

INTEGRATED CIRC TECHNIQUE, AUTHENTIC MATERIALS, AND ONLINE LEARNING DURING COVID-19

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Abstract: This research aimed at finding out the integration of CIRC technique, authentic materials, and online learning during the Covid-19 pandemic, to enhance students writing ability, especially for procedure text. The objective of the research was junior high school class IX in Gowa South Sulawesi, which had 40 students. In this study, researchers used mix method namely explanatory research (quantitative and qualitative method). For quantitative analysis, researchers applied experimentally group by using pre and post-test. For qualitative analysis, the participants had to answer an open-ended questionnaire related to their perspective of the treatment session. The result of the quantitative data analysis showed that the percentage of students' results post-test was higher than pre-Test, which achieved 97.5 % in post-test. The result of the t-test value showed that the combination of CIRC technique, authentic materials, and online learning, affected positively students writing ability, and it was in line with students' perception of the application of CIRC technique and authentic material. However, from the results of qualitative data, some students preferred to study in class and interact directly with teachers and friends, and some students showed a lack of motivation to cooperate.

Keywords: Authentic Materials; CIRC Technique; Online Learning; Writing

INTRODUCTION

During the pandemic of Covid-19, almost every part of has changed including the education system not only in the world but also in Indonesia. The change in the education system from face-to-face interaction to online learning has resulted in schools being closed. Online learning has become necessary during the pandemic. The use of free online applications in online learning are helped teachers and students applied some applications for online learning purposes. Similarly, (Pratama et al. 2020) pointed out that the use of online meeting applications is helpful for both teachers and students in the teaching and learning process. However, the users of online learning must follow by interactive teaching method, in this case, the use of Cooperative Integrated Reading and Composition (CIRC) is one method that might help both teacher and students to increase their interaction during the online learning session.

Cooperative Integrated Reading and composition or known as CIRC is categorized as one of the Cooperative learning methods. According to Slavin (2015), the students assign in pairs, or groups and use reading text in the process of engaging activities. Regarding creating the engaging technique in process of learning during the pandemic of Covid-19, classroom direct interaction was replaced by the online interaction through online learning, which interaction between teachers and classmates limited or not as same as before. Lack of

interaction might be one issue that can be solved by using online learning. Of course, there were some of the advantages of the utilize of online learning since the pandemic of Covid-19 such as (Haqien and Rahman 2020; Pratiwi 2020; Sujarwo et al. 2020) stated that the convenient of the use online learning. However, Sujarwo et al (2020) in their same research showed that the majority of the students prefer face-to-face interaction with lectures rather than online learning.

The lack of interaction between teacher and students hopefully can solve by the use CIRC technique, especially the interaction between peers, which the interaction between their pair was neglected by other researchers. In terms of the condition of the network system in Indonesia, which several students had difficulty getting access (Pratiwi 2020; Sujarwo et al. 2020) or limited money to pay for internet access, they tend to save their internet data to be used only for academic purposes and hinder to communicate with their classmate.

The limitation of students' interaction with peers was one of the biggest concerns, especially in online learning. During the learning process, the interaction mostly with teacher and student with personal without pair work or in group discussion. The CIRC technique was thought to improve student connection, communication, and socialization, which can be difficult to find in traditional online learning. Students may be able to tackle the problem by using multiple methods of communication, such as a WhatsApp group where they can converse via group video. As positive research results showed by (Alasmari 2019; Ishtiaq Khan et al. 2021) the WhatsApp application can improve positive attitudes in process of language learning. Based on the previous interview with students, they chose the WhatsApp application because already familiar with the app and did not require any additional instructions.

Furthermore, in terms to make the learning process at home was meaning full, the use of authentic material that they can find easily around their home. According to Aji (2016), students were interested in reading a magazine and online news articles that were connected to real-life situations. For this reason, researchers tend to use authentic materials which they can find easily through food packaging, user guide of electronic devices, manual directions, and recipes from the internet.

Therefore, in conducting the research, the researchers used the CIRC technique which integrated with the authentic materials and online learning during the process of learning. In this case, the main objective of this research is to find out the effectiveness of the use of CIRC techniques and authentic materials in online learning to help students to improve their writing skills in composing a procedural text and to find out students' perspectives on the whole process of learning.

METHOD

Respondents

The respondents of this research were the third-year students of class IXc in Gowa South Sulawesi. The student population was 40 students. All populations were to be a sample.

Instruments

Two kinds of instruments were employed in collecting data for both quantitative and qualitative. The instruments that were employed are as follows:

1. The instrument for quantitative data

In gathering data for quantitative analysis, the researcher used a writing test. For this test, there were two kinds of writing test that was applied in this research. The first test or known as the Pre-test was intended to measure students' writing ability especially for procedural text and to find students' weaknesses in writing procedural tests to decide the best treatment material for the students. The treatment was given after the pre-test, then continued with the post-test to figure out the students' writing procedural text after treatment.

2. The instrument for qualitative data

In gathering data for qualitative analysis, the researcher used an open-ended questionnaire. This questionnaire was given to the students after the post-test. The questionnaire consisted of three open-ended questions which expected students to give their opinion, thought, or perspective of the learning process about the use of the CIRC technique which was combined with the authentic materials and online learning. The questions asked the students about (1) How they work with their group members; (2) The use of authentic materials; and (3) Their perspective about online learning.

Through the instruments, the researcher gained additional data to prove, deepen, and extend the quantitative data, which deepened the understanding of the results of the research.

Procedures

The data were collected by pre-test, treatment, post-test, and open-ended questionnaire. The explanation of the procedures is as follows:

1. Pre-test

The students were given a writing procedural text test to find their achievements before giving treatment.

2. Treatment

The procedure of conducting the treatment was presented in six meetings. Six types of procedural text were presented in six meetings. Every meeting applied the CIRC technique, which used authentic materials and used Zoom as a medium of online learning.

3. Post-test

This test was given to students after they have done the treatment, to find out the students' achievement in writing procedural text through the CIRC technique which was integrated with authentic materials and online learning.

4. Open-ended questionnaire

This open-ended questionnaire which consists of three open-ended questions was given to the students in the last meeting after the post-test was given. The content of the questionnaire to figure out the students' perceptions of (1) How they work with their group members; (2) The use of authentic materials; and (3) Their perspective about online learning.

Data Analysis

There were two categories of data assessed in this study: quantitative and qualitative data. a pre-and post-test was used to collect quantitative data, while an open-ended questionnaire was used to acquire qualitative data. The techniques in analyzing the data were as follows:

1. Writing Pre-test and post-test

The data obtained from students' writing results were analyzed by the following scoring table of writing skills from Kementerian Pendidikan dan Kebudayaan (2019), and measurement scale according to Permendikbud no. 104 Tahun 2014 about assessment of learning outcomes by educators in primary and secondary education.

2. Open-ended questionnaire

The data obtained from the questionnaire were analyzed and interpreted descriptively. These questionnaires were used to support the result of quantitative analysis to answer the research questions, which cover students' perception of the use of the integration technique, method, and learning process as a treatment. In this case, the student's perception about the use of the CIRC technique, authentic material, and online learning during the treatment process.

FINDING AND DISCUSSION

The results and discussion of this research deal with (1) the effectiveness of the integration of CIRC technique, authentic materials, and online learning; and (2) the students' perception toward CIRC technique, authentic materials, and online learning.

1. The effectiveness of the integration of CIRC technique, authentic materials, and online learning

The effectiveness of the treatment by using the combination of CIRC technique, authentic materials, and online learning, was shown by the result of the pre-test. The result of students' result of writing procedure text was shown in table1. This table described the frequency and percentage of the students' writing procedural text results of the pre-test.

Table 1: The frequency and rate percentage of the students' result of Pre-test

Range of score	Classification	Pretest
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		F	%
86-100	Very good	0	0%
71-85	Good	11	28%
56-70	Enough	15	38%
<- 55	Low	14	35%
TOTAL		40	100%

The table above indicated that students' results were distributed in three classifications; good, enough, and low, which the highest range of score around 56 until 70 with 15 students. It also indicated that there were no students who reach the highest score which was around 86 until 100 with very good classification. Meanwhile, around 35 % of students had a low score in writing procedural text which concludes the researcher to give treatment used CIRC technique, authentic material, and online learning to help students increase their writing ability, especially in procedural text.

After six meetings online and applying the CIRC technique and using authentic materials as treatment, the result of the post-test could show in table 2.

Table 2: The frequency and rate percentage of the students' result of Posttest

Range of score	Classification	F	Posttest %
86-100	Very Good	28	70%
71-85	Good	11	28%
56-70	Enough	1	3%
<- 55	Low		
TOTAL		40	100%

The table showed that the significant improvement of students results in writing procedural text. The majority of students receive scores around 86 until 100, which the percentage was shown 70% with 28 students get very good of classification. While, around 11 students received 71 until 85 scores and only 1 student got a score around 56 until 70, around 3 % from the total percentage. It also showed there were no students who received a low score below 55. It indicated that there was a significant improvement in students' achievement in writing procedural text.

Table 3: The Mean and Standard Deviation

Test	Mean	Standard deviation
Pretest	59.25	90.68
Posttest	14.404	7.454

Based on the statistical data above, the mean score or average pretest value achieved 59.25, while the students' posttest score showed a significant increase in the average score of 90.68. Other data also showed a significant difference between the pretest and posttest values, such as the median value, mode, and standard deviation. The minimum and maximum scores in the pretest and posttest scores also showed a very large significance, such as the minimum score in the Pre-test showed the students' scores only reached 10 points, while the minimum score at the post-test reached 70. For the attainment of the maximum value of the distribution of data obtained, it showed that there were students who reached the value of the pre-test.

A paired sample t-test was employed to find out the significance of the difference between the pretest and posttest results as the significant factor of the application of the CIRC technique, authentic materials, and online learning. The result is presented in table 4.

Table 4: Paired sample t-test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTest PostTest	-31.425	17.020	2.691	-36.868	-25.982	-11.677	39	.000

Based on the table above, it showed that the value of the students' Pre and Posttest results were significant with a $p = 0.000$ smaller than 0.05 which, H_a was accepted and H_0 was rejected, so it can be concluded that there was a significant difference between the students' pre and posttest results with the CIRC method treatment and authentic material for the improvement of students' writing skills in class IXc junior high school students at SMPN 1 Sungguminasa.

2. *The students' perception toward CIRC technique, authentic materials, and online learning*

The students' perception toward treatment that applied in this research. The positive result of students' improvement in writing procedural text could be seen from the quantitative data analysis above. The improvement score indicated that students approve and accept this treatment very well. However, besides regarding rely on the students' score results, the students' perception can be seen directly from their statements in the open-ended questionnaire as well.

2.1 Students' perception of CIRC technique

CIRC helps students to socialize and work as a team. The data of respondents showed some positive responses from the questionnaire related to the CIRC technique which had applied to students. More than half students wrote a positive point of view about the use of the CIRC

technique. They thought that the CIRC technique helps them to work as a team and help each other. One statement from the student stated that “we work together to ease the work”, and another student responded wrote that “we help each other to finish our group work”. This is in line with the concept of cooperative learning as a concept of working together to achieve learning goals which they cannot work successfully if they work individually (Mubarak & Rudianto, 2018). In this case, students were pushed to socialize and work as a team to fulfill group tasks which help them to know and understand each other to solve the problem together through the group discussion.

Furthermore, the CIRC technique also could motivate students, especially in terms of helping each other to fulfill a goal. This was similar to the statement oh Johnson and Johnson cited in Slavin(2015) “students help each other learn because they care about the group and its members and come to derive self-identity benefits from group membership” As the data from the open-ended questionnaire result, it revealed that they realized the important aspect why they need to work as a group. She stated that “we love work together and I think it is important if we work as a team to discuss our task”. And another response said that “it is important to work as a team to get some input and opinion which we can use together as a team”. They unconsciously create self-identity benefits to motivate each other to complete a task. However, some of the students’ opinions related to “motivational-oriented” which “focus on reward or goal structure” (Slavin, 2010), in this case, teacher’s final score. As one of the students state directly that she loved to do this assignment to get a great score as she mentioned that “we work together as a team because it is important to fulfill great score”.

However, some of the students showed their low motivation, especially the extrinsic motivation which they had to deal with the group member. As one of the students responded stated that “I found it difficult to work as a team because they had hard to discuss together because they were lazy to respond my massage”, or same respondents said that “I did not get a response from my group members while I want to discuss our group task”. It was in line with Tokan & Imakulata's (2019) research which the effect of extrinsic motivation affects learning achievement. It can be seen of the low participation of this group to submit the group task and low interaction.

2.2 *Students’ perception of Authentic Materials*

The result of the use of authentic materials increased students’ excitement and enthusiasm. This was in line with the research result of Firmansyah (2015) of her research about students’ perspective of the use of authentic materials, in which one of her conclusion stated that overall class showed interest and enthusiasm of the use of authentic materials. While one of a student from this research expressed their excitement by using authentic material which, they could find

easily around their home. His statement said that “I like it, I never knew that I can learn English by using Indomie packaging”. Or another student responds, “This is the first time I find English in coffee packaging”. It indicated that they showed a positive response to the use of material which they get used to the book as the only learning material resources. Through this perspective, they exposed the use of language in their real-life situation.

In addition, authentic material could motivate students. Another response from one of the students stated that “now I know and notice some of the stuff around me, in which I never noticed before”. Or another student respondent said that “it is interesting, I use user guide to learn English for example, my handphone user guide”. It indicated that they felt motivated to search and figure out other authentic materials that they could find, even not for task purposes and also it opened their perspective that they could learn from everywhere which unlimited resourced around them.

2.3 *Students’ perception of Online learning*

Most of the students showed their biggest concern in the open-ended questionnaire was an internet connection. As one statement said that “hopefully there are no obstacles of internet access”. As similar to one of the students’ statements that “I hope there is no issue during online learning such as internet connection or other issues”. It was similar to the research of Pratiwi (2020) mentioned about the general issue of the used online learning was an internet connection and internet quota. In this case, the majority of students felt insecure with the internet connection in Indonesia. They expressed their concern about low internet connection which normally happens during the learning process. In addition, other students were also concerned about the internet quota which they had to worry about the amount of money to spend to buy internet data in the online learning process.

Furthermore, students also stated some of the issues during their online learning. As he mentioned that “he feels bored learn from home because they cannot interact with their friends directly”. This statement indicated that there were monotone activities during the learning process in which they had to stare at the screen without physical interaction among peers, which made them bored during the learning process. Or one of the students stated that “sometimes during the online learning session, I feel sleepy”. This statement of the student might impact because of the long duration of online learning. They felt tired and feel sleepy, especially during the learning session. It was in line with Mangis (2016) in her research about physical health issues in online learning, she suggested for online learners and teachers take a 1-minute break from sitting every 30 minutes will reduce the negative effect on functional health. It also can reduce monotone activities which caused students to feel bored and sleepy during the learning process.

In addition, they also expressed their expectation that the Covid-19 pandemic was ended soon. As one of the students wrote that “I hope Covid will end soon. So, I can get together with my friend”. Similarly, the student stated that “hopefully, Coronavirus will end soon so, we can learn face to face again”. In line with Sujarwo et al., (2020) researched that most of their participants hope they can meet directly with the lectures in the classroom and they prefer offline rather than online. In this case, most students missed their classroom interaction between teachers and peers. They tend to interact directly in the classroom rather than used a computer or handphone to facilitate their interaction among them.

Even though some complaints, issues, and expectation about online learning, there some students expressed their positive perspectives during online learning. For example, one student said that “Even though I have to learn through handphone, it does not reduce my enthusiasm in learning”. Another student responds admitted that online learning was boring but she kept positive, as she stated that “even though it is boring, we must keep disciplined for our future”. Another positive message from one of the students to her friends said that “my message is to keep the spirit of learning and do not let the Covid-19 hinder us to gain academic presentation”. It indicated that some of the students showed their positive motivation and tend to motivate among others. They knew that even the situation was not in their comfort situation of learning online, they believe they need to maintain their motivation to keep on learning.

CONCLUSION

The integration of the use of the CIRC technique and authentic material in online learning of this research proved that writing results of procedural text improved significantly. It was in line with the student’s perspective of the used CIRC technique, authentic materials, and online learning during the treatment process between pre-test and post-test. However, especially in online learning several students had the biggest concern of networking problems and feel bored during online learning. The use of a variety of technique and material was necessary for both teacher and students, especially in the online learning process, which reduce boredom, especially for students.

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