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| **The Effect of Circ and Csr-Based Role Playing Game on Students’ Reading Comprehension**  **Firman Wicaksono1**, **Dwi Rukmini2, Issy Yuliasri3**  1 SMK Tunas Harapan Pati, Indonesia  2 Universitas Negeri Semarang, Indonesia | | | | |
| **Article Info**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Article History:  Accepted 17 June 2017  Approved 20 September 2017  Published 15 March 2018  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Keywords:  CIRC, CSR, learning styles, reading comprehension  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | **Abstract**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  This study presented the experimental research finding which its objectives were to identify the effect of Cooperative Integrated Reading and Composition (CIRC)-based Role Playing Game and Collaborative Strategic Reading (CSR)-based Role Playing Game (RPG) on reading comprehension of the students with different learning styles. The subjects were 56 students from two classes of vocational High School in Pati with visual and auditory learning style. The two classes were randomly selected to be an experimental group I (CIRC-based RPG) and an experimental group II (CSR-based RPG). The data were obtained from questionnaire and pretest/ posttest. The findings revealed that the students of the experimental group I perform better on reading skill than the experimental group II; however it was not significant. The data showed CIRC- based RPG and CSR- based RPG were effective in improving students’ reading comprehension. Then, students’ learning styles, visual and auditory students, did not differ significantly from one another in their effect on the students’ reading comprehension (F<4.03 and p: .05). Finally, it was found that there was no interaction among teaching techniques, students’ learning style and reading comprehension.  © 2018 Universitas Negeri Semarang | | |
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## Introduction

#### Reading is an essential tool for success in our society. It is the art of interpreting printed and written words, the most effective process of conscious learning which influences the extent and accuracy of information, as well as the attitudes, morals, beliefs, judgement and action of readers (Panigrahi & Panda, 1996; Eyre, 2005). Chettri & Rout (2013) argue that reading has come to hold the most significant place in education as a means of communication in a highly literate society. Therefore, reading habits should be owned by learners started from elementary level. Reading can link people in a way far beyond distance or time by sharing or giving information. It is essential for students in general in order to cope with new knowledge in the technological age. The cability to read becomes the soul of lifelong learning and self-education. In other words, reading is a very worthy issue which is not only about enjoyment but also a necessity; the basic tool of education. Therefore, having reading ability is highly valued and important for social, economic, and education advancement. In conclusion, reading is the most important component of particularly in an academic setting.

#### One of the main challenges faced by most English teachers of vocational high school in Indonesia is reading habit of the students. In World's Most Literate Nations, a research conducted by Central Connecticut State University in 2016 (cited by Januwati & Yusrini, 2016) showed that literacy rank of Indonesia was the second from bottom of 61 countries researched. It is based on descriptive study of five categories, library, newspaper, education system input, and education system output and computer availability. This fact was also supported by triennial survey data of the Central Statistics Agency (BPS) in 2102 that was only 17.66% of reading interest. This condition was caused by low literacy as showed by UNESCO data in 2012 that literacy level of Indonesian people was just .0001. It means in one thousand people, only one person who read seriously. Most of students do not have intention to improve their knowledge that support their academic achievement.

#### In one of principles of the recent curriculum, curiculum 2013, twelfth principle states that everyone is a teacher, everyone is a student and every place is a class (Board of National Education Standard, 2016). From this statement, it can be concluded that teacher is not the only one source of knowledge. Teaching and learning process can happen not only inside the class but also outside the class. In line with this principle, cooperative learning accomodates the learning situation that can create interaction between their peer or group as a teacher and a student and the learning can be in the form of discussion that not always happened in the class. A firm political stance toward English as a foreign language has been taken in Indonesia since 1960’s (Astuti, 2016). Lie (2007) states communicative language teaching has been one of the approaches to English as foreign language instruction in Indonesia in the past three decades although there is the changing of curriculum.

#### Based on the syllabus from the government, the reading material for the tenth graders are descriptive, recount and narrative text. Rukmini (2009) found that narrative text had 20 % in percentage for reading material of the senior high school level. Based on observation in the researcher’s class about comprehending narrative text, the researcher found that some of the students still got difficulty to comprehend and draw conclusion of moral value of the text. It was because their comprehension about the text was low.

#### In the process of teaching and learning English, teachers should be able able to make student-centered atmosphere with various techniques in order to make fun and interesting (Yuliasri, 2012). For that reason, the reseracher implemented cooperative learning technique based role playing game to improve the student reading comprehension.

#### Some techniques in cooperative learning are designed to improve students’ reading comprehension achievement. Cooperative Integrated Reading and Composition (CIRC) is one of cooperative learning technique to improve reading and writing skill through a set of integrated activities (Slavin, 1995) and it is proven to be the consistent technique which is able to help students to have a good reading skill. Some studies revealed that CIRC gave positive effect to improve reading comprehension of the students (Calderon et.al, 1997; Agustini, Marhaeni & Suarnajaya, 2013; Pan & Wu, 2013; Wati, 2014; Hadiwinarto & Novianto, 2015, Zainuddin, 2015; Varışoğlu, 2016). In addition, research conducted by Mubarok, Effendi and Sofiana (2016) about the implementation of CIRC-based interactive CD in teaching reading showed improvement of the students’ score.

#### Another technique of cooperative learning to teach reading is collaborative strategic reading (CSR). It is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively (Klingner and Vaughn, 1998). Students who had very poor decoding skills made improvements in reading comprehension after the implementing of CSR (Klingner & Vaughn, 1996). Students in CSR classrooms improved significantly in reading comprehension when compared with students in comparison classrooms (Klingner, Vaughn, Arguelles, Hughes, and Ahwee, 2004). In addition, Kim, Vaughn, Klingner, Woodruff, & Reutebuch (2008) investigated the effects of computer-assisted comprehension practice using a researcher-developed computer program, Computer-Assisted Collaborative Strategic Reading (CACSR), with students who had disabilities. The results were positive in which most students believed that their reading had improved because of the intervention of CACSR. This study proved that technology could be applied with teaching technique to improve reading skill.

#### In the digital era, the use of technology can support our teaching. It can facilitate us in delivering material easily and attractively. The utilization of communication and information technolgy to improve efficiency and effectiveness of learning is stated in the thirteenth principle used learning in line with graduate competency standard and content standard (Decree of Minister of Educational and Education number 22 year 2016). Many digital games can be used to help teacher in learning. The components of game play are ideal for creating effective digital learning environments. If we replace "player" with "student," then we have the model for the active, constructive learner (Begg, Dewhurst, and Macleod, 2005). One of the game that can create learning environtment is Role Playing Game (RPG). Research conducted by Rankin, Gold & Gooch (2006) found that Role Playing Game could provide motivation and adequate language learning support for intermediate and advanced ESL students.

#### To apply a teaching technique, teachers should know the learning style of their students. It is because to find the effective technique to facilitate the students’ learning. MacKeracher (2004) defines that learning style is the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Gilakjani (2011) stated that there are three main learning styles; visual, auditory, and kinaesthetic. A better knowledge and understanding of learning styles may become important as classroom sizes increase and as technological advances continue to mold the types of students entering higher education found in Gilakjani’s research (2011) for Iranian students about visual, auditory and kinaesthetic learning style and thier impacts on English language teaching. It is very important to understand and explore each individual’s learning style. Analyzing one’s own particular learning style can be very helpful and beneficial to the student by aiding them in becoming more focused on an attentive learner, which ultimately will increase educational success.

#### Different with the some researches above, this study applied Cooperative Integrated Reading and Composition and Collaborative Strategic Reading in a game, Role Playing Game. Therefore, this present study attempted to evaluate the effect of Cooperative Integrated Reading and Composition based Role Playing Game (CIRC - based RPG) and Collaborative Strategic Reading based Role Playing Game (CSR - based RPG) on reading comprehension of students with different learning style. The study only focused on visual and auditory learning style because the techniques were delivered using game as a media in which it can help students visually; and cooperative learning as teaching technique can help students auditorily in promoting communication among the members of groups.

## METHODS

#### This study employed a quantitative method, with 2 by 2 (2 x 2) factorial design and and took place in one of vocational high schools in Pati. The population was all tenth graders in the academic year 2017/2018. The total numbers of the population was 968 divided into 25 classes. By cluster random sampling, two classes were taken as samples. Each class consisted 40 students.

#### The instruments were questionnaire and test. The questionnaire was employed to determine the students’ learning styles, and the test was used to determine the students’ reading comprehension achievement. The test was in the type of multiple choices reading comprehension with four options. The texts in the test were authentic reading materials of narrative texts that had been analyzed the readability using the Flesch Grade Level Readability Formula. For the grade level of readility of English reading materials for secondary high school in Indonesia was 6 (Hidayat, 2015), the texts had 6 or 7 grade level. Both pre and post test had been empirically tested to be valid and reliable (r = 0.304).

#### There were different treatments for the experimental groups. The students of experimental group I were treated under CIRC-based RPG and the students in the experimental group II were taught by using CSR-based RPG. The research was conducted on eight meetings. Before the implementation of the techniques, the students were given pretest consisted of 40 questions of 8 texts to know their initial level on the reading comprehension. Later, they were given posttest after getting the treatments.

## RESULTS AND DISCUSSIONS

#### This study aimed at investigating the effect of Cooperative Integrated Reading and Composition and Collaborative Strategic Reading based Role Playing Game on reading comprehension of narrative text to the students with different learning style. To determine the students’ learning style, a questionnaire was given to the experimental group I, CIRC-based RPG and experimental group II, CSR- based RPG. VAK Learning Style Inventory by Victoria Chislett and Alan Chapman was used to identify the preferred learning style of students. The quetionnaire was consists of 30 statements with 3 choices. The most choice of the student was used to determine kind of the learning style. If the student chooses mostly A, it means that the student has visual learning style. Choosing mostly B indicates that the student has auditory learning style. Meanwhile, choosing mostly C is categorized that the student has kinaesthetic learning style. Both experimental groups consist of same number of students, 40 students. In the first experimental group, it was found that there were 14 students categorized having visual learning style, 12 students categorized having auditory learning style and 14 students categorized having kinaesthetic learning style. Meanwhile in the second experimental group, it was found that there were 17 students categorized having visual learning style, 13 students categorized having auditory learning style and 10 students categorized having kinaesthetic learning style. Since subject of this study was only focused on visual and auditory learning style, the data of kinaesthetic learning style students’ were not included.

#### After the treatments were conducted, the subjects of this study were asked to do posttest to know the effect of the techniques. The result was described below.

##### **Table 1.** Descriptive Statistics of Pre-test and Post-test Result

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Learning Styles | Aspects | CIRC-based RPG | | CSR-based RPG | |
| Pretest | Posttest | Pretest | Posttest |
| Visual | Mean | 5.0179 | 6.2143 | 5.4559 | 5.9265 |
| Std. Deviation | 1.44935 | 1.23979 | .73013 | .98332 |
| Highest Score | 8.00 | 8.50 | 6.75 | 8.00 |
| Lowest Score | 3.00 | 4.25 | 4.00 | 4.25 |
| Auditory | Mean | 4.8542 | 6.0417 | 4.5769 | 5.6346 |
| Std. Deviation | 1.29447 | 1.12731 | 1.26814 | 1.28540 |
| Highest Score | 7.25 | 8.25 | 6.75 | 8.00 |
| Lowest Score | 3.00 | 4.75 | 3.00 | 4.00 |
| Total | Mean | 4.9423 | 6.1346 | 5.0750 | 5.8000 |
|  | Std. Deviation | 1.35519 | 1.16883 | 1.07509 | 1.11301 |
|  | Highest Score | 8.00 | 8.50 | 6.75 | 8.00 |
|  | Lowest Score | 3.00 | 4.25 | 3.00 | 4.00 |

### The Effect of CIRC-based RPG for the Visual and Auditory Learning Style Students

#### There were three pairs of means that were compared to know the significant difference of means before and after treatment in this first experimental class. The first pairs were mean of pretest and postest of the subjects in the first experimental class. The mean score of the students after getting treatment raised. It raised 1.192 points. The pretest was 4.94 meanwhile the posttest was 6.13. The value of Sig. was .000 which was less than .05. It meant that there was a significant difference between pretest and posttest scores of the students in the first experimental class.

#### The second mean pairs were mean of pretest and posttest of the students with visual learning style. The mean score of the students after getting treatment also raised. It raised 1.196 points. The pretest was 5.01 meanwhile the posttest was 6.21. The value of Sig. was .000. It means that there was a significant difference between pretest and posttest scores of the students with visual learning style taught by using CIRC- based RPG.

#### The third mean pairs were mean of pretest and posttest of the students with auditory learning style. It revealed that the treatment improved the students reading comprehension score. It raised 1.187 points. The pretest was 4.85 meanwhile the posttest was 6.04. There was a significant difference between pretest and posttest scores of the students with auditory learning style after known that the value of Sig. was .000.

#### After comparing the means of posttest, it showed that the sig. (p-value) was .715 which was higher than .05. It meant that there was no significant difference in the reading comprehension achievement of the students with visual and auditory learning style taught by using CIRC- based RPG.

#### In line with the positive result of study investigated the effect of CIRC – based interactive CD by Mubarok, Effendi & Sofiana (2016), the implementation of CIRC – based RPG in this study also gave positive result. The calculation of the data revealed that there was significant difference before and after treatment for each learning styles and there was no significant difference between the two learning styles after treatment. It was concluded that the technique was effective to students with visual and auditory learning style students.

#### Applying the reading technique, Cooperative Integrated Reading and Composition based role playing game motivated the students to learn. The students became players to complete the mission in the game. They won the game if they could answer all questions in the test correctly. If there was a wrong answer, they were considered lose and they had to start the game from the beginning. As players, they competed with other students to win the game. They read the text seriously since there was a test about the text in the end of the game. They played the game in pairs. Therefore, if one of them forgot about the information in the text, their pair could help it. If both of them did not understand it, they would work together to reread and understand the text.

#### Steps in CIRC, word out aloud and story retell helped the students to comprehend the text in detail. The students got improvement in answering the main idea of the paragraph, detail information and the conclusion of moral value of the story. Meanwhile, they still got problem to answer questions to find the synonym of words in the text. In accordance with (Yuliasri, 2014) cooperative learning helped them in translating the words for the group consisted of heteregenous academic achievement.

#### They admitted that the major problem was their reading habit. They did not have high interest in reading narrative text, especially reading English narrative text. That was the reason they had lack of vocabulary mastery to find the synonym of a word.

### The Effect of CSR-based RPG for the Visual and Auditory Learning Style Students

#### Three pairs of means were compared to know the significant difference of means before and after treatment in this second experimental class. The first pairs were mean of pretest and postest of the subjects in the second experimental class. The pretest was 5.07 meanwhile the posttest was 5.8. It meant that the mean score raised .725 points. The value of Sig. was .000 that it could be concluded that there was a significant difference between pretest and posttest scores.

#### The second mean pairs were mean of pretest and posttest of the students with visual learning style. After treatment, the mean raised .47 points. The pretest was 5.45 meanwhile the posttest was 5.92. The value of Sig. was .000. It means that there was a significant difference between pretest and posttest scores of the students with visual learning style

#### The third mean pairs were mean of pretest and posttest of the students with auditory learning style taught by using CSR-based RPG. The pretest was 4.57 meanwhile the posttest was 5.63. The mean raised 1.057 points. Based on the result in the paired sample test, it showed that the value of Sig. was .000. It means there was a significant difference between pretest and posttest scores of the students with auditory learning style.

#### From the ANOVA table comparing means of posttest, the sig. (p-value) was .486. It meant that there was no significant difference in the reading comprehension achievement of the students with visual and auditory learning style taught by using CSR- based RPG

#### The positive result was revealed when Computer-Assisted Collaborative Strategic Reading (CACSR) applied by Kim (2006). Most students believed that their reading had improved because of the intervention of CACSR. Result of this study supported Kim’s study. The calculation of the data revealed that there was significant difference before and after treatment for each learning styles and there was no significant difference between the two learning style after treatment. It was concluded that the technique was effective to students with visual and auditory learning style.

#### In line with the previous technique, CIRC. By playing game to teach reading comprehension made students enjoy the teaching and learning process. They were attentive to understand the material for they wanted to win the game. Working together in cooperative learning setting helped them much. They had partner to discuss. They admitted that cooperative learning made enjoyable their learning process.

#### The step in this technique that helped students to improve their achievement was in the Get the Gist. In this step, they identified the most important idea in a paragraph, tried to restate in their own words the most important point in the paragraph, and improved their understanding and memory of what they had learnt. According to the students, the difficult questions was finding the similar meaning. To find main idea of the paragraph, detail information in the text and the moral value of the story, most of the students admitted that they had better improvement. Before getting treatment, they shared that they read just for answering the questions without considering the content of the text. They believed that the problem they had to comprehend the text because of their low vocabulary mastery. It was because their reading habit was very low. In addition, they did not get much stimulant to improve their reading skill.

#### **The Effect of CIRC-based RPG compared to CSR-based RPG for the Visual Learning Style Students**

#### The mean of visual learning style students taught by using CIRC – based RPG was 6.21. Whereas, the mean of visual learning style in the second experimental group, CSR – based RPG was 5.92. It indicated that the first experimental group performed better. The maximum score of the first experimental class (8.50) was higher than the second experimental class (8.0). Meanwhile the minimum score of the both class was same (4.25). The sig. (p-value) was .477. It meant that there was no significant difference in the reading comprehension achievement of the students with visual learning style taught by using the two techniques.

#### It reavealed that both techniques gave positive influence to improve the score of students with visual learning style. The assumption that game could help students with visual learning style in understanding material was proved.

#### **The Effect CIRC-based RPG compared to CSR-based RPG for the Auditory Learning Style Students**

#### There was slightly difference between mean of auditory learning style students taught by using CIRC – based RPG with CSR – based RPG; it was .4. The first mean was 6.04. Meanwhile, the second was 5.63. The maximum score of the first experimental class (8.25) was higher than the second experimental class (8.0). Meanwhile, the minimum score of the first experimental class was higher (4.75) than the second experimental class (4.0). The sig. (p-value) was .410. It meant that there was no significant difference in the reading comprehension achievement of the students with auditory learning style taught by using the two techniques.

#### The data showed both techniques gave positive influence to improve the score of students with auditory learning style. By conducting cooperative learning, the students could communicate with their partners or group. This helped students with auditory learning style in understanding material.

#### **The Difference between Reading Comprehension Achievement of the Students Taught by Using CIRC - based RPG and CSR - based RPG**

#### Mean of students with visual and auditory learning styles in the first experimental group was 6.13. It was better than mean of the students in second experimental group, CSR – based RPG, who had visual and auditory learning style. The mean was 5.8. However, the difference was just .33. The maximum score of the first experimental class (8.5) was higher than the second experimental class (8.0). Meanwhile the minimum score of the first experimental class was higher (4.25) than the the second experimental class (4.0). The sig. (p-value) was .278. It meant that there was no significant difference in the reading comprehension achievement of the students taught by using the two techniques.

#### The two techniques were effective for students with visual and auditory learning style. It was because the techniques combined cooperative learning with game in which could help student learn the material visually and auditorily.

#### **The Difference between Reading Comprehension Achievements of the Students with Visual Learning Style and Auditory Learning Style**

#### The mean of students with visual learning style (6.05) was higher than students with auditory learning style (5.83) but it was slightly difference; it was .22. The maximum score of students with visual learning style (8.5) was higher than students with auditory learning style (8.25). Meanwhile the minimum score of students with visual learning style was higher (4.25) than students with auditory learning style (4.0). The sig. (p-value) was .465. It was higher than .05. It meant that there was no significant difference in the reading comprehension achievement of the students with the different learning style.

#### From learning style view, students with visual and auditory learning style got positive influence to improve their reading comprehension achievement. It was because by combining both cooperative learning and game facilitated the students in learning visually and auditorily.

#### **The Interaction among Teaching Techniques and Students’ Learning Style on Reading Comprehension Achievement**

#### The interaction among teaching techniques, students’ learning style and reading comprehension of the students could be seen by comparing the Fratio of to Ftable for df 52. Data showed that Fratio .037 < Ftable 4.03. F table was higher than F ratio. And the sig. value was .849 which was higher than .05. It meant there was no interaction among teaching techniques, students’ learning style and reading comprehension.

#### They were independent each other. The improvement of reading comprehension achievement did not depend on the learning style. The techniques were effective for both learning style.

## CONCLUSION

#### The findings revealed that that there was significant difference between the score of pretest and posttest of students with visual and auditory learning style taught by using CIRC-based RPG and CSR-based RPG. But there was no significant difference of reading comprehension achievement between students with visual and auditory learning styles in the both experimental classes. It meant that CIRC-based RPG and CSR-based RPG was effective The result also indicated that there was no interaction among teaching techniques, students’ learning styles and reading comprehension. They were independent of each other. The improvement of reading comprehension achievement did not depend on the learning styles. It was concluded that the techniques were effective for both learning styles.

#### In conclusion, both CIRC-based RPG and CSR-based RPG were effective techniques to improve students’ reading comprehension seen from their mean. Therefore, they can be used as model of teaching and learning of reading. Further research can be conducted to test the effect of CIRCRPG and CSRRPG on learning other skills in a foreign language.

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