Utilizing Cooperative Integrated Reading and Composition (CIRC) with Mobile Learning to Enhance Students' Reading Comprehension

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Abstract

Several phenomena related to students' reading comprehension are observed at SMAN 7 Mimika. Many students struggle to grasp the main ideas of texts and often face challenges in interpreting details and drawing conclusions. Limited vocabulary and a lack of effective reading strategies further hinder their ability to understand complex passages. Research objectives: To analyze the impact of using Cooperative Integrated Reading and Composition (CIRC) with Mobile Learning on students' reading comprehension. To identify the challenges encountered by students when applying CIRC with Mobile Learning in reading activities. The research employed mixed-methods approach. The classical approach to categorize mixed methods designs organizes them into two major categories, sequential and concurrent. The number of sample was 19 students of 64 students. The result of research shows the frequency and percentage of students' pre-test of 19 students. As explained, the highest of students classification in students pre-test was in poor classification with 84,2% or as many 16 students. The results of the study demonstrated a significant enhancement in the students' comprehension of written texts following the implementation of the treatment. future studies may investigate long-term impacts of CIRC with mobile learning, compare with other strategies, explore student motivation, examine teacher training, and apply mixed-method approaches for deeper insights.
Keywords: Assessment Methods, English Learning, Process-Oriented Assesment.

INTRODUCTION

Reading plays a crucial role in advancing English skills overall and serves as the primary method through which students acquire knowledge in their academic courses. Ennis noted that the significant connection between reading ability, academic achievement, and the necessity for critical thinking in both the workplace and daily life. In contrast to struggling readers, students who excel in reading typically perform well in exams, as they apply a diverse range of strategies to engage with reading materials and overcome challenges in the texts. So, it is essential for teachers to guide students in mastering reading ability and overcoming the challenges associated with.

A study under the title "Enhancing Reading Comprehension Through the CIRC Method in Elementary Education," conducted by Reita Tiara Putri and Robiatul Munajah in 2024, aims to improve reading comprehension skills in elementary school students using the Cooperative Integrated Reading and Composition (CIRC) method. The research employs a cycle-based approach, with two cycles assessing the effectiveness of CIRC in enhancing reading abilities. The subjects of the study are Class IV elementary school students, and data

were collected through tests administered at the end of each cycle. The results reveal a significant improvement in reading comprehension, with scores increasing from 70.20% in Cycle I to 82.70% in Cycle II, demonstrating the effectiveness of the CIRC method in improving students' reading skills.

The present study is an integration of two distinct educational approaches, Cooperative Integrated Reading and Composition (CIRC) and Mobile Learning, with the objective of enhancing high school students' reading comprehension. While both CIRC and Mobile Learning have been individually studied in the context of improving reading skills, their combined use has not been widely explored in the extant literature, particularly within the scope of high school education. This research introduces a new pedagogical model that integrates the benefits of cooperative learning and mobile technology, offering a more flexible and engaging learning experience for students. This study aims to address this gap by investigating the potential of CIRC and Mobile Learning to enhance reading abilities among high school students, thereby offering a novel perspective on contemporary educational practices.

METHOD

The research employed mixed-methods approach. This method combines both qualitative and quantitative research techniques (Assingkily, 2021). This research focuses on English language learning, specifically reading comprehension, with the aim of improving student comprehension in accordance with the educational requirements outlined in the Merdeka Curriculum. This research will be conducted at SMAN 7 Mimika, involving one class selected as the sample. To effectively gather data for this study, a combination of quantitative and qualitative instruments. In this research, the procedures for collecting and analyzing data will be systematically carried out to ensure the validity and reliability of the results. The process will involve the following steps: Pre-Test, Treatment, Post-Test, and Interviews.

RESULTS AND DISCUSSION

Results

Table 1. Percentage of the Students' Score Pre-Test

No	*Classification*	Score	Frequency	Percentage
1	Excellent	80-100	0	0%
2	Good	66-79	0	0%
3	Fair	56-65	0	0%
4	Poor	40-55	0	0%
5	Very poor	<39	0	0%

Source: *Data analysis, 2025*

Table (1) shows the frequency and percentage of students' pre-test of 19 students. As explained, the highest of students classification in students pre-test was in poor classification with 84,2% or as many 16 students. 404 tis404s 84,2% of the data found on the pre-test shows that half of the students have not been able to read comprehension. 404 tis also evident in the table above that none of the students are in the excellent classification.

Table 2. Percentage of the Students' Score Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	80-100	0	0%
2	Good	66-79	0	0%
3	Fair	56-65	0	0%
4	Poor	40-55	0	0%
5	Very poor	<39	0	0%

Source: *Data analysis, 2025*

The results of the post-test, as presented in Table (2), indicate that none of the students achieved scores across the established classifications, ranging from excellent to very poor. Consequently, the frequency and percentage for all categories remain at zero. The findings suggest that the post-test was not attempted, that the data could not be recorded, or that external factors were affecting the assessment process. The absence of measurable outcomes indicates that the post-test results are not a valid reflection of students' reading comprehension performance after the intervention. Consequently, the data offers no basis for comparison with the pre-test and does not allow for conclusions regarding students' progress. Further investigation is necessary to determine whether this result stems from technical issues in data collection, participant attendance, or other methodological constraints.

Table 3. Students' Score of Mean, Median and Mode in Pre and Post-Test

Test	Mean	Median	Mode
Pre-test	0	0	0
Post-test	0	0	0

Source: *Data analysis, 2025*

Based on the table above, the mean of the total pre-test score was 48,8, the median was 46, and the mode was 46. While,the mean of the post-test score was 73,8, the median was 75, and the mode was 67. The results above indicate that, an increase in post-test results indicates that there is a large range of values in than the pre-test value.

Table 4. Students' Improvement Reading in Reading Comprehension

Test	Pre-test	Post-test	Improving (%)
Mean score	0	0	0

Source: *Data analysis, 2025*

Based on the table above it can be seen that the mean value of the pre-test is 48,8 and the post-test is 73,8. The increase in pre-test and post-test was 51,2 %, this result is an increase in the percentage of students' reading ability in the post-test after the treatment.

Discussion

Based on the results of the initial test (pre-test) and the final test (post-test) taken by 19 students, it was found that the average pre-test score was 48.8, while the average post-test score increased to 73.8. This increase indicates a rise of 51.2% after the implementation of the Cooperative Integrated Reading and Composition (CIRC) model combined with mobile learning. These results suggest that the CIRC approach with mobile learning can have a positive impact on improving students' reading comprehension skills, as students are able to learn collaboratively and interactively using digital devices. Based on these results, it was concluded that the use of the Reading Log Strategy was able to provide a greater improvement in reading comprehension.

CONCLUSION

The initial finding is that the implementation of Cooperative Integrated Reading and Composition (CIRC) in conjunction with mobile learning has been shown to enhance students' reading comprehension. The results of the study demonstrated a significant enhancement in the students' comprehension of written texts following the implementation of the treatment. This finding suggests that the integration of cooperative learning strategies with mobile-based resources offers an effective approach to enhancing students' engagement, collaboration, and comprehension development. Future studies may infestigate long-term impacts of CIRC with mobile learning, compare with other strategies, explore student motivation, examine teacher training, and apply mixed-method approaches for deeper insights.

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