

การใช้การจัดการเรียนรู้แบบความร่วมมือด้วยเทคนิค ซี ไอ อาร์ ซี เพื่อพัฒนา
ความสามารถด้านการอ่านภาษาอังกฤษเพื่อความเข้าใจ
ของนักเรียนชั้นประถมศึกษาปีที่ 2

Using Cooperative Integrated Reading and Composition (CIRC) to
Improve English Reading Comprehension Ability of
Prathomsuksa 2 Students

พรนภา ศรีพัฒน์¹, นภาพรพย์ เลิศปรีดากร²
Pornnapa Sripadyos¹, Napasup Lerdpreedakorn²

Receive: 10 เมษายน 2566 Revised: 8 มิถุนายน 2566 Accepted: 14 มิถุนายน 2566

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาและเปรียบเทียบความสามารถด้านการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียนชั้นประถมศึกษาปีที่ 2 ก่อนเรียนและหลังเรียนโดยใช้การจัดการเรียนรู้แบบความร่วมมือด้วยเทคนิค ซี ไอ อาร์ ซี และเพื่อศึกษาเจตคติต่อการสอนการอ่านภาษาอังกฤษเพื่อความเข้าใจโดยใช้การจัดการเรียนรู้แบบความร่วมมือด้วยเทคนิค ซี ไอ อาร์ ซี ของนักเรียนชั้นประถมศึกษาปีที่ 2 กลุ่มตัวอย่างในการวิจัยคือ นักเรียนชั้นประถมศึกษาปีที่ 2/1 โรงเรียนศศิสถานดิวทยา ตำบลบ้านผือ อำเภอบ้านผือ จังหวัดอุดรธานี ภาคเรียนที่ 1 ปีการศึกษา 2565 จำนวน 30 คน ซึ่งได้มาโดยใช้วิธีสุ่มตัวอย่างแบบกลุ่มแบบแผนของการวิจัยเป็นการวิจัยเชิงทดลองแบบกลุ่มเดียวสอบก่อนเรียนและหลังเรียน เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แผนการจัดการเรียนรู้ 12 แผน แบบทดสอบวัดความสามารถด้านการอ่านภาษาอังกฤษเพื่อความเข้าใจ และแบบวัดเจตคติต่อการสอนภาษาอังกฤษเพื่อความเข้าใจโดยใช้การจัดการเรียนรู้แบบความร่วมมือด้วยเทคนิค ซี ไอ อาร์ ซี ดำเนินการทดลองใช้ระยะเวลา 12 สัปดาห์ สัปดาห์ละ 2 ชั่วโมง รวมทั้งสิ้น 24 ชั่วโมง สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน การทดสอบทีแบบไม่อิสระ และการทดสอบทีแบบกลุ่มเดียว ผลการวิจัยสรุปดังนี้ นักเรียนมีคะแนนความสามารถด้านการอ่านภาษาอังกฤษเพื่อความเข้าใจเฉลี่ยก่อนเรียนเท่ากับ 11.40 คิดเป็นร้อยละ 28.58 และคะแนนเฉลี่ยหลังเรียนเท่ากับ 29.03 คิดเป็นร้อยละ 72.23 ซึ่งสูงกว่าเกณฑ์ร้อยละ 70 และเมื่อทดสอบความแตกต่างของค่าเฉลี่ยพบว่าความสามารถด้านการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียน หลังเรียนสูงกว่าก่อนเรียน และนักเรียนมีเจตคติ

¹ นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาการสอนภาษาอังกฤษสำหรับผู้พูดภาษาอื่น มหาวิทยาลัยราชภัฏอุดรธานี; Master Student of Arts, Teaching English to Speakers of Other Languages, Udon Thani Rajabhat University, Thailand; e-mail: Taks8887@gmail.com

² รองศาสตราจารย์ ดร., มหาวิทยาลัยราชภัฏอุดรธานี; Associate Professor Dr., Udon Thani Rajabhat University, Thailand.

ต่อการสอนอ่านภาษาอังกฤษเพื่อความเข้าใจโดยใช้การจัดการเรียนรู้แบบความร่วมมือด้วยเทคนิค ซี ไอ อาร์ ซี อยู่ในระดับดี

คำสำคัญ: การจัดการเรียนรู้แบบความร่วมมือด้วยเทคนิค ซี ไอ อาร์ ซี, การอ่านภาษาอังกฤษ, การอ่านภาษาอังกฤษเพื่อความเข้าใจ

ABSTRACT

The purposes of this research were to study and compare English reading comprehension ability before and after studying English reading comprehension using the CIRC of Prathomsuksa 2 students and to investigate Prathomsuksa 2 students' attitude toward teaching English reading comprehension using the CIRC teaching method.

The sample in the study comprised 30 Prathomsuksa 2/1 students at Sasikarn Wittaya School, Banphue District, Udon Thani Province in the first semester of the academic year 2022, selected by cluster random sampling. The research design was a one-group pretest-posttest design. The research instruments included 12 lesson plans, an English reading comprehension ability test and an attitude questionnaire. The experiment lasted 12 weeks, two hours a week, or 24 hours in total. The mean, percentage, standard deviation, t-test for dependent samples, and one sample t-test were employed to analyze data. The findings indicate that the students' pretest and posttest mean scores on English reading comprehension ability were 11.40 or 28.58 percent and 29.03 or 72.23 percent respectively. The students' posttest mean score on English reading comprehension ability was higher than the set criterion of 70 percent and the students' English reading comprehension ability after the experiment was significantly higher than that of the pretest. The students' attitude toward teaching English reading comprehension using the CIRC teaching method was at a good level.

KEYWORDS: CIRC teaching method, English reading, English reading comprehension

Background

English is very significant for people around the world because it is a tool for communication, education, business and entertainment. According to Rao (2019:65), English is the most language that is used between the international company or agent such as international trade, diplomacy, mass entertainment, international telecommunications and scientific publications as well as publishing newspapers and

other books. In addition, Ilyosovna (2020: 22) states that English is one of the most used languages in the global. Many people can speak and understand English.

Reading English is an important part of language learning because it helps you develop other related skills like grammar, vocabulary, and writing. According to Ismail, Syahrurah, & Basuki (2017:124), they state that reading is the most significant way to get information. The students can absorb information and knowledge by reading skills to comprehend passages, textbooks and references written in English. The language skills are categorized as receptive skills and productive skills. Reading is a tool of communication through the texts form. People can get a number of information by reading. It has an important role and becomes a daily necessity for every man who wants to acquire whatever information which is required. Reading is a necessary skill to learn English as a foreign language.

The researcher has searched for the method and techniques to improve students' English reading comprehension ability and find that the CIRC method might be an effective way to enhance English reading comprehension ability. Slavin, Steven, Madden, & Farnish (1987:433-454) indicate that cooperative integrated reading and composition (CIRC) is applied in reading, writing, and language arts instruction to develop reading comprehension ability. The students worked in heterogeneous learning teams. The cycle of activity includes teacher instruction, team practice, individual assessment, and team recognition. Students were motivated to work in group by using cooperative reward structure in which students could earn certificates or other recognition based on the learning of all team members. CIRC can help the students to understand the main idea of a story and it works through the writing process. In CIRC reading, students are taught in reading groups and then return to mixed ability teams to work on a series of cognitively engaging activities, including partner reading, making predictions, identification of characters, settings, problem and problem solution, summarization, vocabulary, reading comprehension exercises, and story related writing. The students help each other in learning. They work together and teach each other. The students learn to read without making any mistakes, pronounce word correctly and enhance their vocabulary. Durukan (2011: 102) supports that CIRC technique is more effective than the traditional method. Hadiwinaro & Novianti (2015: 117) also mention that CIRC has significant effects on English reading and writing skills of the students. Jumaini (2018: 162) supports that CIRC method can help the students improve English reading comprehension ability.

English is important for Thai students. According to Khamkhien (2012: 55-64), he states that English is one of the major foreign languages in Thailand. All involved parties

have put great efforts to improve Thai learners' English competence; however, their English performance after being measured by national tests. The Ordinary National Educational Test (O-NET) report in the academic year 2020, students' learning achievement for English subject was 43.55%. The learning achievement for English subject is quite low. Moreover, Maipoka & Soontornwipast (2021: 146) claim that the Thai student have low reading proficiency, for example they can't read and understand the text book. They don't understand the lesson that they have learned, and they are failing the English exam.

In the context of Sasikarn Wittaya School, student's English reading comprehension ability was quite low. After observing Prathomsuksa 2 students at Sasikarn Wittaya School for a long time, the researcher found the problem of the students in English reading. According to the result of English test of Prathomsuksa 2 student is quite low and unsatisfied. Academic department of Sasikarn Wittaya School (2020) claims that more than 70 percent of the students get the score lower than 50 percent. The students are not successful in reading comprehension because they are confused about the meaning of words and sentences, and they lack of concentration during reading. Moreover, the students cannot summary the main idea of the reading text because the students lack of vocabulary, do not know the meaning of vocabulary.

From these reasons, the researcher would like to solve this problem and find the way and method to improve students' English reading comprehension ability.

The researcher has considered that CIRC method can help to develop the students' reading comprehension ability because the activity relates to vocabulary, decoding, spelling and reading comprehension. Moreover, CIRC can help the students to understand the main idea of the text and summarize the reading text. Therefore, the researcher aims to employ the CIRC method with Prathomsuksa 2 students in Sasikarn Wittaya School. The researcher would like to develop English reading comprehension ability of the students in Prathomsuksa 2 and investigate what level of their attitude towards teaching English reading comprehension using CIRC. The researcher would like to study whether CIRC could assist their reading comprehension ability or not. The result of this research may be used as a guideline for teaching English reading comprehension in the future.

Objectives

1. To study and compare the English reading comprehension ability of Prathomsuksa 2 students by using cooperative integrated reading and composition (CIRC) before and after teaching.
2. To investigate students' attitude towards teaching English reading comprehension using cooperative integrated reading and composition (CIRC).

Hypotheses of the Study

The research hypotheses were as follows:

1. English reading comprehension ability of Prathomsuksa 2 students after studying English reading comprehension using CIRC would be higher than the prior.
2. The students' English reading comprehension ability after studying English reading comprehension using CIRC would be higher than the set criterion of 70 percent.

Methodology

Research Design

This study was experimental research with a one group pretest – posttest design. It was a quantitative research method (Cambell & Stanley, 1963).

	T1	X	T2
T1	means	Pretest	
T2	means	Posttest	
X	employs	Teaching English reading comprehension using CIRC	

Population

The sample in this study were 30 students of Prathomsuksa 2/1 students studying English in the first semester of the academic year 2022 at Sasikarn Wittaya school, Banphue, Udon Thani, selected by cluster random sampling.

Research Instruments

Three research instruments were employed as follows:

1. Lesson plans of teaching English reading comprehension using CIRC. The lesson plans consisted of 12 units, 2 hours a unit. Twelve lesson plans were developed in English version including three stages of reading by Williams (1987: 1-7) and teaching reading using CIRC by Slavin, Steven, Madden, & Farnish (1987: 433-454). Index of Item Objective Congruence (IOC) was 1.00 for every aspect of each lesson plan. The English reading

texts used in the study are based on English curriculum of Thailand according to the basic Education Curriculum of 2008. The content in the study were twelve reading passages from Express English student book and www. reading comprehension for kids.com. Twelve reading text included: My little Brother, Fruit, Color, The Sky, Lions Are the Biggest, Sunflower, Molly, Raining, Baby, I have apples, Pets, and Old.

2. The English Reading Comprehension Ability Test was developed by the researcher based on the expert's suggestions to examine the students' English reading comprehension ability as the pretest and posttest. It was a multiple-choice test consisted of 40 items with four possible answer choices for each item. The difficulty value of the items was between 0.25 to 0.75 and the discrimination value was between 0.20 – 1.00. The reliability of the test was 0.93.

3. An attitudes questionnaire towards teaching reading comprehension using the CIRC teaching method. The questionnaire was improved into Thai version based on five-point of Likert's rating scales which consisted of 20 items. The value of Index of Item Objective Congruence (IOC) was 1.00 for every item.

Data Collection

The researcher conducted the research on the purposes of using CIRC to improve the English reading comprehension ability. To perform data collection, the researcher collected data in the first semester of academic year 2022 as follows:

1. The students took the pretest using an English reading comprehension ability test with 40 items. It took 1 hour.
2. The researcher conducted the teaching program using twelve lesson plans. The duration was 12 weeks, 2 hours a week, 24 hours in total.
3. The students took the posttest using the same English reading comprehension ability test and the pretest. The test consisted of 40 multiple-choice items with four possible answers. Students had 60 minutes to finish the test.
4. The researcher distributed the students an attitude questionnaire to examine the students' attitude towards teaching English reading comprehension using CIRC.
5. The researcher analyzed data from the pretest, the posttest, and the attitude questionnaire toward teaching English reading comprehension using CIRC.

Data Analysis

The data were statistically analyzed as follows:

1. The researcher analyzed data to study the English reading comprehension ability of Prathomsuksa 2 students using mean (\bar{X}), percentage, and standard deviation (S.D.)

2 . The researcher analyzed data to compare the English reading comprehension abilities of Prathomsuksa 2 students before and after learning English reading comprehension using CIRC using t-test for Dependent Samples.

3. The researcher analyzed data to explain that the students' English reading comprehension ability after studying English reading comprehension using CIRC teaching method was significantly different at the .01 level. The post-test score was significantly higher than a set criterion of 70 percent using one sample t-test.

4. The researcher analyzed data to investigate students' attitude towards teaching English reading comprehension using CIRC using mean (\bar{x})percentage, and standard deviation (S.D.)

Results

The results of the study and comparison of scores on English reading comprehension ability before and after teaching English reading comprehension using CIRC were as follows.

Table 1: The Comparison of Score on English Reading Comprehension Ability Before and After Studying English reading comprehension using CIRC of Prathomsuksa 2 students.

**p < 0.1

Test	n	\bar{X}	S.D.	Percentage	t
Pretest	30	11.40	3.67	28.58	22.61
Posttest	30	29.03	4.33	72.23	

From Table 1 the pretest mean score on English Reading Comprehension ability of the students was 11.40 or 28.58 percent. The posttest mean score on English Reading Comprehension ability of the students was 29.03 or 72.23 percent. The results showed that the English reading comprehension ability before and after studying English reading comprehension using CIRC of the students was significantly different at the 0.1 level. The posttest score was significantly higher than the pretest.

Table 2: The comparison of Scores on English reading comprehension ability after using CIRC and set criterion 70 percent

Test	n	\bar{X}	S.D.	Percentage	t
Posttest	30	29.03	4.33	72.23	1.30

**p < 0.1

From Table 2 the students' pretest mean score on English reading comprehension ability was 28.58 percent and posttest 72.23 percent. The results showed that the students' English reading comprehension ability after studying English reading comprehension using CIRC was significantly different at the 0.1 level. The posttest mean score was higher than the set criterion of 70 percent.

Table 3: The Investigation of Students' Attitude Towards Teaching English Reading Comprehension Using CIRC of Prathomsuksa 2 Students

Questionnaire	n	\bar{X}	S.D.	Interpretation
attitude towards teaching English reading comprehension using CIRC	30	3.78	0.49	Good

Table 3 showed that the mean score of students' attitudes toward teaching English reading comprehension was at 3.78. It indicated that the students' attitude towards teaching English reading comprehension was at a good level.

Conclusion

The study and comparison of pretest and posttest scores on English reading comprehension ability and investigation of Prathomsuksa 2 students' attitude towards teaching English reading comprehension using CIRC can be summarized as follows:

1. The students' pretest and posttest mean score on English reading comprehension ability were 11.40 or 28.58 percent and 29.03 or 72.23 percent, respectively. The students' posttest score on English reading comprehension ability after the experiment was significantly higher than that of the pretest.
2. The students' attitude towards teaching English reading comprehension using CIRC was at a good level.

Discussion

The research findings can be discussed as follows:

1. Result of the study and comparison of English reading comprehension ability of Prathomsuksa 2 students at Sasikran Wittaya School before and after studying English reading comprehension using CIRC.

1.1 The results of the study of English reading comprehension ability of Prathomsuksa 2 students at Sasikran Wittaya School before and after studying English reading comprehension ability using CIRC learning method showed that the students' pretest and posttest mean scores were 11.40 or 28.58 percent and 29.03 or 72.23 percent, respectively. The result revealed that the posttest mean score was higher than the set criterion of 70 percent which was in accordance with the first hypothesis. The result showed that teaching English reading comprehension using CIRC learning method was very effective way to develop students' reading comprehension ability. The result of pretest score indicated the students' English reading comprehension ability was at a low level. The reason might be that they cannot get meaning from words and cannot understand the main idea of the texts. This finding supports the idea of Fariduddin and Parlindungan's (2018) study, which found a significant difference in the students' reading comprehension of narrative text between those who were taught through the Cooperative Integrated Reading and Composition (CIRC) method and those who were not. The result showed that students who were taught narrative text by using CIRC strategy had higher score than those who were taught by using conventional strategy. Students increased their reading comprehension abilities. Using CIRC to teach English motivates students to achieve success in reading comprehension. The result of this study supported the study of Promasen & Laoakka (2020), who studied about learning management by using CIRC with skill training sets to promote English reading for Prathomsuksa 4-6 students and mentioned that reading the text with the partners, doing the activity in group can motivate the students to find the main idea and summarize the texts.

1.2 The students' English reading comprehension ability after studying English reading comprehension using CIRC teaching method was significantly higher than before using the CIRC teaching method. The posttest mean score was higher than the set criterion of 70 percent. These findings were in accordance to the first hypothesis. According to the result of the study, two conclusions are drawn as follows:

Firstly, the reason might be CIRC teaching method which could enhance students' English reading comprehension. The results presented that students had a significant improvement in their posttest scores. The reasons might be the cycle of activity includes teacher instruction, team practice, individual assessment, and team recognition. The findings also were in line with Slavin, Steven, Madden, & Farnish (1987: 433-454) who suggest that cooperative integrated reading and composition (CIRC) are applied in reading, writing, and language arts instruction to develop reading comprehension ability. These activities, students worked in heterogeneous learning teams. The cycle of activity includes

teacher instruction, team practice, individual assessment, and team recognition. Students were motivated to work in group by using cooperative reward structure in which students could earn certificates or other recognition based on the learning of all team members.

Secondly, learning English reading comprehension through activities base on CIRC teaching method could develop the students' reading ability efficiently. CIRC teaching method was encouraged students' English reading comprehension ability. The learning activity was provided with opportunities for the learners to read the text with their partners, write short answer and summarize the main point of the story. In this study, Prathomsuksa 2 students at Sasikran Wittaya school studied English reading comprehension using CIRC. Students can improve their own reading comprehension, understand the text, find the information, determine the words and make conclusions. The finding result were line with Qamariah, & Fitri (2019:191-199) who state that CIRC technique was developed to improve ability of the students. This technique has been carried out in form of reading and writing.

Finally, The students lerning English reading comprehension using CIRC teaching method provided students active activity. The study was conducted the following stage according to teaching reading of William (1987) and CIRC teaching method Slavin, Steven, Madden, & Farnish (1987: 433-454). In Pre-reding stage (Teacher Instruction/Presentation), the teacher motivated students to connect their background and experience by asking the question related to the reading text and taught the students new vocabulary. These activities could help to prepare students for the next stage. It makes the students familiar with the language, topic and the words. In While-reading stage (Team practice), it was the stage that the students read the story with their partners and answers the question by writing short answers. The students summarized the main idea of the text, and the teacher and the students discuss about the correct answer. The students could practice reading and writing skill in this stage. In Post-reading (Individual assessment and Team recognition), the students do the worksheet to check their understanding. The teacher checks their work and give certificate to the best team. The last stage can motivate the students to do activities with their friend. The results were consistent with the study of Jaiwong & Pattamadilok (2022), who studied effects of using CIRC to develop English reading comprehension achievement of grade 4 students and their group working behavior. The finding revealed the student' score of the post-test were higher than pretest and working behaviors of students taught by CIRC technique was at a high level.

2. The students' attitude toward teaching English reading comprehension using CIRC mean score was at 3.78. It can be interpreted that students' attitude toward teaching

English reading comprehension using CIRC teaching method was at a good level. The results showed that teaching English reading comprehension using CIRC teaching method could help students understanding the text. The reason might be the CIRC teaching method consisted of various activities that could help them to activate their background knowledge which was very important to comprehension the reading text. The result from the respondents indicated that the students had fun and enjoyed to read the passages and answer the question. The students liked to read with their partners and worked with their team. It might be that this activity helped them to exchange idea about reading text and decreased anxiety from working alone. In addition, teaching English reading comprehension using CIRC teaching method made students interested and gained more confidence in reading. It was supported by Chantasuttiborwon & Ngamnin (2019), who studied effects of using CIRC technique Reading Comprehension and Attitudes Toward English Subject of Prathomsuksa 5 Students English Subject of Prathomsuksa 5 Students. The findings showed that the students 'scores of the questionnaire on students attitudes were higher than before at the significant level of .05.

It could be stated that students' attitude toward teaching English reading comprehension using CIRC influenced students' reading comprehension. If students had positive attitude toward reading, they would pay their attention to read the text.

Recommendations

The recommendations from the study were as follows:

1. Recommendations from the Study

From the study, the finding indicated that the mean score of the posttest was higher than that of the pretest. In order to make and support activities in teaching English reading comprehension using CIRC, the researcher proposed the recommendations as follows.

1.1 From the research results, it was found that the students' English reading comprehension ability after studying English reading comprehension using CIRC was higher than before using the CIRC teaching method. The steps of CIRC helped students to use the language in reading. The students had the chance to read when their read aloud with their partner, answer the questions by writing short answers and summarize main point of the story. Therefore, English teachers should apply CIRC to teach English reading comprehension to improve students' English reading comprehension ability.

1.2 From the research results, it was found that the students' attitude toward teaching English reading comprehension using CIRC was at a good level. The students

enjoyed doing activities through CIRC. CIRC delivered activities to motivate students to do activities actively. Therefore, English teachers should apply CIRC to teach English reading comprehension to improve students' English reading comprehension ability.

2. Recommendation for the further study

2.1 Researchers should investigate English reading comprehension ability using CIRC of students of various educational background and various levels of education such as secondary students, as well as university students.

2.2 CIRC was beneficial framework for reading comprehension. It should be applied to other language subject such as Thai, and other foreign languages.

References

- Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental Designs for research*. Chicago: Rand McNally Co.
- Chantasuttiborwon & Ngamnin (2019). The Effect of Teaching by Using Cooperative Learning with CIRC Technique for Reading Comprehension and Attitudes Toward English Subject of Prathomsuksa 5 Students. *The Academic Journal: Faculty of Humanities and Social Sciences Nakhonsawan Rajabhat University*, 6(1), 47-92.
- Durukan, E. (2011). Effects of cooperative integrated reading and composition (CIRC) technique on reading-writing skills. *Educational Research and Reviews*, 6(1), 102.
- Fariduddin, M., & Parlindungan, F. (2018). Comprehending narrative text: the effectiveness of cooperative integrated reading and composition (CIRC). *Ethical Lingua: Journal of Language Teaching and Literature*, 5(2), 139-148.
- Hadiwinaro & Novianti. (2015). The Effects of Using CIRC Model on the English Learning Skill among Junior High School Students. *Journal of Education and Learning*, 9(2), 117-124.
- Ilyosovna, N. A. (2020). The Importance of English Language. *International Journal on Orange Technologies*, 2(1), 22.
- Ismail, H., Syahriza, J.K., & Basuki. (2017). Improving the Students' Reading Skill through Translation Method. *Journal of English Education*, 2(2), 124-131.
- Jaiwong, K., & Pattamadilok, S. (2022). The Development of Reading Comprehension Using Cooperative Integrated Reading and Composition (CIRC) of Grade 4 Students. *Journal of Buddhist Education and Research*, 8(1), 56-69.

- Jumaini, J. (2018). Development of Reading Comprehension Teaching Materials Using the CIRC Model in Primary School. *International Journal of Educational Dynamics*, 1(1), 162-168.
- Khamkhien, A. (2012). Computer assisted language learning and English language teaching in Thailand: overview. *Mediterranean Journal of Social Sciences*, 3(1), 55-64.
- Maipoka, S. A., & Soontornwipast, K. (2021). Effects of intensive and extensive reading instruction on Thai primary students' English reading ability. *LEARN Journal: Language Education and Acquisition Research Network*, 14(1), 146-175.
- Promasen, P., & Laoakka, T. (2020). *Development of Learning Management by Using CIRC with Skill Training Sets to Promote English Reading and Writing for Prathomsuksa 4-6 Students* [Master's thesis, Mahasarakham University]. DSpace. <http://202.28.34.124/dspace/handle/123456789/1053>
- Qamariah, H., & Fitri, N. (2019). Cooperative integrated reading and composition technique. *Getsempena English Education Journal*, 6(2), 191-199.
- Rao, P. S. (2019). The role of English as a global language. *Research Journal of English*, 4(1), 65-79.
- Stevens, R. J., Madden, N. A., Slavin, R. E., & Farnish, A. M. (1987). Cooperative integrated reading and composition: *Two field experiments*. *Reading research quarterly*, 22(4), 433-454.
- Williams, E. (1987). Classroom reading through activating content- based schemata. *Reading in a foreign language*, 4(1),1-7.