

## TEACHING READING USING CIRC METHOD: THE CHALLENGES AND THE BENEFITS

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SUBMISSION TRACK	A B S T R A C T
Submitted : 15 August 2022 Accepted : 26 September 2022 Published : 18 October 2022	The research objectives are describing the use of the CIRC (Cooperative Integrated Reading Comprehension) method to teach reading and finding the strengths and weaknesses of CIRC to teach reading to young learners. This research is applied in qualitative research with a descriptive analysis model. The data collecting is done by observation, interview, and documentation. In analyzing data, it is done by data reduction, data display, and conclusion drawing and verification. The result of this research shows the implementation of CIRC Method to teach reading are: (1) partner reading, (2) story grammar and related writing (3) word out loud, (4) word meaning, (5) story retell, and (6) spelling. Meanwhile, the advantages of CIRC method in teaching reading are first, the students are easy to understand the material. Second, the students have the motivation to learn to read more. Third, the situation of the class is fun. Fourth, students pay more attention and are more focused on learning. Besides, the challenge of CIRC method in teaching reading is sometimes the students are confused by the teacher's explanation and instruction.
KEYWORDS	
CIRC, Comprehension, Reading skill	
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### Introduction

Reading activity has a lot of advantages for human life. By reading, people can get a lot of information. Slavin (Slavin et al., 2009) state that several descriptive studies of elementary reading instruction have noted an overemphasis on literal comprehension instead of interpretive and inferential comprehension. "It means that to increase the student knowledge, they should increase their comprehension skill of reading. Reading comprehension skill is used to develop the student's knowledge.

There are many advantages of reading. According to (Hamra & Syatriana, 2010), "Reading is useful for other purposes too, reading text also provide good models for English writing, reading texts also provide opportunities to too, so any exposure to English is a good thing for language students. At least, some of the languages stick in their minds as a part of the process of language acquisition. Next, reading texts also provides good models for English writing. The teacher will need to show students models of what the teachers are encouraging them to do. The last advantage is reading texts also provides opportunities to study the language. Good reading texts can introduce interesting topics and stimulates discussion (Mistar et al., 2016).

The understanding of the students in teaching reading is different. The differences in the understanding of reading are influenced by their age. According to (Scott & Ytreberg, 1990) "What five-year-old are capable of and what ten-year-old can do differ significantly. Some kids grow early, whereas others grow gradually. Some kids grow slowly, while others do so quickly." It means that in the learning for the young learners, there are the differences of the student's development. In the sixth grade, the student starts to learn about a text and how to understand the text. Most of them are interested to learn

in a group, so they need a suitable method to help their understanding become easier (Salam, 2017)

A method is one of the components of teaching. (Sepideh Moghaddas Jafari & Tengku sepora tengku mahadi, 2016) states that a teacher must have the appropriate way to cover and explain the material in the class. The teacher must also have a good ability to adjust to the student's characteristics, and the method used. It helps the students become easier to achieve their achievements.

Current methods for teaching reading comprehension tend to emphasize the products of comprehension and neglect the processes of comprehension (Rochman, 2018). Cooperative learning is used to make a full understanding of the student about the learning process. The students are conditioned to know the fact that everyone in their group accepts them to cooperate in learning all of the knowledge and skill which are definitely to be learned (Karafkan & Aghazadeh, 2015). This learning appears from the statement that the students become easier to find and understand the difficult concept when they are discussing with their partners.

Cooperative Integrated Reading Comprehension is a method that comes from cooperative learning. According to (Slavin et al., 2009), "CIRC is a method of cooperative learning used to teach reading for second to eighth-grade students. CIRC is a concern with how the students learn a text in a group (Rahmawati et al., 2014). This method also asks the student to build good teamwork in a class, especially in teaching reading. CIRC is a method that comes from cooperative learning. It is used to teach the integration of two skills in the English learning process, especially in reading and writing (Muhassin et al., 2021). The focus of learning is on the highest-level students in elementary school. In Cooperative Learning, students discuss together in a group to understand the material from the teacher. Through cooperative learning, students help each other to be successful in cooperation and responsibility to their friends in one group (Durukan, 2011)

In conclusion, in the language learning process, the researcher should know well about the use of the suitable method. A certain method is used to make the students get their achievement easier. This research is used to know about teaching reading in elementary school. By using this method the researcher wants to increase the comprehension of the students in reading

## **Research Method**

This research uses qualitative research methods. In order to better comprehend social life through the study of a certain community or location, qualitative research is a sort of social science research that gathers and analyzes non-numerical data. (Sugiyono, 2015). Therefore, the researcher chooses qualitative research methods based on the objectives and needs of the study. The research subject is the sixth graders of primary school. In this research, the researcher uses the observation checklist, interview and documentation as data collection. The observation checklist is checked by the researcher. Thus, the researcher gets the desired data and finds out how CIRC is implemented in teaching reading in the class. In this research, the researcher also applies interviews to collect the data. An interview is a technique to get the data if the researcher wants to find the problem of the research (Sugiyono, 2015). The type of interview is a structured interview. The researcher interviews the teacher and the students about the implementation, the challenges and the benefits of using CIRC to teach reading comprehension. Moreover, the researcher needs documents such as learning scenarios, RPP, students' name lists, and students' scores. Meanwhile, to analyze the data, the

researcher uses three steps, namely, data reduction, data display, and drawing conclusion (Sugiyono, 2015)

## **Discussion**

### **1. The use of the Cooperative Integrated Reading Comprehension (CIRC) Method in Teaching Reading**

From the result of the observation, the researcher concluded that the use of CIRC method in teaching reading is good for the teaching and learning process. The procedures of CIRC method are as follows:

#### **a. Partner Reading**

The teacher asked the student to read the text and then read the text aloud. The students named “DR, CA, FS, and ST” give their attention but the student “KP” talked to her friend

#### **b. Story Grammar and Story Related Writing**

The teacher gave the student some questions related to the story which was stressed in the structure of the story. After getting half of the story, they were asked to identify the character, background, and the solving of the story. The students “DR, CA, FS, and ST” but the student “KP” talked with her friend.

#### **c. Words Out Loud**

The teacher gave a new word list which is stated in the text. They must practice reading these words correctly. The students tried to read the word list together with their partners until they read fluently. The student “DR” paid attention, was enjoyable, fun, and did exercise. The student “CA” did not give attention, bowing their head, but he did the exercise. The student “FS” talked with his friend but he enjoyed and did the exercise. The student “ST” did not give attention and talked with a friend but he did the exercise. The student “KP” did not give attention, bowed their head, and played ruler but she did the exercise.

#### **d. Word Meaning**

The teacher asked the student to find the meaning of the difficult word in the dictionary. The student “DR” paid attention, but sometimes she talked with her friend, and he also understood the material. The student “CA” paid attention, talked with her friend, and come back to pay attention. The student “FS” talked with his friend but he enjoyed and did the exercise. The student “ST” did not give attention and talked with a friend but he did the exercise. The student “KP” did not give attention, bowed their head, and played ruler but she did the exercise.

#### **e. Story Retell**

The teacher asked the student to make an inference of the main point from the text for their partner. The student “DR” did the task, she was always noisy, and confused, but continued to do the task. The student “CA” was confused, she always enjoyed doing the task, and was noisy, but continued to do the task. The student” FS” did the task. The students “ST” and “KP” did the task but he also talked with his friend.

#### **f. Spelling**

The teacher tests the student’s spelling every week. Next, during the activity, the students help each other to master the whole word list. The student “DR, CA, FS, and ST” paid attention and did the task in a week. The student “KP” was less attention and forgot the task.

All steps in using CIRC method above are in line with the research by (Journal, 2015). It demonstrates that for five minutes, the researcher initially introduced the particular reading comprehension sub-skills. The reading assignment and the worksheets were then provided by the researchers. Because the scores will be combined to create team scores, the teacher urged the students to review together.

## **2. The Benefits and the Challenges of the Using of CIRC Method in Teaching Reading**

Based on the result of observation, interview, and documentation, the advantages of the using CIRC method in teaching reading are as follows:

- a. The use of CIRC method in teaching reading makes the students easy to understand the material in learning process.

It is supported by (Zarei, 2012). He states that this method can increase the student's reading ability because some students have a new motivation and using CIRC method is more fun than using the traditional method. The use of CIRC method in teaching reading makes the students motivated to learn reading.

- b. The use of CIRC method in teaching reading makes the situation of class fun. The CIRC strategy gives a learning environment where students play their role in the group and work as a team based on their ability. Students can learn how to cooperate together with their group (A Hasyim et al., 2020).

- c. The use of CIRC method in teaching reading makes the students pay attention more and more focused on learning. In this study, students are instructed to cooperate in order to quickly and jointly retrieve the text's details (Slavin, 2014). Additionally, the use of CIRC as a teaching technique enhances pupils' reading comprehension. The results show that the research participants or students succeed more in reading after utilizing the CIRC teaching technique. (Maruf & Anjely, 2020)

Meanwhile, the disadvantage of the using CIRC method in teaching reading is sometimes the students were confused by the teacher's explanation and instruction. It is relevant to (Aziz, 2020). He says that some students have a few problems too when following this method and being confused with the role method of CIRC

## **Conclusion**

After analyzing the data it can be concluded that: In the teaching-learning process, the researcher uses the CIRC method in teaching reading. In the implementation of CIRC method, the teaching reading activities are done in some steps. They are (1) partner reading, (2) story grammar and related writing (3) word out loud, (4) word meaning, (5) story retelling and (6) spelling. Meanwhile, the benefits of CIRC method in teaching reading. First, the students are easy to understand the material. Second, the students have the motivation to learn to read more. Third, the situation of the class is fun. Fourth, students pay more attention and are more focused on learning. Besides, the challenge is sometimes the students are confused by the teacher's explanation and instruction.

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