UTILIZING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) WITH MOBILE LEARNING TO ENHANCE STUDENTS' READING COMPREHENSION.

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Abstract

This present study aims to find out the how significant the utilization of Cooperative Integrated Reading and Composition (CIRC) with mobile learning on students' reading comprehension. This study is conducted by using the quantitative method with pre-experimental design. The instrument used in in this study was test sheet called as Reading Comprehension Test (RCT), and it employed in pre-test and post-test, it was developed and selected from student textbooks, story books, and authentic materials to measure students' reading comprehension achievement. The present results reveal that CIRC teaching strategy with mobile learning (m-learning) improved students' performance in reading comprehension, it was indicated from the result of paired samples test (t-test) that the value of the t-observed significant is at .000 is lower than .050 (.000 < .050, this means students' improvement is significant after exposed by the experimentation (treatment) process. Based on the result, it concluded that the utilization of Cooperative Integrated Reading and Composition (CIRC) with mobile learning as teaching strategy can enhance students' reading comprehension.

Keywords: Cooperative Integrated Reading and Composition (CIRC), Mobile Learning, Reading Comprehension.

INTRODUCTION

Pedagogy is teaching and learning process that rely on various types of methods, therefore teachers are demanded to find ways to stimulate and encourage students in his/her teaching learning process (Gull & Shehzad, 2015). Many teachers in Indonesia are still implementing traditional method of instruction, such as teachers act as they are the only one source of knowledge for students. Students have to listen to the teacher in the rest of the teaching hours. They do not have opportunity to discuss, share opinion and exchange ideas with other students, in the other words they do not interact each other. This situation unable students to understand the reading text well. Therefore, Cooperative Integrated Reading and

Composition (CIRC) offers togetherness in working on a particular task by implementing instructional materials in group activities which stimulate students to develop their own and other's learning. CIRC demands students to work on team, interact to each other, distributes ideas and objective, and giving responses.

Theoretically, CIRC tends to enhance learner's reading comprehension productively. This kind of learning strategies gives appropriate occasion for learners to interact actively, evoke motivation and excitement between learners, and create enjoyment in learning (Hadiwinarto and Novianti, 2015). CIRC categories as a pedagogical strategy aims to encourage teamwork and interaction between learners so called cooperative learning (Johnson & Johnson, 2017). Cooperative learning also created trust between learners and teacher, to practice learners to think productively, and to search for learning materials from other resources, to encourage learners to express their thoughts, to assist learners to appreciate each other, and most of all to learn cooperatively among other learners.

The evolution of information and communication technology are growing rapidly, and certainly give an impact to the pedagogical approaches. This evolution leads into a new and fastest of learning model so-called mobile learning (m-learning). This model of learning assigns learners and teachers to ingress pedagogic system by means of mobile link which can be accessed anytime and anywhere by applying mobile equipment. Koole (2010) argues that "*m-learning* is a process of interaction of mobile technologies, learning capacities, and social aspects of the learners". This situation alerts the educators that this learning model has offers current window of opportunity for the accessibility of new format of pedagogic approach. Due to those realities above, this research intends to utilize CIRC with mobile learning in order to enhance students' reading comprehension.

RESEARCH METHOD

This research is a pre-experimental design since it provided no control of extraneous variables in the form of one – group pretest– posttest design.

Table 1. Pre-experimental Study Model

GROUP	PRE – TEST	TREATMENT	POST – TEST
Experimental	Reading Comprehension Test (RCT)	combination of CIRC with mobile Learning	Reading Comprehension Test (RCT)

The participants of this research were second year students of SMPN. 1 Bantaeng, class 8A located at city of Bantaeng, Bantaeng regency, province of South Sulawesi. The total participants were 31 students. This research administered test sheets as instrument known as Reading Comprehension test (RCT). This RCT was employed in pre-test and post-test, and it developed and selected form student textbooks, story books, and authentic materials. It was used to measure students' reading comprehension of literary texts such as identifying main idea, understanding vocabularies, identify reference, and specific information.

The data of this research were obtained from results of the pre-test and post-test, then they were analyzed quantitatively employing statistical analysis of t-test in SPSS 16.0 program. While the validity and reliability of instrument, the researcher ensured that the instrument is valid and reliable by employing validity and reliability testing.

RESEARCH FINDING AND DISCUSSION

Finding

1. Students' performance in pre-test and post-test.

Table 1. Students' Score distribution on pre-test and post-test.

RESULT OF PRE-TEST				RESULT OF POST-TEST		
NO	NAME (INITIAL)	SCORE	CLASSIFICATION	SCORE	CLASSIFICATION	ACHIEVEMENT
1	A.BTFA	63	Fair	75	Good	Improve
2	ARA	43	Poor	54	Poor	Improve but same Classification.
3	AKD	65	Fairly Good	75	Good	Improve
4	AJPS	60	Fair	74	Fairly Good	Improve
5	AAA	45	Poor	64	Fair	Improve

6	ARP.NAS.	66	Fairly Good	72	Good	Improve
7	AMA	46	Poor	75	Good	Improve
8	AAF	66	Fairly Good	77	Good	Improve
9	AR	34	Very Poor	54	Poor	Improve
10	DK	24	Very Poor	34	Very Poor	Improve but in same classification
11	INM	36	Poor	57	Fair	Improve
12	JS	38	Poor	54	Poor	Improve but in same classification
13	KVA	39	Poor	61	Fair	Improve
14	MBR	24	Very Poor	33	Very Poor	Improve but in same classification
15	MF	32	Very Poor	41	Poor	Improve
16	MM	35	Poor	53	Poor	Improve but in same classification
17	MTU	63	Fair	75	Good	Improve
18	MTY	40	Poor	59	Fair	Improve
19	NAZ	60	Fair	68	Fairly Good	Improve
20	NAR	41	Poor	67	Fairly Good	Improve
21	NAR	71	Fairly Good	78	Good	Improve
22	NRR	64	Fair	69	Fairly Good	Improve
23	RM	35	Poor	48	Poor	Improve but in same classification
24	RWM	65	Fairly Good	78	Good	Improve
25	SAF	72	Fairly Good	81	Good	Improve
26	SH	55	Fair	72	Fairly Good	Improve
27	SLA	39	Poor	54	Poor	Improve but in same classification
28	S	57	Fair	68	Fairly Good	Improve
29	SF	64	Fair	75	Good	Improve
30	SS	44	Poor	53	Poor	Improve but in same classification
31	WSA	67	Fairly Good	76	Good	Improve
Sum		1553		1974		

Table 2. The rate percentage of achievement

NO	CLASSIFICATION	SCORE	ACHIEVEMENT	
			F	%
1	EXCELLENT	95 to 100	0	0
2	VERY GOOD	85 to 94	0	0
3	GOOD	75 to 84	11	35.48
4	FAIRLY GOOD	65 to 74	6	19.35
5	FAIR	55 to 64	4	12.90

6	POOR	35 to 54	8	25.81
7	VERY POOR	00 to 34	2	6.45
IN TOTAL			31	100.00

Graph 1. Chart of students' achievement

2. The mean score and paired t-test of students' performance

Table 3. The Mean and std. deviation of students' performance

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	SCORE_PRE	50.10	31	14.664	2.634
	SCORE_POST	63.68	31	13.242	2.378

Table 4. The Paired samples correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	SCORE_PRE & SCORE_POST	31	.917	.000

Table 6. Result of paired sample statistic

Paired Samples Test								
	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
			Std.	Std. Error	95% Confidence Interval of the Difference				
					Mean	Deviation			
Pair 1	SCORE_PRE - SCORE_POST	-13.581	5.847	1.050	-15.725	-11.436	-12.933	30	.000

Base on the data above, there are 6.45% (2) students classified in *very poor* level, and 25.81% (8) students classified in *poor* level. But the data also indicates that there are 35.48% (11) students classified in *good* level, 19.35% (6) students classified in *fairly good* level and 12.90% (4) students in *fair* level (see graph. 1).

The data of students' achievement after post-test indicates that the improvement occur in students' performances. The improvement can be noticed from the divergence of mean score of pre-test and post-test (see table 4). The mean score has improved from 50.10 to 63.68, so there is improvement in 13.58 point, and in standard deviation of pre-test is 14. 664 whereas the post-test is 13.242. Since the post-test is higher than pre-test (pre-test < post-test), thus it can be summed up that there are improvement in learning results among pre-test and post-test.

The correlation test outcomes (see table 5) shows that correlation coefficient values is 0.917 with the significant value is 0.000, and since the significant value is lower than 0.05, it can be determined that there is a relationship among the pre-test and post-test variables with a strong and positive correlation level of 0.917 (closer to 1).

The difference is claimed to be significant if the observed significance is lower than 5% at the level of significant. By thoroughly examine the outcomes of paired samples test (t-test) reveals that the t- observed significance is lower than 5%. The value of the t- observed significant is at .000 which is lower than .050 (.000 < .050) (see table 6). This means the students' improvement is significant after employed the experimentation (treatment) process.

Discussion

Cooperative Integrated Reading and Composition (CIRC) is one of the variant of Cooperative learning (CL) (Mubarok & Sofiana, 2017) developed by Robert Slavin. This kind of cooperative learning offers togetherness in working on particular task by implementing instructional materials in group activities which develop students learning (Johnson and Johnson, 1995). Cooperative learning demands learners to work on team and interact with others, distributes ideas and giving responses.

As mentioned earlier that the objective of this research was to utilize the Cooperative Integrated Reading and Composition (CIRC) with mobile learning on learners' reading comprehension achievement. The result of this research reveals the effect CIRC as the teaching strategy on students' reading ability is significant. This result is in compliance with research establish by Zarei and Keshavarz (2011) which indicates that the utilization of CIRC in order to improve students' reading comprehension is proven effective. Meanwhile, Gupta and Ahuja (2014) have concluded that the cooperative learning provides learners to have a chance to work together to achieve mutual goals, and increase students' motivation in reading.

In CIRC, learners are assembled in a small groups, this assists learners to complete the task given promptly and in short time. Also, learners are feel more enjoyable in competing the task since they have a chance to share their ideas in the way the liked. This contention in line with Atkins (2010) statement that learners could learn more desirable with each other and the teacher is no more as the only one source of information in class. In this research, learners were requested to work together to obtain information from the text easily and cooperatively. Moreover, the utilizing of CIRC as the pedagogical strategy in improving students' reading comprehension. The finding reveals that the participant of research or students gains better achievement in reading after they were engaged with CIRC teaching strategy with mobile learning.

CONCLUSION AND SUGGESTION

The elaborated results can be concluded that CIRC teaching strategy improves students' reading performance. The form of CIRC strategy offers learners empirical, relevant and applicable as well as practical activities to enhance learners' performance in reading. In a group, learners could work and collaborate each other to achieve mutual goals by discussed the material provide. Furthermore, the researcher concludes that the utilization of Cooperative Integrated Reading and Composition (CIRC) with mobile learning can be able to enhance students' reading comprehension achievement. Therefore, based on the finding o f this study, researcher recommends this CIRC pedagogical strategy with mobile learning to any English teachers to implement this teaching strategy in teaching their reading classes especially in the situation of global corona pandemic.

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