

# **CIRC-b-FCL Model for Teaching Intermediate Reading in COVID-19 Era (A Study on the Validity of the Model)**

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**Abstract:** English Language Teaching (ELT) in the pandemic Corona Virus Disease 2019 (COVID-19) faced the problems. The teaching-learning process cannot be done directly in the classroom. Based on this phenomenon, a new model of teaching was introduced to solve this problem. The purpose of this writing is to describe the validity of the new model, Cooperative Integrated Reading and Composition based Flipped Classroom Learning (CIRC-b-FCL) in teaching intermediate reading for university students in the COVID-19 era. A qualitative approach was done in this research, and the validity instrumentation was being used to evaluate the model. Data were analyzed by reduction, display, and interpretation. Based on the findings, it was known that the model was valid and reliable. It is known from the score given by all validators; it was 4.51 (valid and can be used without revision) with the percentage of 90% that is with interpretation very valid. Based on the result, it was assumed that the model, CIRC-b-FCL, was very valid and reliable to be implemented in the teaching and learning process of university students in intermediate reading classes for understanding paragraph. However, it needs more analysis on the use of the model purely online to support the 5.0 technology, because this research is not seen from the aspect of fully online, but in the blended system.

**Keywords:** CIRC-b-FCL Model, Intermediate reading class, Validity, COVID-19 era.

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## **Introduction**

In the year 2020, a pandemic of COVID-19 has expanded in Indonesia that has brought many effects to all aspects, including education. It also happened this year, where the spread of COVID-19 was getting faster and causing the condition of education to be even worse. The school or education processes must be done from home, many students could not do the process of learning in pleasant situations based on this condition. However, the teaching-learning process should be done, and blended learning is one of the solutions. As known that, this kind of learning has given a good effect on ELT [1-3].

There are many problems with teaching in the COVID-19 era. It makes the teaching-learning process disrupted. The problems may be on the internet cases, the readiness of the students and teachers, the facilities, and so on [4-6]. After a year on this condition, the education run with all the rules and requirements aids. Some of them divided the students becomes two groups, and come to school on different days. Some make it at different times, as in the morning and at noon. Based on this condition, blended learning is a kind of system of learning that can solve this condition. To face this circumstance, this research was done to develop a model of teaching in

collaboration between online and offline teaching, in the blended system, it is the CIRC-b-FCL model. It is the model of teaching reading in the combination of Cooperative Integrated Reading and Composition (CIRC) with Flipped Classroom Learning (FCL) to teach intermediate reading for university students. This model is believed can improve students' reading results of learning.

The writer comes to this assumption because many researchers have done researches on CIRC and FCL. They have turned out to the conclusion that both kinds of the method of teaching can give both effects to students' English learning [7–11]. Mo & Mao and Fulgueras & Bautista have shown that FCL has been good for English language teaching, while [7-9] have proved that CIRC can also be useful for ELT.

Not only CIRC and FCL can improve students' learning results but also the combination with another kind of method also has evidenced giving good impacts on students' learning results. As has been done by some researchers [12–15] the collaborative method can improve the process and result of ELT. The result that they have done have confirmed that the combination of one method to another method has provided effective results to teaching and learning of ELT.

Related to the explanation above, the writer introduced a new model of teaching reading in the COVID-19 era, it is by developing a syntax of teaching by using CIRC and FCL model. This paper will describe the validity of the model.

### **Method of the Research**

This research has been done through a mixed-method with the sequential exploratory model. Validation sheets were used as an instrument of the research. There are 26 items of questions for validating the book model. It has been collected from the validators by using validation sheets in the form of questionnaires. There are five (5) validators used for the participants of this research to examine the validation of the model. The model is a model book of CIRC-b-FCL. The data were analyzed in qualitative and quantitative ways. In qualitative ways, it was by reducing, displaying, and interpreting. In quantitative ways, it was by finding the mean-score and percentage of the result.

### **Result and Discussion**

From the validation result, there is some suggestion from the validator about the model book. The validator said that in developing the CIRC-b-FCL model book, the syntaxes of the model should be noticed. In the first arrangement, the syntaxes are seven (7) steps, they are:

#### **1. Planning Step**

- Lecturer prepares the materials;
- Lecturer shares materials and links to be learned from Google Classroom;

#### **2. Implementation Step**

- Students learn materials individually using computer system;
- Students discuss with classmates in group controlled by lecturer;
- Students make notes from discussion;
- Students do presentation in front of the class;

#### **3. Evaluation step**

- Lecturer gives clarification of unclear materials and evaluation.

After receiving the suggestion from the validators to make the steps clearly and systematic, the revision of the syntaxes become fourteen (14) as seen below:

#### **1. Planning Step**

- Lecturer prepares the materials;

- Lecturer shares links to be learned;
  - Lecturer describes the objectives of course;
- 2 Implementation step
- Students do direct computer-based learning or reading materials or texts individually;
  - Students make notes;
  - Lecturer divides students in to groups;
  - Students sit in groups and discuss with classmates controlled by lecturer;
  - Students make notes and prepare to make presentation;
  - Students do presentation;
  - Lecturer gives appreciation;
- 3 Evaluation step
- Lecturer evaluates the students by giving the chance to ask and respond;
  - Lecturer gives confirmation and clarification of unclear materials;
  - Lecturer concludes material learned together with students;
  - Students do exercises and tasks at home by finding the answers.

The suggestion also to the cover of the model book, the first design is not interesting, about the color and the font of the cover. It has also been changed to make it in a more good performance, as seen on the following Fig. 1 below.



**Fig. 1.** The first and the final design

After getting the recommendation from the validators about the content and the cover of the books, it was getting revised to be a good one. Then the data got from the questionnaire was calculated in Table 1 as follow:

**Table 1.** Validation score of the model CIRC-b-FCL

No	Validator	Score	Mean-score	Percentage
1	Validator 1	126	4.85	0.97
2	Validator 2	118	4.54	0.91
3	Validator 3	114	4.38	0.88
4	Validator 4	127	4.88	0.98
5	Validator 5	101	3.88	0.78
Total		586	22.54	4.51
Mean-score		4.51		
Percentage		90%		
Category		Very Valid		

From the data above, it was seen that four (4) validators gave a score of more than 4.20. If it is clarified to the table interpretation below, the result is very valid because the score from the first validator was 4.85, from the second was 5.54, from the third validator was 4.38, and from the fourth was 4.88. However, one of the validators gave a score of 3.88 (in the valid category), the mean-score for all validators become 4.51 (very valid) condition.

**Table 2.** Interpretation score

Validation Score	Interpretation
It mean-score > 4.20	Very valid
3.40 < Mean-score ≤ 4.20	Valid
2.60 < Mean-score ≤ 3.40	Valid enough
1.80 < Mean-score ≤ 2.60	Less valid
If Mean-score ≤ 1.80	Invalid

Source: [16]

Further, if the score is seen from the percentage, it was 90%; it means that the CIRC-b-FCL model is very valid based on the interpretation Table 3 below as the model to be implemented to teach intermediate reading.

**Table 3.** Interpretation of percentage score

Percentage	Criteria
0% – 20%	Invalid
21% – 40%	Less valid
41% – 60%	Valid enough
61% – 80%	Valid
81% – 100%	Very valid

Source: Modified from [17]

Because there are more than one evaluators for validating the model, it needs to see the Intra-class Correlation Coefficient to see whether all of the validators have same perception on giving the valuation of the model. It is needed to see the reliability of the model. The result of ICC for the model is 0.674.

**Table 4.** ICC score of the model book

**Intraclass Correlation Coefficient**

	IntraclassCorrelation <sup>b</sup>	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.292 <sup>a</sup>	.128	.506	3.067	25	100	.000
Average Measures	.674 <sup>c</sup>	.423	.837	3.067	25	100	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. The estimator is the same, whether the interaction effect is present or not.
- b. Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Form the result it was seen that the score is 0.674, the interpretation of the score comes from the Table 5 below that the model was reliable.

**Table 4.** Interpretation of ICC[18]

Score	Classification
<0,40	Less Reliable
0,40 – 0,75	Reliable
>0,75	Very Reliable

Based on the score of mean-score and ICC score it can be said that the CIRC-b-FCL model seen from the book model is very valid and reliable. It means that this book can be used for teaching intermediate reading with the CIRC-b-FCL model.

Moreover, the result of this research has supported the constructivism theory, because this model is developed from the constructivism theory which said that knowledge can be reached from constructing the information from the old one to the new one. It has been stated by [19] that the process of learning comes from the activities of the students by constructing knowledge from their experiences. As supported by [20] that learning is an active process of forming knowledge steps by steps from various kinds of experiences. In this model, the experience is developed by the process of self-learning out of the classroom. The students before coming to the classroom have background knowledge about what will be learned in the classroom, so, the process of learning will be easier. Then, by using cooperative learning in the classroom, the students will be getting more knowledge by cooperating, getting from one student to another.

As stated by [21] that CIRC used with mobile learning can give good effects on the students' reading comprehension. In addition [22] found that Flipped Classroom with Computer Assisted Language Learning (CALL) can improve students' writing ability. However, this model, CIRC-b-FCL is suggested to be implemented to teach reading comprehension in university students, especially for teaching the intermediate reading class. Although the finding of this research showed that the model is valid and can be used for teaching intermediate reading, it still has the limitation. This research is not developed for teaching and learning another English skill, which can give a good effect on teaching them. Other researchers can do further research to make this model more compatible with other language skills.

## Conclusion

This research has shown that the model of CIRC-b-FCL seen from the development of the book model is very valid and reliable to use in teaching intermediate reading for university students. The mean score was 4.51 and the percentage was 90%; it was very valid. It was also reliable based on the ICC score (0.694). Although there is some revision from the validators, it has been revised; however, the result was still seen that the CIRC-b-FCL model in the book model was very valid and reliable. Fourteen syntaxes of the model figured out in the book. It can be said that the model can be used as one of the resource books for teaching reading university students especially for teaching the intermediate reading class, especially for topic understanding paragraph.

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