# CHAPTER II
# LITERATURE REVIEW

## A. The Concept of Reading

### 1. Definition of Reading

Reading is a psycholinguistic guessing game. It involves an interaction between thought and language. Efficient reading does not result from precise perception of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time (Goodman, K. S., 1967).

Reading, as one of the four core English language skills, plays a significant role in society. Through reading, individuals can convey their ideas and thoughts effectively to fulfill specific goals and objectives (Syam et al., 2020). Reading is a process of acquiring new information and broadening one's knowledge to enhance comprehension and critical thinking. This skill is essential for adapting to modern developments and effectively addressing future challenges. In every aspect of life, particularly in education, reading plays a vital role (Ismail et al., 2022).

Reading is a process that allows individuals to extract information from written text. By reading, people can grasp the messages conveyed by the author, which helps in communication with others. Those who read frequently

gain more knowledge compared to those who read infrequently (Sirait et al., 2020). This knowledge enhances their ability to communicate, both verbally and in writing. Essentially, reading plays a key role in improving communication skills. However, the learning environment in schools often faces challenges that hinder reading development. A clear sign of this issue is students' lack of interest in reading, which results in their difficulty in understanding English texts (Syam et al., 2020).

In summary, reading is a fundamental skill that evolves through stages such as gaining knowledge, understanding, and developing critical thinking. It is vital for broadening horizons, enhancing problem-solving abilities, and keeping up with modern advancements. Beyond gaining information, reading also improves communication by helping individuals interpret written messages and express ideas effectively, both verbally and in writing. However, barriers like students' lack of interest in reading pose challenges, especially in comprehending English texts. Tackling these issues is essential to cultivating strong reading habits and boosting literacy skills.

## 2. Types of Reading

There are several types of reading, including extensive reading, intensive reading, critical reading, and interpretive reading. First, extensive reading, is the practice of reading large amounts of material with a focus on fluency, overall understanding, and enjoyment. The reading materials are usually simple and chosen by the reader, with minimal use of a dictionary (Muchtar et al., 2019).

Second, intensive reading, involves reading short, challenging texts with the goal of understanding the content deeply. This approach emphasizes accuracy, word-by-word comprehension, and often requires frequent use of a dictionary. The two types of reading differ in their purpose, materials, speed, and methods (Muchtar et al., 2019).

Third, critical reading, is the ability to analyze, evaluate, and deeply understand information by distinguishing facts from opinions, identifying ambiguities, and assessing arguments and assumptions. It helps students make informed decisions on social issues, think reflectively, and understand different perspectives, encouraging them to critically assess information and its impact on their lives. In English learning, critical reading not only enhances text comprehension but also develops logical thinking through reading and writing. By applying effective strategies and reflecting on the reading process, students become

independent readers capable of critically analyzing authentic texts and understanding the connection between language and social practices (Rosdiana, 2015).

Fourth, interpretive reading, is a teaching strategy designed to help English as a Foreign Language (EFL) students construct meaning from texts by focusing on performance and rhetorical elements. It emphasizes engaging students through techniques such as loud and lively reading, contextual discussions, and interactive activities that encourage comprehension and fluency. This approach not only improves reading skills but also builds self-confidence and a love for reading, making it an effective tool for enhancing EFL learners' overall language proficiency and critical thinking abilities (I. Assiri & Siddiqui, 2020).

### 3. Students' Reading Ability

The concept of reading ability is rooted in schema theory, proposed by Anderson and Pearson, which asserts that comprehension is an active process of constructing meaning based on prior knowledge (schemata). According to schema theory, readers bring their background knowledge to the reading process, which helps them make inferences, understand implicit information, and connect ideas within the text (Anderson & Pearson, 1984). Moreover, reading ability is also supported by the interactive model of reading, which

combines both bottom-up (decoding words) and top-down (using background knowledge and context) processes. This model emphasizes that proficient readers constantly interact with the text, using both linguistic cues and personal knowledge to make sense of what they read (Rumelhart, 1977).

Reading is one of the four essential language skills. It can be understood in three fundamental ways: (1) learning to pronounce words correctly; (2) recognizing words and understanding their meanings; and (3) interpreting or extracting meaning from a text. Through reading, individuals can access a wealth of information. The more a person reads, the more knowledge they acquire. Reading helps enhance intelligence and creativity. In simple terms, reading is the process of receiving and interpreting messages from written materials. It involves transforming information from the text into meaningful concepts, starting from decoding the content and culminating in the reader's comprehension (Nurdianingsih, 2021).

Reading is a skill that helps communication between the reader and the writer to gain knowledge and information. Reading ability will develop better when connected with writing, listening, and speaking activities. Therefore, to become a good reader, we also need to practice writing and

speaking often so that all these skills support each other (Apriliah, 2016).

In summary, reading is a vital language skill that involves more than just recognizing words; it encompasses understanding and interpreting their meanings. It serves as a gateway to knowledge, stimulates creativity, and sharpens intellect. Rather than existing in isolation, reading is closely linked to writing, listening, and speaking, all of which work together to enhance communication and comprehension. To develop strong reading abilities, regular practice and integration with other language skills are essential for achieving comprehensive proficiency.

## 4. Appropriate Reading Materials for Junior High School Students

According to Putri, appropriate reading materials for junior high school students should be relevant to their daily lives, focus on descriptive texts, and use an interactive, task-based approach, such as gap-filling, answering questions, and group discussions. The materials include short texts, pictures, and vocabulary lists to support comprehension. Designed as supplementary to textbooks, these materials align with curriculum needs and encourage interaction between students and teachers. Appropriate reading materials for junior high school students should be relevant to their daily lives, focus

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Appropriate reading materials for junior high school students play a crucial role in enhancing their interest and literacy skills. Literary books, both fiction and non-fiction, can stimulate students' curiosity and critical thinking. Additionally, recommended textbooks, such as those published by Cambridge University Press, offer engaging and curriculum-relevant content, which can improve students' academic achievements. It is also important to provide a variety of reading genres, including narrative and expository prose, to help students understand broader social and cultural contexts. The use of high-quality reading materials is expected to support literacy movements in schools and in still positive values among teenagers (Simanjuntak & Barus, 2020).

## B. Concept of Cooperative Integrated Reading and Composition (CIRC) Method

### 1. Definition of CIRC Method

The Cooperative Integrated Reading and Composition (CIRC) method is grounded in the social constructivist theory developed by Lev Vygotsky, which emphasizes that learning is a social process that occurs through interaction and collaboration. According to this theory, students construct knowledge more effectively when they are engaged in meaningful tasks in a cooperative setting. In CIRC, students work in heterogeneous groups, helping one another understand texts and complete assignments collaboratively (Vygotsky, 1978).

The Cooperative Integrated Reading and Composition (CIRC) method, developed by Stevans, Madden, Slavin, and Farnish, is a collaborative learning approach aimed at enhancing reading, writing, and other language skills in upper primary education (Durukan, 2011). CIRC is a Cooperative Learning model specifically designed for reading and writing instruction in schools. This method encourages students to actively participate, making reading lessons more engaging, dynamic, and enjoyable (Jayadi, 2021).

Cooperative learning is a teaching model in which students are organized to work together in small groups to assist each other in the learning process. This approach is based on the idea that students collaborate in learning and are responsible for their group's learning activities as much

as they are for their own individual learning (Rahmi & Marnola, 2020). In its implementation at the junior high school level, CIRC is used to help students understand English reading texts such as narrative texts through a series of activities including reading, discussing the content with group members, and rewriting the text in their own words. Through the CIRC approach, junior high school students are also trained to think critically, develop vocabulary, improve text comprehension, and build self-confidence through group discussion presentations (Maruf & Anjely, 2020).

CIRC method, offered several advantages and disadvantages. Some of the key advantages include improving students' ability to understand readings and texts, fostering problem-solving skills, and being effective for students with lower ability levels. It also encourages increased classroom activity and boosts students' self-confidence, as they can independently discover new concepts and confidently share their ideas in class. However, the method has some disadvantages, such as being time-consuming and challenging to manage, especially in keeping the classroom quiet due to increased interaction. Teachers also need to be skilled in time management and classroom control to ensure the learning process runs smoothly (Wibowo, 2016).

In conclusion, the Cooperative Integrated Reading and Composition (CIRC) method, developed by Stevans et al., is a cooperative learning approach designed to enhance reading and writing skills in schools. This method fosters active student participation, making learning more engaging and enjoyable. By organizing students into small groups, it promotes collaboration and shared responsibility in the learning process. The CIRC method offers several benefits, including improved reading comprehension, enhanced problem-solving skills, and increased self-confidence. However, it also presents challenges, such as being time-intensive and requiring effective classroom management skills from teachers to maintain order and maximize learning outcomes.

## 2. The Advantages of CIRC Method

Some of the key advantages of CIRC method include improving students' ability to understand readings and texts, fostering problem-solving skills, and being effective for students with lower ability levels. It also encourages increased classroom activity and boosts students' self-confidence, as they can independently discover new concepts and confidently share their ideas in class (Wibowo, 2016).

According to Istarani in Syafitri & Mansurdin, the Cooperative Integrated Reading and Composition (CIRC) method offered several advantages. It enhances the learning environment by placing students in heterogeneous groups, making the learning experience more engaging and preventing boredom. This method also creates a relaxed atmosphere, as students work in diverse groups. It fosters better teamwork by allowing students to discuss within their groups, and the opportunity to present their findings boosts motivation, encouraging greater participation in class discussions and question-answer sessions (Syafitri & Mansurdin, 2020),

### 3. The Disadvantages of CIRC Method

According to Wibowo, the disadvantages of the CIRC method include requiring a significant amount of time, difficulty in managing the class to stay quiet, leading to a noisy classroom environment. Teachers must be skilled at time management and capable of maintaining classroom control to ensure the learning process runs effectively (Wibowo, 2016).

Juliana states that the Cooperative Integrated Reading and Composition (CIRC) method has several disadvantages. First, not all students can complete tasks carefully, which may affect their understanding and

performance. Second, this method requires a significant amount of time, making it less efficient in situations where time is limited. Third, CIRC may not be suitable for all subjects, as it is more effective in reading and language-related lessons. Additionally, this method is less effective for students who have difficulty reading, as they may struggle with the tasks and activities involved. Furthermore, if applied too frequently, students may become bored with the method, leading to a decrease in their motivation. Lastly, students may feel tired and overwhelmed if asked to read too much, which can result in fatigue and disengagement (Juliana, 2017).

## 4. Teacher Role in Implementing CIRC Method

In the implementation of the Cooperative Integrated Reading and Composition (CIRC) method, the teacher plays a vital role as a facilitator and supervisor. The teacher's responsibilities include providing instructions on the learning materials, dividing students into either homogeneous or heterogeneous groups, and guiding students on reading, writing, and composing the results of their discussions into conclusions or written products (Mulyadin et al., 2021). The teacher also monitors the group discussions, ensuring that students are actively participating and engaging in collaborative learning.

Additionally, after the group discussions, the teacher assigns representatives from each group to present their findings, which demonstrates the students' responsibility for their own understanding and the group's collective knowledge. Furthermore, the teacher evaluates the students' performance through assessments or quizzes and awards the best-performing groups, motivating students to actively participate and strive for improvement (Ariyana & Suastika, 2022).

The role of teachers in implementing the Cooperative Integrated Reading and Composition (CIRC) method is teachers must carefully prepare teaching materials that align with the strategy's requirements and manage their time efficiently, as the method involves systematic implementation and group-based activities. They are responsible for creating a conducive classroom environment to facilitate collaboration, ensuring students work together effectively to achieve learning goals. Teachers also need to conduct assessments and provide rewards to motivate students and encourage active participation. Additionally, they must address challenges such as managing classroom noise and heterogenous group dynamics while fostering creativity, communication, and critical thinking among students. By doing so, teachers play a pivotal role in enhancing students' writing skills and

overall learning experience using the CIRC method (Sakkir & Haturrahma, 2023).

## 5. Students' Role in Implementing CIRC Method

In the implementation of the Cooperative Integrated Reading and Composition (CIRC) method, the role of students is crucial to the success of the learning process. First, students are expected to actively participate in group activities, which consist of 4 to 5 members. They collaborate with their peers to discuss the reading material, contribute to group discussions, and understand the text by reading and retelling it in their own words. Second, students are responsible for helping each other within the group, especially when a peer is struggling to understand the material, thus creating a collaborative learning environment. Third, after the group discussions, students are asked to present their understanding in front of the class, which helps them practice expressing their ideas and understanding clearly. Fourth, students are expected to engage in problem-solving activities that enhance their critical thinking skills and deepen their understanding of the material being studied. By fulfilling these roles, students can improve their reading, writing, and comprehension skills while also developing social skills such as

cooperation, responsibility, and communication (Juliana, 2017).

The students' role in implementing the Cooperative Integrated Reading and Composition (CIRC) method is centered around active and collaborative participation. Students are expected to work in groups, where they cooperate to read texts, find main ideas, share opinions, and complete tasks together. They are responsible for contributing ideas, supporting their peers, and ensuring the group's success in assignments. Students must engage in discussions, respect others' perspectives, and actively participate in group activities, such as answering questions, summarizing, and presenting results. Moreover, students are encouraged to be independent and critical thinkers, applying their knowledge to analyze texts and improve their writing skills. Through this collaborative and active involvement, students enhance their social interactions, build self-confidence, and develop key competencies in reading and writing (Sakkir & Haturrahma, 2023).

## 6. The Steps of CIRC Method

The Cooperative Integrated Reading and Composition (CIRC) method, as outlined by Asma in Syafitri and Mansurdin, consists of the following steps: (1) Students begin by reading various sources and are grouped

heterogeneously to research a selected topic. (2) Groups collaboratively plan their tasks, divide responsibilities, and decide on how to analyze the topic. (3) Students take turns reading the material and engage in discussions to synthesize their ideas. (4) Groups document their findings and prepare for the presentation, including assigning roles for each member. (5) Groups present their work to the class, while peers listen and evaluate. (6) Feedback is exchanged between groups to assess the quality of discussions and presentations. This method fosters collaboration, critical thinking, and peer learning (Syafitri & Mansurdin, 2020),

The components of the Cooperative Integrated Reading and Composition (CIRC) method as described by Slavin in Halimah, consist of several key steps. (1) Students are grouped into diverse teams of 3 to 4 members to foster collaboration. (2) Teachers assess students' abilities using test scores or report cards to ensure balanced group formation. (3) Individual responsibility is emphasized, with group success relying on each member's contributions. (4) Collaborative learning occurs as groups complete tasks with teacher guidance when needed. (5) Scoring and rewards are provided to groups that meet expectations, motivating participation. (6) Teachers give clear task instructions, ensuring students understand their objectives. (7) Evaluations are fact-based, assessing the accuracy of

information collected by groups. (8) The session concludes with a class review, where teachers summarize and reinforce the lesson to solidify understanding (Halimah, 2014).

## 7. The Implementation of the CIRC Method in Modern Learning

According to Maruf & Anjely, the steps to implement the CIRC method in modern learning using mobile technology are: First, the teacher prepares learning materials in the form of relevant reading texts, such as from textbooks, short stories, or other authentic resources. These materials are designed to help students understand various aspects of the reading, including the main idea, vocabulary, references, and specific information. The teacher also ensures that the materials can be accessed through mobile devices to support flexible learning.

Second, students are divided into small groups, each consisting of 3-4 people. Within these groups, students read the text individually or together, then engage in discussions to understand the content. These discussions include identifying the main idea, analyzing specific information, and answering related questions. This method encourages collaboration, idea sharing, and problem-solving together.

Third, students proceed by writing responses or summaries of the text they have read. These writings are shared within the group to receive feedback from other members. This process helps students think critically and express their ideas clearly.

Fourth, mobile technology or mobile learning (m-learning) is integrated into each stage of the learning process to enhance flexibility and effectiveness. This technology allows students to access learning materials through their devices anytime and anywhere, eliminating limitations of time and location. Additionally, students can use applications like WhatsApp, Google Classroom, or other learning platforms to discuss with group members, even outside of class hours. They can also search for additional information related to the text through the internet or use digital dictionary apps to help understand vocabulary or context. Technology makes learning more engaging by incorporating gamification elements, such as online quizzes or interactive reading-based games, which increase students' motivation to learn. With integrated technology, the learning process becomes more interactive, collaborative, and aligned with the needs of modern education.

Finally, the teacher evaluates students' reading comprehension through pre-tests and post-tests. The data is

analyzed to assess improvements in students' abilities. Additionally, the teacher provides individual and group feedback to help students address any weaknesses.

With the integration of mobile technology, students have more opportunities to learn independently and flexibly, leading to increased motivation and better learning outcomes. This technology also ensures that the learning process remains effective, even when conducted remotely or under restricted conditions (Maruf & Anjely, 2020).

## C.  Some Related Previous Research

There have been several previous studies related to the CIRC Method on students' reading ability. The first of which is from (Fathimatuzzahroh & Amaruddin, 2024) entitled "The Influence of the Cooperative Integrated Reading and Composition (CIRC) Learning Model on The Reading Skills of Fourth-Grade Students of NU Sleman Primary School", this research aims to evaluate the impact of the Cooperative Integrated Reading Composition (CIRC) learning model on the intensive reading skills of fourth-grade students at SD NU Sleman. The findings revealed a notable difference in intensive reading skills between the experimental group, which implemented the CIRC model, and the control group, which did not. The experimental group achieved a higher average post-test score, with an average difference of 12.67. The significance of this difference is indicated by a Sig value (2-

tailed) of 0.000, which is less than 0.05. Therefore, it can be concluded that the CIRC learning model positively influences the intensive reading skills of fourth-grade students at SD NU Sleman.

The second study from (Ismail et al., 2022) entitled "Exploring The Impact of Cooperative Integrated Reading Composition Toward Students' Reading Ability", the objective of this study was to determine the improvement in students' reading ability at STKIP Kie Raha Ternate by applying the Cooperative Integrated Reading Composition (CIRC) method. The findings showed, based on the t-test results, that the researchers found a significant difference between the pre-test and post-test scores. This difference became evident after comparing it to the t-table values. There was a significant difference in the t-test results before and after the learning process using the CIRC method, where students' post-test scores increased significantly.

The third study from (Nasution, 2022) entitled "The Effect of CIRC (Cooperative, Integrated, Reading and Composition) Method on Students Achievement in Reading Recount Text", the aim of this research is to determine whether the CIRC (Cooperative Integrated Reading and Composition) method has a significant effect on the reading ability of tenth-grade students at SMA Negeri 1 Padangsidimpuan. After analyzing the data, it was found that the average score of students' reading recount texts before being taught using the CIRC method was 70, which falls

under the "sufficient" category. Meanwhile, the average score after being taught with the CIRC method increased to 90, categorized as "good." Upon comparing the t-test and t-table scores, it was revealed that the t-test score was higher than the t-table score (t-test > t-table = 2.97 > 1.98). This indicates that the CIRC method has a significant effect on the students' reading of recount texts. Therefore, the hypothesis of this research is accepted.

The fourth study from (Utami et al., 2024) entitled "Analysis of the Application of the Cooperative Integrated Reading Composition (CIRC) Model in Improving Reading Comprehension Learning Outcomes for Grade 5 Elementary School Students.", the main objective was to analyze the application of the Cooperative Integrated Reading and Composition (CIRC) model to enhance reading comprehension outcomes among fifth-grade elementary school students. Specifically, the study aimed to assess the effectiveness of this teaching method in improving students' ability to understand reading materials, identify main ideas, and make inferences. The findings indicated that the CIRC model significantly improved students' reading comprehension skills. After two cycles of implementation, the average score of students increased from 59.82% (considered below the required standard) to 75.89%, showing a marked improvement in both comprehension and engagement.

The fifth study from (Zaenuddin et al., 2024) entitle "The Use of Cooperative Integrated Reading and Composition (CIRC) Learning Model on the Students' Reading Comprehension in Learning English", this study aimed to explore the use of the Cooperative Integrated Reading and Composition (CIRC) model in enhancing students' reading comprehension in English. The results showed that, for identifying the main idea, the students' average pre-test score was 5.92, which improved to 8.08 in the post-test, representing a 36.48% increase. For drawing conclusions, the pre-test average was 5.6, and the post-test average increased to 8.32, showing a 48.57% improvement. Data analysis revealed a significant improvement in students' reading abilities after using the CIRC model, with a t-test value of 13.55, compared to the t-table value of 2.640. These results suggest that the CIRC model had a positive effect on students' reading comprehension, leading to notable improvements in their performance in English reading tasks.

Based on these studies, it is evident that the CIRC method has an impact on improving students' reading ability.

**Table 1. differences and similarities of previous research**

| No. | Researcher's Name | Title | Result | Conclusion |
|-----|-------------------|-------|--------|------------|
| 1. | Fathimatuzzahroh & Amaruddin | The Influence of the Cooperative Integrated Reading and Composition | The research found a significant improvement in the experimental | The CIRC model positively impacts the intensive reading skills |

| | | (CIRC) Learning Model on The Reading Skills of Fourth-Grade Students of NU Sleman Primary School | group's reading skills after implementing the CIRC model. The post-test average score was higher by 12.67 compared to the control group. The Sig (2-tailed) value was 0.000 ($<0.05$), confirming the significance. | of fourth-grade students, enhancing their learning outcomes. |
|---|---|---|---|---|
| 2. | Ismail et al | Exploring The Impact of Cooperative Integrated Reading Composition Toward Students' Reading Ability | The research demonstrated a significant difference between pre-test and post-test scores after applying the CIRC method, with the t-test value surpassing the t-table value. | The CIRC method significantly improves students' reading abilities, evidenced by notable score increases from pre- to post-tests. |
| 3. | Nasution | The Effect of CIRC (Cooperative, Integrated, Reading and Composition) | Students' reading scores improved from an average of 70 | The CIRC method significantly enhances students' reading of |

| | | Method on Students Achievement in Reading Recount Text | ("sufficient") to 90 ("good") after using the CIRC method. The t-test value (2.97) exceeded the t-table value (1.98), confirming the method's effectiveness. | recount texts, demonstrating its effectiveness in improving reading achievement. |
|---|---|---|---|---|
| 4. | Utami et al | Analysis of the Application of the Cooperative Integrated Reading Composition (CIRC) Model in Improving Reading Comprehension Learning Outcomes for Grade 5 Elementary School Students | The average student score increased from 59.82% (below standard) to 75.89% after two implementation cycles, indicating improvements in comprehension and engagement. | The CIRC model is effective in improving students' reading comprehension, particularly in identifying main ideas and making inferences. |

| 5. | Zaenuddin et al | The Use of Cooperative Integrated Reading and Composition (CIRC) Learning Model on the Students' Reading Comprehension English. | Students' scores improved significantly, with a 36.48% increase in identifying main ideas and a 48.57% improvement. | The CIRC model significantly enhances reading comprehension in English. |

The novelty in this research compared to previous studies lies in the use of the true experimental method with the Solomon Four Group design, which has not been widely used in similar studies.

## D. Conceptual Framework

This research involves two main variables, namely independent variables (X) and dependent variables (Y). The independent variable in this research is the Cooperative Integrated Reading and Composition (CIRC) method, while the dependent variable is students' reading ability. The purpose of this research is to determine the effectiveness of the CIRC method in improving students' reading ability.

The conceptual framework of this research is illustrated in the following illustration:

**Figure 1. conceptual framework**

| CIRC Method (X) | → | Students' Reading Ability (Y) |
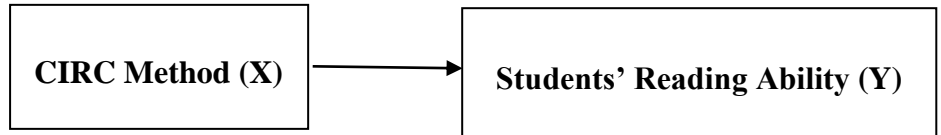
### E. Hypotheses

The formulation of this research hypothesis can be described below:

1. Alternative Hypothesis (Ha): There is a positive and significant effect of the CIRC method (X) on students' reading ability (Y).

2. Null Hypothesis (Ho): There is no positive and significant effect of the CIRC method (X) on students' reading ability (Y).