# An Analysis of CIRC-FCL Learning Models in Teaching Reading At the University Level

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## Abstract

This study examines the integration of the Cooperative Integrated Reading and Composition (CIRC) model with Flipped Classroom Learning (FCL) in teaching reading at the university level. The CIRC-b-FCL model combines cooperative learning strategies with student-centered, technology-enhanced approaches to enhance reading comprehension, critical thinking, and engagement. Using a mixed-methods approach, the research evaluates the model's effectiveness in improving reading skills, fostering collaboration, and addressing individual learning needs. Data were collected through surveys, tests, and classroom observations involving university students enrolled in reading courses. Findings revealed a significant improvement in students' reading scores, with an average increase of 82 % for cognitive, 77% for affective and 82 % for attitude. However, This study investigates the effectiveness of the CIRC-b-FCL model in improving students' reading comprehension, critical thinking, and motivation The findings suggest that CIRC-b-FCL can be a valuable approach for improving student learning outcomes in higher education**.**

**Abstrak**
Penelitian ini mengkaji integrasi model Cooperative Integrated Reading and Composition (CIRC) dengan Flipped Classroom Learning (FCL) dalam pengajaran membaca di tingkat universitas. Model CIRC-b-FCL menggabungkan strategi pembelajaran kooperatif dengan pendekatan berbasis teknologi yang berpusat pada siswa untuk meningkatkan pemahaman membaca, berpikir kritis, dan keterlibatan. Dengan menggunakan pendekatan metode campuran, penelitian ini mengevaluasi efektivitas model dalam meningkatkan keterampilan membaca, mendorong kolaborasi, dan memenuhi kebutuhan pembelajaran individu. Data dikumpulkan melalui survei, tes, dan observasi kelas

yang melibatkan mahasiswa yang terdaftar dalam kursus membaca. Temuan menunjukkan peningkatan yang signifikan dalam nilai membaca siswa, dengan peningkatan rata-rata sebesar 82% untuk kognitif, 77% untuk afektif, dan 82% untuk sikap. Namun, Penelitian ini menyelidiki efektivitas model CIRC-b-FCL dalam meningkatkan pemahaman membaca siswa, berpikir kritis, dan motivasi. Temuan ini menunjukkan bahwa CIRC-b-FCL dapat menjadi pendekatan yang berharga untuk meningkatkan hasil belajar siswa di pendidikan tinggi.

## INTRODUCTION

Teaching reading at the university level poses complex challenges, particularly with regard to students' ability to comprehend more advanced and diverse academic texts. To address these challenges, various pedagogical approaches have been developed, including cooperative learning models and technology-based flipped classroom strategies. Two models that have shown positive effects on student engagement and comprehension are the Cooperative Integrated Reading and Composition (CIRC) model and the Flipped Classroom Learning (FCL) model. Although both models have demonstrated effectiveness in various educational settings, their integrated application in university-level reading instruction remains underexplored. This study aims to analyse how the combination of CIRC and FCL can enhance reading instruction at the university level, focusing on improving academic text comprehension, critical thinking skills, and collaborative interaction among students.

The condition of English language learning, especially in reading comprehension courses for 5th semester students at the Faculty of English Literature, Universitas Persada Bunda Indonesia, is quite good. According to students, the use of learning methods is also quite varied, for example using discussion and presentation methods, lecture methods, recitation methods, practice methods, and mind-mapping (Harida, 2021c). Although according to students the methods used by lecturers in teaching them in reading courses are quite varied, they feel that these learning methods are still less interesting, because they are monotonous, and do not take advantage of current conditions (Harida, 2021d).

Technology-supported learning is used only when learning conditions require online learning considering that Indonesia, starting in early 2020, was hit by the Corona Virus Disease pandemic, known as Covid-19. This is also only done using the simple Zoom, Google Meet and Google Classroom applications. This is certainly not in line with current technological developments, where learning is mostly done through technology or digitally with various learning model applications, such as Edmodo, Quipper, and so on.

Flipped classroom learning (FCL) is a simple digital-based learning. In flipped classroom learning, the learning process changes, usually explaining the material in class, with FCL the learning process in class is carried out via the internet or computerized media, not in the classroom, lecturers and students will engage with each other via the internet. Next, the process of working on assignments or projects, answering questions, and more in-depth discussions are carried out in class (Bergmann & Sams, 2012). Before entering class, students study online (on the network) through videos and materials learning that has been provided by lecturers through Google Classroom study groups. Students have knowledge of what they have studied before entering class, so that during discussions in class about subject matter or reading, students can be more active in conducting discussions. In this case autonomous learning or independent learning plays a role, as it is known that independent learning provides a good, useful and interesting learning experience for students (Shen, 1994) and flipped learning encourages students to learn independently (Aprianto, et al., 2020) .

At the university level, teaching reading goes beyond surface-level comprehension of texts. Students are expected to analyse, critique, and synthesize information from complex sources. This type of reading requires a more dynamic and interactive approach to meet these challenges. The Cooperative Integrated Reading and Composition (CIRC) model is a pedagogical approach that emphasizes cooperative learning to improve both reading and writing skills. In CIRC, students work in small groups; discuss the texts they read, and collaborate on creating written compositions. This interaction not only aids comprehension

but also promotes critical thinking and the development of arguments based on the texts.

On the other hand, the Flipped Classroom Learning (FCL) model involves reversing traditional classroom activities. In this model, instructional content such as lectures is delivered outside the classroom, often through videos or online materials, while in-class time is dedicated to interactive activities like discussions, problem-solving, and collaborative projects. In the context of reading instruction, FCL allows for greater student engagement by enabling students to prepare for class independently and then apply what they have learned in dynamic, peer-driven classroom activities.

However, while both CIRC and FCL have been proven effective in other educational contexts, their combined application in university-level reading instruction is still largely unexplored. Previous research has mostly focused on these models in isolation, without considering the potential benefits of combining them to improve reading comprehension and critical engagement with academic texts. Given the demands of university-level reading, which often involves complex academic materials, there is a clear need to investigate how the integration of CIRC and FCL can support deeper, more interactive reading practices. Although both the CIRC and FCL models have demonstrated positive effects on student engagement and comprehension in various educational settings, there is a significant gap in research regarding their combined application in teaching reading at the university level.

Using a cooperative learning model can be a solution to the problems faced by students, especially in understanding English texts. Cooperative Integrated Reading and Composition (CIRC) is a cooperative learning strategy designed for learning reading and writing. Several researchers have found that CIRC can improve students' reading abilities, but similar research has been found only at the elementary and middle school levels. This research was conducted by Hasyim, et al., (2020) which stated that CIRC was able to improve students' recount text reading abilities in high school students. Furthermore, research conducted by Hilmy (2019) and Mubarok and Sofiana (2017) shows that students' reading

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comprehension skills increase through CIRC. Thus, it is believed that CIRC can improve students' ability to read in elementary and middle class students.

Learning reading using a flipped classroom in collaboration with models, media or other strategies also brings good results for learning. Fahmi, et al., (2020) found that when the flipped classroom was combined with the WhatsApp application, reading comprehension learning outcomes were better than when the flipped classroom was used independently. Likewise, the results of research conducted by Nerantzi (2020) show that flipped classroom learning combined with peer instruction learning has a positive impact on reading learning.

### Reading Comprehension

Reading comprehension is a complex process of obtaining information using various strategies or techniques so that complete meaning is formed. This process starts from understanding words, sentences, to fluency, where there is also involvement of connected schemata information obtained, in which there are 3 phases: pre-reading, while-reading, and post-reading. With this process, understanding of the text being read becomes more thorough and comprehensive, so that the purpose of reading can be achieved.

### Understanding of Paragraph

To understand a paragraph, a reader or student must be able to do the following things: finding topic and main ideas, finding topic sentence, finding unstated main ideas, recognizing supporting details, summarizing, and understanding transition. This activity needs to be supported by reading strategies such as skimming and scanning to find main ideas and supporting ideas in paragraphs, summarizing to draw conclusions from the paragraphs read, and predicting and activating background knowledge to help understand the paragraphs read comprehensively. Students who can use reading strategies appropriately and according to the context will find it easier to improve their understanding of the texts they read (ThinkLiteracy, 2018). Therefore, reading strategies are needed to help understand the text being read. Information about things that need to be understood in the paragraph above will be an indicator in creating the required reading questions.

### *Cooperative Integrated Reading and  Composition*(CIRC) Concept

In essence, Cooperative Integrated Reading and Composition (CIRC) is a social and cooperative learning group. Cooperative learning is learning in the classroom where conditions are arranged in such a way as to enable class residents to be able to socialize and collaborate well in the learning they do. The main concept of CIRC is taken from Slavin, et al., (1995) which is strengthened by the opinions of Zainuddin (2015) and Erlidawati and Syarfuni (2018) who state that CIRC is a cooperative learning strategy or model that integrates reading and writing activities. So it can be said that in CIRC there is an integration process between reading and writing activities to achieve a goal, namely to master the learning material.

### *Flipped Classroom Learning (FCL)*

Flipped classroom learning is a blended learning model that combines online and offline learning. In essence, the learning model is flipped .This classroom is based on the learning theory of mastery learning or complete learning (Bergmann & Sams, 2012; Johnson, 2013) which was first promoted by Benjamin Bloom in the 1960s (R. E. Slavin, 2018). This flipped classroom learning follows the concept of Bloom's Taxonomy. In complete study, students learn to master their material through independent study; study in their own space. The mastery learning component is where students study in groups or individually, the lecturer asks students to assess their suitability after studying alone, and they show or explain what they have learned.

### METHOD

The research carried out is a combination or mixed method research, namely research using a combination of two research methods, qualitative and quantitative. This was done with the aim of obtaining data and a more comprehensive understanding of the problems faced (Creswell, 2014). In the research, instruments, data and analysis were used in qualitative and quantitative form. The model used is a mixed or concurrent model, where research is carried out by combining quantitative and qualitative data to obtain a comprehensive

analysis in answering research problems. The embedded concurrent model is used because data processing is carried out simultaneously and mutually reinforces each other.

The instruments used in this research were document analysis forms for the reading learning curriculum at the English literature faculty, interview guidelines, questionnaires with using likert scale, observation guidelines and reading comprehension tests. The curriculum document analysis form is required to carry out curriculum analysis. Furthermore, interview guidelines are used with students to support the data obtained through the needs questionnaire. Observation guidelines are used to see the implementation of the learning model. The reading test is used to see the effectiveness of using the model through a post-test. The instruments used have been validated through experts appointed by the Head of the Science Study Program. Moreover, there are two types of data collected in this study: qualitative and quantitative data. Several qualitative data were collected in this research. These data include (1) the results of curriculum document analysis, (2) data from interviews with students regarding their needs for a reading learning model in Paragraph Reading, (3) data from the questionnaire on the expectations of the leadership regarding the product developed for the reading course in Paragraph Reading, (4) data from observations conducted by the observer to test the practicality and effectiveness of the model, (5) data from discussions with experts and the notes provided by them on the validation sheets, and (6) data from Focus Group Discussions (FGD) related to the feedback and suggestions for the model being developed, which will be used to make improvements to the developed learning model.

Meanwhile, the quantitative data includes (1) the results of the expert validation sheets, (2) questionnaires or surveys filled out by the leadership, lecturers, and students, (3) the results of reading tests conducted with students to test the effectiveness of the developed learning model, and (4) results from hypothesis testing using the t-test. The quantitative data also includes numbers obtained from statistical analysis used to assess the effectiveness and practicality of the product.

**FINDINGS AND DISCUSSION**

*Findings*

The results of the analysis of the model used on student learning outcomes can be seen from two sides, namely the assessment of students' ability to understand paragraphs and the assessment of students' attitudes. Assessment of the ability to understand paragraphs was obtained through a multiple choice reading test, while attitudes were obtained from two sources, from observers during the implementation of the CIRC-b-FCL model and through student perception questionnaires towards the model. The following are the results obtained to see the effectiveness of the model on student learning outcomes and attitudes.

**a.  Students learning outcome:**

Student learning outcomes in Paragraph Reading material using the model that has been developed can be seen in the data below:

**Table 1: Students Pre-Test and Post-Test**

| No. | Scores | Groups | |
|---|---|---|---|
| | | **Experiment** | **Control** |
| 1. | Mean score of Pre-test | 61,07 | 56,63 |
| 2. | The highest score of Pre-Test | 84 | 72 |
| 3. | The lowest score of Pre-Test | 36 | 28 |
| 4. | Mean score of Post-test | 79,47 | 68,53 |
| 5. | The highest score of Post-Test | 92 | 88 |
| 6. | The lowest score of Post-Test | 52 | 44 |

From the data above, it is known that students who are taught using the CIRC-b-FCL model have more knowledge than students who only learn using conventional methods in understanding paragraphs. This can be seen from the average scores obtained by the control group and the experimental group which are quite different.

**Table 2: Mean of experiment and control groups**

| | Group | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Posttest Reading | Experiment | 15 | 79.47 | 11.401 | 2.944 |
| | Control | 15 | 68.53 | 13.081 | 3.378 |

If we look at the average value, in the experimental class the average value was 79.47 and in the control class 68.53; this means that it can be seen that there are differences in test results in classes that were given treatment and those that were not given treatment. If you look at the average value compared to the determined value to be said to be effective at a value of B ($\geq$70), then it can be said that the model is effective because the average student post-test score is 79.47 (B). The B value is interpreted as good by looking at the range of values applicable in UPBI (Hilda, et al., 2019). According to the curriculum in force at UPBI, students can be given a Good grade (B) if they have a score range between 70 – 79.99. Because students' post-test scores have an average score of 79.47, it can be said that students have good abilities in understanding English paragraphs.

The differences in learning outcomes in the control class and the experimental class show that the implementation of the CIRC-b-FCL Learning Model has had a good impact on students' reading learning. This proves that the implementation of this model has a good influence on improving the learning process which results in increasing students' reading comprehension results in Paragraph Reading material.

**b.   Student Attitude Assessment Results**

As previously stated, student attitudes are seen in two ways; observations and questionnaires. From the results of observations made by peer lecturers (RFL), data was obtained that students showed a positive attitude when learning was carried out using the CIRC-b- FCL model.

**Table 3. Students Attitude Assessment Results**

| No. | Assessed Attitude aspect | The First Meeting | The Second Meeting |
|-----|--------------------------|-------------------|--------------------|
| 1 | Spirit | 2 | 2 |
| 2 | Motivation | 2 | 2 |
| 3 | Interest | 2 | 2 |
| 4 | Enthusiasm | 2 | 2 |
| 5 | Active | 2 | 2 |
| 6 | Discipline | 1 | 2 |
| **Total** | | **11** | **12** |
| **Percentage** | | **92%** | **100%** |

From the table above it can be seen that at the first meeting with the topics understanding topic, topic sentence, main idea, and reading strategies; students have a good attitude in facing learning with the CIRC-b-FCL model, namely 92% (very good criteria). Furthermore, for the second meeting, the attitude aspects that were assessed could be fulfilled by all students, meaning that 100% of students had a good attitude towards the learning model, both in terms of enthusiasm for learning, motivation, interest, enthusiasm, activity and discipline.

Next, assess student attitudes through a questionnaire on student perceptions of the model being developed, what aspects can be seen from these attitudes cognitive, affective and behavioral aspects. From the questionnaire distributed, the following data was obtained:

**Table 4. Calculation of Students' Attitude Assessments from Questionnaires**

| No | Attitude Aspect | Average | Percentage |
|----|-----------------|---------|------------|
| 1 | Cognitive | 81,83 | 82% |
| 2 | Affective | 77,08 | 77% |
| 3 | Behavior | 82,38 | 82% |

From the cognitive aspect, the calculation of student attitudes is an average value of 81.83 with a percentage of 82% (see Appendix 20.1), meaning that 82% of students have a good attitude towards improving cognitive aspects. Furthermore, for affective attitudes, such as interest in learning, motivation and activeness in learning, the average number is 77.08 or 77% of students have a good attitude in improving their affective aspects. Finally, from the psychomotor or behavioural aspect, 82% of students had aspects of change in their behaviour Thus, it can be said that this learning model has a quite good impact on the development of student attitudes.

From this data, it is known that overall, students' attitudes towards this model are quite good regarding the learning they go through. The calculated percentage value from the questionnaire obtained is at the 80% level, meaning that students rated it as "very good" in the model used. So it can be concluded that this model is sufficient has a good influence on student attitudes, because the interpretation of student attitude values is at a very good level.

*Discussion*

The development of the CIRC-b-FCL learning model started from the need for completeness of curriculum components, analysis of student and lecturer needs, and leadership expectations. The absence of a learning model that is centred on student learning and the desire to present a learning model that can create a more active learning process makes the development of this learning model necessary.

A good curriculum should have components that can help create a learning process in order to teach students. Activities and learning models that are less complete and interesting are the reason for developing this model, because this model provides an overview of the activities that go through in the learning process. The CIRC-b-FCL model for learning reading at the tertiary level has succeeded in providing more interesting learning activities and increasing student learning activities. In accordance with the opinion of Joyce and Weil (1996: 7) that learning models can improve a learner's academic abilities, help learn more effectively, and teach students to be more productive in learning to get maximum learning results. This is also supported by the opinion of Musyahid (2017) that students need to be given varied learning methods and strategies in order to explore their potential. Based on these considerations, an active learning model was developed for student learning, which aims to make students learn independently and be more active in managing information obtained through learning materials.

The use of flipped classroom learning is an effort to enhance students' ability to master learning materials more effectively, where students are prepared independently through self-learning, allowing them to have the necessary schema and be ready to engage in classroom learning (Bergmann & Sams, 2012). Encouragingly, flipped learning has been shown to help improve students' comprehension of the texts they read (Arslan, 2020; Fahmi et al., 2020; Safiyeh & Farrah, 2020). Students' reading skills improve with the use of this flipped learning model because it encourages students to take responsibility for preparing

for class. Mastery of the material before entering the classroom makes students more prepared to engage with their learning.

Similarly, cooperative learning, introduced by John Dewey around 1916 in his book *Democracy and Education* (Dewey, 1916, 2001), has been recognized as an effective teaching approach. In his book, Dewey emphasizes that schools should provide a learning environment where students interact with one another. Education serves as a place for continuous transformation of experiences, adding to those experiences through collaboration and interaction within the school environment. According to Slavin (1980, 2005), cooperative learning can enhance both cognitive and affective skills in its users. While this model has been around for some time, its utility remains significant to this day.

A recent study has proven that cooperative learning can improve students' language skills (Baneng, 2020). Given the benefits that cooperative learning has brought to its users, the researcher was convinced to integrate this model with other learning models. One of the models chosen by the researcher is Cooperative Integrated Reading and Composition (CIRC), a cooperative learning model. The reason for this choice is that CIRC has been proven successful in improving reading skills, as evidenced by studies conducted by Aziz (2020) and other studies (Fitriani & Nurjamaludin, 2020; Nelista, Fembri, & Elvi, 2020; Sofiana, 2018; Stevens et al., 1987). These studies have shown that CIRC is very effective in helping students comprehend English texts. This evidence became the basis for developing a Cooperative Learning model based on Flipped Classroom (CIRC-b-FCL), with the hope that combining both models would make the learning process even more effective, with each model complementing the other.

The CIRC-b-FCL model is a combination of cooperative learning for reading and writing (CIRC) and flipped learning (FCL). Both models support each other by fulfilling their respective roles in the learning process. The CIRC model, combined with FCL, enhances students' mastery of the material, as students are given the opportunity to study the material before entering the classroom. In class, the focus is on reinforcing what has already been learned. Classroom sessions are conducted through cooperative learning, where students collaborate in groups

using CIRC. This is a novel aspect of the CIRC-b-FCL model, as classroom learning is carried out using CIRC, rather than the usual group discussions with simple question-and-answer formats. The introduction of this model creates a new learning environment for students, not only through the learning activities but also through the use of technology as an online learning tool that aligns with current conditions.

## CONCLUSSION

Based on the explanation above, it can be said that the CIRC-b-FCL model has successfully addressed the reading problems faced by students. The effectiveness of the implementation of this learning model has been proven to enhance students' ability to comprehend the ideas within paragraphs. The CIRC-b-FCL model is recognized as a model that can bring significant changes to reading activities at the university level, as it has undergone systematic development through the ADDIE design process. The unique aspects of this developed model enrich both the CIRC and FCL models, and by integrating both, the weaknesses of each model are minimized while their respective strengths are maximized.

As an integrative learning model, combining both reading and composition, the CIRC-b-FCL model can be used not only in reading instruction but also in writing instruction. This aligns with the views of experts who argue that CIRC can aid the writing learning process (Eliantari, Kristiantari, & Sujana, 2020; Maskanah, 2020), as well as other areas of learning (Aminah, 2019). Similarly, the FCL model (Altas & Mede, 2021; Indayani, 2022; Shafiee Rad, Namaziandost, & Razmi, 2022) has also been successfully applied to improve writing instruction. Therefore, it is believed that the CIRC-b-FCL model is not only beneficial for reading but also for other skills, such as writing. Thus, it can be concluded that the model developed here can be used not only for reading but also for other English language skills.

Based on the findings of this research, it is recommended that this model be used in teaching reading in higher education, especially in learning Paragraph Reading. Apart from that, it can also be recommended for learning writing with

almost the same material, namely writing paragraphs. However, if the use of the CIRC-b-FCL learning model cannot be used by lecturers, it is recommended that training be carried out on the use of this learning model for lecturers, so that they can implement it well in the learning that will be carried out.

From what has been found from this research, namely the CIRC-b-FCL learning model for learning Paragraph Reading in reading courses at universities, it is necessary to do things to develop this research. The first development can be carried out from the aspect of technology use by subsequent researchers. Apart from the technological aspect, other researchers are also advised to carry out development material other than Paragraph Reading, and other English skills. Thus, it is hoped that the CIRC-b-FCL model can also be used not only for reading skills, but also for other English language skills.

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