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# Implementation of the Cooperative Integrated Reading and Composition Learning Model to Increase The Interest in Reading of Physical Education Students

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**Abstract**

This research is a classroom action research that aims to analyze the increase in physical education students' interest in reading in attending lectures on basic research and scientific writing. The research method used is classroom action research using 2 cycles. The participants in this study were physical education students who attended basic research lectures and scientific writing totaling 52 students. Data collection techniques and instruments used observation guides, questionnaires, and interviews. Research data were analyzed using a combination of quantitative and qualitative. The results of the analysis show that in cycle 1 the reading interest of physical education students is in the medium category, and the reading interest of physical education students in cycle 2 is in the high category. So, it can be concluded that the CIRC learning model is effective in increasing students' interest in reading. It can be used as a recommendation for Physical Education lecturers to make this learning model an alternative to managing the learning process.

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## INTRODUCTION

Academic culture can be achieved if students are able to use their time to read and write scientific papers (Khuzaemah & Herawati, 2017; Sutisyana et al., ). In order to foster academic culture and student academic skills, the physical education study program facilitates this through basic research courses and scientific writing (Nopiyanto et al., 2023). But in the implementation of lectures there are several problems. The first problem is students' low reading interest in scientific articles or research articles. Students have difficulty answering questions related to the sections in scientific articles. The second problem is students still have difficulty writing scientific articles. This indicator can be seen from the lack of student scientific writing published in national journals. The third problem is that there are still students who have not completed basic research lectures and scientific papers. These various problems are caused by students having difficulty solving the problems they face.

The level of reading interest and scientific article writing skills needs to be optimized. Students' high interest in reading shows a positive degree of correlation with writing skills (Mustika & Riana, 2016). Interest in reading is the tendency of a person's soul to continue reading with pleasure (Huang, 2020). Reading is the first step to find ideas before writing (Kikas et al., 2018; Sugiarti et al., 2020). If students already have an interest in reading, they will be accustomed to reading various references needed in the process of writing scientific articles. However, on the contrary, if students' interest in reading is still low, it will be difficult for them to write well because of the lack of references to read (Yanti et al., 2018).

Students' interest in reading needs to be increased, especially when attending basic research courses and scientific writing courses. One effort that can be done by the lecturer is to implement the learning model of Cooperative Integrated Reading and Composition (CIRC). CIRC is designed systematically and comprehensively based on problem-solving skills to help students understand the contents of the reading and find reading ideas to be used as writing material (Waruwu, 2022). In practice, students are organized heterogeneously into small groups and are allowed to work together to solve problems when writing scientific articles. The selection of the CIRC learning model is based on its effectiveness in helping students to read and write (Thresia, 2017; Mustafa & Samad, 2015).

The CIRC accommodates students' abilities in providing various alternative solutions to various problems in the increasingly complex world of physical education. In addition, through CIRC students are responsible for finding the information needed through reading from various references. Thus, by implementing the CIRC learning model for students taking basic research lectures and scientific writing, it is hoped that it can optimize the potential of physical education students in reading and writing scientific articles. The innovation offered in this research is a combination of YouTube as a medium for delivering lecture material, and Google Scholar as a medium for searching for various references relevant to lecture material.

## METHODS

Classroom action research is used as a research method to implement the CIRC learning model. This research adopted the Kurt Lewin model with 2 cycles and each cycle consisted of

planning, action, observation, and reflection. All stages in this study were carried out in April-June 2023.

## Participants

As many as 52 physical education students who took part in basic research lectures and scientific writing were involved to become participants in the research.

## Data and Research Data Sources

There are several data and research data sources including 1) data regarding the feasibility of learning tools comes from the responses of education experts, 2) data on students' reading interest comes from observations and questionnaires, 3) data on the application of the CIRC learning model comes from lecturers in charge of the course, 4 ) the data from the interviews came from 2 students.

## Techniques of Data Collection

The data were collected using techniques, namely: 1) data on students' interest in reading were observed, and questionnaires were distributed, 2) data on the implementation of learning is done by filling out the CIRC learning model implementation sheet during the learning implementation, using field notes and conducting interviews with students, 3) student response data related to the implementation of CIRC learning model learning through direct interviews with students.

## Instruments

There are three main instruments used in this study, namely: observation, written tests, and interviews. Each instrument is on the table.

**Table 1.** Guide to observing students' interest in reading

| No | Items | Description |
|---|---|---|
| 1 | Feeling happy | Students show a happy attitude when reading. |
| 2 | Attention | Students read reading material seriously |
| 3 | Interest | Students show enthusiasm when reviewing reading sources |
| 4 | Involvement | Students actively ask and answer during discussions |

**Table 2.** Grid of questionnaire

| No | Items | Statement No |
|---|---|---|
| 1 | Concentration of attention | 1, 2, 3, 4 |
| 2 | Time use | 5, 6, 7, 8 |
| 3 | motivation to read | 9, 10, 11, 12 |
| 4 | Emotions in reading | 13, 14, 15, 16, |
| 5 | Attempts to read | 17, 18, 19, 20 |

**Table 3.** Interview guidelines

| No | Questions |
|---|---|
| 1 | What obstacles did you experience during learning with the CIRC learning model? |
| 2 | Does the CIRC learning model lead you to be active in learning? |
| 3 | Do you feel enthusiastic about learning with the CIRC learning model? |
| 4 | How do you respond to the CIRC learning model? |

## Design or Data Analysis

Data collected through questionnaires were analyzed using formula on Table 4 (Wagiran, 2015).

**Table 4.** Formula of categories

| Interval | Category |
|---|---|
| > (Mi + 1.8 SD) – (Mi + 3 SD) | Very High |
| > (Mi + 0.6 SD) – (Mi + 1.8 SD) | High |
| > (Mi - 0.6SD) - (Mi + 0.6 SD) | Moderate |
| > (Mi - 1.8 SD) – (Mi - 0.6SD) | Low |
| (Mi - 3SD) - (Mi - 1.8 SD) | Very Low |

Mi = $\frac{ST+SR}{2}$

SD = $\frac{ST-SR}{6}$

Note :
Mi = Mean Ideal,
ST= Maximum Score,
SR = Minimum Score,
SD = Standard Deviation

## RESULT

The results of this study are presented in the tables and figures below.

**Table 5.** Observation cycle 1

| Indicator | Information |
|---|---|
| Feeling happy | 50% of college students show an attitude happy when reading |
| Attention | 60% of students read reading materials correctly seriously |
| Interest | 45% of Students show an attitude of enthusiasm at the time review reading sources |
| Involvement student | 33% of students actively ask and answer during discussions |

In the implementation of cycle 1, the researcher made observations of students to find out their interest in reading. Table 5 it is known that only 50% of students show an attitude of feeling happy when reading references. This means that the other 50% of students still feel compelled to read because of lecture demands that require them to understand basic research lecture material and scientific papers. As many as 60% of students can read references seriously. This means that there are still 40% of students who often joke with their colleagues while reading. In the next indicator, it was found that as many as 45% of students felt interested and enthusiastic in reviewing reading sources. Meanwhile, as much as 55% of students are not interested in reviewing existing reading sources. Observations on the last indicator show that as many as 33% of students are active in the learning process.

**Table 6.** Observation cycle 2

| Indicator | Information |
|---|---|
| Feeling happy | 70% of college students show an attitude happy when reading |
| Attention | 75% of students read reading materials correctly seriously |
| Interest | 80% of Students show an attitude of enthusiasm at the time review reading sources |
| Involvement student | 85% of students actively ask and answer during discussions |

Observation of reading interest continued until cycle 2. In general, students' interest in reading increased as shown in Table 6. Student interest in reading, seen from indicators of feeling happy, was known to have increased compared to cycle 1, from 50% to 70%. On the attention indicator, it is known that as many as 75% of students are serious about understanding the content of the material from reading sources. Meanwhile, 25% students felt that understanding learning material was a difficult thing to do. In terms of interest indicators, it is known that students are increasingly motivated to dig deeper into information by reviewing reading sources. 80% of students showed interest in reviewing reading sources. With the increase in the percentage of students in the three indicators, the indicator of student involvement has also increased. The table shows that 85% of students actively participate in the discussion process in class. Figure 1 presents the differences in observations in cycles 1 and 2.

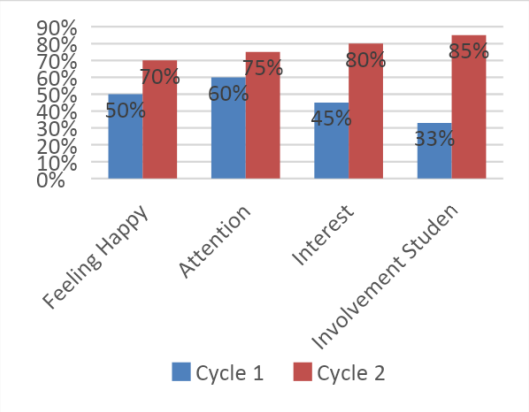


**Figure 1.** The results of the observation

The results of data analysis regarding students' reading interests are presented in Table 7 below.

**Table 7.** Interest in reading Cycle 1

| Interval | F | Category | % |
|---|---|---|---|
| > 68-80 | 3 | Very High | 5.77% |
| > 56-68 | 20 | High | 38.46% |
| > 44-56 | 25 | Moderate | 48.08% |
| > 32-44 | 4 | Low | 7.69% |
| 20-32 | 0 | Very low | 0 |

The results of the data analysis in Table 7 provide information about the distribution of students' interest in reading. from table 7 it can be concluded that students' interest in reading is still not in line with expectations.

**Table 8.** Interest in reading cycle 2

| Interval | F | Category | % |
|---|---|---|---|
| > 68-80 | 7 | Very High | 13,46% |
| > 56-68 | 35 | High | 67,31% |
| > 44-56 | 10 | Moderate | 19,23% |
| > 32-44 | 0 | Low | 0 |
| 20-32 | 0 | Very low | 0 |

Table 8 provides information that in general there is an increase in students' interest in reading. This can be seen from the increasing frequency of students in the category high and very high. Meanwhile, the frequency in the low and very low categories tends to decrease compared to cycle 1

To support the results that have been presented in the observation and questionnaire, in this study the interview results were also presented in the table as follows.

**Table 9.** Results of Interview Subject 1 "M"

| Questions | Answer |
|---|---|
| What obstacles did you experience during the learning with the CIRC model? | In the learning process, not all students are fluent in reading so students who are less able to read will have difficulty following the model of this learning. This learning model is often boring because students are often asked to read too much. Monotonous reading material makes students bored. |
| Does the CIRC learning model lead you to be active in learning? | Yes, because the CIRC learning model is a group learning model with friends so they can exchange opinions and respect each other's opinions. |
| Do you feel enthusiastic about learning with the CIRC learning model? | Yes, I am enthusiastic about participating in the CIRC learning model. I must be able to solve problems and provide clear solutions to the reading being studied |
| How do you respond to the CIRC learning model? | In my opinion, the CIRC learning model is very helpful in improving reading skills. I think this learning model is also fun when we have to exchange opinions and unite different opinions. |

**Table 10.** Results of Interview Subject 2 "FSM"

| Questions | Answer |
|---|---|
| What obstacles did you experience during the learning | The first is when learning in groups is difficult to discuss, the second requires a |

| | |
|---|---|
| with the CIRC model? | lot of time to do the learning. |
| Does the CIRC learning model lead you to be active in learning? | Yes, because this learning model integrates learning and writing skills, which allows students to understand the content of reading done individually or in groups. |
| Do you feel enthusiastic about learning with the CIRC learning model? | Yes, I feel enthusiastic in doing learning related to CIRC. |
| How do you respond to the CIRC learning model? | The CIRC learning model is very good and can assist in the learning process so that learning objectives are more easily achieved. |

## DISCUSSION

This study aims to analyze the increase in physical education students' interest in reading in attending lectures on basic research and scientific writing using the CIRC learning model. The application of CIRC in cycle 1 helps students begin to become aware of the importance of reading. This can be seen from the level of interest in reading students in cycle 1 is in the medium category. The results of this study are in line with what was revealed (Putri & Harahap, 2019) that as many as 64.3% of students have an interest in reading in the moderate category. It was further explained that most students currently use their free time not to read but to do various activities that are not related to the academic world, such as walking in malls, chatting on social media, and playing on mobile phones. Various factors are the cause of the not-yet-optimal level of student interest in reading, including students who do not yet think that reading is an academic culture that must be improved, students tend to read books that are entertaining in nature such as comics or romantic novels, the intensity of student reading every day is less than one hour, students have not utilized library services, either manual or digital libraries (Kurniawati, 2015).

The non-optimal level of reading interest of physical education students in the implementation of cycle 1 research prompted researchers to reflect. The initial step taken to dig up in-depth information was to conduct interviews with the participants in this study. The results of interviews with Participant 1 with the initials "M" stated that"At the beginning of implementing the CIRC learning model, most students experienced obstacles because they were not used to following instructions in this model. Students also feel bored because they have to read too many references in the learning process. Student learning barriers in the early stages of implementing the cycle in this study were also expressed by Participant 2 with the initials "FSM" who stated that "I have difficulty holding discussions in group learning". What the two students who represented the participants in the interview felt was in line with the statement that being able to apply the CIRC learning model required a relatively long time, and the discussion process in class did not always go well (Mulyana & Ruhimat, 2018; Rahmasari & Swasti, 2022). Therefore, educators must have good skills in managing the class (Ehrensal, 2016).

Barriers felt by students in the results of reflection on the implementation of cycle 1 encouraged researchers to hold discussions with colleagues. Several alternatives were obtained to improve the implementation process in cycle 2. First, focusing on reading themes according to students' research interests. For example, if

students are interested in researching the theme of football, the references they should read are research articles that specifically discuss football. Second, helping students to find specific reading sources using research scientific article search engines. Third, forming groups that are heterogeneous in terms of academic ability but in one group have an interest in reading on the same variable. For example, students who are interested in researching soccer will be combined into the same group.

Through various improvements that have resulted in an increase in reading interest in cycle 2. The application of CIRC not only increased students' interest in reading but also developed comprehensive reading skills so that students were able to absorb the content of reading thoroughly and in-depth (Kamdideh et al., 2019; Sulistianingsih, 2018; Al Adawiyah, 2023). In a similar reference, it also states that the application of CIRC can make students active during the learning and discussion process (Sinaga et al., 2019; Ginting, 2017; Syam et al., 2020). The results of the research in cycle 2 are supported by statements from Participant 1 with the initials "M" which states that "CIRC gave me the opportunity to share information needed during the lecture process."A similar opinion was also expressed by Participant 2 with the initials "FSM" that"Yes because this learning model integrates learning and writing abilities, which allows students to understand the content of reading done individually or in groups."

The increase in student's interest in reading in cycle 2 was because, through the CIRC learning model, students carried out several stages. First, students are guided to be able to identify topics and organize them into their respective work groups. Students are guided to read quickly with a variety of sources. The composition of the group is based on interests and is heterogeneous. Lecturers help students to collect various information needed and facilitate students. Second, students are directed to plan activities in groups. Third, implementing learning. Students collect information, analyze examples of scientific articles on physical education and sports that have been given by lecturers according to their knowledge, and make conclusions. Each group member contributes to the group effort. Students discuss with each other by working together to express their opinions regarding examples of scientific articles that have been distributed. Fourth, students prepare reports. Each group member contributes to determining important messages from reading sources that have been studied and students plan what to present in front of the class. Fifth, students present the final report in the form of a presentation in front of the class. Students actively discuss presentations that have been shown by colleagues in front of the class. Sixth, do an evaluation. Students actively provide feedback to each other. Lecturers and students collaborate in evaluating the learning that has been implemented. At this stage, an assessment is also carried out to determine the level of the student's academic ability.

The application of the CIRC learning model to lectures on basic research and scientific writing guides physical education students to be active in learning and enthusiastic in participating in every stage of learning. This was expressed by Participant 1 with the initials "M" who stated that"Yes, I am enthusiastic about participating in the CIRC learning model, and must be able to solve problems and provide clear solutions to the text being studied."The same thing was also expressed by Participant 2 with the initials "FSM" that"Yes, I feel enthusiastic in doing

learning related to CIRC".

The application of the CIRC learning model to basic research lectures and scientific writing received positive responses from students. This is evidenced by the response from Participant 1 with the initials "M" which stated that"In my opinion the CIRC learning model is very helpful in improving reading skills. I think this learning model is also fun when we have to exchange opinions and unite different opinions". The same thing was also expressed by Participant 2 with the initials "FSM" that the CIRC learning model is very good and can assist in the learning process so that learning objectives are more easily achieved, and can provide useful information for students in the learning process". CIRC learning model was able to increase students' interest in reading and get positive responses from students (Indriana & Syawal, 2022; Maryani et al., 2020).

The application of the CIRC learning model to basic research lectures and scientific writing is carried out in 2 cycles and can increase students' interest in reading. Even so, in this study, there were still students who had an interest in reading in the medium category. Therefore, in future research, one more research cycle can be added to optimize students' interest in reading.

## CONCLUSION

Through the application of the CIRC model, physical education students experience an increase in reading, especially in basic research lectures and scientific writing. Based on the results of this study, it can be recommended to physical education lecturers to implement it in other courses that have almost the same characteristics as the courses in this study.

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