

Enhancing The Fifth Aspect's of Writing By Cooperative Integrated Reading And Composition (CIRC)

Farida Ariyani¹, Dedi Andrianto²

¹Universitas Lampung

²STIT Bustanul 'Ulum Lampung Tengah

Email: faridaariyani678@gmail.com, dediandrianto@stitbustanululum.ac.id

Abstrak

Penelitian ini mengkaji keampuhan model Cooperative Integrated Reading Composition (CIRC) dalam meningkatkan keterampilan menulis siswa pada berbagai dimensi. Penelitian ini menggunakan metode kuantitatif yang meliputi uji validitas dan reliabilitas pada Aspek Tes Prestasi Menulis, serta penilaian pre-test dan post-test aspek menulis. Hasil penelitian menunjukkan bahwa model CIRC secara signifikan meningkatkan kemahiran menulis siswa, khususnya dalam kosa kata dan mekanik. Meskipun tantangan masih ada dalam aspek-aspek seperti penggunaan bahasa, penelitian ini menggarisbawahi pentingnya strategi pembelajaran yang disesuaikan untuk berbagai aspek penulisan. Secara keseluruhan, temuan ini berkontribusi pada pemahaman yang lebih mendalam tentang dampak intervensi pembelajaran terhadap prestasi menulis dan memberikan wawasan berharga bagi pendidik untuk mengoptimalkan metodologi pengajaran dan meningkatkan hasil belajar siswa.

Kata Kunci: *Komposisi Membaca Kooperatif Terpadu; CIRC; Aspek Penulisan*

Abstract

This study examines the efficacy of the Cooperative Integrated Reading Composition (CIRC) model in enhancing students' writing skills across various dimensions. The research employs quantitative methods, including validity and reliability tests on the Aspects of Writing Achievement Test, as well as pre-test and post-test assessments of writing aspects. Results indicate that the CIRC model significantly improves students' writing proficiency, particularly in vocabulary and mechanics. While challenges persist in aspects such as language use, the study underscores the importance of tailored instructional strategies for different facets of writing. Overall, the findings contribute to a deeper understanding of instructional interventions' impact on writing achievement and provide valuable insights for educators to optimize teaching methodologies and enhance student learning outcomes.

Keywords: *Cooperative Integrated Reading Composition; CIRC; Aspects of Writing*

INTRODUCTION

One of the key elements of human existence, especially for students, involves the act of writing. Writing encompasses both the process and the end result of using language. As described by Nunan et al. (2003), it involves the process of translating thoughts or ideas into written form, which typically comprises sentences or paragraphs. This suggests that when individuals write, they must first conceptualize or draft their ideas according to their intended purpose. Similarly, according to Harmer (2004), writing represents the final product of language use. It's evident that the culmination of writing is a coherent text, achieved through several stages of its creation. In essence, writing represents the culmination of linguistic expression, involving multiple steps to articulate thoughts, ideas, or opinions into a structured written form. Furthermore, Syamsi et al. (2020) suggest that writing serves as a vehicle for self-expression and the creation of written content. Essentially, everything that one observes, undergoes, feels, or thinks can find its expression in a written text. Nurul Ibriza (2017) asserts that a well-written piece, characterized by coherence, cohesion, unity, and completeness, is deemed to be of superior quality. However, even at the university level, students from junior high schools often encounter difficulties in grasping these concepts.

According to Thresia (2017), the tedious classroom exercises conducted by teachers contribute to students' struggles with writing. Within such uninspiring classroom environments and when tasked with writing assignments, students resort to simply copying content from the internet, preventing them from effectively expressing their own ideas. Additionally, students face challenges due to their limited proficiency in English, especially in writing, stemming from a lack of appreciation for the language's importance and insufficient exposure to writing tasks. In contrast to this passive learning approach, Thresia suggests that teachers should offer students more opportunities for writing proficiency assessments.

Nurul (2017) highlights that the teacher often employs uninspiring instructional techniques, such as using PowerPoint presentations to convey information. In this method, the teacher simply explains the content displayed on the projector screen, expecting students to immediately describe the topic, even if they haven't grasped the material. Consequently, the teaching and learning processes become dull, impacting the classroom atmosphere and causing students to lose interest and understanding in the

lessons. Moreover, the teacher instructs students to write independently without providing adequate guidance or feedback. Rarely does the teacher offer critique on students' essays, merely assigning topics and returning marked papers without further discussion. As a result, students struggle to organize their thoughts, use proper sentence structures, select appropriate vocabulary, and decide on topics to write about. The prevalence of blank sheets among students indicates the difficulty they face in composing texts.

To ensure effective learning and comprehension, competent teachers should possess mastery of the subject matter and employ diverse methods, media, models, and learning strategies. Integration of various teaching approaches can aid in addressing students' challenges and achieving learning objectives. Nono and Ansel (2023) emphasize the effectiveness of the Cooperative Integrated Reading and Composition (CIRC) method in enhancing students' writing skills, particularly among middle-class students. This approach fosters engagement, creativity, productivity, and enjoyment in learning, thereby facilitating the development of students' creative writing abilities.

Previous research has consistently demonstrated the positive impact of the Cooperative Integrated Reading and Composition (CIRC) method on student learning outcomes. Royani et al. (2020) affirm that CIRC not only enhances student achievement but also serves as an effective approach to improving writing skills. Nurul (2017) specifically notes the effectiveness of CIRC in teaching descriptive writing to eighth-grade junior high school students. Furthermore, Mubarak and Rudianto (2018) assert that CIRC facilitates individual skill development through various activities, including oral reading, contextual inference, questioning, summarization, composition writing based on stories, and composition revision. Moreover, CIRC, as emphasized by Miarsyah et al. (2021), is rooted in group reading skills, necessitating efficient problem-solving abilities for streamlined processing. Additionally, CIRC provides students with ample opportunities to enhance their skills throughout the learning process from start to finish.

Additionally, Susilo (2021) points out that while cooperative learning has been extensively studied for its effectiveness in improving students' writing skills, there is a scarcity of published research addressing how cooperative learning principles can be utilized to cultivate critical thinking and self-expression in Indonesian English as a Foreign Language (EFL) writing classrooms.

LITERATURE REVIEW

1. Concept of Writing

Developing writing skills is paramount in English language teaching as it constitutes a crucial means of productive communication. As noted by Harmer (2007), written language accurately reflects correct linguistic forms and merits appreciation and regular practice. Puspita (2019) emphasizes that writing serves as a vehicle for sharing thoughts and ideas with others through purposeful communication, underscoring the importance of valuing and honing writing skills to prevent misunderstandings between writers and readers.

Furthermore, writing is a multifaceted skill that requires attention to various components to fulfill its intended purpose. Dwi (2019) delineates these components, including content, form, grammar, style, and coherence, stressing the need to master them for effective writing. This entails creating well-structured content and form, employing correct grammar, and selecting appropriate vocabulary to ensure coherence within paragraphs or texts, thereby enhancing readability and alignment of thoughts with the reader's understanding.

Moreover, Nurfidoh & Kareviati (2021) highlight the writing process as a means for individuals to express their thoughts and emotions on paper, emphasizing elements such as vocabulary, spelling, pronunciation, and grammar. This underscores the significance of adhering to linguistic norms to convey knowledge and sentiments effectively. Overall, writing serves as a conduit for articulating thoughts and ideas on paper. To uphold communication quality and mitigate misunderstandings, meticulous attention to organization and substance in writing is imperative, facilitating reader comprehension and clarity of message delivery.

Brown (2007) outlines five crucial aspects of the writing process that contribute to successful authorship: content, organization, grammar, vocabulary, and mechanics. Similarly, Heaton (1988) delves into these aspects, offering a detailed breakdown:

- Content: This pertains to the substance of the writing, typically discerned through the topic sentence, which should accurately encapsulate the paragraph's central idea.

- **Organization:** Referring to the logical arrangement of content (coherence), organization involves ensuring that thoughts flow seamlessly within a paragraph, promoting clarity and coherence.
- **Vocabulary:** Encompassing the selection of words suitable for the content, vocabulary choice should convey the intended meaning effectively, contributing to clarity and precision in expression.
- **Language use:** Emphasizing proper grammatical structure and syntactic patterns, language use ensures that phrases are well-formed and convey meaning accurately, fostering effective communication.
- **Mechanics:** Addressing illustrative language conventions such as capitalization, punctuation, and spelling, mechanics ensure the correctness and professionalism of the writing.

Implementing these aspects in teaching and learning processes benefits both teachers and students. They provide students with the tools to produce well-written work, thereby enhancing their writing skills and facilitating the attainment of teaching and learning objectives.

2. Concept of Cooperative Integrated Reading and Composition (CIRC)

Cooperative Integrated Reading and Composition (CIRC) is a teaching technique rooted in cooperative learning principles. As outlined by Durukan (2011), CIRC is a holistic approach to teaching reading and writing, wherein students are grouped into pairs from different proficiency levels. This setup allows for collaborative problem-solving and task completion, fostering interaction and knowledge exchange among students, as noted by Susilo et al. (2021). Through group activities, students can support each other, share perspectives, and collectively overcome challenges, thereby facilitating interpersonal interaction and skill development.

Furthermore, Thresia (2017) underscores that CIRC encompasses various teaching methods aimed at enhancing students' communicative, academic, and social skills. Drawing from recent research, CIRC integrates reading comprehension exercises, treasure hunts, and integrated language arts and writing instruction, all of which contribute to effective teaching of reading, writing, and language skills. In summary, CIRC represents a cooperative learning technique that emphasizes group work in the

teaching and learning process, integrating reading and writing skills to empower students in problem-solving and task completion.

The main concept of CIRC is cooperative or group method in teaching and learning process. It deals with Nurul (2017) that in CIRC, students work in pairs on a variety of cognitively stimulating tasks, such as reading aloud to one another, making ending predictions, summarizing stories, and honing their spelling, decoding, and vocabulary. The students will be required to write a descriptive prose using one of their group members as a model. Because they will really view the object rather than merely imagine it, it will be simple for the students to describe it.

It is expected that teaching students how to produce texts using the CIRC technique will inspire them to write as much as they can. During the learning process, students are encouraged to take an active role and be happy. Additionally, the CIRC technique, which prioritizes reading and group work more, makes learning more relevant. Thus, it is possible to maximize students' learning of how to write text. The following steps are required to implement the CIRC strategy as stated by Huda in (Syamsi et al., 2020) are:

- Step 1: Introduction to Concepts. The teacher starts to present an original concept or piece of knowledge during this stage. The introduction can be found in textbooks, other media, or the teacher's knowledge.
- Step 2: Exploration and Application. With the guidance of the teacher, this stage gives students the chance to demonstrate prior information, acquire new knowledge, and explain the events they experience. They must talk about it since it creates cognitive conflict. This phase's goals are to stimulate students' interest and curiosity and have them apply their foundational knowledge to learning activities. Writing exercises are used to put the notion into practice. Students are instructed to compile information on the topics they learn about into a draft (outline). Additionally, the draft is transformed into a finished piece of writing.
- Step 3: Publication. Students can communicate the results of their writing throughout this stage. In order to enhance their work, students in this situation must provide and receive feedback in the form of criticism or ideas.

3. CIRC and Students' Writing Achievement

The Cooperative Integrated Reading Composition (CIRC) learning model is a

component of cooperative learning that is simple to implement, engages all students in activities regardless of status differences, and involves students taking on the role of peer tutors. The main objective of developers of the CIRC program for writing and language arts lessons was to create, implement, and assess a writing process approach that maximizes peer interaction. While peer group feedback is a common aspect of writing process models, peer involvement is not typically a central focus.

The Cooperative Integrated Reading and Composition (CIRC) method is a comprehensive approach to teaching reading and writing, where students are organized into groups comprising pairs of students from different proficiency levels. This setup enables the implementation of CIRC in teaching reading and writing by dividing students into multiple groups or pairs, facilitating collaborative problem-solving related to tasks or assessments. The key characteristics of CIRC stem from recent research on effective teaching practices, including reading comprehension exercises, treasure hunt activities, and integrated language arts and writing instruction. These strategies are deemed effective in teaching writing and language skills, forming the foundation of the CIRC approach (Hasan & Jamalia, 2019; Toba et al, 2019; Maruf & Anjely, 2020; Maskanah, 2020).

Numerous previous studies have demonstrated the effectiveness of CIRC in enhancing students' abilities. For instance, researchers opted to utilize the Cooperative Integrated Reading Composition (CIRC) learning model in Indonesian language learning due to its perceived capacity to address language learning challenges (Febriyanto, 2015; Telaumbanua, 2021; Khadafi & Abdullah, 2023). Furthermore, CIRC has been found to be more motivating for students compared to traditional learning methods (Vakiroh, 2013; Zainuddin, 2015; Melati et al., 2018, Mariana et al., 2020; Yamin & Amalia, 2022).

RESEARCH METHOD

The approach utilized in this research was quantitative research, which is predominantly favored by researchers adhering to the positivist philosophy. Positivism asserts that reality is objective and can be observed and measured, with results being generalizable. Researchers employing quantitative approaches formulate specific research questions, narrow down inquiries, collect data from participants, analyze data using

statistical methods, and conduct objective investigations (Creswell, 2012). Consequently, the research is geared towards addressing questions posed by the problem statement through hypothesis development. In this research, hypotheses were tested to address the research questions, "There is an average difference between the writing aspects of the Pre-Test and Post-Test". To obtain answers to these questions, the data aimed to investigate any significant differences in students' writing achievement when taught through the Cooperative Integrated Reading and Composition (CIRC) method. The Paired Sample T-test was employed for this purpose to determine whether there is a difference in the average of two equal samples that are paired or related. The hypotheses were tested with a significance level (alpha) set at 0.05. It was necessary for the data to have a normal distribution, which was assessed using tests such as the Shapiro-Wilk, Lilliefors, or Kolmogorov-Smirnov Normality Test. Additionally, the data had to be homogeneous, which was verified through a homogeneity test. The primary tool utilized in this research was IBM SPSS 26, a statistical analysis software program, for data analysis and interpretation.

The research population consisted of all ninth-grade students at MTs Bustanul 'Ulum Jayasakti, totaling 218 students distributed across 8 classes. The sampling method employed in this research was a non-probability sampling technique. This technique involves selecting data or samples based on the researcher's discretion rather than random selection. Specifically, a purposive sampling approach was utilized to select research subjects. The researcher chose samples based on students' proficiency and skills in English, aiming to ensure consistency among participants. In this study, the class utilizing the CIRC method was IX D, comprising 30 students.

the researcher conducted two tests (pretest and posttest) with the aim of knowing students' writing achievement in the five aspects of writing, namely content, organisation, vocabulary, language use, and mechanics. The collected data comprised scores obtained from pretests and posttests administered to the groups. The pretest writing scores aimed to assess students' writing achievement before the treatment commenced. Conversely, the posttest writing scores were utilized to evaluate whether the implemented learning model correlated with the experimental group's performance. The test employed in this study consisted of essay questions prompting students to write a procedural text, with two options provided for food or drink recipes.

RESULT AND DISCUSSION

1. The Result of Validity and Reliability Test

In the realm of academic research, the integrity of findings hinges greatly upon the efficacy of research instruments employed. Validity and reliability, crucial components of instrument assessment, play pivotal roles in ensuring the trustworthiness of data collected. The validity analysis outcomes of the Students' Writing Achievement Test are depicted below, showcasing the computed r-values for each questionnaire item alongside the critical r-table value (0.374), the significance level (Sig.), and the corresponding conclusions regarding the validity of each item. The confirmation of validity for each item is evident through both the comparison with the critical r-table value and adherence to the significance level criteria. Presented herein is the table illustrating the analysis results concerning the validity of the student writing achievement test.

Table 1. The Validity Test of Aspect's Writing

Item	r-value	r-table	Sig.	Validity	
<i>Content</i>	0.856	0.374	0.000	Valid	Significance
<i>Organization</i>	0.758	0.374	0.000	Valid	Significance
<i>Vocabularies</i>	0.839	0.374	0.000	Valid	Significance
<i>Language Use</i>	0.801	0.374	0.000	Valid	Significance
<i>Mechanics</i>	0.653	0.374	0.000	Valid	Significance

The researcher administered a reliability examination to confirm the trustworthiness of the questionnaire utilized in this study as a data-gathering instrument. In research statistical analysis, a reliability test is employed to ascertain the degree of stability of a test utilized by the researcher, rendering it a reliable tool for gauging research variables, particularly when the research is replicated using the same test. When confirmed with its reliability category, the reliability level falls within the "high reliability" range, which is from 0.70 to 0.80. With the highest reliability value found in item macanics (0.833), followed by item organization (0.791) and item language use (0.787).

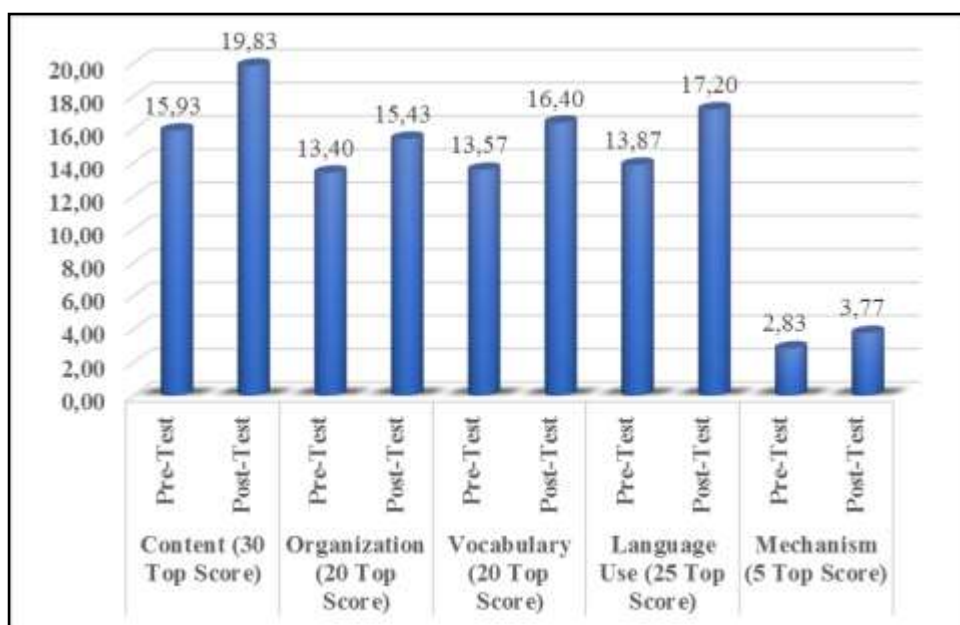
Table 2. The Reliability Test of Aspect's Writing

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Content	43,67	34,851	,732	,753
Organization	46,20	40,786	,609	,791
Vocabularies	46,03	36,516	,714	,758
Language Use	45,73	36,409	,636	,787
Mechanics	56,77	53,426	,593	,833

2. The Result of Writing Aspects Test

The outcomes of assessing the five facets of the writing process—content, organization, grammar, vocabulary, and mechanics—offer valuable insights into the efficacy and caliber of an author's writing. These insights are gleaned by examining and comparing the descriptive data from both pretest and posttest assessments of each aspect.

Table 3. The Mean Scores of Writing Aspects Test



Based on the data analysis provided for the control class, it is evident that the average students' writing achievement demonstrated improvement across various parameters from the pre-test to the post-test. Here is a detailed breakdown of the average

scores before (Pretest) and after (Posttest) the intervention:

- Content score increased from 15.93 to 19.83, reflecting an impressive 3.9-point improvement.
- Organization score also saw an increase from 13.40 to 15.43, representing a 2.03-point improvement.
- Vocabulary score improved from 13.57 to 16.40, indicating a substantial 2.83-point enhancement.
- Language use increased from 13.87 to 17.20, demonstrating a significant 3.33-point improvement.
- Mechanics improved from 2.83 to 3.77, reflecting a notable 0.93-point enhancement, highlighting a better understanding of writing mechanics.

These observed improvements across various dimensions of writing underscore the positive impact of the intervention on students' overall writing aspects. Furthermore, the comprehensive analysis unveils significant advancements in each writing dimension within the control class, highlighting the beneficial influence of the intervention on diverse aspects of students' writing abilities. The nuanced enhancements noted across content, organization, vocabulary, language use, and mechanics collectively contribute to an overall elevation in students' writing proficiency.

Table 4. The Percentage Increase Aspect of Writing

Aspects	Content (30 points)		Organization (20 points)		Vocabulary (20 points)		Language Use (25 points)		Mechanism (5 points)	
	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>
Scores	53.10	66.10	67.00	77.15	67.85	82.00	55.48	68.80	56.6	75.4
Increase	13%		10.15%		14.15%		13.32%		18.8%	

The most notable improvement was observed in the Mechanics aspect, showcasing a significant percentage increase of 18.8%. This suggests a considerable enhancement in grasping and employing writing mechanics, encompassing areas like grammar, punctuation, and spelling. Additionally, both Vocabulary and Content exhibited substantial enhancements, with percentage increases ranging from 13% to 14.15%. Meanwhile, Organization and Language Use demonstrated moderate improvements, with

percentage increases of 10.15% and 13.32%, respectively. In summary, Mechanics experienced the most remarkable improvement, while Organization exhibited the least progress among the evaluated dimensions of writing by CIRC learning model.

DISCUSSION

The objective revolves around investigating the disparities in writing aspects facilitated by the CIRC models. The discussion will meticulously analyze the N-Gain scores and percentage enhancements across various writing dimensions, including content, organization, vocabulary, language use, and mechanics. Through this comparative analysis, the chapter endeavors to shed light on the nuanced strengths and weaknesses of each instructional model, contributing to a deeper comprehension of their influence on different facets of writing achievement.

The novelty lies in the distinct impact of instructional models on specific writing aspects. The CIRC Model emerged as particularly effective in bolstering vocabulary and writing mechanics, underscoring its overall superiority. These nuanced findings underscore the significance of tailored instructional strategies for diverse writing facets, furnishing educators with invaluable insights to refine teaching methodologies and optimize student learning outcomes.

The comparison between the experimental and control classes in terms of normalized scores and improvements across various writing dimensions offers valuable insights into the efficacy of different instructional interventions. While mechanics emerged as the aspect with the most significant improvement in both classes, vocabulary and content improvements were relatively similar. Although the experimental class generally displayed higher improvement percentages, the control class also exhibited commendable progress. In summary, while the experimental class showcased slightly higher enhancements, both classes demonstrated notable progress, highlighting the potential of tailored interventions to enhance students' writing skills.

The improvement across all writing aspects aligns with previous research findings indicating the generally good writing proficiency of Indonesian EFL students. However, challenges persist in various writing facets, including content, organization, vocabulary, grammar, and mechanics. These challenges stem not only from a limited understanding of writing aspects and the essay genre but also from personal factors such as writing

anxiety, negative perceptions about writing, and limited guidance in the writing process provided by lecturers. To address these challenges and enhance students' writing abilities, comprehensive teaching improvements involving both EFL students and teachers are crucial. This collaborative effort aims to mitigate essay writing problems by addressing underlying reasons and fostering overall improvement.

The dimension that demonstrated the most significant improvement is Mechanics, exhibiting a percentage increase of 18.8% when taught using the CIRC method. This points to a notable enhancement in understanding and applying writing mechanics, including capitalization, punctuation, and spelling. Conversely, while the Language Use aspect exhibited improvement, it registered the lowest percentage increase among the assessed dimensions, suggesting a relatively moderate enhancement in language proficiency in writing. This highlights challenges in comprehending and applying language use in writing, such as emphasizing the importance of proper grammatical structure and syntactic patterns in constructing well-formed phrases. This area necessitates improvement and warrants attention in future research, as emphasized by Alharthi (2021), who asserts that a fundamental aspect of proficient writing involves a solid grasp of grammar. Additionally, students encounter difficulties in composing texts due to a lack of enthusiasm for learning English, inadequate understanding of the generic structure of descriptive essays, deficiencies in grammar knowledge and application, and diminished motivation to write English texts (Nurfidoh, 2021).

The results obtained from evaluating the five aspects of the writing process—content, organization, grammar, vocabulary, and mechanics—provide a comprehensive insight into the effectiveness of the instructional approaches employed, offering valuable insights rooted in both theory and practical outcomes. The theoretical basis rests on acknowledging these five aspects as fundamental constituents of proficient writing. The integration of content, organization, grammar, vocabulary, and mechanics aligns with the holistic approach to writing instruction, underscoring the multifaceted nature of effective written communication (Aji, 2019; Bergström et al., 2007). This theoretical standpoint posits that enhancements in each of these aspects contribute to overall writing proficiency and quality.

CONCLUSION

In conclusion, the validity and reliability tests conducted on the research instruments, namely the Students' Writing Achievement Test, underscore the robustness of the data collected. The validity analysis reveals that each item of the test meets the criteria for validity, as evidenced by both the comparison with critical r-table values and adherence to significance level criteria. Additionally, the reliability test confirms the questionnaire's high reliability, with all items falling within the "high reliability" range, thus ensuring the stability of the test over repeated administrations. The evaluation of writing aspects before and after intervention highlights significant improvements in students' writing proficiency across various dimensions. Notably, the Mechanics aspect exhibited the most substantial enhancement, indicating a commendable grasp of writing mechanics, including grammar, punctuation, and spelling. However, challenges persist in aspects such as Language Use, emphasizing the need for further attention and improvement in future research. The comparative analysis between the pre-test and post-test demonstrates the effectiveness of the Cooperative Integrated Reading Composition (CIRC) model in bolstering students' writing skills, particularly in vocabulary and mechanics. These findings underscore the importance of tailored instructional strategies for different facets of writing, providing valuable insights for educators to optimize teaching methodologies and enhance student learning outcomes.

Overall, the study contributes to a deeper understanding of the impact of instructional interventions on various aspects of writing achievement. By addressing challenges and fostering improvements in writing proficiency, educators can better support students in their language learning journey, ultimately enhancing their overall academic success and communication skills.

REFERENCES

- Aji, W. S. (2019). *Peningkatan keterampilan menulis narasi melalui model pembelajaran cooperative integrated reading and composition pada mata pelajaran bahasa indonesia*. <https://doi.org/10.20961/DDI.V7I4.32676>
- Bergström, A., Ahlsén, E., & Lundh, N. (2007). Teaching writing in theory and practice: A study of ways of working with writing in the 9th grade. *Stockholm Institute of Education*, 1–69. <http://urn.kb.se/resolve?urn=urn:nbn:se:su:diva-7933>
- Brown, H. D. (2007). Principle Of Language Learning And Teaching. In *Encyclopedia of the Sciences of Learning* (pp. 1743–1745).
- Bs, Y. N., & Ansel, M. F. (2023). Cooperative Integrated Reading And Composition (Circ) Model To Improve The Writing Skills Of Class V Students In Elementary Schools. *Inpres Ende* 14. 12(1), 662–669.
- Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. In *Educational Research*.
- Durukan, E. (2011). Effects of cooperative integrated reading and composition (CIRC) technique on reading-writing skills. *Educational Research and Reviews*, 6(1), 102–109.
- Febriyanto, B. (2015). *Penerapan Model Cooperative Integrated Reading And Composition Dalam Pembelajaran Keterampilan Membaca Pemahaman Dan Menulis Paragraf Narasi(Penelitian Kuasieksperimen dalam Pembelajaran Bahasa Indonesia pada Siswa Kelas V Sekolah Dasar)*. <https://www.semanticscholar.org/paper/af215bc60ed1fa15df3529767b164810fc5ed0d1>
- Febriyanto, B. (2021). Model Pembelajaran CIRC. *Angewandte Chemie International Edition*, 6(11), 951–952., 5(2), 2013–2015.
- Hasan, H., & Jamalita, M. N. (2019). *Using Cooperative Integrated Reading and Composition (CIRC) Model With Aldiko Book Reader to Improve the Reading Comprehension Achievement of the Elevent Year Students of SMA 2 Parepare*. <https://doi.org/10.35329/JP.V1I2.574>
- Mariana, E., Sutisna, E., & Wahyuni, A. (2020). the Use of Cooperative Integrated Reading and Composition (Circ) Technique on Students' Reading Comprehension. *Journal of English Teaching and Linguistics Studies (JET Li)*, 2(2), 43–51. <https://doi.org/10.55215/jetli.v1i2.2474>
- Maruf, N., & Anjely, A. M. R. (2020). Utilizing Cooperative Integrated Reading and Composition (CIRC) with mobile Learning to Enhance Students' Reading Comprehension. *British (Jurnal Bahasa Dan Sastra Inggris)*, null, null. <https://doi.org/10.31314/BRITISH.9.2.10-19.2020>

- Maskanah, S. (2020). Improving Reading and Writing Ability of Beginning With The Cooperative Integrated Reading and Composition Method. *Social, Humanities, and Educational Studies (SHEs): Conference Series*, null, null. <https://doi.org/10.20961/SHES.V3I3.46310>
- Melati, H. B., Abdulkarim, A., & Winarti, M. (2018). The Implementation of Cooperative Integrated Reading and Composition (CIRC) Model Through Mind Mapping Method To Improve Students' Participation in Social Studies Teaching. *International Journal Pedagogy of Social Studies*, 3(2), 142–148.
- Miarsyah, M., Ristanto, R. H., Lestari, P., & Rahayu, S. (2021). Metacognitive on pteridophyte: A unification of cooperative integrated reading and composition and guided inquiry (CirGI). *International Journal of Instruction*, 14(3), 481–500. <https://doi.org/10.29333/iji.2021.14328a>
- Mubarak, Z. H., & Rudianto, G. (2018). Cooperative Integrated Reading and Composition (CIRC) Technique in Writing Subject of EFL Context. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 148(Icla 2017), 41–46. <https://doi.org/10.2991/icla-17.2018.8>
- Muhammad Khadafi M. Yusuf Abdullah, K. Y. M. (2023). Pengaruh Metode Pembelajaran Cooperative Integretet Reading And Composition Terhadap Peningkatan Reasoning Ability Pembelajaran Fiqih Pada Siswa Kelas VIII MTs YASPEND Muslim Pematang Tengah Kec. Tanjung Pura. *Journal of Educational Research and Humaniora (JERH)*, null, null. <https://doi.org/10.51178/jerh.v1i1.1327>
- Nunan, D., Terrell, T. D., & Brown, H. D. (2003). When ordering this title , use ISBN 007-123462-4. In *Language* (Vol. 57, Issue 3).
- Nurfidoh, S., & Kareviati, E. (2021). an Analysis of Students' Difficulties in Writing Descriptive Texts. *PROJECT (Professional Journal of English Education)*, 4(1), 16. <https://doi.org/10.22460/project.v4i1.p16-22>
- Nurul Ibriza, K. (2017). Journal of English Language Teaching The Effectiveness Of Cooperative Integrated Reading And Composition (Circ) To Improve Writing In Descriptive Texts Article Info. *Journal of English Language Teaching*, 6(1), 83–91. <http://journal.unnes.ac.id/sju/index.php/elt>
- Puspita, C. (2019). Factors affecting students' difficuties in writing thesis A Mixed-Methods Research at Eighth Semester of English Study Program in IAIN Curup. *3rd English Language and Literature International Conference (ELLiC) Proceedings*, 3, 13–22. <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/4683/4210>
- Susilo, A., Mufanti, R., & Fitriani, A. (2021). Promoting efl students' critical thinking and self-voicing through circ technique in academic writing courses. *Studies in English Language and Education*, 8(3), 917–934. <https://doi.org/10.24815/siele.v8i3.21149>
- Syamsi, K., Nurbaya, S., Pujiono, S., & Negeri, U. (2020). *The Effectiveness of STAD* ,

TPS, and CIRC Learning Strategies on Writing Skill. 14(3), 1166–1181.

- Telaumbanua, M. (2021). The Application of the Cooperative Integrated Reading and Composition (CIRC) Learning Model in Improving the Ability to Find Elements of the Nonfiction Book for Class VII Students of SMP Negeri 1 Ma'u Nias Regency 2020/2021 Learning Year. *IJEMS: Indonesian Journal of Education and Mathematical Science*, null, null. <https://doi.org/10.30596/IJEMS.V2I1.5444.G5318>
- Thresia, F. (2017). the Effectiveness of Circ Method and Comic-Strip Media To English Writing Ability of the Mechanical Engineering Students. *Pedagogy: Journal of English Language Teaching*, 5(1), 73. <https://doi.org/10.32332/pedagogy.v5i1.797>
- Toba, R., Noor, W. N., & Sanu, L. O. (2019). The current issues of Indonesian EFL students' writing comparsion and contrast essay. *Dinamika Ilmu*, 19(1), 57–73.
- Vakiroh, V. Y. A. (2013). *Implementasi Metode Cooperative Integrated Reading And Composition Untuk Meningkatkan Keterampilan Menulis Karangan Deskripsi Mata Pelajaran Bahasa Indonesia Siswa Kelas IV Madrasah Ibtidaiyah Jamiyatut Tholibin Darungan Blitar*. <https://www.semanticscholar.org/paper/194e6408cd1a3d0cc89f4b3bff9d24800409c423>
- Yamin, & Amalia, S. ika. (2022). Pengaruh Model Cooperative Integrated Reading and Composition (Circ) Terhadap Hasil Belajar Membaca Siswa. *Journal of Elementary School (JOES)*, 5, 97–105. <https://journal.ipm2kpe.or.id/index.php/JOES/article/view/3967%0Ahttps://journal.ipm2kpe.or.id/index.php/JOES/article/view/3967/2407>
- Zainuddin. (2015). The effect of cooperative integrated reading and composition technique on students' reading descriptive text achievement. *English Language Teaching*, 8(5), 11–21. <https://doi.org/10.5539/elt.v8n5p11>

