

THE EFFECTIVENESS OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD IN TEACHING READING SKILL VIEWED FROM STUDENTS' INTEREST

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah : (1) Metode Cooperative Integrated Reading And Composition (CIRC) lebih efektif daripada Metode Direct Instruction dalam pengajaran keterampilan membaca; (2) siswa yang memiliki minat tinggi memiliki kemampuan membaca lebih baik daripada siswa yang memiliki minat rendah; dan (3) ada interaksi antara metode pengajaran dan minat siswa dalam pengajaran keterampilan membaca. Penelitian eksperimental ini dilakukan di SMAN 8 Pontianak pada siswa kelas X Tahun Akademik 2012/2013. Hasil analisis data menunjukkan temuan sebagai berikut : (1) Metode CIRC lebih efektif daripada Metode Direct Instruction dalam pengajaran keterampilan membaca; (2) Siswa yang memiliki minat tinggi memiliki kemampuan membaca lebih baik daripada mereka yang memiliki minat rendah ; dan (3) Ada interaksi antara metode pengajaran dan minat siswa dalam pengajaran keterampilan membaca. Berdasarkan temuan ini dapat disimpulkan bahwa secara umum Metode CIRC lebih efektif daripada Metode Direct Instruction dalam pengajaran keterampilan membaca. Bagi siswa yang memiliki minat tinggi, Metode CIRC lebih efektif daripada Metode Direct Instruction dalam pengajaran keterampilan membaca tetapi untuk siswa yang memiliki minat rendah, Metode Direct Instruction lebih efektif dibandingkan Metode CIRC dalam pengajaran keterampilan membaca . Efektivitas metode tergantung pada tingkat minat siswa .

Kata kunci : Metode CIRC, Direct Instruction, Keterampilan Membaca, Minat Siswa

Abstract

This research aims at finding out whether: (1) Cooperative Integrated Reading And Composition (CIRC) Method is more effective than Direct Instruction Method to teach reading skill ; (2) the students who have high interest have better reading skill than those who have low interest; and (3) there is an interaction between teaching methods and students' interest for teaching reading skill.

This experimental study was conducted at SMAN 8 to the tenth grade students in the Academic Year of 2012/2013. Data analysis reveals research findings as follows: (1) CIRC Method is significantly different from Direct Instruction Method to teach reading skill; (2) The students who have high interest have better reading skill than those who have low interest; and (3) There is an interaction between teaching methods and students' interest for teaching reading skill. Based on the findings, it can be concluded that in general CIRC Method is more effective than Direct Instruction Method to teach reading skill. For the students who have high interest, CIRC Method is more effective than Direct Instruction Method to teach reading skill but for the students who have low interest, Direct Instruction Method is more effective than CIRC Method to teach reading skill. The effectiveness of the method depends on the degree of the students' interest.

Keyword : CIRC Method, Direct Instruction, Reading Skill, Students' Interest

INTRODUCTION

Reading skills have an important role in the learning process (Anderson, 1999: 562). Reading links the reader, the text, and the interaction between the reader and the text (as stated by Rumelhart, 1977 in Singhal, 1998) in forming meanings as information. Through reading, students can get much information in or out of the classroom. As a set of skills that involves making sense and deriving meaning from the printed words (Linse, 2005: 69), reading gives some advantages to reader.

The phenomenon of the difficulties of reading skill has also been experienced by the English teacher of SMA Negeri 8 Pontianak. Students of SMA Negeri 8 Pontianak, especially the tenth grade, have problems related to their reading competence. Many students have difficulties to get the message of the text including determining the main ideas or deciding the topic of the text and identifying lexical meaning from the text. They also have a few vocabulary. This makes them not easy to join the reading class. Therefore, their reading test result is low.

In fact, there are still many students who are lazy in learning English especially to read an English text because it is not easy for them to understand the text because of some factors. The teachers's methods to teach reading are also other factors that arise in this case. In some classes, the teacher still uses "Direct Instruction Method" in reading activity. In this method, the teacher becomes the decision maker. The teacher will be engaged in many planning decisions, such as deciding what he/she wants to teach, when he /she wishes to teach, and how he/she will go about the reading process (Parson, et al, 2001: 11). This method makes the teacher as the center of the teaching-learning process, students just become the followers and depend on the teacher during teaching-learning process.

To respond this condition, the researcher tries to use Cooperative Integrated Reading and Composition (CIRC) Method. Cooperative Integrated Reading and Composition (CIRC) Method is under the Cooperative Learning Method. CIRC Method is student work within cooperative teams on these activities, which are coordinated with reading-group instruction, in order to meet objectives in such

areas as reading comprehension, vocabulary, decoding, and spelling. One of objective CIRC Method is to greatly increase students' opportunities to read aloud and receive feedback on their reading by having students read to teammates by training them in how to respond to another's reading (Slavin, 1995 : 104). In CIRC Method, students also work in their teams to master main idea and other comprehension skills.

The other things that can influence the students' reading skill come from another factor besides the factors above. It is the students' interest. Interest refers to motivating force which causes individual to give attention to a person, a thing, or an activity (Crow and Crow, 1963: 159). Interest is needed in learning a foreign language because interest can lead the students to learn more. Interest makes the students pay more attention to the class during the language learning. In addition, the teacher should choose a teaching method that is suitable to his students' characteristics. The teaching method functions to attract, to create and to keep students' interest. In essence, interest must be kept during and after the learning process to further learning activities.

From the background of the research, problem identification, and problem limitation above, the researcher formulates the problem of the study as follows: (1) In general, is Cooperative Integrated Reading and Composition (CIRC) more effective than Direct Instruction Method in teaching reading skill at the TenthGradeStudents of SMA Negeri8 Pontianak in the academic year of 2012/2013?; (2) In general, do students who have high interest have better reading skill than those who have low interest?; (2) Is there any interaction between the methods and students' interest in teaching reading skill?

Based on the problem statements above, this research is aimed at finding out whether: (1) CIRC Method is more effective than Direct Instruction Method to teach reading skill ; (2) the students who have high interest have better reading skill than those who have low interest; and (3) there is an interaction between teaching methods and students' interest for teaching reading skill.

Reading Skill

According to Deboers and Dallman (1964: 37) reading skills are how to

recognize letters and phonic elements, how to discover familiar elements in the longer unfamiliar words, how to use context clues, how to note details, how to find the main idea of a longer passage, how to compare, evaluate, and visualize the author's meaning, how to adapt approach and speed of reading both the nature of the material read and their purpose. These skills can be learned through guided practice.

According to Wallace (1992: 54) a skill approach to early reading tends to be characterized in terms of the ability to make sense of a written message. Early reading skills are exemplified by performance on certain kinds of motor skills, the ability to discriminate shapes and patterns, and phonic and word recognition skills. Phonic involves the ability to match up letter (or 'graphemes') to some kind of sound representation. It tends to be assumed that phonic skill is displayed by the ability to read aloud with recognition skills, often associated with the so-called 'look and say' method, involve the ability to name whole words, whether presented in a textual or situational context or not. Based on the explanation above, it can be concluded that reading skill is ability to recognize letters and phonic elements, discover familiar elements in the longer unfamiliar words, use context clues, find the ideas, evaluate and visualize the author's meaning to get the detail information.

The indicators of reading skill as follows: reading to identify the specific information, reading to identify the topic of the text, reading to identify main idea of the paragraph, reading to identify detailed information, reading to identify the reference of the word, reading to identify the antonym of the word, reading to identify the synonym of the word, reading to identify the definition of the word.

CIRC

Slavin (1995: 104) states that CIRC method as a teaching method that focuses on reading, writing and language arts. He argues that CIRC helps teacher to help more time in giving feedback. He adds that reading group in CIRC aims to achieve reading comprehension, vocabulary, implicit message and spelling. In CIRC, students are assigned to teams composed of pairs of students from to or more different reading levels. Students work in pairs within their teams on a series

of cognitively engaging activities, including reading to one another, making prediction about how narrative stories will be resolved, summarizing stories to one another, writing to responses to stories, and practicing spelling, decoding, and vocabulary.

The sequences of CIRC are as follows: (1) Partner Reading. Students read the story silently and then take turns reading the story aloud with their partner, alternating each paragraph. The listener corrects any errors the reader may make. The teacher assesses the student performance by calculating and listening in as students read to each other. (2) Story Grammar and Story-Related Writing. Students are given questions (“Treasure Hunts”) to each story that emphasize the story grammar- the structure that underlies all narratives. Halfway through the story, they are instructed to stop reading and to identify the characters, the setting, and the problems in the story, and to predict how the problem will be resolved. At the end of the story students respond to the story as a whole and write a few paragraphs on a topic related to it (for example, they may be asked to write a different ending to the story). (3) Words Out Loud. Students are given a list of new or difficult words in the story; they must learn to read these words correctly in any order without hesitating or stumbling. Students practice these words list with their partner or other teammates until they can read smoothly. (4) Word Meaning. Students are given a list story words that are new in their speaking vocabularies and are asked to look them up in the dictionary, paraphrase the definition, and write a sentence for each that shows the meaning of the word (for example, ”An octopus grabbed the swimmer with its eight long legs,” rather than” I have octopus”). (5) Story Retell. After reading the story and discussing it in their reading groups, students summarize the main points of the story to their partner. (6) Spelling. Students pretest one another on a list of spelling words each week, and then over the course of the week help one another master the list. Students use a “disappearing list” strategy, in which they make new lists of missed words after each assessment until the list disappears. Then they go back to the full list, repeating the process until no words are missed. (7) Partner Checking. As students complete each of these activities, their partners initial a students-assignment from

indicating that they have completed and/or achieved criterion on the task. Students are given daily expectations as to the number of activities to be completed, but they can go at their own rate and complete the activities earlier if they wish, creating additional time for independent reading (to be discussed shortly). (8) Test. At the end of three class periods, students are given a comprehensive test on the story, asked to write meaningful sentences for each vocabulary word, and asked to read the word list aloud to the teacher. Students are not permitted to help one another on these tests. The test scores and evaluations of the story related writing are major components of the students' weekly team scores.

According to Arends (2004: 265) Direct instruction method is a teacher centered model that has five steps: establishing set, explanation and/or demonstration, guided practice, feedback, and extended practice. A direct instruction lesson requires careful orchestration by the teacher and a learning environment that businesslike and task-oriented. while Kardi dan Nur (2000 : 27) state that a lesson using direct instruction method pass through five phase: a) explanation of the goal and preparing students; b) presentation or demonstration of certain skill; c) giving guided practice; d) giving feedback; e) give individual task.

Interest

Skinner (1958: 338) mentioned more in aspects of interest. People are said to be interested in a certain object if they have four aspects, namely: Pleasure, Willingness, Consciousness, Attention. Another expert who has a little bit different definition of interest is Stagner. He defines interest in a specific way on occupational success (1965: 553). He assumes that one's interest may determine his success in doing something. Occupational interest is defined as liking and disliking certain situations. By knowing what he actually likes, a person will be able to seek these so he can expose the interest occupation. In addition, by having the concept of an occupational interest, learners can learn with serious efforts and work with persistence and well-directed objective to achieve the success in learning.

Based on the definitions above, it can be concluded that interest is a motive

that drives a person to do what he likes, to choose what he attracts, and to reach what he expects that always involves pleasure, willingness, consciousness, and attention. The aspects related to interest are pleasure, willingness, consciousness, and attention.

Based on the theoretical description above, the hypothesis can be formulated as follows: (a) CIRC method is more effective than direct interaction method to teach reading skill at the Tenth Grade Students of SMA Negeri 8 Pontianak. (b) Students who have high interest have better reading skill than those who have the low interest. (c) There is an interaction between teaching methods (CIRC and Direct Instruction) and the students' interest (high and low) to teach reading skill at the Tenth Grade Students of SMA Negeri 8 Pontianak. The interaction here means that students who have high level of interest is effectively supported by CIRC. In construct, it is effectively implemented Direct Instruction for those who have low level of interest.

RESEARCH METHOD

The research design applied in this research is an experimental research. As stated by Johnson and Christensen (2000: 23), the purpose of experimental research is to determine cause-and-effect relationships. It means that an experimental research is to investigate the correlation between cause and effect and how far its correlation is by giving treatment to experimental group and control group as the comparison. In other words, in this research, the experimental research is to aimed at observing whether there is an interaction between teaching methods and reading skill viewed from the students' interest. The technique used in this experimental research was by comparing the experimental group using Cooperative Integrated Reading Composition (CIRC) to control group using Direct Instruction as the teaching methods to teach reading. Each group was classified into two different levels of interest. They are high and low. Moreover, in this research, there one dependent variable and two independent variables. The dependent variable is reading skill and independent variables are teaching methods and interest. The research design used for the research is a simple

factorial design 2x2. The population of the research is all the tenth grade students of SMA Negeri 8 Pontianak in the academic year of 2012/2013. It consists of seven classes those were X-A, X-B, X-C, X-D, X-E, X-F, and X-G which consist of 239 students. Sample is a half and/or a part of the population which is being researched (Arikunto, 2002: 109). Meanwhile, Johnson and Christensen (2000: 158) define sample as a set of elements taken from a larger population according to a certain rules. Furthermore, they state that a sample is always smaller than a population, and it is often much smaller.

Based on the theories above, the researcher picked out from the population are 68 students coming from the two classes (X-A and X-E) where each class consist of 34 students. One class was used as the experimental group and another as control group. Each class was divided into two groups, 50% students who have high interest and 50% those who have low interest. One of the two classes was taught by a CIRC method and the other class was taught by a direct instruction method, so there are four groups: (1) students who have high interest who were taught by CIRC method; (2) students who have low interest who were taught by CIRC method; (3) students who have high interest who were taught by direct instruction method; and (4) students who have low interest who were taught by direct instruction method. Sampling is a technique used for getting samples. According to Johnson and Christensen (2000: 156) "Sampling is a process of drawing a sample from a population". In this research, the researcher uses cluster random sampling, among the seventh classes, the researcher determined to take only two classes (X-A and X-E) randomly as the sample in conducting the research by lottery. In this research, the researcher used questionnaire and objective tests related to the material and the topic provided. Questionnaire was used to know the students' interest and test was applied to the students' skill in reading. In order to know the level of students' interest, the students were given interest questionnaire. The questionnaire consisted of statement lists and four responses, which should be chosen by the students. The responses consisted of (strongly agree, agree, disagree, and strongly disagree). For positive statement, the score 4 to 1, while for negative statement, the score is from 1 to 4. Furthermore, to

know the students' reading competence, the students were given reading test with five options (a, b, c, d, and e). The items of students' interest questionnaire and reading test were made and arranged based on the indicators at the blue print, which were formulated on the construct. The research uses a descriptive analysis and inferential analysis in this research. The descriptive analysis is used to know the mean, median, mode, and standard deviation of the score of reading text and questionnaire. The normality and homogeneity test are used to know the normality and homogeneity of the data. It is done before testing the hypothesis and the last is the use of multifactor analysis of variance or ANOVA 2X2. H_0 is rejected if $F_o > F_t$. If H_0 is rejected the analysis is continued to know which group is better using Tukey test. The researcher used 2 x 2 ANOVA to find out whether the difference between experimental and control group is significant.

RESEARCH FINDINGS AND DISCUSSION

Hypothesis Testing

Table 1. Multifactor Analysis of Variance

Source of variance	SS	df	MS	F_o	F_t (0.05)
Between columns	276.01	1	276.01	5.34	3.92
Between rows	335.31	1	335.31	6.49	
Column by row (interaction)	1770.72	1	1770.72	34.27	
Between group	2382.04	3	794.015		
Within group	3306.82	64	51.669		
Total	5688.87	67			

Table 2. Mean Scores

	A_1	A_2	
B_1	77.88	63.65	70.76
B_2	63.24	69.41	66.32
	70.56	66.53	

Based on the above table, it can be concluded that:

1. Because F_o between columns (5.34) is bigger than F_t at the level of significance $\alpha = 0.05$ (3.92), H_o is rejected and the difference between columns is significant. It can be concluded that the methods of teaching reading skill are different significantly from one another.
2. Because F_{row} between rows (6.49) is bigger than F_t at the level of significance $\alpha = 0.05$ (3.92), H_o is rejected and the difference between rows is significant. It can be concluded that the students who have high and those who have low interest are significantly different in their reading skill.
3. Because $F_{interaction}$ between group (34.27) is bigger than F_t at the level of significance $\alpha = 0.05$ (3.92). There is an interaction between the teaching methods and students' interest. Thus, it can be stated that the effectiveness of teaching methods depends on the degree of students' interest.

Table 3. Summary of Tukey Test

Between Group	q_o	q_t	Status	Meaning
$A_1 - A_2$	3.26	2.86	Significant	$A_1 \neq A_2$
$B_1 - B_2$	4.00	2.86	Significant	$B_1 \neq B_2$
A_1B_1 A_2B_1	- 8.03	2.98	Significant	A_1B_1 $\neq A_1B_1$
A_1B_2 A_2B_2	- 3.44	2.98	Significant	$A_1B_2 \neq$ A_2B_2

- a. Because q_o between columns (3.26) is higher than q_t at the level of significance $\alpha = 0.05$ (2.86), the difference of the means between columns is significant. Therefore, it can be concluded that applying Cooperative Integrated Reading and Compositon method differs significantly from Direct Instruction method to teach reading skill. Because the mean of A1 (70.56) is higher than A2 (66.53), it can be concluded that Cooperative Integrated Reading and Compositon method is more effective than Direct Instruction method to teach reading.
- b. Because q_o between rows (4.00) is higher than q_t at the level of significance $\alpha = 0.05$ (2.86), the difference of the means between rows is significant. It

can be concluded that the students who have high interest and those who have low interest are significantly different in their reading skill. Because the mean of B1 (70.76) is higher than B2 (66.32), it can be concluded that the students who have high interest have better reading than those who have low interest.

- c. Because q_0 between cells A1B1 and A2B1 (8.03) is higher than q_t at the level of significance $\alpha = 0.05$ (2.98), the difference between columns is significant. It can be concluded that applying Cooperative Integrated Reading and Composition method differs significantly from Direct Instruction method for teaching reading skill to the students who have high interest. Because the mean of A1B1 (77.88) is higher than A2B1 (63.65), it can be concluded that Cooperative Integrated Reading and Composition method is more effective than Direct Instruction method for teaching reading to the students having high interest.
- d. Because q_0 between cells A1B2 and A2B2 (3.44) is higher than q_t at the level of significance $\alpha = 0.05$ (2.98), therefore the difference between columns is significant. It can be concluded that applying Direct Instruction method differs significantly from Cooperative Integrated Reading and Composition method for teaching reading skill to the students who have low interest. Because the mean of A1B2 (63.24) is lower than A2B2 (69.41), it can be concluded that Direct Instruction method is more effective than Cooperative Integrated Reading and Composition method for teaching reading skill to the students who have low interest.

Based on the findings above, it can be concluded that there is an interaction between teaching methods and students' interest for teaching reading skill because F_0 is higher than F_t . Cooperative Integrated Reading and Composition Method is significantly different from Direct Instruction Method to teach reading skill for the students who have high interest because q_0 between cells (A_1B_1 and A_2B_1) is higher than q_t and Cooperative Integrated Reading and Composition Method is more effective than Direct Instruction Method to teach reading skill because the mean of A_1B_1 is higher than A_2B_1 . However, Direct Instruction Method is

significantly different from Cooperative Integrated Reading and Composition Method to teach reading skill for the students who have low interest because q_0 between cells (A_2B_2 and A_1B_2) is higher than q_t and Direct Instruction Method is more effective than Cooperative Integrated Reading and Composition Method to teach reading skill because the mean of A_2B_2 is higher than A_1B_2 . The effectiveness of the method depends on the degree of the students' interest.

Based on the research findings, it can be explained as follows:

- 1) There is a significant difference on the effect between teaching reading using Cooperative Integrated Reading and Composition method and teaching reading using Direct Instruction method. Teaching reading using Cooperative Integrated Reading and Composition to the tenth grade students of SMAN 8 Pontianak is more effective than Direct Instruction method. Cooperative Integrated Reading and Composition method as one of many methods in cooperative learning. By means Cooperative Integrated and Composition, students will be able to acquire the knowledge as well as create interpersonal and team skills. Working in groups, shy students who do not like to speak in a large class will be more comfortable speaking out in smaller groups. The problems faced by the classes which consist of good students and weak students will be resolved by this method due to its effectiveness. Group members can also complement the other's strengths and weaknesses in English. For example, one student might have a strong vocabulary mastery that can support to the students who have strong in grammar mastery. Furthermore, poor students will benefit from the interaction with the better ones, and good students will feel proud that they play an important role in helping their weaker classmates. Arends (2001: 356) states that within CIRC, the students discuss the material to be learned with each other, help and assist each other to understand it, and encourage each other to work hard.

Meanwhile, Direct Instruction method makes the students depend on the teacher's explanation in reading class. The teacher becomes decision maker in reading class. All the activities in the class are based on the teacher's instruction and she or he become the center of the learning. This method

make the students become followers during the teaching and learning process and they just listen to the teacher and when their friends are reading, they can lose attention easily. Besides, the students lose the chance to develop communication, social skill and build self-confidence to argue their opinion. In this method, the teacher will be engaged in many planning decisions, such as deciding what he/she wants to teach, when he /she wishes to teach, and how he/she will go about the reading process (Parsons, Hinson, and Brown, 2001: 11).

- 2) There is a significant difference in reading skill between students with high interest and those with low interest. Reading skill of the students having high interest is better than those having low interest. In learning activity, interest determines one's success. Hurlock (1978: 420) states that "interest provides a strong motivation to learn". It is supported by Abraham (1964: 188) who states "Interest is the major factors in any learning situation". It is a motivation to learn. Interest has a high important role in influencing learning activity which includes emotion, feeling, attention, satisfaction, motivation and pleasure. The personal positive interest and attitudes of each learner will increase the chance for success. Students who have high interest tend to be active during teaching and learning process. They have high interest to pay much attention to the teacher. They do not face any problems dealing with the structure and vocabulary of the reading material. Most of them are surely able to overcome the material

The problems usually seize the students who have low Interest. The problems arise and become not only greater but also more complex at later time since before they can sure enough understand the previous material, they have to face the new one. Students who have high interest are not bored in joining class because they are more active than the students who have low interest. They usually do not have any interest in joining the learning process and they have little attention to the teacher and the material that is given. The students depend on the teacher all the time in teaching learning process. They are passive to learn in the class. They prefer becoming the follower and listener,

and also slower in doing any tasks which are given to them.

- 3) There is an interaction between teaching method and interest. It can not be denied that teaching method which is used by the teacher in the class gives a big influence for the success of the teaching and learning process. CIRC method will automatically force the students to be more active in acquiring the academic content without neglecting their social and human relation to other students unconsciously. The teacher's goal in holding the classroom is not only concerned with teaching academic content but also making the students develop their social and human relation to others. CIRC method will also make the students more interested in joining the teaching and learning process especially in reading. Interest gives big influence to the students to improve their reading skill.

Referring to Srihastuti (1981: 3), stating that learning process involves someone's interest. Without having interest, one will not succeed in learning. If the students have high level of interest they will have high interest in reading many texts that the teacher gives to them. This method can be effective in promoting independence in learning. The ages and stages of development will determine the role the teacher plays in guiding pupils through the CIRC process. In other words, CIRC method is more effective used for student having high interest in teaching reading skill. Meanwhile, Direct Instruction method is more effective for students having low interest.

Direct Instruction method is more effective for the students having low interest because in this method the teacher always helps the students to understand the text. The teacher usually translates word by word, sentence by sentence to help the students understand the text. The teacher gives the explanation in the straightforward way and gives feedback and direct correction for the students' mistake. It is in accordance with the characteristics for the students having low interest. The students are passive in the class and they just become the followers in the teaching and learning process. In short, it can be concluded that there is an interaction between teaching method and the degree of interest.

CONCLUSION

The findings of the research are: in general CIRC Method is more effective than Direct Instruction Method to teach reading skill for the tenth grade students at SMAN 8Pontianak, the students having high interest have better reading skill than those having low interest for the tenth grade students at SMAN 8Pontianak, there is an interaction between the teaching methods and students' interest in teaching reading skill.

The result of the research proves that using CIRC method is an effective teaching reading skill to the tenth grade students of SMA Negeri 8 Pontianak. It is proved from research findings showing that the students who are taught by using CIRC Method have better reading skill than those who are taught using Direct Instruction Method. CIRC Method can help the students develop their reading skill. The students who discussed in groups would interact each other. Besides, using CIRC Method in teaching reading skill can improve students' interest. When the students' interest is high, their reading skill will certainly improve significantly. It means that the students who have high interest have better reading skill than the students who have low interest. Based on the result of research, it implied that English teachers were recommended to apply CIRC Method in teaching reading skill for some reasons. Firstly, CIRC Method is cooperative learning rather than competitive. Secondly, CIRC Method is student centered. Thirdly, CIRC Method make the students can work together and share ideas with their friends in small groups. At last, it also enhance the students' interest in studying reading text.

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