



## The Effect of the Cooperative Integrated Reading and Composition (CIRC) Model on Students' Reading Comprehension Skills in Indonesian Language Lessons in Grade III at SDN 2 Setianegara

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### ABSTRACT

This study was motivated by the low reading comprehension skills of students in Indonesian language classes. The purpose of this study was to determine the effect of the CIRC model on the reading comprehension skills of third-grade students in Indonesian language classes at SD Negeri 2 Setianegara. This study used a quantitative research method, specifically a quasi-experimental design. The research design used was a single group pre-test and post-test design. The population in this study was all 22 third-grade students at SD Negeri 2 Setianegara, Cilimus District, Kuningan Regency. The sampling technique used in this study was total sampling, where the researcher took the entire population as a sample, namely third-grade students at SD Negeri 2 Setianegara. The data collection techniques used in this study were observation, interviews, tests, and documentation. The data analysis techniques used in this study were normality tests, homogeneity tests, and hypothesis tests (Wilcoxon test). The results showed that (1) the reading ability of third-grade students at SD Negeri 2 Setianegara before the implementation of the Cooperative Integrated Reading and Composition model was still low. Based on data processing and analysis, the lowest score was 52, the highest score was 64, and the average score was 57.64, which was below the minimum passing score (KKM) of 70. (2) The reading ability of third-grade students at SD Negeri 2 Setianegara after implementing the Cooperative Integrated model.

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## INTRODUCTION

Education is a conscious effort to develop the potential of students to be characterful, intelligent, virtuous, and skilled in accordance with the needs of themselves, society, the nation, and the state (Law of the Republic of Indonesia No. 20 of 2003). Torau et al (2022) Education is part of a continuous process that shapes quality human beings, rooted in the cultural values of the nation and based on the values of Pancasila. Suhaimia & Norhalisab (2024) Indonesian language learning in elementary school is a compulsory subject in the Merdeka Curriculum, which plays an important role in improving students' literacy skills and training their listening, speaking, reading, and writing abilities. One of the skills that must be mastered is reading comprehension.

Reading comprehension is the process of acquiring meaning related to the reader's knowledge and experience (Prasrihamni et al., 2022). Interest and motivation are closely related; both are important factors in the success of student learning by setting short-term goals and targets accompanied by forms of appreciation for their achievements (Berutu et al., 2024). The success of an educator in the learning process can be seen from the increase in students' interest in learning. This is clearly closely related to the selection and application of appropriate learning models and methods, so as to create an effective, interesting, and meaningful learning atmosphere for students (Khairani et al., 2025).

Teachers play an important role in creating an engaging, comfortable, and enjoyable learning environment through the use of appropriate learning methods and models. Students are not only treated as objects, but also placed as active subjects in the learning process, both inside and outside the classroom (Maulidi, 2022). However, in practice, facts in the field show that students' reading skills are low due to a lack of interest and motivation, low comprehension skills, and the use of learning models that seem monotonous, causing students to quickly become bored.

To overcome these problems and develop students' reading skills, teachers need to integrate new innovations and creativity into learning so that reading activities can take place optimally. One approach that can be applied is the Cooperative Integrated Reading, Composition (CIRC) learning model. Idrus et al (2025) The CIRC learning model is a strategy used to teach reading and writing skills to upper elementary school students in groups of 4-5 students. The Cooperative Integrated Reading and Composition (CIRC) model integrates the reading material as a whole before dividing it into important components (Humairoh & Rahman, 2016).

Based on these issues, this study aims to determine the effect of the CIRC model on students' reading comprehension skills in Indonesian language lessons in grade III at SD Negeri 2 Setianegara. This study will examine students' reading comprehension skills in Indonesian language lessons through the use of the Cooperative Integrated Reading and Composition (CIRC) model and its impact on students' interest, motivation, and learning outcomes. Therefore, the main focus of this study is to determine the effect of the CIRC model on students' reading comprehension skills in Indonesian language lessons. Navida et al (2023) Reading ability is a basic language and literacy skill that must be achieved at all levels of education, including elementary school. The CIRC model can improve students' reading skills (Miranda & Rosidah, 2024).

This study used a quantitative research method, a quasi-experimental research type, through a one group pretest posttest design. The population in this study was all 22 third grade students at SDN 2 Setianegara. The sampling technique used in this study was total sampling, where the author took the entire population as the sample, namely the third grade students at SD Negeri 2 Setianegara. The data collection techniques used in this study were observation, interviews, tests, and documentation.

The results of this study are expected to help develop Indonesian language learning models in schools that focus on students' comprehension and reading skills. By identifying which models most effectively increase student motivation to learn, teachers will be able to apply learning approaches that are more suited to students' needs. In addition, this study is also expected to help schools create better

policies on Indonesian language learning. Not only that, this study is expected to be a reference for educators in creating a more effective and interesting learning environment for students because it is important for teachers to continue to develop their teaching skills in order to adapt their learning models to the needs of students.

## METHODS

This study used quantitative methods and was a quasi-experimental study. The research design used a one-group pretest-posttest design. This study involved all 22 students in the third grade of SD Negeri 2 Setianegara. The sampling technique used in this study was total sampling, and the data collection techniques were observation, interviews, tests, and documentation. The data analysis techniques used in this study were normality test, homogeneity test, and hypothesis test (Wilcoxon test).

## FINDINGS AND DISCUSSION

### Findings

These research results were obtained through a pretest given to students to determine their reading comprehension before using the Cooperative Integrated Reading and Composition (CIRC) model. The pretest was in the form of a written essay test. The research respondents consisted of 22 students. The following is the students' reading comprehension based on the pretest scores obtained:

**Table 1.** Pretest Results

No	Nama Siswa	Indikator					Jumlah	Skor Nilai	Kategori
		Item	Item	Item	Item	Item			
		1	2	3	4	5			
1	Siswa 1	3	3	3	3	3	15	60	C+
2	Siswa 2	3	2	3	3	3	14	56	C+
3	Siswa 3	3	3	4	3	3	16	64	B-
4	Siswa 4	2	3	3	2	3	13	52	C
5	Siswa 5	3	3	2	3	3	14	56	C+
6	Siswa 6	3	3	3	2	2	13	52	C
7	Siswa 7	3	3	2	4	3	15	60	C+
8	Siswa 8	3	3	3	2	3	14	56	C+
9	Siswa 9	3	2	3	3	3	14	56	C+
10	Siswa 10	4	3	3	2	3	15	60	C+
11	Siswa 11	3	3	3	3	3	15	60	C+
12	Siswa 12	3	2	3	2	3	13	52	C
13	Siswa 13	2	3	3	3	3	14	56	C+

14	Siswa 14	2	3	2	3	3	13	52	C
15	Siswa 15	3	3	3	3	3	15	60	C+
16	Siswa 16	3	2	3	3	3	14	56	C+
17	Siswa 17	4	3	3	3	3	16	64	B-
18	Siswa 18	3	3	2	3	3	14	56	C+
19	Siswa 19	3	3	3	3	3	15	60	C+
20	Siswa 20	3	3	4	2	3	15	60	C+
21	Siswa 21	3	3	3	3	3	15	60	C+
22	Siswa 22	3	3	3	3	3	15	60	C+
<b>TOTAL</b>								<b>1268</b>	
<b>HIGHEST SCORE</b>								<b>64</b>	
<b>LOWEST SCORE</b>								<b>52</b>	
<b>AVARAGE</b>								<b>57,64</b>	<b>C+</b>

The table above shows that the pretest results of 22 students are considered incomplete because they do not meet the minimum passing criteria (KKM) with the highest score of 64 and the lowest score of 52. The average pretest score of 57.64 is still considered low.

The posttest results were used to determine students' reading comprehension after using the Cooperative Integrated Reading and Composition Model. The following are the posttest results for third-grade students at SD Negeri 2 Setianegara.

**Table 2.** Posttest Results

No	Nama Siswa	Indikator					Jumlah	Skor Nilai	Kategori
		Item 1	Item 2	Item 3	Item 4	Item 5			
1	Siswa 1	5	4	4	4	4	21	84	A-
2	Siswa 2	5	4	5	4	3	21	84	A-
3	Siswa 3	5	5	4	4	3	21	84	A-
4	Siswa 4	5	4	4	4	4	21	84	A-
5	Siswa 5	5	4	4	3	4	20	80	B+
6	Siswa 6	5	4	4	4	3	20	80	B+
7	Siswa 7	5	5	4	4	3	21	84	A-
8	Siswa 8	5	4	4	4	4	21	84	A-
9	Siswa 9	5	4	5	4	3	21	84	A-
10	Siswa 10	5	4	5	3	4	21	84	A-

11	Siswa 11	5	4	3	4	4	20	80	B+
12	Siswa 12	5	3	4	4	4	20	80	B+
13	Siswa 13	5	4	4	4	3	20	80	B+
14	Siswa 14	5	4	5	3	4	21	84	A-
15	Siswa 15	5	4	4	4	3	20	80	B+
16	Siswa 16	5	4	4	3	4	20	80	B+
17	Siswa 17	5	4	5	4	4	22	88	A-
18	Siswa 18	5	4	4	3	4	20	80	B+
19	Siswa 19	5	4	4	4	3	20	80	B+
20	Siswa 20	5	4	5	3	4	21	84	A-
21	Siswa 21	5	4	4	4	4	21	84	A-
22	Siswa 22	5	4	4	4	4	21	84	A-
<b>TOTAL</b>								<b>1816</b>	
<b>HIGHEST SCORE</b>								<b>88</b>	
<b>LOWEST SCORE</b>								<b>80</b>	
<b>AVARAGE</b>								<b>82,55</b>	<b>B+</b>

Based on the table above, it is known that the posttest results have met the minimum completion criteria (KKM) with the lowest posttest score being 80, while the highest score is 88. Thus, the average score is 82.55. The analysis of students' reading comprehension was obtained from the results of data normality tests, data homogeneity tests, and hypothesis tests as follows:

**Table 3.** Normality Test Results

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
POSTEST	,325	22	,000	,738	22	,000
PRETEST	,242	22	,002	,878	22	,011

From the table above, we know that the significance value for the pretest data is 0.002 and for the posttest data is 0.000. The pretest and posttest results are not normally distributed because they are less than 0.05.

**Tabel 4.** Homogeneity Test Results

Levene	df1	df2	Sig.
Statistic			
,319	3	18	,812

The Homogeneity Test result obtained a significance of  $0.812 > 0.05$ , meaning that both groups have the same variance (homogeneous).

**Tabel 5.** Hypothesis Test Results

Test Statistics <sup>a</sup>	
	POSTTEST - PRETEST
Z	-4,177 <sup>b</sup>
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test  
b. Based on negative ranks.

Hypothesis testing yielded a Z-value of -4.177b at  $df = 22 (n-1)$  and sig. 0.000. The testing criteria for the hypothesis are that  $H_a$  is accepted or  $H_0$  is rejected if  $Asymp.Sig. (2-tailed) < 0.05$ . From the calculation results, a significance value of  $0.000 < 0.05$  was obtained, so the working hypothesis was accepted. This means that there was a significant difference in reading comprehension between before and after the implementation of the Cooperative Integrated Reading and Composition model.

## Discussion

Based on the results of the study, it is known that the results of the analysis of students' reading comprehension skills in Indonesian language lessons at SD Negara 2 Setianegara before (posttest) the application of the Cooperative Integrated Reading and Composition model showed that 4 students scored 52, with a percentage of 18.2%, 7 students scored 56 (31.8%), 9 students (40.9%) scored 60, and 2 students (9.1%) scored 64. The average score obtained was 57.64, which is categorized as low. Meanwhile, after (posttest) using the Cooperative Integrated Reading and Composition model, 9 students (40.9%) scored 80, 12 students (54.5%) scored 84, and 1 student (4.5%) scored 88. The average score obtained was 82.55, which is categorized as very good. The results of testing the research hypothesis show that  $H_0$  is rejected and  $H_a$  is accepted. Therefore, it can be concluded that there is an increase in students' reading comprehension in Indonesian language lessons in grade 3 at SD Negeri 2 Setianegara by using the Cooperative Integrated Reading and Composition model.

The findings of this study indicate that the implementation of the Cooperative Integrated Reading and Composition (CIRC) model significantly improved students' reading comprehension skills. This is evident from the substantial increase in the average score from 57.64 in the pretest to 82.55 in the posttest. This improvement suggests that the CIRC model is effective in facilitating students' understanding of reading materials by engaging them in structured and collaborative learning activities. The model allows students to actively interact with texts, discuss ideas with peers, and construct meaning together, which strengthens comprehension.

Furthermore, the success of the CIRC model can be explained through cooperative learning theory, which emphasizes the importance of social interaction in the learning process. When students work in groups, they have the opportunity to exchange ideas, clarify misunderstandings, and support each other's learning. This collaborative environment not only enhances comprehension but also builds students' confidence in expressing their thoughts. As a result, students become more active participants in the learning process compared to traditional teacher-centered approaches.

In addition, the improvement in students' reading comprehension is closely related to increased learning motivation. The use of the CIRC model creates a more engaging and interactive classroom atmosphere, reducing boredom and increasing students' interest in reading activities.

Students are no longer passive recipients of information but are actively involved in analyzing texts, answering questions, and participating in group discussions. This increased engagement plays a crucial role in improving learning outcomes, as motivated students tend to achieve better academic performance.

The findings of this study are also consistent with previous research, which shows that cooperative learning models, particularly CIRC, are effective in improving literacy skills. The structured stages in the CIRC model, such as reading, discussing, and writing, provide a comprehensive approach to learning that integrates multiple language skills. This integration helps students not only understand the content but also develop critical thinking and analytical abilities, which are essential components of reading comprehension.

Finally, the results of this study highlight the importance of selecting appropriate learning models in elementary education. Teachers are encouraged to adopt innovative and student-centered approaches such as the CIRC model to improve learning quality. By implementing cooperative and interactive strategies, teachers can create a more meaningful learning experience that supports students' cognitive and social development. Therefore, the CIRC model can be considered an effective alternative for improving reading comprehension skills in primary school settings.

## CONCLUSION

Based on the results of the study, it can be concluded that the application of the Cooperative Integrated Reading and Composition (CIRC) model significantly improved the reading comprehension skills of third-grade students in Indonesian language at SD Negeri 2 Setianegara. Before the CIRC model was implemented, the average reading comprehension score of students was 57.64, which was categorized as low. However, after implementing the CIRC model, the average score increased to 82.55, which is in the excellent category. In addition, the hypothesis test results show that  $H_0$  is rejected and  $H_a$  is accepted, which means that there is a significant difference between the results before and after implementing the model. Thus, the use of the Cooperative Integrated Reading and Composition model has been proven to be effective in improving students' reading comprehension skills.

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## CONFLICTS OF INTEREST

The author declares that this article was written without any conflict of interest. All ideas, analyses, and views presented are the result of the author's personal research and reflection, based on a review of relevant literature. There has been no influence or intervention from any party, either in the form of financial or non-financial interests. This article was written solely for academic purposes and to contribute to the development of educational science.

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