



The Application of The Cooperative Integrated Reading and Composition (Circ) Learning Model in Improving the Reading Comprehension Skills of Fifth-Grade Students at Uptd Sd Negeri 45 Parepare

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ABSTRACT

This Classroom Action Research (CAR) study, using a qualitative approach, aims to improve the reading comprehension process and skills of fifth-grade students at UPTD SD Negeri 45 Parepare through the Cooperative Integrated Reading and Composition (CIRC) model. The study involved 1 teacher and 21 students. Data were collected through observation, testing, and reflection over two cycles. Each cycle consisted of the stages of planning, implementation, observation, and reflection. The results showed that the CIRC model transformed the classroom atmosphere, making it more active, enthusiastic, and self-directed. As a positive outcome, students' reading comprehension skills improved from 71.42% to 80.95%.

INTRODUCTION

Learning is a planned interactive process among students, educators, and learning resources aimed at developing one's potential (Law of the Republic of Indonesia No. 20 of 2003). In Indonesian language instruction, the primary focus is on the acquisition of comprehensive language skills, one of which is reading (Nathasia & Abadi, 2022; Usman et al. 2024). Reading comprehension skills serve as a crucial foundation for academic success because they enable students to process information, analyze texts, and draw conclusions quickly and accurately (Sari et al. 2021; Frans et al. 2023).

However, the reality on the ground shows that low reading comprehension skills remain a serious challenge in elementary schools. These obstacles are driven by internal factors such as limited vocabulary and low motivation, as well as external factors such as ineffective teaching methods and a lack of reading materials (Sampe et al. 2023; Putri et al. 2024; Oktafianti & Ain, 2024). This situation was clearly documented through observations and interviews conducted on May 16, 2025, in Grade 5 at UPTD SD Negeri 45 Parepare. Of the 21 students, the pass rate on the daily reading comprehension test was only 33.33% (7 students) who met the Learning Objective Achievement Criteria (KKTP ≥ 75), while the remaining 66.67% did not pass. The main problems stemmed from the teacher's monotonous (lecture-based) teaching methods and the students' low enthusiasm for understanding the content of the reading passages.

Several efforts through previous research have been made to address this issue, such as the application of the SQ3R model (Aisah et al. 2024) and the DRTA strategy (Apriliana, 2018). Although effective, these models are considered to fall short in fully integrating structured collaboration between reading and writing activities. As a solution, the Cooperative Integrated Reading and Composition (CIRC) model offers a cooperative-integrative approach that engages students collaboratively in groups to comprehensively complete reading and writing tasks while fostering shared responsibility (Lewang et al. 2023; Yuliana et al. 2022; Ayuningrum, 2022).

The effectiveness of the CIRC model in improving reading comprehension and learning engagement has also been demonstrated by various previous classroom action research (PTK) studies (Siska et al. 2024; Basri, 2024; Putri & Astuti, 2024; Nurhidayah et al. 2017; Mangundap et al. 2023). Nevertheless, these previous studies still have gaps because they did not focus specifically on certain cognitive aspects and were conducted in regions with different geographic characteristics and literacy cultures. This study aims to fill these gaps by thoroughly analyzing the effectiveness of the CIRC model on specific cognitive skills, namely identifying main ideas, main sentences, and supporting sentences. Given this gap, this study is important to provide a more detailed theoretical contribution regarding the influence of the CIRC model on paragraph structure comprehension. Based on this rationale, the researcher conducted a classroom

action research study titled “The Application of the Cooperative Integrated Reading and Composition (CIRC) Learning Model in Improving the Reading Comprehension Skills of Fifth-Grade Students at UPTD SD Negeri 45 Parepare.” Based on the background of the problem, the research questions in this study are: How can the application of the Cooperative Integrated Reading and Composition (CIRC) learning model improve the reading comprehension learning process of fifth-grade students at UPTD SD Negeri 45 Parepare? Can the implementation of the Cooperative Integrated Reading and Composition (CIRC) learning model improve the reading comprehension skills of fifth-grade students at UPTD SD Negeri 45 Parepare? Based on the research questions outlined above, the objectives of this study are to determine whether the implementation of the Cooperative Integrated Reading and Composition (CIRC) learning model can improve the reading comprehension learning process of fifth-grade students at UPTD SD Negeri 45 Parepare and to determine whether the Cooperative Integrated Reading and Composition (CIRC) learning model can improve the reading comprehension skills of fifth-grade students at UPTD SD Negeri 45 Parepare.

LITERATURE REVIEW

Improving students’ reading comprehension skills is one of the key areas teachers need to focus on, specifically by identifying and selecting appropriate methods, models, media, and student characteristics, as well as assessing students’ abilities in relation to the material presented to them. Therefore, the researcher employed the Cooperative Integrated Reading and Composition (CIRC) learning model to enhance the reading comprehension skills of fifth-grade students at UPTD SD Negeri 45 Parepare. Consequently, the conceptual framework of the Cooperative Integrated Reading and Composition (CIRC) learning model can be explained using the following diagram:

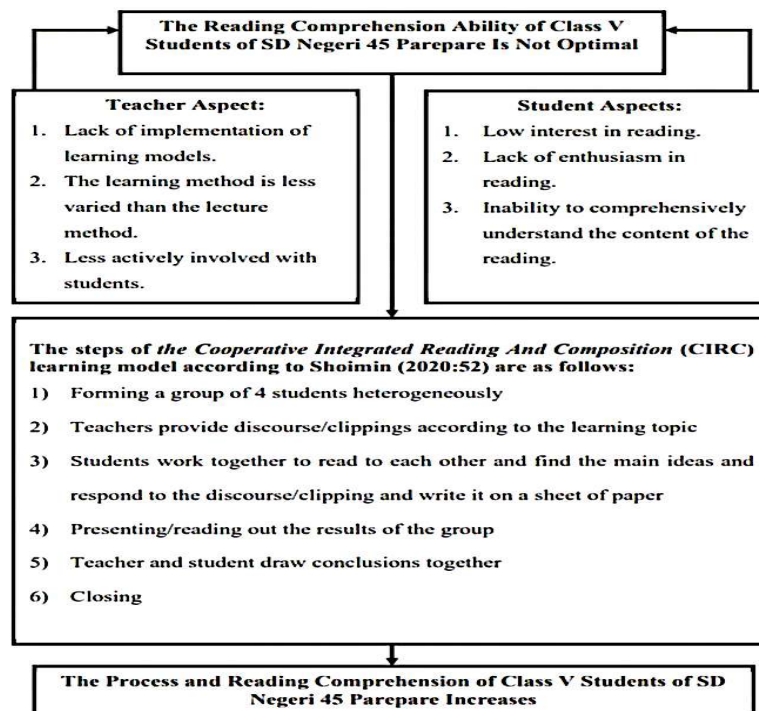


Figure 2.1 Frame of Mind Schema

METHODOLOGY

This study employs a qualitative approach. A qualitative approach is one that focuses on gaining an in-depth understanding of natural phenomena in the field, with the researcher serving as the primary instrument. This study prioritizes the interpretation of data obtained through observation, interviews, document analysis, inductive analysis, and triangulation techniques to ensure the validity of the findings. The aim is to explore the meaning of social experiences and human interactions, rather than to make generalizations or test hypotheses. The research design employed Classroom Action Research (CAR). Classroom action research is a type of research conducted by teachers within the classroom to address problems and improve teaching practices in order to enhance the quality of learning; its focus is on action research activities carried out in the classroom. The classroom action research in this study was conducted over two cycles. The research flowchart is as follows:

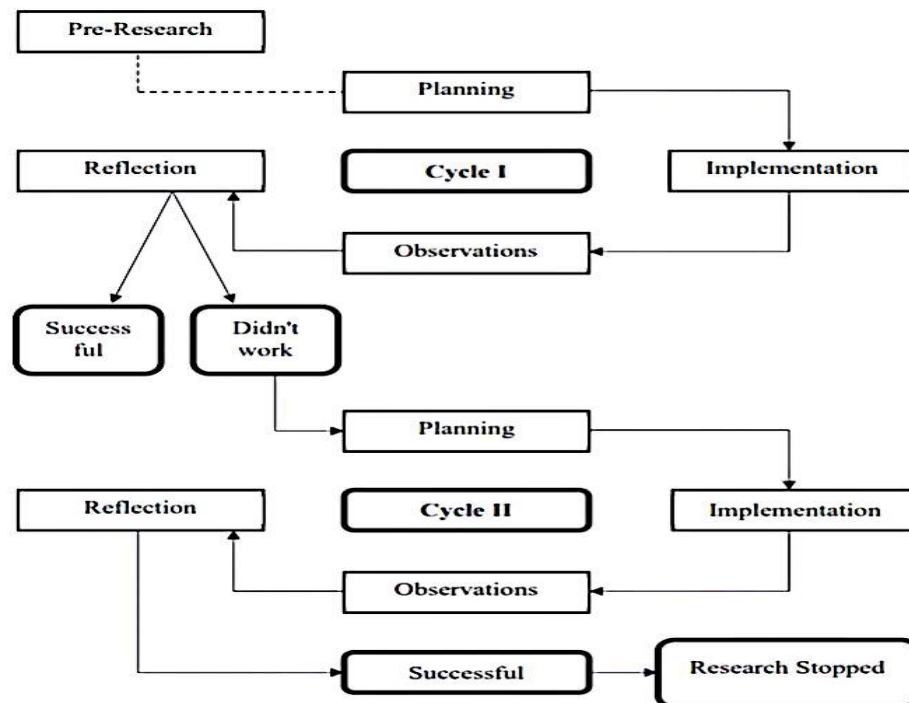


Figure 3.1 Adaptation of the Kemmis and Taggart Class Action Research Scheme (Novakhta et al. 2023)

The subjects of this study included 1 teacher and 21 students. The classroom action research was conducted during the even semester of the 2025/2026 academic year in accordance with the academic calendar. The research procedures were designed to improve reading comprehension skills. The series of procedures the researcher followed in conducting this study included the following stages: pre-research and the research phase (planning, implementation, observation, and reflection). The data collection techniques used were observation, testing, and reflection. The data collection instruments consisted of observation sheets, test sheets, and reflection sheets. According to Rijali (2018), there are four stages in qualitative data analysis that are integrated with data collection: data reduction, data presentation, and drawing conclusions

from the research results. Success indicators are used to determine the level of success of teachers and students in the learning process during each cycle. The process success indicator is considered successful if all steps of the Cooperative Integrated Reading and Composition (CIRC) learning model are implemented with a “good” rating or meet the $\geq 76\%$ category. Meanwhile, the outcome success indicator is considered successful if 76% of the 21 students – that is, 16 students who participated in the learning process – successfully achieve the Learning Objective Achievement Criteria (KKTP) of ≥ 75 , as measured by a multiple-choice written test administered at the end of each cycle.

The success rate (%) is calculated using the following table:

Table 3.1 Process Success Indicators and Results

No.	Success Rate	Qualifications
1.	76%-100%	Good (B)
2	60%-75%	Sufficient (C)
3	0%-59%	Less (K)

Source: Adapted from (Jusrianti et al. 2021)

The interpretation of data on the learning process – specifically regarding teachers and students – is based on the following formula (Piliandini, 2022):

$$\text{Grade} = \frac{\text{Actual Score}}{\text{Maximum Score}} \times 100\%$$

To determine students’ level of success in learning, the following formula is used (Piliandini, 2022):

$$\text{Success Rate} = \frac{\text{Number of students who passed}}{\text{Total number of students}} \times 100$$

RESEARCH RESULT

The researcher submitted a request for permission to conduct preliminary observations and interviews with the school principal regarding the dynamics of the students’ learning process within the school environment. As a result of these interactions, the principal identified insufficient learning outcomes, particularly in the Indonesian Language subject in fifth grade. This situation was attributed to several factors, including the lack of implementation of instructional models. Subsequently, on Friday, May 16, 2025, the researcher met with the fifth-grade homeroom teacher to conduct an interview and observation regarding Indonesian language instruction in the classroom. The results of the interaction with the fifth-grade homeroom teacher reinforced the principal’s statement that there was a low level of student learning outcomes, particularly in the Indonesian language subject. This is caused by several factors, both related to teachers and students. On the teacher side, the main issue lies in the lack of implementation of learning models and the use of teaching methods that lack variety – such as relying solely on lectures and failing to actively involve students in the learning process. Meanwhile, on the student side, low interest in reading is the main

obstacle, as evidenced by a lack of enthusiasm for reading and an inability to comprehensively understand the content of the texts.

A formative assessment of the learning outcomes of fifth-grade students at UPTD SD Negeri 45 Parepare revealed that the overall average score of the students fell below the established Learning Objective Achievement Criteria (KKTP) threshold of 75. This included 21 students, comprising 10 boys and 11 girls. Overall, 7 students (33.33%) met the mastery criteria, while the majority – 14 students (66.67%) – did not meet the mastery criteria.

SIKLUS I

The implementation of Cycle I activities, as observed by the teacher, showed a “good” (B) rating, meaning it had reached the success threshold. However, the students’ observation results were rated “fair” (C) and had not yet reached the success threshold. The results of the Cycle I formative assessment showed that six students had not met the Learning Objective Achievement Criteria (KKTP), while fifteen others had met those criteria.

The instruction was oriented toward students’ learning needs by making lessons enjoyable and challenging; this was evident when the teacher led an icebreaker activity before students began their group tasks. The teacher also assigned tasks that were sufficiently challenging to help students practice their reading comprehension skills. The teacher no longer dominates the classroom; instruction is more focused on the students to foster their independence. However, the teacher still faces some challenges in the learning process, namely difficulty managing students who lack focus during class.

The issues identified in the analysis regarding the students were that some students lacked confidence in answering questions when the teacher asked them; some students were not serious enough in solving problems in groups; and some students still lacked confidence in presenting the results of their discussions. Time constraints also posed a challenge for students in completing their assigned tasks. Consequently, the disrupted learning process resulted in students’ reading comprehension scores falling short of their full potential.

Based on a quantitative analysis of observational data and test evaluation results at the end of Cycle I, it can be concluded that the established success criteria have not been met. A reflection on the implementation of instruction during that cycle identified shortcomings in both teacher performance and student participation. Consequently, corrective instructional measures must be implemented in the next cycle.

SIKLUS II

After conducting the second cycle of instruction by properly implementing the steps of the Cooperative Integrated Reading and Composition (CIRC) model in accordance with the reflections from the first cycle, the results of observations regarding both the teacher and students achieved a “good” (B) rating. However, there was still an issue: low student attendance – out of 21 students, only 16–17 attended school. Another shortcoming was observed during the learning process: some students still showed a lack of confidence in presenting the results of their discussions in front of their peers and a lack of concentration in following the lesson. The results of the formative assessment

showed that 17 students had exceeded the Learning Objective Achievement Criteria (KKTP), while the other 4 had not yet met the KKTP standards.

Upon further reflection, there were noticeable differences between the learning processes in Cycle I and Cycle II. While learning initially felt boring and monotonous, after implementing the Cooperative Integrated Reading and Composition (CIRC) model, students became more enthusiastic about learning, as evidenced by their responses during the learning process. Students also faced new challenges whenever they worked on assignments, whether group or individual tasks. Although some students initially struggled to understand the assigned tasks, they were able to complete them successfully after receiving further explanation. Teachers' teaching methods also changed after implementing the Cooperative Integrated Reading and Composition (CIRC) learning model. Initially, teachers dominated the classroom, but after implementing this model, they no longer did so; instead, they trained students to be independent and learn to solve the problems they were facing.

RECAPITULATION OF THE LEVEL OF PROCESS SUCCESS AND READING COMPREHENSION OF STUDENTS IN CLASS V UPTD SD NEGERI 45 PAREPARE

A. Process Recapitulation (Teacher and Student Success Rate) Increased

Implementation	Cycle I		Cycle II	
	Pert. I	Pert. II	Pert. I	Pert. II
Teacher Activities	61,11%	77,77%	88,88%	94,44%
Student Learning Process	82,53%	67,98%	70,10%	78,83%

B. Result recapitulation (Student Success Rate Increased)

Yes	Student's Initials	L/P	Initial Data		Cycle I		Cycle II	
			Value	Ket	Value	Ket	Value	Ket
1.	AA	P	76	Conclusion	87	Conclusion	100	Conclusion
2.	ANH	P	73	Incomplete	-	Pain	80	Conclusion
3.	TO	L	70	Incomplete	87	Conclusion	100	Conclusion
4.	FK	P	77	Conclusion	80	Conclusion	100	Conclusion
5.	GT	L	70	Incomplete	80	Conclusion	100	Conclusion
6.	HH	P	83	Conclusion	80	Conclusion	100	Conclusion
7.	IAI	L	72	Incomplete	87	Conclusion	-	Pain
8.	MPA	P	75	Conclusion	80	Conclusion	100	Conclusion
9.	MIRA	P	70	Incomplete	80	Conclusion	-	Pain
10.	AND	L	70	Incomplete	87	Conclusion	100	Conclusion
11.	MF	L	71	Incomplete	-	Pain	87	Conclusion
12.	MI	L	75	Conclusion	73	Incomplete	93	Conclusion
13.	MIAS	L	72	Incomplete	-	Pain	87	Conclusion
14.	MRR	L	71	Incomplete	-	Pain	80	Conclusion
15.	MRH	L	70	Incomplete	80	Conclusion	100	Conclusion
16.	NZS	P	71	Incomplete	80	Conclusion	-	Pain
17.	RNM	P	74	Incomplete	93	Conclusion	100	Conclusion
18.	R	P	70	Incomplete	80	Conclusion	100	Conclusion
19.	THE BATTLE	P	71	Incomplete	-	Pain	80	Conclusion
20.	WA	P	86	Conclusion	80	Conclusion	-	Pain
21.	Z	L	83	Conclusion	80	Conclusion	100	Conclusion

C. Value Recapitulation

Value Recapitulation	Cycle I	Cycle II
Quantity	1,394	1,607
Average	66,38	76,52
% Completeness	71,42%	80,95%
%Incompleteness	28,57%	19,04%
Completeness Qualification	Sufficient (C)	Good (B)

Based on an analysis of data collected through observations and evaluations of the Cycle II final tests, as well as an in-depth reflection on the implementation of instruction during the same cycle, the success indicators have been significantly met. Teacher activities were classified as "good," consistent with the success of the students' learning process, which also achieved a "good" rating. With the achievement of these indicator targets, Cycle II is deemed a

success; therefore, it has been decided not to continue the research into the next cycle.

DISCUSSION

The results of this study indicate that the implementation of the Cooperative Integrated Reading and Composition (CIRC) learning model has a positive impact on students' reading comprehension skills, particularly in understanding main ideas, key sentences, and supporting sentences. These findings are evident not only in improved learning outcomes but also in changes to the learning process, which became more active and collaborative. This classroom action research involved 21 fifth-grade students at UPTD SD Negeri 45 Parepare, comprising 10 boys and 11 girls. The study was conducted in two cycles, with the classroom action research process consisting of four stages: planning, acting, observing, and reflecting.

During the research process in fifth grade, the researcher observed the students' learning process. In Cycle I, students tended to be hesitant to express their opinions during group discussions. However, in Cycle II, the learning atmosphere became more lively. The implementation of the Cooperative Integrated Reading and Composition (CIRC) learning model required students to actively participate in group discussions. Students did not merely receive information from the teacher but constructed their understanding through the process of mutually correcting readings, discussing predictions about the text's content, and collaboratively identifying main ideas. It was this student interaction that served as the key mechanism: students who understood the material better helped their peers who were struggling, resulting in a more tangible exchange of knowledge compared to a one-way explanation from the teacher.

The changes that occurred after implementing the Cooperative Integrated Reading and Composition (CIRC) learning model were significant, ranging from changes in classroom atmosphere and teaching methods to shifts in the students' learning processes and the impact of these changes on the learning process itself. This model has a positive impact when implemented effectively.

The learning process experienced by students has also changed. Learning, which was initially quite boring and lacked sufficiently challenging tasks, has transformed with the implementation of the Cooperative Integrated Reading and Composition (CIRC) model; students now strive to make the most of their time and collaborate effectively and meticulously in groups to produce satisfactory group assignments.

The classroom atmosphere, which initially felt boring and monotonous, has transformed: after implementing this model, students have become enthusiastic and increasingly motivated to complete the assignments given by the teacher. This is consistent with the findings of Pramugita et al. (2026), who concluded that the CIRC learning model encourages students to engage more actively in the learning process, fosters a sense of responsibility, and cultivates a never-give-up attitude when facing various challenges in learning.

Teachers' teaching methods have also changed; whereas teachers typically dominated the classroom, after implementing this model, students have become more independent in solving the problems they face. Student collaboration has also improved because the teacher forms heterogeneous groups that combine students who grasp the material quickly with those who are still slow to understand it; through this group formation, they can work together to solve the problems they encounter.

After implementing the Cooperative Integrated Reading and Composition (CIRC) learning model for two cycles, the learning process has undergone changes, resulting in a positive impact: an increase in students' reading comprehension skills from 71.42% to 80.95%. The improvement from Cycle I to Cycle II was 13.34%. This improvement is not merely a series of numbers but a strong indication of changes in students' cognitive processes. Students have begun to skillfully sort information in texts systematically through integrated activities combining reading and writing—a hallmark of the Cooperative Integrated Reading and Composition (CIRC) learning model.

This success in improving reading comprehension skills is due to the fact that the Cooperative Integrated Reading and Composition (CIRC) learning model accommodates students' need for social learning. Theoretically, this aligns with Fadly (2022) perspective: the Cooperative Integrated Reading and Composition (CIRC) learning model can assist teachers in integrating reading and writing activities as part of a holistic approach to reading instruction, thereby helping students improve their reading comprehension skills, which are widely applicable. Furthermore, according to Shoimin (Simangunsong et al. 2023), the Cooperative Integrated Reading and Composition (CIRC) learning model is an integrated cooperative approach to reading and writing that is particularly well-suited for application in Indonesian language classes, specifically when covering reading materials and identifying the main ideas, central themes, or topics of a text or news clipping.

The evaluation test results show an increase in the percentage of students' reading comprehension skills classified as "good" (B), based on success criteria adapted from (Jusrianti et al. 2021). Based on the data analysis, the implementation of the Cooperative Integrated Reading and Composition (CIRC) learning model showed a significant improvement in the reading comprehension skills of fifth-grade students at UPTD SD Negeri 45 Parepare in the Indonesian language subject, particularly regarding the main idea, main sentences, and supporting sentences. These findings indicate that the established research objectives were achieved, so the intervention was discontinued after the second cycle.

The data collected from Cycle I and Cycle II confirmed the hypotheses proposed by the researcher. Methodologically, the research process—which included a preliminary study, planning, implementation, observation, and reflection—demonstrated a significant improvement resulting from the application of the Cooperative Integrated Reading and Composition (CIRC) learning model, which enhanced the process and reading comprehension skills in Indonesian language regarding the main ideas, main sentences, and

supporting sentences among fifth-grade students at UPTD SD Negeri 45 Parepare.

The findings of this study indicate that to improve literacy skills, teachers cannot rely solely on conventional methods. The use of cooperative learning models, such as Cooperative Integrated Reading and Composition (CIRC), makes a tangible contribution to creating student-centered learning. Students become more confident, their ability to collaborate improves, and their analytical skills in distinguishing main ideas, main sentences, and supporting sentences become stronger. This is in line with the research by Nazmudindireja et al. (2025), which concluded that the application of the CIRC model offers an effective learning strategy but requires adequate training and support. From the students' perspective, this model provides key benefits in the form of improved academic achievement and the development of critical thinking skills.

CONCLUSIONS

Based on the research problem formulation and its implementation, it can be concluded that the application of the Cooperative Integrated Reading and Composition (CIRC) learning model:

1. The application of the Cooperative Integrated Reading and Composition (CIRC) learning model can improve the reading comprehension learning process of fifth-grade students at UPTD SD Negeri 45 Parepare.
2. The implementation of the Cooperative Integrated Reading and Composition (CIRC) learning model can improve the reading comprehension skills of fifth-grade students at UPTD SD Negeri 45 Parepare.

RECOMMENDATIONS

Based on the accumulated empirical findings, the following recommendations can be proposed:

1. The implementation of instruction should adopt the Cooperative Integrated Reading and Composition (CIRC) model, which has the potential to facilitate students' active engagement, minimize boredom, foster curiosity, and promote collaboration in problem-solving, thereby ensuring optimal understanding of the subject matter and the achievement of learning objectives.
2. Elementary school teachers, particularly those at UPTD SD Negeri 45 Parepare, are recommended to integrate the Cooperative Integrated Reading and Composition (CIRC) learning model. The researcher identified obstacles such as time constraints; therefore, if teachers wish to implement this model, they must manage their time more carefully during the learning process and pay close attention to group composition, as this model emphasizes heterogeneous grouping. During the learning process, teachers must frequently check on each group to minimize the number of students who do not participate in group tasks.
3. For future researchers interested in exploring similar topics, it is recommended that this study serve as an initial framework. The shortcomings identified in this study regarding the implementation of the

Cooperative Integrated Reading and Composition (CIRC) learning model should be addressed to further develop future research, such as conducting studies using the Cooperative Integrated Reading and Composition (CIRC) learning model supplemented by interactive learning media. Examples of interactive learning media that can be used include Bamboozle, Digital Flipbook, Wordwall, Edpuzzle, Kahoot!, and Blooket.

ADVANCED RESEARCH

Although there was a significant improvement, the effectiveness of the Cooperative Integrated Reading and Composition (CIRC) learning model depends heavily on strict time management and the teacher's ability to monitor the dynamics of each group equally. Furthermore, the composition of heterogeneous groups requires careful attention to prevent certain students from dominating the discussion. Minor challenges like these in the field serve as important notes for future education practitioners or researchers who wish to implement similar models in the future.

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