significant effect of using Cooperative Integrated Reading and Composition (CIRC) Model on students' reading comprehension. In table 4.3. shows all the data needed for testing the analysis and hypothesis testing, but it can be seen that the post-test variance is quite far, which 55,59 for the experimental class and 37,40 for control class. Therefore comparative data is needed to determine the cause of the difference. based on the table it can be seen that the variance of the experimental and control classes is significantly different.

1. Results of students' reading comprehension using the CIRC learning model in the Experimental class
   From the data collected regarding the results of students' reading comprehension using the CIRC learning model, namely with a score range of 0-100, the average = 52,1 (pre-test) and 60.9 (post-test) obtained a large variance = 111,89 (pre-test) and 55,69 (post-test), standard deviation 10,57 (pre-test) and 7,46 (post-test). The average increase was 30.48%.
2. Results of students' reading comprehension without using CIRC learning model in control class
   Based on the data collected regarding the results of students' reading ability without using the circ learning model. With a score of 0-100, the mean = 46,6 (pre-test) and 49 (post-test), the variance = 83,58 (pre-test) and 37,40 (post-test), and the standard deviation of 9,14 (pre-test) and 6,11 (post-test). The average increase was 30.48%.

The Prerequisite Test for Data Analysis

Before hypothesis testing, it is necessary to check the research data first, namely the normality test and homogeneity test. The analysis requirements can be explained as follows:

1. Normality Test
   The test was conducted on the pretest and posttest scores for the experimental and control classes. "This normality test uses the Kolmogorov-Smirnov method which is analyzed using the help of the SPSS application with a significant level of 0.05. If the significance> 0.05 then the data is declared normally distributed.
   a. Normality Test of Experimental Class; To determine whether the data is normal or not, the Kolmogorov-Smirnov and Shapiro-Wilk formula is used with the help of the IBM SPSS program. The results of the normality test calculation on the experimental class pretest can be seen in table 4.4 below:

Table 6. Normality Test Results

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	class	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	control	.198	19	.049	.934	19	.209
	experiment	.181	20	.086	.949	20	.354
Posttest	control	.242	19	.005	.876	19	.018
	experiment	.297	20	,001	.837	20	.003

a. Lilliefors Significance Correction

Based on Table 6 about the pre-test and post-test normality test of the experimental class and control class, the significance value is obtained, namely:
Pre-test of experimental class = .086 > 0.05 data is normally distributed

Post-test of experimental class = ,001 < 0.05 data is normally distributed
Pre-test of control class = .049 < 0.05 data is normally distributed
Post-test of control class = .005 < 0.05 data is normally distributed.

It can be concluded that the pre-test and post-test results of the experimental class and control class are all normally distributed.

2. Homogenity Test

Based on the normality test of the pre-test data distribution and the pre-test score data of both classes are normally distributed so that the analysis continues by testing the homogeneity of the two variances between the pretest data of the experimental class and the control class using the Levene test using the SPSS for Windows program. with a significance level of 0.05. After data processing, the output display can be seen in Table 7:

Table 7. Homogeneity Test Results

		Levene Statistic	df1	df2	Sig.
Pre-test	Based on Mean	.519	1	37	.476
	Based on Median	.559	1	37	.459
	Based on Median and with adjusted df	.559	1	36.582	.459
	Based on trimmed mean	.586	1	37	.449
Post-test	Based on Mean	.050	1	37	.824
	Based on Median	.001	1	37	.978
	Based on Median and with adjusted df	.001	1	36.607	.978
	Based on trimmed mean	.000	1	37	.997

Based on the results of the homogeneity of variance test output using the Levene test in Table 7, the pre-test significance value is .476 and the post-test value is 0.824. Because the significance value is more than 0.05, it can be concluded that the control class and experimental class students come from populations that have the same variance, or the two classes are homogeneous.

The Testing of Hypothesis

Hypothesis testing is used to determine the effect of each independent variable on the dependent variable. Hypothesis testing t test uses the help of the IBM SPSS for Windows program, namely by comparing the calculated significance of each independent variable on the dependent variable with a significance level of 5%. Decision making using the IBM SPSS for Windows application can be done by comparing the results in the Sig. (2-tailed) column with the research Alpha. The basis for Independent Sample T-Test decision making is as follows:

1. If the Sig value. (2-tailed) < Research Alpha (0.05), then H0 is rejected and H1 is accepted.
2. If the Sig value. (2-tailed) > Research Alpha (0.05), then H0 is accepted and H1 is rejected.

And the hypothesis in this study is as follows:

H_a : Cooperative Integrated Reading and Composition (CIRC) Model significantly affects the students' reading comprehension.

H_0 : Cooperative Integrated Reading and Composition (CIRC) Model doesn't significantly affect the students' the students' reading comprehension.

To determine the hypothesis can be done by comparing the results in the Sig Value column. (2-tailed) column in the Independent Samples Test table as shown in table below:

Tabel 8. Uji Hipotesis Dengan Uji T

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Skor Pretest	Equal variances assumed	.519	.476	-1.662	37	.052	-5.41579	3.25767
	Equal variances not assumed			-1.669	36.694	.052	-5.41579	3.24539
Skor Posttest	Equal variances assumed	.050	.824	-5.103	37	,001	-11.47895	2.24959
	Equal variances not assumed			-5.129	36.255	,001	-11.47895	2.23806

In Table 8 above, the post-test value Sig. (2-tailed) = 0.001. While the research alpha = 5% or 0.05. This means that the value of Sig. (2-tailed) is smaller than the alpha value (0.001>0.05), it can be concluded that this study then H0 is accepted and H1 is rejected. So it can be concluded that Cooperative Integrated Reading and Composition (CIRC) Model significantly affects the students' reading comprehension.

DISCUSSION

This research was conducted at MAS AL-Washliyah Pantai Cermin using a sample of two classes, namely class X-A as an experimental class taught with the Cooperative Integrated Reading and Composition (CIRC) model and X-B as a control class taught with Conventional learning.

Based on the results of preliminary observations conducted by researchers at MAS AL-Washliyah Pantai Cermin, teaching and learning activities are still focused on teachers and textbooks only. Making students less excited and less active in the learning process. So that the material taught is less understood by students and has an impact on low learning outcomes. Meanwhile, after the researchers conducted teaching and learning activities using the Cooperative Integrated Reading and Composition (CIRC) model, learning became more active than before.

The results showed that the reading comprehension of students taught with Cooperative Integrated Reading and Composition (CIRC) had the highest score of 80 and the lowest score of 53 with an average posttest score of 60.9 which is a sufficient category. Meanwhile, the reading comprehension of students taught with conventional learning model had the highest score of 80 and the lowest score of 40 with an average posttest score of 49 which is a less category. This proves that the reading comprehension of students taught with Cooperative Integrated Reading and Composition (CIRC) model is better than the reading comprehension of students taught with conventional learning model.

The results of this study are in line with the results of several studies on the application of Role Playing learning model by Suliawati (2014) entitled "The Comparison of reading comprehension ability by using the power of TWO (POT) and Cooperative Integrated Reading and Composition (CIRC) Models at the Students of SMA Muhammadiyah 1 Metro in Academic Year 2013/2014". The problems of this research are: (1) Are there any differences between the power of two (POT) and Cooperative Integrated Reading and Composition (CIRC) models of SMA Muhammadiyah 1 Metro in Academic Year 2013/2014? (2) Which one is more effective between the power of TWO (POT) and Cooperative Integrated Reading and Composition (CIRC) Models at the Students of SMA Muhammadiyah 1 Metro in Academic Year 2013/2014?

Based on the findings that have been described above, the findings in this study illustrate that the Cooperative Integrated Reading and Composition (CIRC) l model is more suitable to be used than the conventional learning model in overcoming students' low reading comprehension. In addition, using the Cooperative Integrated Reading and Composition (CIRC) model in the learning process can create an active and fun classroom atmosphere. This is because the Cooperative Integrated Reading and Composition (CIRC) model has several advantages, namely students are actively involved in the learning process, the learning atmosphere becomes fun because it can build cooperation between students, get different information at the same time and foster learning creativity because it can stimulate children to take part in learning activities.

Based on the explanation above, it can be concluded that the Cooperative Integrated Reading and Composition (CIRC) model affects students' reading comprehension.

CONCLUSIONS

Based on the data analysis of the research and hypothesis testing conducted, it can be concluded that the Cooperative Integrated Reading and Composition (CIRC) model affects students' reading comprehension. Students' reading comprehension using the Cooperative Integrated Reading and Composition (CIRC) model is higher than using conventional learning. The increase in students' reading comprehension shows that the average in the experimental class is in the medium category, while the average in the control class is in the low category. This is also shown from the results of the student posttest t test with the posttest value obtained Sig. (2-tailed) is smaller than the research alpha value, it can be concluded that this study H1 is rejected and H0 is accepted. Based on the description above, it shows that different treatments cause different final results between experimental classes that use the Cooperative Integrated Reading and Composition (CIRC) model and control classes that use conventional learning methods. Thus, it was proven that the use of Cooperative Integrated Reading and Composition (CIRC) model was able to improve students' reading comprehension. This is seen from the students' final results (post-test) in the experimental class higher than in the control class taught with conventional learning methods. From the above statement, it can be seen that the use of the Cooperative Integrated Reading and Composition (CIRC) model in the experimental class is more effective in improving students' reading comprehension compared to the class that uses the conventional approach in class X. So it can be concluded that there is an effect of the Cooperative Integrated Reading and Composition (CIRC) model in the experimental class.

So it can be concluded that the Cooperative Integrated Reading and Composition (CIRC) learning model affects students' reading comprehension.

The suggestions that researchers can put forward are as follows:

1. In the teaching and learning process at school, the Cooperative Integrated Reading and Composition (CIRC) model should be one of the alternatives considered for frequent use in the process of teaching and learning activities.
2. Facilitate teachers' suggestions and needs to apply the Cooperative Integrated Reading and Composition (CIRC) model in the learning process.
3. Improve teachers' professionalism in the educational field through various trainings and workshops on how to choose and use the right learning model according to learning objectives.

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