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THE EFFECTIVENESS OF THE COOPERATIVE INTEGRATED READING AND COMPOSITION MODEL ASSISTED BY SCRATCH MEDIA IN IMPROVING THE READING COMPREHENSION ABILITY OF GRADE V STUDENTS

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Abstract

The background of the research is based on the urgency of improving national literacy scores, where data from PIRLS and PISA consistently show serious challenges to students' ability to understand texts inferentially and evaluatively, demanding innovation of learning methods. The purpose of this study was to evaluate how effective the Cooperative Integrated Reading and Composition (CIRC) model assisted by Scratch media was in improving students' reading and composition skills in grade V compared to the Canva-assisted cooperative learning. A research method with a quasi-experimental design, which used a sample of 60 students, was used in this quantitative study. Once the data is collected through the pretest and posttest, the N-Gain and Independent-Sample t-tests are used. The results showed that, with p = 0.002, there was a significant difference in improvement between the two groups; the experimental class had an average N-Gain of 0.58, and the control class had an average N-Gain of 0.39. These results show that the CIRC Model is very helpful for Scratch in improving students' reading comprehension, especially with the Appreciation indicator. This is an advantage because Scratch is a knowledge construction tool that encourages more complex data processing. However, the Inferential indicator shows the lowest gains. According to this study, the Scratch-assisted CIRC model is a creative approach to improving literacy in elementary schools.
Keywords: Cooperative Integrated Reading and Composition (CIRC), Reading Comprehension, Digital Literacy, Scratch

INTRODUCTION

Reading skills are a very important basic skill for students, not only to understand information but also to build knowledge and develop critical thinking skills. According to the 2016 PIRLS report, Indonesia ranks 46th out of 50 countries in terms of reading literacy, indicating that many students have difficulty understanding texts inferentially and evaluatively.[1] Data from PISA 2022 also confirms that Indonesia's reading literacy score continues to be below average, highlighting problems in identifying key ideas, drawing accurate conclusions, and linking reading to the context of daily life, although specific data from PISA 2022 on Indonesia has not been released in its entirety.[2]

Various initiatives, such as the School Literacy Movement (GLS), have been implemented to improve student literacy in Indonesia. However, the implementation of this program is often not optimal due to several obstacles, such as the lack of quality reading materials, low interest in reading among students, and lack of innovation in learning methods.[3] In many cases, teaching reading is still dominated by lecture methods and the use of textbooks that make students less active in the learning process.[4] Observations show that students can read technically, but often have difficulty in understanding the reading in depth and drawing conclusions from the text read.

Addressing these challenges, the Cooperative Integrated Reading and Composition (CIRC) model has been identified as a relevant method for improving students' reading comprehension. The CIRC model combines reading and writing activities in the context of group work, discussion, and summary writing. Research shows that the application of the CIRC model is effective in improving reading comprehension.[5] The use of this model not only provides space for students to collaborate, but also makes it possible to build understanding through meaningful social interactions.

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[1] Arina Amalia Prihartini et al., "The role of school literacy movement (SLM) in increasing student interest in reading: a literature review," *Tatsqif Journal* 21, no. 1 (2023), https://doi.org/10.20414/jtq.v21i1.7409.

[2] Ena Dana Kristina et al., "Implementasi Model Circ Berbantuan Asesmen Kompetensi Minimum Upaya Peningkatan Motivasi Dan Hasil Belajar Membaca Pemahaman Permulaan Siswa Kelas 1 SD," *ELEMENTARY: Jurnal Inovasi Pendidikan Dasar* 5, no. 3 (July 2025), https://doi.org/10.51878/elementary.v5i3.6269.

[3] Husna Lailatul Latifa and Haryadi Haryadi, "Penerapan Metode Pembelajaran CIRC Pada Kemampuan Membaca Pemahaman Siswa Sekolah Dasar," *Journal of Elementary School (JOES)* 5, no. 2 (December 2022), https://doi.org/10.31539/joes.v5i2.4283.

[4] Jessica R. Toste et al., "A Meta-Analytic Review of the Relations Between Motivation and Reading Achievement for K–12 Students," *Review of Educational Research* 90, no. 3 (June 2020), https://doi.org/10.3102/0034654320919352.

[5] Sulaiha Lapi, Andi Hamsiah, and Rahmaniah Rahmaniah, "Peningkatan Keterampilan Membaca Pemahaman Dengan Menerapkan Model Pembelajaran Cooperative Integrated Reading And Composition Pada Peserta Didik Kelas V UPTD SD Negeri 73 Parepare," *Bosowa Journal of Education* 4, no. 1 (December 2023), https://doi.org/10.35965/bje.v4i1.3835.

Interactive digital media also plays an important role in increasing student participation and learning motivation. Scratch, as one of the visual programming platforms, offers opportunities for students to create animated stories that stimulate their creativity. Research shows that Scratch can increase student engagement and motivation due to its ability to combine text, images, and animations in one engaging resource.[6] The integration between the CIRC model and media such as Scratch is believed to create a more engaging reading experience and in accordance with the characteristics of 21st-century students.[7]

Although the potential for the integration of CIRC models and interactive media such as Scratch is promising, studies exploring collaboration between these two approaches are still very limited. Many previous studies have focused more on the effectiveness of CIRC or digital media separately without testing the impact of a combination of the two.[8] Therefore, this study aims to evaluate the effectiveness of the CIRC model supported by Scratch media in improving the reading comprehension ability of elementary school students. Recognizing the urgency of this problem, the results of this research are expected to make a valuable contribution to the development of more effective and innovative learning methods in the context of literacy in Indonesia.

RESEARCH METHODS

This study uses a quantitative approach with a quasi-experimental design of *Nonequivalent Control Group Design*. The main data collected were the results of the assessment of reading comprehension skills of grade V students before and after treatment, as well as the results of observation of learning activities. The research sample, namely 60 students in class V with equivalent initial abilities, was determined purposively. The experimental group learned with the Cooperative Integrated Reading and Composition (CIRC) model with the help of Scratch media, while the control group learned cooperative with the help of Canva media. The test instruments are validated by experts and their reliability is tested using the Anates app. The data obtained is analyzed by normality and homogeneity tests to ensure that the data meets the requirements of statistical analysis. Results between the experimental group and the control group were compared using the t-test, while the improvement in students' reading ability was analyzed by N-Gain

[6] Marina Burger et al., "Investigating the Affordances of an Open Education Resource for Supporting Teachers' Use of Pre-Reading Strategies in Primary School Language Classrooms," preprint, February 2, 2024, https://doi.org/10.25159/UnisaRxiv/000068.v1.

[7] Lapi, Hamsiah, and Rahmaniah, "Peningkatan Keterampilan Membaca Pemahaman Dengan Menerapkan Model Pembelajaran Cooperative Integrated Reading And Composition Pada Peserta Didik Kelas V UPTD SD Negeri 73 Parepare."

[8] Vina Anggia Nastitie Ariawan and Sagi Winoto, "Total reading skills for elementary school students through the reading questioning answering model," *Prima Edukasia Journal* 9, no. 1 (2021), https://doi.org/10.21831/jpe.v9i1.34534.

calculation. The entire analysis process was carried out using the SPSS application. With this method, the researcher obtained accurate data on the effectiveness of the CIRC model assisted by Scratch media in improving the reading comprehension ability of grade V students.

RESULTS AND DISCUSSION

The results of this study were presented through descriptive and inferential analysis to illustrate the improvement of students' reading comprehension skills after the implementation of the Scratch-media-assisted Cooperative Integrated Reading and Composition (CIRC) Model in the experimental class, as well as as as a comparison in the control class using Canva-assisted Cooperative learning. The initial reading ability of the experimental and control class comprehension averaged 65.83, while the control class was 63.83. This suggests that the initial conditions of both groups before treatment were almost identical.

Table 1. Average Pretest and *Posttest Results*

Classes	**Type**	**Score**		***Red***	***SD***
		Min	***Max***		
Experiments	*Pretest*	40	90	65.83	13.588
	Posttest	65	100	85.00	9.469
Controls	*Pretest*	35	90	63.83	13.241
	Posttest	60	100	78.17	9.781

Source: Statistical Data 2025

Based on table 1. The average score after treatment in the experimental class and the control class during the three meetings, both classes showed an increase in scores after the test. However, the improvement in the experimental class was much greater than in the control class. The experimental class achieved an average posttest of 85.00, while the control class only reached 78.17. The N-Gain calculation is used as a measure of reading comprehension improvement to measure learning effectiveness.

As a first step to ensure the validity and feasibility of the data, all *pretest* and *posttest score results* from the experimental class and the control class have gone through a series of analysis requirements tests. The normalitytest s data showed that the distribution of data in both groups was normally distributed, which met the assumptions to perform a parametric statistical test. In addition, variance homogeneity tests have also been performed to ensure that the data variance between the experimental class and the control class does not have significant differences, so that they can be

validly compared. Finally, reliability tests of the test instruments have also been carried out and show high internal consistency, confirming that the instruments used in the measurement have adequate accuracy and reliability. After ensuring that all statistical assumptions are met, further analysis is carried out.

This high posttest difference requires more accurate effectiveness testing through N-Gain calculations. The following table 2 presents the average N-Gain values obtained by the experimental class and the control class, as well as showing the respective improvement categories.

Table 2. N-Gain Score Results

Classes	N-Gain Score	N-Gain Percent (%)	Interpretation
Experiments	0.58	58%	Quite Effective
Controls	0.39	39%	Ineffective

Source: Statistical Data 2025

Based on Table 2. N-Gain analysis provides a more accurate picture of the effectiveness of the treatment. The experimental class averaged 0.58 which was in the medium category, while the control class only reached 0.39 which was classified as low. These differences in upgrade categories are strong evidence that the Scratch-assisted CIRC model has superior effectiveness. This higher improvement occurs because Scratch serves as an interactive visualization and creation tool. The learning process that takes place in the experimental classroom involves a series of intensive cognitive steps. This stage begins with reading the text, followed by understanding the storyline, characters, and background of the reading material. This understanding is then translated through the process of conceptualizing the translation of the narrative into a logical sequence of commands, the culmination of which is to visualize the narrative into the form of an interactive animation using Scratch. This finding is in line with research that notes that the use of interactive media such as Nearpod in learning can improve students' motivation and learning achievement.[9]

[9] Amy Mastura et al., "Boosting the L2 Learners' Reading Comprehension Capability by Employing Nearpod Media," *IJORER : International Journal of Recent Educational Research* 4, no. 6 (November 2023), https://doi.org/10.46245/ijorer.v4i6.431.

Figure 1. Experimental Class Learning Activities

Documentary evidence of learning activities also supports these findings. In Figure 1. Students looked very enthusiastic and actively discussing when using laptops to make story animations from reading materials. It can be seen that students collaborate in groups, operating Scratch media. This high level of liveliness, focus, and collaboration is not seen in the control class that tends to be passive and work on individual Canva tasks, resulting in lower N-Gain results. This advantage is not only supported by the difference in statistical scores, but also by direct observation in the field. Activity documentation shows that Scratch is intrinsically capable of motivating students. Interactive media like Scratch provides live feedback and a digital storytelling experience, which is fundamentally different from Canva, which focuses more on static design. This is in line with research that notes the importance of using technology in supporting literacy outcomes among students.[10]

Previous discussions have identified differences in score improvement through N-Gain results. To test whether this difference in effectiveness was statistically significant and validate the research hypothesis, an inferential Independent-Sample t-test was performed on the N-Gain data of both groups. The results of the statistical test are presented in Table 3 below.

Table 3. T N-Gain Test Results

Data	t-count	Sig. (2-tailed)	Interpretation
N-Gain values of experimental class and control class	3.321	0.002	H_1 Accepted

Source: Statistical Data 2025

[10] Samra Waseem, Humera Jawwad, and Muhammad Yousuf Sharjeel, "Analysis of Reading Comprehension Difficulty among Disable Students: Evidence from Private Elementary Schools in Karachi," *Pakistan Social Sciences Review* 7, no. IV (December 2023), https://doi.org/10.35484/pssr.2023(7-IV)64.

The significance value (Sig. 2-tailed) of 0.002 is smaller than the threshold of 0.05, so an alternative hypothesis (H_1) is accepted. This shows that there is a significant difference in learning outcomes between the two classes studied. Thus, it can be concluded that the Scratch-assisted Cooperative Integrated Reading and Composition (CIRC) model has been statistically proven to be more effective in improving students' reading comprehension skills compared to the cooperative learning model that uses Canva as a supporting medium.

This finding is in line with the results of research conducted by Fakhriyah et al., which also affirm the efficiency of the CIRC model in improving students' reading skills.[11] The consistency of these results reinforces the evidence that cooperative-based learning, especially with the integration of interactive media such as Scratch, is able to create a more active, collaborative learning atmosphere and motivate students to understand the reading material more deeply. In addition to contributing to improving learning outcomes, the application of the Scratch-assisted CIRC model can also be an innovative alternative for teachers in developing learning strategies that are adaptive to technological developments.

Qualitatively, this improvement is also reflected in how lessons are carried out in the classroom. In an experimental class, students appear to be more active in talking about the reading material, making summaries, and representing what they have understood. Students are more motivated and more focused thanks to interactive media and Scratch texts. With Scratch interactions, students can read text while viewing moving illustrations, get immediate feedback, and build visual connections. To improve reading comprehension, this approach aids in the process of constructing meaning. Meanwhile, learning in the control class still focused on lectures and individual tasks. As a result, reading activities involve less in-depth discussion, cooperation, and data processing.

These results are in line with research conducted by Natsir et al. which found that the Cooperative Integrated Reading and Composition model helps students better understand reading because it allows them to work together to teach each other to understand.[12] In addition, the findings of this study support Suwarto et al. who stated that the use of digital interactive media such as Scratch can increase students' motivation and focus for literacy activities. Therefore, the merging

[11] Fina Fakhriyah et al., "Systematic Literature Review (SLR): CIRC learning model on reading comprehension skills in indonesian language courses in elementary school," *International Journal of Educational and Psychological Sciences* 2, no. 2 (2024), https://doi.org/10.59890/ijeps.v2i2.80.

[12] Siti Zahra Mulianti Natsir et al., "Interactive Learning Multimedia: A Shortcut for Boosting Gen-Z's Digital Literacy in Science Classroom," *Jurnal Penelitian Pendidikan IPA* 8, no. 5 (November 2022), https://doi.org/10.29303/jppipa.v8i5.1897.

of CIRC and Scratch makes learning more engaging, meaningful, and relevant to today's digital generation features.[13]

Although the effectiveness of the model has been tested overall, it is important to know which dimension of reading comprehension benefits most from the implementation of Scratch-assisted CIRC. Therefore, the next analysis will present a comparison of the average *posttest* results for each indicator of reading comprehension ability in both groups.

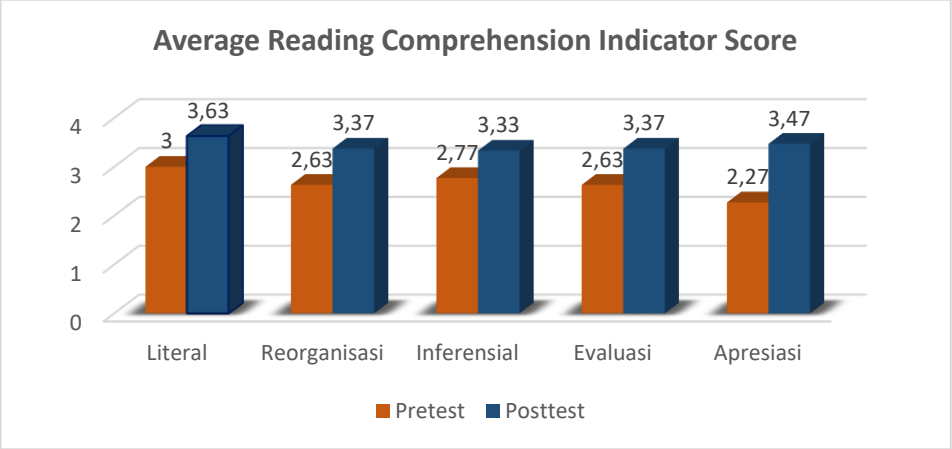

Figure 2. Average Reading Comprehension Indicator Score

Based on Figure 2, the increase in the average score of different students in reading comprehension ability shows interesting results in this study. For the general understanding indicator, the initial (*pretest*) average score of 2.27 increased significantly to the final (*posttest) average score* of 3.47. This improvement shows that the application of the Cooperative Integrated Reading and Composition (CIRC) model assisted by Scratch media is very effective in helping students understand and assess elements in reading. This is in line with the findings of Aiman et al. who show that the CIRC model is able to improve students' reading skills by focusing on interaction between students.[14]

The increase in the Inferential Indicator showed the smallest increase, which only increased from 2.77 to 3.33. This suggests that the learner's ability to draw conclusions or understand the implicit meaning behind the text is the most difficult indicator to overcome. In this

[13] Dyna Herlina Suwarto, Benni Setiawan, and Siti Machmiyah, "Developing Digital Literacy Practices in Yogyakarta Elementary Schools," *Electronic Journal of E-Learning* 20, no. 2 (February 2022), https://doi.org/10.34190/ejel.20.2.2602.

[14] Ummu Aiman, I. Nyoman Sudiana, and Ida Bagus Putrayasa, "Optimizing Reading Ability Through the CIRC Model Assisted by Story Card Media in the Context of Multicultural Education in Elementary Schools," *Kawanua International Journal of Multicultural Studies* 4, no. 2 (December 2023), https://doi.org/10.30984/kijms.v4i2.740.

context, the emphasis on developing critical thinking skills will be very important in the future, which was also discussed by Nani et al. which suggests that a more organized and focused learning model is needed to reinforce this aspect.[15]

Research shows that the use of engaging media, such as that obtained from the presentation of texts using Scratch, not only helps students focus more, but also improves their ability to understand basic aspects of text. One relevant study supporting this idea is the one conducted by Kouo and Visco, which shows that the interaction of content using technology can help students make better inferences through interactive presentations. This is in line with the principle that engaging media can increase attention, which is an important part of the Cooperative Integrated Reading and Composition (CIRC) model in supporting classroom collaboration and interaction.

Although, the media using Scratch promises an increase in general understanding, it is important to note that the increase in scores on the inferential indicators looks smaller. Namely, the inferential score has increased relatively low. This suggests that visual appeal alone is not enough to overcome more complex challenges in high-level thinking skills. According to Tantowie, inferential requires a connection between explicit information and background knowledge, which may not be achieved through medium that looks interesting alone.[16]

In addition, the treatment given has caused significant changes in reading comprehension ability, as evidenced by the existing score distribution. In the pretest stage, the most frequently appearing score (mode) is 2, found to be fifty times more than all indicator scores. This indicates that most of the student's initial abilities are at the "Adequate" level. However, after the treatment, there was a big change: the score mode increased drastically to 4, present as many as ninety times of the total data. This significant change in mode from 2 to 4 shows that most students have reached the "Excellent" mastery category after three treatments.

These results are in line with the claims expressed by Wongsuwan and Regiana that the application of the CIRC model can improve students' reading comprehension through increased interaction and collaboration in the classroom. However, further research is needed to comprehensively explore the use of Scratch media as an interactive tool in the process of learning to read, which is not fully supported by previous references.[17]

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[15] Nani Nani, Rien Anitra, and Evinna Cinda Hendriana, "Pengaruh Model Pembelajaran CIRC Terhadap Keterampilan Membaca Pemahaman Siswa Di Sekolah Dasar," *Jurnal Pendidikan Bahasa* 11, no. 2 (December 2022), https://doi.org/10.31571/bahasa.v11i2.4205.

[16] Tanto Aljauharie Tantowie et al., "Guided Reading Methods Assisted by Animation Videos to Improve Inferential and Textual Reading Comprehension," *JPI (Jurnal Pendidikan Indonesia)* 13, no. 4 (December 2024), https://doi.org/10.23887/jpiundiksha.v13i4.82951.

[17] Yosefina Nelista, Pembronia Nona Fembri, and Teresia Elvi, "The Effect of Cooperative Integrated Reading and Composition Learning Models and Student Team Achievement Divisions on Learning Results and Collaboration of Students in Nursing Theory Material," *INDONESIAN NURSING*

This finding was strengthened by the shift in the scoring mode from 2 ('Sufficient' category) in *the pretest* to 4 ('Excellent' category) in the *posttest*. This drastic change indicates that interventions with the Scratch-assisted CIRC model not only improve the average score, but also successfully lift the majority of students' abilities to the highest level of mastery. This strong performance demonstrates the model's practical effectiveness in massively changing students' literacy levels, making it a solid option for the reading curriculum in Primary School.

Based on this overall analysis, it can be concluded that the use of the Scratch-assisted Cooperative Integrated Reading and Composition model significantly improves students' reading comprehension skills. However, keep in mind that the inferential component still needs further attention. These results show that the CIRC model serves Scratch well as an evidence-based solution that can be widely used. This model improves academic outcomes and creates skills that are essential for modern life. This model is suggested as a literacy learning approach in elementary schools because it offers alternative options that improve students' understanding of reading, cooperative skills, critical thinking, and the use of technology.

CONCLUSION

Compared to Canva-assisted cooperative learning, the Cooperative Integrated Reading and Composition (CIRC) model assisted by Scratch media proved to be significantly more effective in improving the reading ability of grade V students. These findings were supported by significant improvements in reading comprehension in the experimental group that were statistically different from the control group, suggesting that this model was successful in pushing the majority of students into the good and increase students' motivation to work together and collaborate. To improve students' reading comprehension skills, inferential indicators require a more comprehensive teaching approach. The Scratch-assisted CIRC model is highly recommended to be implemented in elementary schools because it is a flexible and inventive literacy learning strategy in the digital age. However, the development of special treatments is needed to improve the ability to draw conclusions on inferential indicators.

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