

The Effectiveness of the Cooperative Integrated Reading and Composition (CIRC) Method on Reading Comprehension Ability based on Reading Interest in Grade IV Elementary School Students

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ABSTRACT

Reading is a very important means or medium for obtaining information or knowledge, reading is also a type of language, speaking has a very important role in human life. Reading can be done anytime and anywhere according to the wishes of the reader. The aim of this research is to determine the effectiveness of the method in teaching reading comprehension skills based on the reading interest of fourth grade elementary school students. The type of research used is experimental research. The population in this study were all class IV students at SDN cluster 3, Kediri sub-district, West Lombok Regency, while the sample used in this research was class IV at SDN 2 Rumak. The results of this research in the form of quantitative data were analyzed into data using pretest and posttest then analyzed using the normality test with Kolmogorov Smirnov, then homogeneity test with f variance. To determine the hypothesis test, it can be done by comparing the calculated t value with the t table. This is proven by the students' high interest in reading, the average value of the t-test, namely the calculated t value $-8.200 > t_{table} 1.725$ with a significance value $= 0.000 < 0.05$. For students interested in reading, the average value of the examiner's t calculated value is $-8.444 > t_{table} 1.812$ with a significance value $= 0.000 < 0.05$. So, it can be concluded that the CIRC learning method is effectively used in teaching Reading Comprehension Skills for fourth grade elementary school students.

Keywords: CIRC Method, Reading Comprehension, Reading Interest

INTRODUCTION

Education is an important part of the learning process to determine changes in a person's quality in various aspects of life. Through education, a person's skills and abilities can be improved in dealing with life. It is within this framework that education is needed and seen as one of the basic needs for everyone. According to Samsudin et al., (2019) education is something that is not done haphazardly, but has a very clear process and goals. Starting from a conscious and soaring effort in the process of forming attitudes, developing a person's intelligence and valuable skills in accordance with their needs. Meanwhile, according to Tjoen, Na Lian, (2022) someone who is cultured and educated makes reading a necessity in communication, to support success in academics.

In the world of education, reading is the main subject in learning, reading is very important for everyone, reading is also included in the physical and mental. Reading is an activity that involves ways of thinking, such as examining, analyzing, and achieving problem solving. Reading is also a complex skill that involves a series of skills, reading has a position as the basis for progress and success in learning, especially in the

elementary school realm. Srimularahmah & Buhari, (2022) argues that reading is one of the activities carried out in order to obtain information and understand the meaning contained in writing. Meanwhile, in the opinion of Rapida Yana, Yusnira, (2021) reading is a storehouse of knowledge, by reading a lot, we will have a lot of knowledge and experience.

This is in line with the opinion of Sari et al., (2021) that reading should be a basic need, not a compulsion, so by reading individuals and groups will get all the information they want to get. Heni Ratnasari et al., (2021) argue that reading is part of the educational process in order to have the ability to think rationally and excel in the academic field to develop one's potential. It can be concluded that reading is a process that involves the reader's body and their mind, reading involves the continuation of a mechanical process, which is followed by a psychological process in the form of a mental process used to process information.

Reading comprehension is a reading activity in order to understand the contents of the reading in depth. This agrees with Tampubolon (2015:6) who states that reading comprehension does not only involve motor skills in the form of eye movements, but also involves thinking or reasoning in order to determine or understand the information communicated by the author. According to Paynter et al., (2023) reading comprehension is an important skill acquired in elementary school and is very important for learning in all academic areas. Someone who understands reading shows proficiency in two relative components, namely word recognition (decoding) skills and listening comprehension. Reading engagement is critical for reading comprehension among students Lin et al., (2021) . Meanwhile, the opinion of Andari et al., (2022) is that reading comprehension is an activity when someone tries to examine what they read based on 5W + 1H knowledge and creates a summary of the source of the book they read. In reading comprehension they do it in various ways Hiebert & Daniel, (2019) .

Reading ability is essential for knowledge acquisition, success at work, school and access to activities which all contribute to quality of life Castles et al., (2018) . According to Mervis & Greiner, (2022) reading comprehension is a product of decoding and listening comprehension, that both decoding and listening comprehension are needed for reading comprehension, when someone is learning their ability to understand what they read will be greatly limited by limitations in their abilities. read. Meanwhile, in the opinion of Auphan et al., (2019) successful reading comprehension is a necessary condition for functional reading and is a real challenge. Functional reading in question is the ability to understand written statements. Among schools, reading comprehension is seen from the ability to read to find out whether you have complex words or the right words or not. If someone has that then his reading ability is good. Zhang, (2018) .

Based on the national index, the level of reading interest in Indonesian society is only 0.01. Meanwhile, in developed countries it is between 0.45 and 0.62. The low interest in reading among Indonesian students has increasingly resulted in the quality and quality of education in Indonesia remaining silent but taking no action. Compared to reading books, Indonesian people prefer to play social media to use their free time. It can be seen that nowadays social media is not only consumed by adults but children in elementary school can also play social media, this is what causes the low interest. read students. According to Noibe Halawa et al., (2020) , interest in reading is a tendency or passion of the heart and soul, attention or a strong desire with will, self-awareness and feelings of joy. Meanwhile, according to Meliyawati (2018), explains that interest in reading is one of the factors that has an important role in reading activities, in our society in particular interest in reading tends to be smaller compared to other interests such as interest in extracurricular areas in formal schools in particular. Reading interest

is a strong concern and directs someone to read on their own accord.

This agrees with Riyanti et al., (2019) , interest in reading is a strong and deep concern accompanied by a feeling of pleasure towards reading activities so that it can direct someone to read on their own. Interest in reading is a strong source of motivation for someone to analyze, remember and evaluate what they have read. Mianta read affects the shape and intensity of a person in determining his future goals in the future. This is part of the self-development process that must always be honed because interest in reading is not obtained from birth.

LITERATURE REVIEW

Donal & Niati, (2017) in research entitled "the implementation of cooperative integrated reading composition in reading interest" said that students who were taught using the CIRC method in reading interest had better comprehension scores, better than students who were taught using group discussions. small. This is proven by the results of t calculated compared with t table 1% 2.704 and t table 5% -2.021 with df 39. The result t calculated is greater than t table 5% and t table 1% (2.704-3.23>2.021). Hayati et al., (2020) with research "students' reading interest in biology learning model based on remap CIRC, GI and TGT" explains that using the CIRC remapping learning model has the greatest influence on students' reading interest compared to the GI and TGT learning models. According to Karen, the CIRC ramap learning model has the best effect on students' reading interest compared to the Gi model and the TGT ramap model. Hudayani & Saparianingsih, (2022) in a study entitled "The use os cooperative integrated reading and composition (CIRC) technique in reading comprehension of narrative text". This is evidenced by the effectiveness of CIRC in increasing students' scores in learning reading comprehension. Käsper et al., (2018) with the title "Language Teaching Strategies' Impact on Third-Grade Students' Reading Outcomes and Reading Interest" revealed that reading interest has

the strongest impact on both reading results and students' reading interest. This language strategy is thus considered central in developing elementary school students' reading outcomes and reading interest.

In line with the research conducted by Prajogo, (2021) in the research "integrated reading and composition (CIRC) method to improve", this is evidenced by using the cooperative integrated reading and composition (CIRC) method which is useful for improving student reading and improving the student learning process. Meanwhile Erlidawati & Syarfuni, (2018) in their study "the effect of cooperative integrated reading and composition on reading comprehension of iain lhokseumawe, Indonesia" revealed that the cooperative integrated reading and composition (CIRC) method in learning reading comprehension was effectively used in improving students' reading comprehension.

MATERIALS & METHODS

The type of research used is experimental research with Quasi Experimental Design Nonequivalent Control Group Design form. Experimental research. Kountur (2009: 121) states that, experimental research is research where there is treatment (treatment) of the independent variables. Meanwhile, according to Suryana (2015:39), experimental research is a type of research with the same problem characteristics as comparative causal research, but in experimental research, the researcher manipulates or controls at least one independent variable. According to Nazir (2011:63), experimental research is research carried out by manipulating the research object and providing control.

Data collection techniques use questionnaires and tests. The questionnaire was used to measure reading interest, while the test was to measure students' reading comprehension abilities. The test used is a multiple-choice question test. The test was given to students to measure the reading comprehension level of grade IV SDN students.

The population in this study were all fourth-grade students at SDN in Cluster 3, Kediri District, West Lombok district, which consisted of 7 elementary schools. The samples in this study were SDN 1 Rumak and SDN 2 Rumak. The two SDNs have the same characteristics. According to Sugiyono (2018: 118) says that, the sample is part of the number and characteristics possessed by the population.

STATISTICAL ANALYSIS

The data analysis technique used in this study was to convert quantitative data into qualitative data. Validity and reliability test data use the following formula.

Validity Formula

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Information:

r_{xy} = Validity of the questions

N = Number of students

X = Total number of correct scores

Y = Total score

Reliability Formula

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2} \right)$$

Information:

R_{11} : Reliability is sought

$\sum \sigma_t^2$: The total variance of the score of each item

σ_t^2 : Total variance

RESULTS

This study examines students' reading comprehension skills based on reading

interest, namely reading comprehension abilities with high and low reading interest in solving reading comprehension ability test questions on the material presented in involving fourth grade students at SDN 2 Rumak, totaling 30 students. This section describes the presentation of data and analysis of research results that have been formulated in the formulation of the problem. To provide a concise description and clarify the information in the research, the data will be presented in a table for each data presentation followed by an explanation. The results of the reading comprehension test results and data on students' reading interest questionnaire results in general are as follows.

Level of interest in reading class IV SDN 2 Rumak

The results of data processing using the reading interest questionnaire instrument for class IV students at SDN 2 Rumak can be seen in the following table

Table 1 Reading Interest of Class IV Students at SDN 2 Rumak

No	Category	Amount	Percentage
1.	Low	10	33.33
2.	Tall	20	66.67
Amount		30	100%

Based on table 1, it is stated that the reading interest level of class IV students at SDN 2 Rumak is 33.33% or 10 students with low reading interest and 66.67 or 20 students with high reading interest.

The level of reading interest of students in class IVSDN 2 Rumak is graphically presented in the following picture.

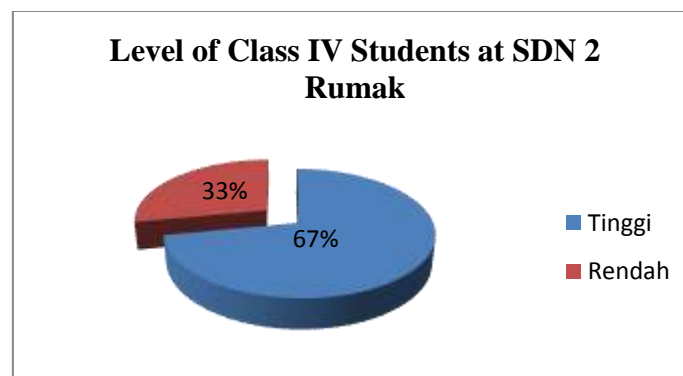


Figure 1. Reading Interest Level of Grade IV Students at SDN 2 Rumak

From Table 1 and Figure 1 that has been presented, in general fourth grade students at SDN 2 Rumak have a high interest in reading. Furthermore, the class is given treatment with the CIRC method.

Description and Analysis of Reading Comprehension Test Results for Students with High Interest in Reading in Experimental Class Two (CIRC Method)

The number of respondents from experimental class 2 was 30 students and there were three aspects assessed, namely 1) understanding the content of the reading text, 2) determining the main sentence, and 3) concluding the reading text in several sentences. Based on the results obtained in

the pretest of reading comprehension ability in the second experimental class (CIRC method), the average obtained was 67.30 for students with high interest in reading. In the aspect of understanding the content of the reading text, 2 students were categorized as very good, 15 students were categorized as good, and 3 students were categorized as fair. In the aspect of determining the main sentence, 6 students were categorized as very good, 12 students were categorized as good, 2 students were categorized as fair. In the aspect of concluding the reading test in a few sentences, 2 students were categorized as very good, 14 students were categorized as good, and 4 students were categorized as fair.

Table 2 Pretest Results of Reading Comprehension for Students with a High Interest in Reading in Experimental Class Two (CIRC Method)

No	Aspect	Category			
		Very good	Good	Enough	Not enough
1.	Understanding the Content of Reading Texts	2	15	3	-
2.	Determining the Main Sentence	6	12	2	-
3.	Summarize the reading text in a few sentences	2	14	4	-

After receiving the CIRC method treatment, the reading comprehension test results for students with high interest in reading in the second experimental class (CIRC method) experienced changes (Table 3), the final test average obtained was 82.75. In the aspect of understanding the contents of the reading text, 7 students are in very good category, 13

students are in good category. In the aspect of determining the main sentence, 13 students were categorized as very good and 7 students were categorized as good. In the aspect of concluding the reading test in several sentences, 7 students were in the very good category, 11 students were in the good category, and 2 were in the enough category.

Table 3. Posttest Results of Reading Comprehension for Students with a High Interest in Reading in Experimental Class Two (CIRC Method)

No	Aspect	Category			
		Very good	Good	Enough	Not enough
1.	Understanding the Content of Reading Texts	7	13	-	-
2.	Determining the Main Sentence	13	7	-	-
3.	Summarize the reading text in a few sentences	7	11	2	-

The effectiveness of applying the CIRC method in learning reading comprehension based on students' high interest in reading was analyzed based on the average normalized Gain value using *pretest* and *posttest data*. The results of the analysis of the increase in reading comprehension skills of students taught using the CIRC method show an average increase of 0.46, meaning that the increase in reading ability of students

taught using the CIRC method and interest in reading is high in the medium category. The above results are supported by a comparison test of *pretest* and *posttest scores* on improving the reading comprehension skills of students taught using the CIRC method with high interest in reading. The comparative test uses a *paired sample test* with the help of SPSS version 23. The formulation of the hypothesis is as follows.

H0:	There is no difference in the average reading comprehension ability of students with high reading interest before and after being taught using the CIRC method
H ₁ :	There is a difference in the average reading ability of students with high reading interest before and after being taught using the CIRC method

Table 4. Pretest Posttest Comparative Test Results for Reading Comprehension of Students Taught Using the CIRC Method with High Interest in Reading.

Pair	Pre_CIRC_High	Post_CIRC_High	Paired Differences				t	df	Sig. (2-tailed)	
			Means	Std. Deviation	Std. Error Means	95% Conanalysis confidence Interval of the Difference				
						Lower				Upper
1	-	-	15,450	8,426	1884	-19,393	-11,507	-8,200	19	,000

Based on table 4 above, the results of the pretest and posttest reading comprehension for experimental class two which used the CIRC method, the average pretest score of students before using the CIRC method for students with a high interest in reading was 67.30, while the average posttest score for students with a high interest in reading after using the method CIRC of 82.75. There was an increase in student learning outcomes before and after using the CIRC method, which was -15.45. Based on the explanation above, it can be concluded that the CIRC method is effectively used in teaching reading comprehension skills to students with high interest in reading. This is proven by the t-table value = -8,200 > t table 1,725 with a significance value = 0.000 < 0.05, which means there is a significant difference in the average reading comprehension ability of students who are highly interested in reading before and after being taught using the CIRC method.

Description and Analysis of Reading Comprehension Ability Test Results for

Table 5. Pretest Results of Reading Comprehension for Students with Low Interest in Reading in Experimental Class Two (CIRC Method)

No	Aspect	Category			
		Very good	Good	Enough	Not enough
4.	Understanding the Contents of Reading Text	3	7	-	-
5.	Determining the Main Sentence	4	6	-	-
6.	Summarize the reading text in a few sentences	3	5	2	-

After receiving treatment with the CIRC method, the results of the reading comprehension ability test for students with low interest in reading in the second experimental class (CIRC method)

Students with Low Interest in Reading in Experimental Class Two (CIRC Method)

The number of respondents in the second experimental class was 30 students and there were three aspects of value, namely 1) understanding the content of the reading text, 2) determining the main sentence, and 3) concluding the reading text in several sentences. Based on the results obtained in the pretest of reading comprehension ability in the second experimental class (CIRC method) for students with low interest in reading, the average obtained was 71.80. In the aspect of understanding the content of the reading text, 3 students were categorized as very good, and 7 students were categorized as good. In the aspect of determining the main sentence, 4 students were categorized as very good, and 6 students were categorized as good. In the aspect of concluding the reading text in a few sentences, 3 students were categorized as very good, 5 students were categorized as good, and 2 students were categorized as fair.

experienced changes, the final test average obtained was 86.75. In the aspect of understanding the content of the reading text, 5 students were categorized as very good, and 5 students were categorized as good. In

the aspect of determining the main sentence, 6 students were categorized as very good, and 4 students were categorized as good. In the aspect of concluding the reading text in a

few sentences, 4 students were categorized as very good, 5 students were categorized as good, and 1 student was categorized as fair.

Table 6. Pretest Results of Reading Comprehension for Students with Low Interest in Reading in Experimental Class Two (CIRC Method)

No	Aspect	Category			
		Very good	Good	Enough	Not enough
7.	Understanding the Contents of Reading Text	5	5	-	-
8.	Determining Main Sentences	6	4	-	-
9.	Summarize the Reading Text in a few sentences	4	5	1	-

The effectiveness of applying the CIRC method in learning reading comprehension based on low reading interest was analyzed based on the average Gain value which was normalized using pretest and posttest data. The results of the analysis of the increase in the reading comprehension ability of students taught using the CIRC method show an average increase of 0.53, meaning an increase in the reading comprehension ability

of students taught using the CIRC method and low interest in reading in the medium category.

The above results are supported by a comparison test of pretest and posttest scores to increase reading comprehension skills taught using the CIRC method with low reading interest. The comparative test uses a paired sample t-test with the help of SPSS version 23.

H ₀ :	There is no difference in the average reading comprehension ability of students with low reading interest before and after being taught using the CIRC method
H ₁ :	There is a difference in the average reading ability of students with low interest in reading before and after being taught using the CIRC method

Table 7. Results of Comparative Test Pretest Posttest Reading Comprehension of Students Taught Using the CIRC Method with Low Reading Interest

Pair	Pre_CIRC_Low - Post_CIRC_Low	Paired Differences					t	df	Sig. (2-tailed)
		Means	Std. Deviation	Std. Error Means	95% Confidence Interval of the Difference				
					Lower	Upper			
1	-15,000	5,617	1,776	-19018	-10,982	-8,444	9	,000	

Based on results 7 above, the pretest and posttest reading comprehension ability of experimental class two which used the CIRC method, the average pretest score of students before using the CIRC method for students with low interest in reading was 71.80, while the average posttest score for students with low interest in reading after using the method CIRC of 86.80. There was an increase in student learning outcomes before and after using the CIRC method, namely -15,000. Based on the explanation above, it can be concluded that the CIRC method is effectively used in learning reading comprehension skills for students with low interest in reading. This is proven by the

calculated t value $-8.444 > t$ table 1.812 with a significance value $= 0.000 < 0.05$, which means that there is a significant difference in the average reading comprehension ability of students with low interest in reading before and after being taught using the CIRC method.

Description of the Effectiveness of Learning Reading Comprehension with the CIRC Method based on Reading Interest

The effectiveness of applying the CIRC method in learning to read and comprehend based on interest in bacca was analyzed using the two-way ANOVA technique (tow way

anova) because each factor is divided into several categories. The analysis was carried out using SPSS version 23. Before carrying out the *tow way ANOVA test*, data homogeneity testing was first carried out. The homogeneity test is the same variance between groups that want to be compared, so that it is known that under the same conditions. The homogeneity test was carried out using the *Levene test* with the following hypothesis formula.

$$H_0: \sigma_1^2 = \sigma_2^2 = \dots = \sigma_{ij}^2$$

H₁: One of the group variances is different

Table 8. Levene Homogeneity Test Results of Reading Comprehension Ability with the CIRC Method Based on Reading Interest

Levene Statistics	df1	df2	Sig.
.664	1	58	.419

Based on Table 8, the sig value is obtained. = 0.419 > α = 0.05, this means that H₀ is accepted, meaning that each group has the same variance (homogeneity). The results of the descriptive analysis of the reading comprehension abilities of students taught by the CIRC method based on reading interest are presented in Table 9.

Table 9. Results of Descriptive Analysis of Reading Comprehension Ability with the CIRC Method Based on Reading Interest

Treatment	Interest_Read	Means	Std. Deviation	N
CIRC Pretest	Low	67.30	6.125	10
	Tall	82.75	5.613	20
	Total	74.98	5.869	30
CIRC posttest	Low	71.80	6.760	10
	Tall	86.80	8.188	20
	Total	79.30	7.474	30

Based on Table 9, it is known that in the class taught using the CIRC method there were 10 students who had low reading interest and 20 students had high reading interest. Based on the *pretest* results, the average reading comprehension ability of students with low reading interest was 67.30 and students with high reading interest was 82.75, so the total average reading ability of students before being taught using the CIRC method was 74.98.

79.30. These results indicate that students' reading comprehension skills at the time of the pretest have not yet reached the KKM. Based on the *posttest* results, the average reading comprehension ability of students with low reading interest was 71.80 and students with high reading interest was 86.80, so the total average reading ability of students taught using the CIRC method was 79.30 and had exceeded the KKM.

Table 10. Results of Two-Way ANOVA Analysis of Reading Comprehension Ability Using the CIRC Method Based on Reading Interest

Source	Type III Sum of Squares	df	MeanSquare	F	Sig.
Corrected Model	3722.700 ^a	3	1240.900	24.852	.000
Intercept	306333.075	1	306333.075	6135.097	.000
Treatment	3090.675	1	3090.675	1.899	.000
Interest	210.675	1	210.675	4.219	.045
Treatment * Interest	.675	1	.675	.014	.908
Error	2796.150	56	49.931		
Total	357195.000	60			
Corrected Total	6518.850	59			

According to table 10, the treatment line obtained a sig value of 0.000 < α = 0.05, F count 1.899 then H₀ was rejected. This means that there is a difference between the average reading comprehension ability before and after being taught using the CIRC learning method. This is in line with the average reading comprehension ability before being taught using the CIRC method of 74.98 and

after being taught with this method of 79.30. So, the average reading comprehension ability after being taught with the CIRC method is better than before being taught with this learning method.

To test the difference in reading comprehension ability based on high and low reading interest in students taught by the

CIRC method, the following hypothesis is formulated:

H ₀	: $\mu_1 = \mu_2$ (there is no difference in the average reading comprehension ability before and after learning with the CIRC method)
H ₁	: $\mu_1 \neq \mu_2$ (there is a difference in the average reading comprehension ability before and after learning with the CIRC method)

Based on table 10 on the reading interest line, it is obtained that the sig value is $0.045 > \alpha = 0.05$ with the acquisition of F count = 4.219, then H₀ is accepted. This means that there is no difference in reading comprehension ability based on high and low reading interest in students who are taught by the CIRC method.

Based on data analysis in table 9, it is known that the average reading comprehension ability before being treated using the CIRC method was 74.98. and after being treated with the CIRC learning method it was 79.30. Then the average reading comprehension ability of students based on reading interest, before being given treatment, students with low reading interest was 67.30 and high reading interest was 82.75, there was an increase in students with low reading interest of 71.80, while the average reading comprehension ability of students with high reading interest was 86.80. Thus, it can be concluded that there has been an increase in reading comprehension skills based on reading interest with the application of the CIRC method.

DISCUSSION

Based on the results obtained by students in the initial test of reading comprehension ability, students with an interest in reading are high, the average obtained is 67.30. The CIRC method is effectively used in teaching reading comprehension skills to students with high interest in reading. This is evidenced by the value of t count = -8,200 > t table of 1.725 with a significance value = 0.000 < 0.05, which means that there is a significant difference in the mean reading ability of students who have low interest in reading before and after being taught using

the CIRC method. In line with the opinion of Estyawati et al., (2022) the Cooperative Integrated Reading and Composition (CIRC) learning method is effectively used in improving students' reading comprehension skills. This also agrees with research conducted by Sridarmini & Ananda, (2023) which says that the CIRC method is very effective in improving reading comprehension skills. This was also emphasized by Rahma et al., (2023) that the CIRC method is able to improve students' reading comprehension abilities and is very effectively used in learning.

Meanwhile, the results obtained by students in the initial reading comprehension test for students with low interest in reading, the average obtained was 70.60. The CIRC method is effectively used in teaching reading comprehension skills to students with low interest in reading. This is proven by the calculated t value = -8.444 > t table 1.812 with a significance value = 0.000 < 0.05, which means there is a significant difference in the average reading comprehension ability of students who have low interest in reading before and after being taught using the CIRC method, this is in line with the opinion Jariah et al., (2023) research shows that the use of the CIRC learning method in learning reading comprehension has proven to be effective in improving learning outcomes because learning is carried out in accordance with planning, implementation and evaluation, the CIRC learning method provides students with experiences and learning activities that are relevant to their level of development. student. Mila Roysa & Sumaji, (2023) revealed that reading comprehension skills using the CIRC method have increased and

are effectively used in the student learning process.

CONCLUSION

Based on the results of the analysis put forward by the researcher, it was concluded that the reading comprehension ability of fourth grade students at SDN 2 Rumak was based on students' reading interest. The conclusions are based on the reading comprehension ability of students who have high and low reading interest.

Reading comprehension ability in terms of high reading interest in grade IV students at SDN 2 Rumak who have high reading interest can be seen that students who have high reading interest have very good reading comprehension skills.

Reading comprehension ability in terms of low student reading interest in class IV students at SDN 2 Rumak who has it can be seen that students who have good reading comprehension skills.

The use of the CIRC method is effective in teaching reading comprehension based on reading interest in fourth grade elementary school students. This is proven by the students' high interest in reading, the average value of the t-test, namely the calculated t value $-8.200 > t$ table 1.725 with a significance value = $0.000 < 0.05$. For students who are interested in reading, the tester's average value is t count $-8.444 > t$ table 1.812 with a significance value = $0.000 < 0.05$.

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