

Application of the Cooperative Integrated Reading and Composition (CIRC) Model in Teaching Writing Modules to Students

Yulia Sri Hartati^{1*}, Defina²

¹Indonesian Language and Literature Education Study Program, Universitas PGRI Sumatera Barat, Padang, Indonesia

²Department of Family and Consumer Sciences, Faculty of Human Ecology, IPB University, Bogor, Indonesia

ABSTRACT: The ability to write modules is one of the competencies that students must have in teaching materials courses. Therefore, this study aims to determine the effect of using the Cooperative Integrated Reading and Composition (CIRC) model on students' module writing abilities. This study used a quantitative approach with a one-group pretest-posttest design. The research subjects consisted of 27 students who took teaching materials courses in the Indonesian Language and Literature Education Study Program at PGRI University of West Sumatra. The data in this study were obtained through a module writing performance test before and after the application of the CIRC model. The assessment of module writing skills was based on four indicators, namely the module title, general instructions, module material, and semester evaluation. Data analysis was conducted descriptively and inferentially, including normality tests, homogeneity tests, and paired t-tests. The results showed that the average writing ability score before the CIRC model was implemented was 66.35, which was more than adequate. After the CIRC model was implemented, the average score increased to 79.93, which was good. The normality test showed that the data was normally distributed, and the homogeneity test showed that the data was homogeneous. The paired t-test showed a significance value of $0.000 < 0.05$, so the alternative hypothesis was accepted. Thus, it can be concluded that the use of the CIRC model has a significant effect on improving students' module writing skills and is effective when applied in writing instruction in higher education.

KEYWORDS: Application, teaching writing, module, Cooperative Integrated Reading and Composition

INTRODUCTION

Indonesian language learning in schools should be an enjoyable subject. This is because it develops four language skills in students that support their communication abilities. These four skills are listening, speaking, reading, and writing. Creating engaging lessons in the classroom is certainly not an easy task. It requires careful planning. (Iqbal et al., 2021), (König et al., 2021), selection of appropriate learning models (Shvay et al., n.d., 2020), diverse learning resources (Bu, 2013), (Baterna, 2024), and teacher creativity in teaching (Simon et al., 2024).

A professional teacher is one who can teach and provide learning resources for their students. Therefore, universities as institutions for creating professional teacher candidates (Lee, 2021) can utilize learning models to teach how to obtain or acquire learning resources. In addition, educators must provide learning assistance with materials (Putten, Sonja van, 2023) that are in line with learning outcomes that support this goal.

In higher education, the skill of developing teaching materials is a competency that prospective teachers must possess. During the learning process, lecturers can utilize various learning models. One model that can be used is *Cooperative Integrated Reading and Composition* (CIRC) (Sopiawati, 2023). CIRC is a learning model that integrates reading, discussion, and writing activities in a collaborative group work environment, thereby encouraging active student involvement in the learning process. Based on this, CIRC is considered appropriate for contributing to the learning process of developing teaching materials. Several studies show that CIRC can be used effectively to improve language skills in various fields of education (Zainuddin, 2015). In addition, it not only encourages reading but also helps improve writing skills through interaction and collaboration in small groups (Pionera, 2020).

In the context of teaching materials, the skill of compiling teaching materials such as learning modules is an important competency that prospective teachers must have. Modules are teaching materials that are compiled systematically and independently in such a way that students can learn in a structured manner without relying heavily on teachers. Based on studies on teaching materials, effective modules must contain relevant material, learning activities that support student engagement, and steps that make it easier for students to master certain competencies..

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Research conducted so far has focused more on CIRC in the context of reading and writing skills. There has not been much research exploring the role of CIRC in creating learning modules as teaching materials produced by students. This gap opens up an important contribution for this study to expand the application of the CIRC strategy at the higher education level and in the context of creating more complex teaching materials, especially modules. Based on this, research related to how students create teaching materials as learning resources using CIRC becomes a gap that needs to be addressed.

LITERATURE REVIEW

Cooperative Integrated Reading and Composition (CIRC) is a cooperative learning model developed by Slavin and his colleagues at Johns Hopkins University. According to Slavin (1995), CIRC is designed as an integrated learning model that focuses on developing reading and writing skills through group work. In its application, students are placed in heterogeneous groups and engage in reading, discussion, identification of main ideas, and collaborative writing and revision of texts. The integration of reading and writing skills aims to improve reading comprehension as well as students' ability to express ideas in writing.

Huda(2014) argues that CIRC is highly relevant to language learning because it integrates students' cognitive, affective, and social aspects. Cooperative reading, discussion, and writing activities encourage students to think critically and understand texts in depth. Therefore, CIRC is considered an effective learning model in improving the quality of the learning process and outcomes, particularly in reading comprehension and writing skills.

According to Lewang (2023) the CIRC model, as a type of learning model, involves learning steps that are carried out to achieve the desired learning objectives. The steps of the CIRC learning model are as follows: form heterogeneous groups of 4 members, provide discourse or clippings according to the learning topic, work together to read aloud and find the main ideas and respond to the discourse or clippings and write them on a sheet of paper, present or read aloud the group's results, the teacher and students make conclusions together, and conclude.

During the learning process, teachers and students often need teaching materials that can be used as tools to assist in the learning process. Teaching materials are used as learning resources containing information that is used to facilitate teachers and students in delivering and understanding lesson material. One type of teaching material that assists in the learning process is a module.

A learning module is defined as a learning unit that is designed independently and systematically to help learners achieve specific learning objectives. According to Dick, W., Carey, L., & Carey, (2015) a learning module is an organized collection of learning materials, activities, and assessments designed to guide learners toward the attainment of instructional goals. Instructional modules are structured learning packages that allow learners to progress through content sequentially with clear guidance and feedback mechanisms (Brown, 2001). Meanwhile, (UNESCO, 2002) defines learning modules as self-learning materials designed to promote independent learning by providing clearly stated objectives, content explanations, learning activities, and evaluation components. Based on these definitions, it can be concluded that learning modules are self-learning materials that are systematically organized, covering objectives, materials, activities, and evaluations, and enabling learners to study in a focused manner and at their own pace.

The use of modules as teaching materials has several objectives, including: (1) Clarifying and simplifying the presentation of messages so that they are not too verbal, (2) Providing a solution to overcome students' limitations in terms of space, energy, and ability, (3) Can be used appropriately and in a variety of ways, (4). Fostering motivation and enthusiasm among students in learning, (5). Developing the potential of students to interact with the environment and other learning resources, (6). Helping to make it easier for students to learn independently, and (7). Helping students to measure their competence through independent evaluation activities.

RESEARCH METHOD

This type of research is quantitative research. This study uses a pre-experimental design because through this study the researcher wants to determine the effect of the CIRC learning model treatment on students' module writing skills. The design used in this study is a one-group-pretest-posttest design. According to Sugiyono (2022), in this design there is a pretest before the treatment is given.

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The data collection technique used in this study was to administer a performance test in the form of writing a module. Data collection in this study was conducted in three meetings, namely a pretest, treatment, and posttest. Data analysis technique: The data collected from the students' performance tests was then analyzed using the following steps. First, examine the results of the students' module writing. Second, process the scores for the students' module writing test according to the predetermined

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indicators. Third, process the scores into grades. Fourth, present the grades obtained in the form of a frequency distribution table. The students' grades are written and sorted from highest to lowest. Fifth, determine the arithmetic mean of short story writing ability before and after using the CIRC learning model. Sixth, classify writing module ability before and after using the CIRC learning model using a scale of 10. Seventh, create a diagram of short story writing ability before and after using the CIRC learning model. Eighth, perform data analysis requirements tests, namely normality and homogeneity tests.

RESULTS AND DISCUSSION

RESULTS

1. Module Writing Ability before Using the CIRC Model as a Whole

Data on module writing ability before using the Cooperative Integrated Reading and Composition model was obtained through a performance test. After the data was collected, it was assessed based on the following indicators: (1) Module Title (2) General Instructions (3) Module Material (4) Semester Evaluation.

Based on the module writing score data, the scores obtained ranged from 7 to 10. First, a score of 7 was obtained by 8 students with a percentage of 29.62%. Second, a score of 10 was obtained by 1 student with a percentage of 3.70%. Third, 13 students obtained a score of 8, with a percentage of 48.14%. Fourth, 5 students obtained a score of 9, with a percentage of 18.51%.

The data on the module writing scores before using the Cooperative Integrated Reading and Composition model can be seen as follows:

a. Module Writing Ability before Using the CIRC Model as Seen from the Module Title Indicator

Based on the results of the module writing ability test before using the Cooperative Integrated Reading and Composition model, indicator 1 (Module Title) ranged from 2 to 3. The scores for indicator 1 (Module Title) are as follows. First, a score of 2 was obtained by 25 students with a percentage of 92.59%. Second, a score of 3 was obtained by 2 students with a percentage of 7.40%.

b. Module Writing Ability before Using the CIRC Model as Seen from the General Instructions Indicator

Based on the results of the module writing ability test before using the Cooperative Integrated Reading and Composition model, indicator 2 (General Instructions) ranged from 1 to 3. The scores for indicator 2 (General Instructions) were as follows. First, 2 students obtained a score of 1, with a percentage of 7.40%. Second, a score of 2 was obtained by 21 students with a percentage of 77.77%. Third, a score of 3 was obtained by 4 students with a percentage of 14.81%.

c. Module Writing Ability before Using the CIRC Model as Seen from the Module Material Indicator

Based on the results of the module writing ability test before using the Cooperative Integrated Reading and Composition model, indicator 3 (Model Material) ranged from 1 to 3. The scores for indicator 3 (Model Material) are as follows. First, a score of 1 was obtained by 6 students with a percentage of 22.22%. Second, a score of 2 was obtained by 20 students with a percentage of 74.07%. Third, a score of 3 was obtained by 1 student with a percentage of 3.70%.

d. Module Writing Ability before Using the CIRC Model as Seen from the Semester Evaluation Indicator

Based on the results of the module writing ability test before using the Cooperative Integrated Reading and Composition model, only 2 students achieved indicator 4 (Semester Evaluation). The scores for indicator 4 (Semester Evaluation) are as follows. A score of 2 was obtained by 27 students with a percentage of 100%.

2. Module Writing Ability after Using the CIRC Model

Data on module writing ability before using the Cooperative Integrated Reading and Composition model was obtained through a performance test. After the data was collected, it was assessed based on the following indicators: (1) Module Title (2) General Instructions (3) Module Material (4) Semester Evaluation.

Based on the module writing score data, the scores obtained ranged from 8 to 11. First, a score of 8 was obtained by 2 students with a percentage of 5.88%. Second, a score of 9 was obtained by 10 students with a percentage of 37.03%. Third, 12 students obtained a score of 10, with a percentage of 44.44%. Fourth, 3 students obtained a score of 11, with a percentage of 11.11%.

The data on the module writing scores before using *the Cooperative Integrated Reading and Composition* model can be seen as follows:

a. Writing Ability of Modules after Using the CIRC Model as Seen from the Module Title Indicator

Based on the results of the module writing ability test after using the Cooperative Integrated Reading and Composition model, indicator 1 (Module Title) ranged from 2 to 3. The scores for indicator 1 (Module Title) are as follows. First, 11 students obtained a score of 2, with a percentage of 40.74%. Second, 16 students obtained a score of 3, with a percentage of 59.25%.

b. Module Writing Ability after Using the CIRC Model as Seen from the General Instructions Indicator

Based on the results of the module writing ability test after using the Cooperative Integrated Reading and Composition model, indicator 2 (General Instructions) ranged from 2 to 3. The scores for indicator 2 (General Instructions) are as follows. First, a

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score of 2 was obtained by 3 students with a percentage of 11.11%. Second, a score of 3 was obtained by 24 students with a percentage of 88.88%.

c. Module Writing Ability after Using the CIRC Model as Seen from the Module Material Indicator

Based on the results of the module writing ability test after using the Cooperative Integrated Reading and Composition model, indicator 3 (Module Material) ranged from 2 to 3. The scores for the Module Material indicator are as follows. First, a score of 2 was obtained by 24 students with a percentage of 88.88%. Second, a score of 3 was obtained by 3 students with a percentage of 11.11%.

d. Module Writing Ability after Using the CIRC Model as Seen from the Semester Evaluation Indicator

Based on the results of the module writing ability test after using the Cooperative Integrated Reading and Composition model, only 2 students achieved indicator 4 (Semester Evaluation). The scores for indicator 4 (Semester Evaluation) are as follows. A score of 2 was obtained by 27 students, representing 100% of the students.

DISCUSSION

1. Ability to Write Modules before Using the CIRC Model as a Whole

The ability to write modules before using the CIRC model is converted into a score using the following percentage formula :

$$N = \frac{SM}{SI} \times S_{max}$$

Complete data on writing modules before using the Cooperative Integrated Reading and Composition model is as follows. The scores obtained by students ranged from 58.33 to 83.33. First, a score of 58.33 was obtained by 8 students, representing 29.62% of the total. Second, a score of 66.66 was obtained by 13 students, representing 38.23% of the total. Third, a score of 75 was obtained by 5 students with a percentage of 14.70%. Fourth, a score of 83.33 was obtained by 1 student with a percentage of 3.70%.

The next step is to determine the arithmetic mean (M) as shown in the table below.

Table 1. Frequency Distribution of Writing Ability in the Module before Using the CIRC Model

No	X	F	FX
1	58,33	8	466,64
2	66,66	13	866,58
3	75	5	375
4	83,33	1	83,33
		27	1.791,55

$$M = \frac{\sum fx}{n} = \frac{1.791,55}{27} = 66,35$$

Based on the table, the arithmetic mean (M) is 66.35. Based on the arithmetic mean obtained, it can be concluded that the module writing ability before using the CIRC model is generally more than sufficient because the arithmetic mean at the mastery level is between 66-75 on a scale of 10.

Table 2. Classification of Module Writing Ability Before Using the CIRC Model

No	Tingkat Penguasaan	Kualifikasi	Frekuensi	Persentase (100)
1	96-100	Sempurna	0	0%
2	86-95	Baik Sekali	0	0%
3	76-85	Baik	1	3,71%
4	66-75	Lebih dari Cukup	18	66,66%
5	56-65	Cukup	8	29,63%
6	46-55	Hampir Cukup	0	0%
7	36-45	Kurang	0	0%
8	26-35	Kurang Sekali	0	0%
9	16-25	Buruk	0	0%
10	0-15	Buruk Sekali	0	0%
Jumlah			27	100%

Based on the table above, it can be concluded that the writing ability of the module before using the CIRC model is as follows. First, there were 8 students who obtained a satisfactory score with a percentage of 29.63%. Second, there were 18

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students who obtained a score above satisfactory with a percentage of 66.66%. Third, one student obtained a good score, with a percentage of 3.71%.

The next step is to create a histogram of module writing ability before using the CIRC model as follows.

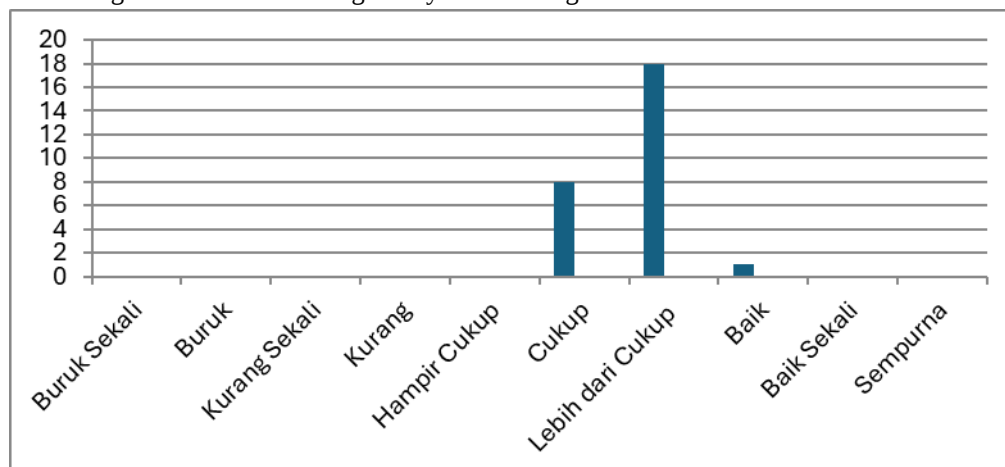


Diagram 1. Kemampuan Menulis Modul Sebelum Menggunakan Model CIRC

2. Module Writing Ability after Using the Cooperative Integrated Reading and Composition (CIRC) Model as a Whole

Module writing ability after using the Cooperative Integrated Reading and Composition (CIRC) model was converted into a score using the following percentage formula.

$$N = \frac{SM}{SI} \times S_{max}$$

Complete data on writing modules after using the Cooperative Integrated Reading and Composition model is as follows. The scores obtained by students ranged from 66.66 to 91.66. First, a score of 66.66 was obtained by 2 students with a percentage of 7.40%. Second, a score of 75 was obtained by 10 students with a percentage of 37.03%. Third, a score of 83.33 was obtained by 12 students with a percentage of 44.44%. Fourth, a score of 91.66 was obtained by 3 students with a percentage of 11.11%.

The next step is to determine the arithmetic mean (M) as shown in the table below.

Table 3. Frequency Distribution of Writing Ability Module after Using the Cooperative Integrated Reading and Composition (CIRC) Model

No	X	F	FX
1	66,66	2	133,32
2	75	10	750
3	83,33	12	999,96
4	91,66	3	274,98
		27	2.158,26

$$M = \frac{\sum fx}{n} = \frac{2,158,26}{27} = 79,93$$

Based on the table, the arithmetic mean (M) was 79.93. Based on the arithmetic mean obtained, it can be concluded that the ability to write modules after using the Cooperative Integrated Reading and Composition (CIRC) model was generally good, because the arithmetic mean at the mastery level was 76-85 on a scale of 10.

Table 4. Classification of Module Writing Ability after Using the CIRC Model

No	Tingkat Penguasaan	Kualifikasi	Frekuensi	Persentase (100)
1	96-100	Sempurna	0	0%
2	86-95	Baik Sekali	3	11,12%
3	76-85	Baik	12	44,44%
4	66-75	Lebih dari Cukup	12	44,44%

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5	56-65	Cukup	0	29,63%
6	46-55	Hampir Cukup	0	0%
7	36-45	Kurang	0	0%
8	26-35	Kurang Sekali	0	0%
9	16-25	Buruk	0	0%
10	0-15	Buruk Sekali	0	0%
Jumlah			27	100%

Based on the table above, it can be concluded that the writing ability of the module after using the Cooperative Integrated Reading and Composition (CIRC) model is as follows. First, 12 students obtained a score of more than sufficient, with a percentage of 44.44%. Second, 12 students obtained a score of good, with a percentage of 44.44%. Third, three students obtained a score of excellent, representing 11.12% of the total.

The next step is to create a histogram of writing skills before using the Cooperative Integrated Reading and Composition (CIRC) model, as follows

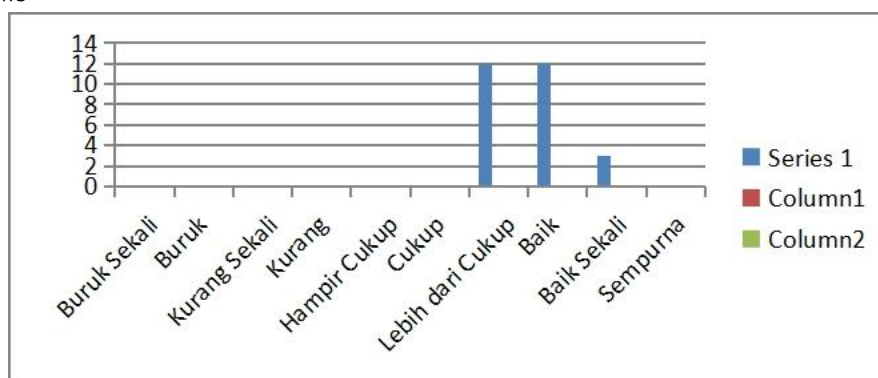


Diagram 2. Kemampuan Menulis Modul Sesudah Menggunakan Model Cooperative Integrated Reading and Composition (CIRC)

3. Data Analysis Requirements Test

From the results of the data analysis that has been carried out, it can be seen that there is a difference in the writing ability scores before and after using the CIRC model. The requirements test is divided into two parts as follows.

a. Data Normality Test

The data normality test is carried out to determine whether the data is normally distributed or not. The data normality test was performed using Liliefors based on the test conducted, obtaining L_0 and L_t at a significance level of 0.05 for $n=27$ in the following table.

Table 5. Tabel Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
sebelum	.166	27	.053	.934	27	.107
sesudah	.135	27	.200*	.892	27	.129

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Berdasarkan tabel tersebut, disimpulkan bahwa data sebelum model CIRC Berdistribusi normal signifikan lebih besar dari 0,05. Pada sebelum hasil yang didapat sebesar $(0,107 > 0,05)$ dan pada sesudah adalah sebesar $(0,129 > 0,05)$. hal ini berarti data hasil belajar siswa Berdistribusi Normal.

b. Uji Homogenitas Data

Uji homogenitas digunakan untuk memperlihatkan bahwa dua atau lebih kelompok data sampel berasal dari populasi yang memiliki variasi yang sama. Uji homogenitas dikenakan pada data hasil sebelum dan sesudah. Untuk mengukur homogenitas varians dari dua kelompok data dapat dilihat pada tabel signifikan di based on mean yang sebagaimana sebagai berikut :

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Table 6. Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.616	1	52	.436

Based on the data homogeneity test conducted, a significant value of $0.436 > 0.05$ was obtained, which means that the basis for data collection in this homogeneity test can be concluded that the sample class has homogeneous data variance.

c. Hypothesis Test

After determining that the data groups are normally distributed and homogeneous, a t-test is conducted to determine the comparison between the groups before and after the CIRC module writing skills using the model and after CIRC using the model as follows:

Tabel 7. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
sebelum - sesudah	-1.27647E1	8.38852	1.43862	-15.69160	-9.83781	-8.873	27	.000

H0: There is no effect of the CIRC Model on module writing skills.

H1: There is an effect of the CIRC Model on module writing skills.

The significant value can be seen in the table above, which is less than 0.05, namely sig. (0.000) < 0.05 , so H_0 is rejected and H_1 is accepted. The partial hypothesis test decision can be concluded that there is an effect of using the CIRC Model on Module Writing Ability. Based on the results of the study conducted on the Effect of Using the CIRC Model on Module Writing Ability using pre-tests and post-tests with the normalcy test and t-test analysis methods.

Complete data before and after a complete comparison of module writing ability before and after using the CIRC model is shown in the table. In general, the comparison before and after module text writing ability using the Project-Based Learning model is shown in the following table

Table 8. Comparison of Module Writing Ability Before and After Using the CIRC Model

Group	N ₁	$\sum fx$	Average
Before	27	1.791,55	66,35
Group	N ₁	$\sum fx$	Average
After	27	2.158,26	79,93

CONCLUSION

Based on the results of data analysis and discussion in Chapter IV, the following three conclusions can be drawn. First, the writing ability of students before using CIRC obtained an average score of 66.35, which is in the range of 66-75, with a qualification of more than sufficient. Second, the writing ability of students after using CIRC obtained an average score of 79.93, which is in the range of 76-85, with a qualification of good. Third, based on the t-test, there was an effect of using the CIRC model on the module writing ability of students in the Indonesian Language and Literature Education Study Program because it was significantly less than 0.05. In other words, H_1 was accepted and H_0 was rejected. Thus, the use of the CIRC model had an effect on the module writing ability of students in the Indonesian Language and Literature Education Study Program.

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