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THE EFFECT OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) AND THINK-PAIR-SHARE (TPS) MODELS ON READING COMPREHENSION OF NARRATIVE TEXT

by

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Abstract :

This study aims to determine the significant influence of the CIRC and TPS models on students' reading comprehension of narrative texts at SMKN 8 Tangerang Regency. To achieve this, a quantitative method with a quasi-experimental design was employed. The study used three classes: two as experimental classes and one as a control class. The first experimental class used the TPS method, the second used the CIRC method, and the control class used conventional models. The data analysis in this study used an independent t-test and an ANOVA test. The results of this study indicated that there was an increase in reading comprehension from the third grade. However, the two experimental classes improved better than the control class, with the post-test score of the experimental class using TPS at 75.97 and the post-test result using the CIRC method at 76.17. Meanwhile, the results of the post-test of the control class were 65.46. For the results of hypothesis analysis of the TPS class method using an independent t-test, a significance value of 0.004 was obtained, the CIRC method class was 0.002, and for the ANOVA hypothesis test, a significance value of 0.002 was obtained. The TPS and CIRC models significantly influence reading comprehension in grade ten at SMKN 8 Tangerang Regency. Therefore, this research is expected to provide implications for applying the Think-Pair-Share (TPS) and Cooperative Integrated Reading and Composition (CIRC) models in improving students' reading ability in high school/equivalent in Indonesia.

Keywords: cooperative, integrated reading and composition, reading comprehension, think-pair-share

Abstrak :

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari metode CIRC dan TPS terhadap pemahaman bacaan teks naratif siswa di SMKN 8 Kab. Tangerang. Penelitian ini penting dilakukan untuk mengetahui metode yang efektif dalam meningkatkan kemampuan membaca siswa. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimen kuasi. Dalam penelitian ini digunakan tiga kelas, dua kelas sebagai kelas eksperimen dan satu kelas sebagai kelas

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kontrol. Kelas eksperimen pertama menggunakan TPS method, kelas eksperimen kedua menggunakan CIRC method, dan kelas control menggunakan metode konvensional. Analisis data dalam penelitian ini menggunakan uji t independen dan uji Anova. Hasil penelitian ini menyatakan bahwa dari kelas tiga meningkat. Namun, dari ketiga kelas tersebut, kedua kelas eksperimen meningkat lebih baik dibandingkan kelas kontrol, di mana skor post-test kelas eksperimen menggunakan TPS adalah 75.97 dan hasil post-test kelas eksperimen menggunakan metode CIRC adalah 76.17. Sementara itu, hasil post-test kelas kontrol adalah 65.46. Untuk hasil analisis hipotesis metode kelas TPS menggunakan uji t independen diperoleh nilai signifikansi 0.004, kelas metode CIRC 0.002, dan untuk uji hipotesis anova diperoleh nilai signifikansi 0.002. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan dalam menggunakan metod TPS dan CIRC terhadap pemahaman membaca pada kelas sepuluh di SMKN 8 Kab. Tangerang. Maka dari itu, penelitian ini diharapkan dapat memberikan implikasi untuk menerapkan metode Think-Pair-Share (TPS) dan Cooperative Integrated Reading and Composition (CIRC) dalam meningkatkan kemaampuan membaca siswa di sekolah menengah atas/ sederajat di Indonesia.

Kata Kunci: *membaca dan komposisi terintegrasi kooperatif, pemahaman membaca, berpikir-berpasangan-berbagi*

INTRODUCTION

Reading is an important skill that must be developed for every person. Reading comprehension is also helpful in understanding text in everyday life. For example, in reading magazines, papers, posts, brochures, forums, material in the school, etc. Reading is one of many skills that can help people get information and improve their knowledge. The same goes for students; if a student is weak in reading comprehension, the student will find it difficult to read and understand the text well about a teaching material at school and other reading materials (Kurniasari et al., 2022; Triadinda et al., 2023). Then reading is a talent that is essential in today's world, both as a key ability and a fundamental component of educational growth (Cheraghi & Motaharinejad, 2023; Piliandini, 2022). Critical abilities can increase focus, provide accurate information, improve organizational skills, and improve memory.

Understanding the chronological relationship between events that occur and are described in a section of a text, even if the relationship is not explicitly expressed, is an important part of reading (Yulia et al., 2020). In short, deep reading comprehension is needed for readers to comprehend the content of the text. Reading comprehension is considered a vital activity, including a thinking process to obtain information conveyed by the author in the

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story's content. The explanation leads to the conclusion that reading comprehension is the paramount ability that must be possessed by every human being, especially by students with low levels or high levels.

According to the reading test released by PISA 2015, students' reading ability in Indonesia is ranked 64th out of 70 countries (Sari & Prasetyo, 2021). This means that Indonesia is in the bottom 6, which demonstrates how poor the students' reading proficiency is. In addition, Hu and Yu (2021) mentioned that the results of the 2018 PISA survey put Indonesia in 74th place, meaning Indonesia ranked sixth from the bottom. According to Nurdianingsih (2021), reading comprehension in senior high school students was recorded that only 8% were able to read and understand English discourse texts orally and in writing, while 92% of them were still unsatisfactory in reading and understanding English discourse texts both orally and in writing. Besides, most of the material provided by teachers is in written form. If students have difficulty understanding reading texts, student achievement indicators will be significantly reduced (Magableh & Abdullah, 2022).

The pre-survey at SMK Negeri 8 Tangerang Region resulted in many students' getting low scores because they found several problems. First, many students had difficulty finding the main idea in a text because they did not know the structure of the text. Second, they do not know word recognition. When reading the text, they often feel unfamiliar with some words. Ultimately, they find it difficult to pronounce and interpret these words. Third, they had difficulty identifying the content of information in the text. When they ask about various information from the text, they tend to get confused and re-read the text. Hence, the role of the teacher in reading comprehension learning is vital to know the level of student understanding. Therefore, the learning method provided by the teacher must use the most effective and enjoyable method to improve students' reading comprehension skills. To solve this problem, the researchers coordinated with a tenth-grade English teacher at SMK Negeri 8 Tangerang Region to offer solutions.

The teachers decided to use **cooperative integrated reading and composition (CIRC) and think-pair-share (TPS)** learning models or techniques because a method consists of many models or techniques that are implementable in classes. A method cover an

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approach and techniques or precedures to apply in classes (Turmudi, 2021). Hence, whenever CIRC and TPS are refered, they mean models or techniques not methods or approach (Turmudi, 2021). Dianawati (2020) and Latifah (2022) suggest this model because Think-Pair-Share (TPS) can be used to improve students' reading ability and better comprehension. Following Hudri and Irwandi (2020), Think-Pair-Share is a learning strategy that increases the depth and breadth of thought by allowing processing time and including wait time, which can also increase students' confidence to share their ideas. When applying this model, students learn what they know and do not know, which incredibly benefits them. This active method is often not used extensively in traditional approaches.

Findings of previous research state that the use of the Think-Pair-Share models. TPS is used by several researchers in conducting their research, such as Maskur et al. (2023), to teach the writing ability of descriptive text using Quantum Teaching and TPS models. Researchers found that TPS and Quantum Teaching can improve students' writing ability. In this research, researchers want to know how the TPS method affects students' reading comprehension. Another research that used TPS was conducted by Nikmah (2020), who examined the effect of using TPS to improve students' reading comprehension of narrative text. After applying the TPS method in the educational process, researchers found that the TPS method can improve the achievement of reading narrative texts in students who became more active, enthusiastic, and happy to develop their reading comprehension. Subsequent research conducted by a scholar (2023) revealed that the findings also had a notable effect on students' understanding of what they read using the TPS method. The use of the TPS method significantly contributes to the learning process in students. The last research conducted by Debora et al. (2024) proved that the research was successful. Learning using the TPS method got significant results. The previous research looked at the use of the TPS method in teaching students' reading skills and reading comprehension at various levels of Education and its impact on the achievement of students' reading skills and reading comprehension.

For the second, teachers can use Cooperative Integrated Reading and Composition (CIRC) as a learning method. Previous research suggests using this method, one of which is Maruf & Anjely (2020). Researchers suggest this method because using the CIRC method can improve students' reading performance, and learning in groups can enhance students' reading

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comprehension. According to Hakim et al. (2023), Nasution (2022), and Nur (2021), the CIRC method is a technique for teaching language so that students can read and find the principal idea, principal thought, or theme of discourse. This method is used to improve students' skills in understanding reading content while fostering reproductive writing skills on the reading material they read. This goal can help students improve their reading comprehension skills.

The finding of previous research used the Cooperative Integrated Reading and Composition (CIRC) method. Several researchers also use this method. According to the study carried out by Harahap (2020), Simanjuntak et al. (2024), and Simarmata (2023), using the CIRC method, students' reading ability in narrative texts is better when compared to using conventional models. Students find it easier to understand the text because this method uses grouping so that students can discuss it with their group mates. Overall, based on the outcome demonstrated a considerable favorable increase in students' reading comprehension.

Based on the previous research, it is known that students' reading comprehension has improved by using Think-Pair-Share (TPS) and Cooperative Integrated Reading Composition (CIRC) models. Students become more enthusiastic in understanding the text given. However, both studies were only conducted in senior high school, not at all levels. Thus, the researchers tried to determine reading comprehension using TPS and CIRC models at the high school level. The novelty of this research is to compare the effect of using the Think-Pair-Share (TPS) method and the Cooperative Integrated Reading Composition (CIRC) method as a successful method for instructing students in narrative text reading comprehension.

In this research, several research questions are the focus of the researcher :

1. Does the Think-Pair-Share (TPS) method affect students' reading comprehension of narrative text?
2. Is there any effect of the Cooperative Integrated Reading Composition (CIRC) Method on students' reading comprehension of narrative text?
3. Is there any effect of using Think-Pair-Share (TPS) and Cooperative Integrated Reading and Composition (CIRC) models on students' reading comprehension of narrative text?

METHOD

Design

The researchers employed a quantitative approach in their study. This research design employed a quasi-experimental design with a non-equivalent control group design. According to Hudaa et al. (2020), quasi-experimental research is one type of research that can be used for quantitative model research. Quasi-experimental is a test that involves learning models and learning strategies that will be carried out in the classroom and used as a research sample. Participants in quasi-experiments are convenient, so the school or English teacher has determined and suggested classes to be used as samples (non-random assignment). In quasi-experiments, pre-tests show the initial condition of students, and post-tests show the final condition of students after being given treatments.

There are two variables, X (independent variable) and one variable, Y (dependent). Think-Pair-Share (TPS) method as a variable independent (X1), Cooperative Integrated Reading and Composition (CIRC) method as a variable independent (X2), and reading comprehension as a variable dependent (Y). This study will examine the effect of the Think-Pair-Share (TPS) and Cooperative Integrated Reading and Composition (CIRC) models on reading comprehension.

Participant

In this research, the researcher used Purposive Sampling. The research participant is in the tenth grade of the SMKN 8 District of Tangerang students in the academic year 2023/2024. There are 481 students, and the class consists of 13 students. There are 3 TKJ classes, 1-3 total of 106 students. There are 2 TBSM classes with a total of 73 students, 2 TM classes with 73 students, 2 TL classes with 75 students, 2 AP classes with 75 students, and 2 AK classes with 79 students. The researcher took three classes to be a sample of the researcher's experiment. There are 10 TKJ 36 students, 10 TKJ 2 35 students, and 10 TKJ 3 35 students, totaling 106 students.

Instrument

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In this research, the researcher used a multiple-choice test representing the variables measured to determine students' ability and knowledge. In the instrument specification, the researcher gives students 30 multiple-choice questions related to reading comprehension. For assessment, the researcher scored 1 for correct answers and 0 for wrong answers.

The researcher employed the Pearson product-moment formula to conduct a validity test with the help of the SPSS 25 application. Pearson product-moment is used to determine the correlation between two variables, X to variable Y. Besides that, for the reliability test, the researcher used the Alpha Cronbach technique to conduct a reliability test with the help of the SPSS 25 application.

Apart from validity and reliability, the researcher also conducted a test of assumption analysis with normality and homogeneity tests. The normality test used by the researcher was the Shapiro-Wilk statistical test. Researchers use this test because the sample data used by the researcher is less than 50. The SPSS 25 program was utilized in this research to help compute the data. The homogeneity test is included in the parametric statistical test. This test is accomplished before conducting a hypothesis test. It is a prerequisite for conducting t-test and ANOVA analysis. Homogeneity tests can be conducted in various ways. The researcher used the Levene test with the SPSS 25 application.

Data collecting technique

The data collection technique used in this research was the tests. The test is used to decide the results of student learning. The researcher utilized two tests, namely pre-test and post-test. A pre-test is carried out before students are given learning. It aims to determine the extent of student knowledge related to reading comprehension. Researchers need this test to analyze the first condition of students in the classroom. Whereas the post-test is carried out after students are given learning materials and directions, this aims to see student development from before being given material and after being given material related to reading comprehension. The test is given in printout form (paper), thus allowing students to focus more on their work.

Data analysis technique

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The data analysis used by the researcher in this study is an independent T-test and ANOVA. Test. The means of two independent variables or unrelated samples are compared using the independent t-test. An independent test was used to test hypotheses 1 and 2. The first test was used to regulate the effect of Think-Pair-Share (TPS) on students' reading comprehension. The second test assessed the impact of adopting Cooperative Integrated Reading and Composition (CIRC) on students' reading comprehension. Then, the researcher used the ANOVA test to test hypothesis 3. The third test determined the effect of Think-Pair-Share (TPS) and Cooperative Integrated Reading and Composition (CIRC) models on students' reading comprehension.

For the statistical hypothesis, using an independent t-test has the following criteria:

- a) If the significance value of the t-test > 0.05 , then H_0 is accepted, and H_a is rejected. This means there is no influence between TPS and CIRC models on reading comprehension.
- b) If the significance value of the t-test < 0.05 , then H_0 is rejected, and H_a is accepted. This means that there is an influence between TPS and CIRC models on reading comprehension.

Besides that, the researcher employs an ANOVA test to answer a third of the research question. The statistical hypothesis in using the Anova test has the following criteria :

- a) If the significance value > 0.05 , then H_0 is accepted, and H_a is rejected. This means there is no influence between TPS and CIRC models on reading comprehension.
- b) If the significance value < 0.05 , then H_0 is rejected, and H_a is accepted. This means that there is an influence between TPS and CIRC models on reading comprehension

RESULT AND DISCUSSION

Result

1. Test reading comprehension description of students

After providing the pre-test and post-test, the researcher evaluated the results to get the students' scores. The test outcome was data, and the researcher used SPSS 25 to interpret the data. The researcher used an independent t-test and ANOVA test to see the effect of TPS and CIRC models on students' reading comprehension. SPSS 25 statistical findings will be used to

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assess any differences in scores depending on the researcher's score. It appears as follows in the descriptive statistic table:

Table 1. Descriptive Statistic

	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Sum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Pre Test Control</i>	35	10	70	1470	42.00	18.549
<i>Post Test Control</i>	35	40	96	2291	65.46	19.914
<i>Pre Test TPS</i>	36	20	83	1854	51.50	18.563
<i>Post Test TPS</i>	36	50	96	2745	75.97	13.612
<i>Pre Test CIRC</i>	35	23	80	1666	47.60	15.683
<i>Post Test CIRC</i>	35	60	96	2666	76.17	10.948

It is evident from Table 1 above that the data was taken from the students' answers to X TKJ 1 as the control class. The researcher analyzed the data of the student's reading comprehension scores using statistical results from SPSS 25 of the pre-test and post-test, and 881 scores were found. The pre-test found a minimum score of 10 and a maximum score of 70 with a sum of 1470, a mean of 42.00, and a standard deviation of 18.549. The post-test found a minimum score of 40 and a maximum score of 86, with a sum of 2351, a mean of 67.17, and a standard deviation of 12.397.

Besides that, the data from the students' answers to X TKJ 2 as an experimental class using the TPS method showed differences in the scores of 891. The pre-test found a minimum score of 20 and a maximum score of 83 with a sum of 1854, a mean of 51.50, and a standard deviation of 18.563. While the post-test found a minimum score of 50 and a maximum score of 96 with a sum of 2745, the mean was 75.97, and the standard deviation was 13.612.

Last, the data from the students' answers of X TKJ 3 as an experimental class using the CIRC method showed a difference of 1000 scores. In the pre-test, which found a minimum score of 23 and a maximum score of 80 with a sum of 1666, the mean was 47.60, and the standard deviation was 15.683. The post-test found a minimum score of 60 and a maximum score of 96 with a sum of 2666, a mean of 76.17, and a standard deviation of 10.948.

2. Homogeneity Test

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The homogeneity test was used to ascertain whether the variance population had the same or different variance. The testing criteria if the significance value is < 0.05 , then data group variance is not the same. If the significance value is > 0.05 , then the data group variance is the same (homogeneous). The homogeneity test was done using SPSS 25.

Table 2. Test of homogeneity

		Levene Statistic	df1	df2	Sig.
Reading Comprehension	Based on Mean	0.531	2	103	0.590
	Based on Median	0.388	2	103	0.679
	Based on the Median and with adjusted df	0.388	2	94.159	0.679
	Based on trimmed mean	0.537	2	103	0.586

It is evident from the preceding table that the significance value is 0.586, which indicates that the value is $0.590 > 0.05$. Consequently, it may be said that the variance of the data group is the same or homogeneous.

3. Normality test

The data normality test is utilized to ascertain whether or not the data net from each variable is a normal distribution. The testing criteria is that if the significance value is > 0.05 , then H_0 is accepted. If the significance value is < 0.05 , then H_0 is rejected. After calculating the data, The following table displays the findings of the Shapiro-Wilk normality test on SPSS 25:

Table 3. Test of normality

	Statistic	Shapiro-Wilk Df	Sig.
Pre-Test CIRC	0.960	35	0.228
Post-Test CIRC	0.946	35	0.087
Pre-Test TPS	0.955	36	0.154
Post-Test TPS	0.955	36	0.155
Pre-Test Control	0.940	35	0.054
Post-Test Control	0.950	35	0.111

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According to the above table, the Shapiro-Wilk normality test result produces significance values for the pre-test of experiment class using the CIRC method is 0.228, which shows that the value $0.228 > 0.05$, then the distribution is normal. The significant post-test value using the CIRC method is 0.087, which shows that if the value $0.087 > 0.05$, then the distribution is normal.

The result of the normality test used by Shapiro Wilk produces significant values for the pre-test of the experiment class using the TPS method of 0.154. It shows that if the value $0.154 > 0.05$, then the distribution is normal. The significant post-test value using the TPS method is 0.155, showing that if $0.155 > 0.05$, then the distribution is normal.

The result of the normality test used by Shapiro Wilk produces significance values for the pre-test of the control class using the conventional method, which is 0.054. It shows that if the value $0.054 > 0.05$, then the distribution is normal. The significant value of the post-test using the conventional method is 0.111, which shows that if $0.111 > 0.05$, then the distribution is normal. From the data above, it can be concluded that all data is distributed normally.

4. Hypothesis test

The data analysis used by the researcher in this study is an independent T-test and ANOVA. Test. Independent t-test differentiates the means of two independent or unrelated samples. An independent test was used to test hypotheses 1 and 2. The first test was used to decide the effect of Think-Pair-Share (TPS) models on students' reading comprehension (Table 4).

Table 4. Hypothesis Test 1

		<i>Levene's Test for Equality of Variances</i>				
		<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
<i>TPS</i>	<i>Equal variances assumed</i>	<i>0.018</i>	<i>0.894</i>	<i>-3.009</i>	<i>69</i>	<i>0.004</i>
	<i>Equal variances are not assumed.</i>			<i>-3.011</i>	<i>68.974</i>	<i>0.004</i>

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The second test was used to determine the effect of Cooperative Integrated Reading and Composition (CIRC) on students' reading comprehension. The test results can be seen in Table 5.

Table 5. Hypothesis test 2

		<i>Levene's Test for Equality of Variances</i>				
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
<i>CIRC</i>	<i>Equal variances assumed</i>	0.924	0.340	-3.302	69	0.002
	<i>Equal variances are not assumed.</i>			-3.295	67.182	0.002

Furthermore, the researcher used the Anova test to test hypothesis 3. The third test was to decide the effect of using Think-Pair-Share (TPS) and Cooperative Integrated Reading and Composition (CIRC) models on students' reading comprehension (see Table 6).

Table 6. Hypothesis test 3

	Sum of Squares	df	Mean Square	<i>F</i>	<i>Sig.</i>
Between Groups	1915.873	2	957.937	6.482	0.002
Within Groups	15222.693	103	147.793		
Total	17138.566	105			

Based on Table 4, it is known that if the significant value is < 0.05 , the hypothesis (H_0) is rejected and (H_a) is accepted; then, if the significant value is > 0.05 , the hypothesis (H_0) is accepted and (H_a) is rejected. Based on Table 4.10, the significant value is 0.004. It is shown that $0.004 < 0.05$. It is clear that H_a is accepted and H_0 is rejected. It indicates a noteworthy impact in the experimental class using the Think-Pair-Share (TPS) method on reading comprehension in the tenth grade of SMKN 8 Tangerang Region.

In table 5, it can be seen that the significant value is 0.002. It is shown that $0.002 < 0.05$. It can be concluded that H_0 is rejected and H_a is accepted. Using Cooperative Integrated Reading and Composition (CIRC) significantly affects reading comprehension in the tenth grade of SMKN 8 Tangerang Region.

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In Table 6, the significance value is 0.002. This value is smaller than the decision-making criteria. It shows that $0.002 < 0.05$. Based on the result, H_0 is rejected, and H_a is accepted. So, it can be concluded that the Think-Pair-Share (TPS) and Cooperative Integrated Reading and Composition (CIRC) models affect students' reading comprehension in the tenth grade of SMKN 8 Tangerang Region.

Discussion

a. The effect of using the TPS method on reading comprehension

In experimental class 1, the researcher used the Think-Pair-Share (TPS) method. The researcher began by administering a pre-test, followed by the treatment application, and concluded with a post-test. The result of teaching reading comprehension is that the Think-Pair-Share (TPS) method is good and effective because the students' scores increase between pre-test and post-test scores. Hence, their reading comprehension has improved. The result is related to Latifah (2022), the result using Think-Pair-Share (TPS) has an effective influence in improving students' writing skills also from Kurjum et al. (2020) stated that the TPS method influences improving students' critical thinking. In this research, the researcher found that the TPS method effectively influences students' reading comprehension.

b. The effect of using the CIRC method on reading comprehension

In experimental class 2, the researcher used the Cooperative Integrated Reading and Composition (CIRC) method. The researcher began by administering a pre-test, followed by the treatment application, and concluded with a post-test. The result of teaching reading comprehension using the CIRC method is positive because pupils' pre-test and post-test scores are higher. Hence, their reading comprehension has improved. It is related to Dianawati (2020), who states that the result of using Cooperative Integrated Reading and Composition (CIRC) modified with the TPS method has an effective influence on improving students' reading comprehension. However, in this research, the researcher used the CIRC method without modifying any method. Prajogo (2021) states that the CIRC method improves eleventh-grade students' reading comprehension. In this research, the researcher found that the CIRC method effectively influences tenth-grade students' reading comprehension.

c. The effect of TPS and CIRC method on reading comprehension

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This research aims to determine how reading comprehension is affected by the Think-Pair-Share (TPS) and Cooperative Integrated Reading and Composition (CIRC) approaches. The result of using TPS and CIRC models is that they significantly affect students' reading comprehension. This result is related to the statement by Maskur et al. (2023) that the use of Quantum Teaching and Cooperative Integrated Reading and Composition (CIRC) models positively influences teaching writing descriptions. However, the researcher used TPS and CIRC models to improve students' reading comprehension in this research. As stated by Wahyuningsih et al. (2020), using the PQ4R and CIRC models on reading comprehension is more effective than the conventional method, and the CIRC method is more effective than the PQ4R method. The difference in this research is that the researcher used TPS and CIRC models to improve students' reading comprehension and is not looking for an effective method.

It is advised that students learn English through Think-Pair-Share (TPS) and Cooperative Integrated Reading and Composition (CIRC) models, particularly when studying narrative texts that aim to enhance their reading comprehension. However, for this method to be applied effectively and efficiently, the teacher must naturally adapt to the needs of the students.

CONCLUSION AND SUGGESTION

Conclusion

Based on the outcomes students received from pre-, during, and post-tests. It can be seen from the conclusion of this research that the use of the TPS method in class X TKJ 2 has a positive influence on students' reading ability. It can be seen from the results of the hypothesis test in the TPS class that uses an independent test is 0.004, which is 0.004 higher than 0.05.

The results of using the CIRC method in class X TKJ 3 significantly positively influence students' reading ability. This can be seen from the hypothesis test results using the Independent test, which is 0.002, where 0.002 is greater than 0.05.

The researcher conducted a hypothesis test using the Anova test to obtain the results of TPS and CIRC models. From the test, a result of 0.002 was found, which means 0.002 is greater than 0.05. Therefore, a positive influence was found on using TPS and CIRC models.

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These results have answered the research question that the TPS and CIRC models can positively influence students' reading comprehension. These two models are suitable for learning English, especially in teaching Narrative text in grade ten. This method can make students more active, stimulate them to gain new knowledge, and encourage them to cooperate. Also, students can complete assignments well.

Limitation

This study shows the effect of TPS and CIRC models on reading comprehension. TPS and CIRC models are cooperative learning models that allow students to improve their reading skills. However, the authors realize that this research still has limitations. Maybe further researchers can try more effective learning models to help student development.

Implication

By considering the discussion of the result and conclusion of the research, it can be informed that the implication of this research showed the significant effect of using TPS and CIRC models on students' reading comprehension in the tenth grade of SMKN 8 Tangerang Region in the academic year 2023/2024. Students' reading comprehension in the experimental group using TPS and CIRC models was more improved than that of students in the control group using conventional models.

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