



Call for Presentation and Participation in The Third UAD TEFL International Conference 2014 (The 3rd UTIC 2014)

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September 17 - 18, 2014

Cavinton Hotel****, Yogyakarta, Indonesia



THEME

**“ELT MATERIALS DEVELOPMENT IN ASIA AND BEYOND:
DIRECTIONS, ISSUES, AND CHALLENGES”**



TOPICS

- ✓ Technology in Language teaching
- ✓ Methods in Language Teaching
- ✓ Strategies in Language learning
- ✓ Curriculum in Language Learning
- ✓ Evaluation and Assessment in Language Learning
- ✓ Language Learning in early childhood
- ✓ Policy in Language Learning and Teaching
- ✓ Research into Doctoral in English studies and Education
- ✓ Teacher Professional Development
- ✓ Multiculturalism in Language Learning and Teaching
- ✓ Character building in Language Learning and Teaching
- ✓ Character Building in Curriculum and Material Development
- ✓ New Trends in Language Learning and Teaching
- ✓ Linguistics and Materials Development
- ✓ Literature and Materials Development and other related topics.



KEYNOTE SPEAKER :

Prof. Brian J. Tomlinson

The expert of Materials Development in Language Teaching



PLENARY SPEAKERS



Dr. Paul Hullah
(Japan)



Dr. Tan Bee Tin
(New Zealand)



Dr. Hitomi Masuhara
(United Kingdom)



Prof. Dr. Bustami Subhan, M.S.
(Indonesia)



Prof. Jayakaran Mukundan
(Malaysia)



Flora D. Floris, MA-ELT
(Indonesia)



Dr. Dat Bao
(Australia)

PRESENTATION TYPES

- ✓ Semi-Plenary
- ✓ Panel Discussion
- ✓ Workshop
- ✓ Roundtable Discussion
- ✓ Poster Presentation
- ✓ Teacher Showcase
- ✓ Commercial Sessions

PUBLICATION

**Proceedings and
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IMPORTANT DATES

Abstract Submission	01 March 2014 – 01 May 2014
Notification of Accepted Abstracts	01 June 2014
Registration	10 March – 13 September 2014
Full Paper Submission	02 June – 01 July 2014
Conference Due	17 – 18 September 2014

SOCIAL EVENTS

Gala Dinner, Yogya Evening Tour, Photo and Doorprize

REGISTRATION FEE

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LOCAL PRESENTERS/PARTICIPANTS	IDR 750,000	IDR 800,000	IDR 950,000
INTERNATIONAL PRESENTERS/PARTICIPANTS	USD 100	USD 125	USD 150

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CIRC Method in Classroom Interaction to Enhance EFL Learners' Ability in Writing Business Letters

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Abstract

Creating classroom activities is paramount importance in English language teaching since it will influence language acquisition of EFL learners. Teacher has an important role in deciding the classroom activities together with classroom instruction that can address students' need and learning objective.

This paper studied on CIRC method that will create students' active interaction within small groups. Students will conduct teachers' structured activities within group through positive interdependence and individual accountability. Such condition will promote motivation and encouragement for students. Moreover it will lead an interesting learning atmosphere which will enhance their achievement on the subject taught specifically their ability in writing business letters.

Key words: CIRC, interaction, writing

CIRC Method in Classroom Interaction to Enhance EFL Learners' Ability in Writing Business Letters

Devi Rachmasari
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I. Introduction

Language acquisition of EFL learners is mostly influenced by classroom activities and classroom instruction given by teachers. Activities that are best suited with learning objective and students' need certainly will affect on students' achievement. Thus, english language teachers must be creative in creating attractive classroom activities that are able to draw EFL learners' attention. This condition is as Duderstadt statement in Jones (2008) that "It could well be that faculty members of the twenty-first century college or university will find it necessary to set aside their roles as teachers and instead become designers of learning experiences, processes, and environments."

Writing

Writing is one important skill of English language learning. Bryson in Durukan (2011) describes that writing is the most concrete and systematic of the language skills. The more developed the writing skill, the more systematic the individual's overall use of language.

Moreover, Kapka and Oberman in Durukan (2011) explain that pedagogy to be adopted in the teaching process should ensure both accurate comprehension and correct and effective self expression by students during reading and writing activities. Teachers need information and experience to choose appropriate teaching methods for specific learning environments.

One type of writing is business writing that is writing to accomplish the work of an organization. Since the world become globalized, the skill of english business writing is needed by many companies. Students with this proficiency will be sought by some businesses/companies.

Furthermore, from the writer's observation and interview on the students who took the subject of business correspondence at Politeknik Ubaya, the writer found that students of this subject were less motivated. Most students thought that the subject was a complicated and boring subject. They assumed that in learning business writing, they needed much effort. They must comprehend the context, be creative in finding and expressing ideas, and also

understand grammar. To conclude, students thought that business writing was really a complex subject.

In addition, students' feedback from questionnaires of learning evaluation conducted by Directorate of Quality Assurance supported the above condition that students considered teachers needed to be creative in teaching this subject and that the classroom was noisy since students talked to each other and paid little attention to the teacher and the subject.

Due to the condition, teacher should design classroom activities and instruction that is suitable with students' need and learning objective in order to create positive learning environment so that students will be more active, joyfull and motivated. Such condition surely will lead to students' better achievement.

Cooperative Learning

New Horizons, Johson & Johnson, Slavin, Williams in Jones & Jones (2008) explains that cooperative learning is the most well researched of all teaching strategies. Forty years of research has shown that when compared to others methods of instructions, cooperative learning is one of the most effective ways for students to maximaze their own learning and the academic accomplishments of their classmates.

Moreover, Jones & Jones (2008) said that highly structured cooperative learning allows students to develop their own understanding of key concepts all the while encouraging and assisting others. Kagan (1995) also mentioned that for English Language Learning students especially, cooperative learning promotes language acquistion by providing comprehensible input in developmentally appropriate ways and in a supportive and motivating environment.

Teachers take several roles in planning cooperative learning (Yahya and Huie, 2002):

1. teachers make pre-instructional decisions about grouping students and assigning appropriate tasks.
2. teachers have to be able to explain both the academic task and the cooperative structure to students and then must monitor and intervene when necessary.
3. teacher is also the one who is responsible for evaluating student learning and the effectiveness of each group's work (Cohen, 1998).

One fear teachers have about using cooperative learning is that low status students will not participate and/or that high status students will take over the group. Teachers must create groups that are equitable so that all students participate fully and use multiple-ability strategies (Cohen, 1998) if cooperative learning is to work. Teachers also need to convince

students of three things: that different intellectual abilities are required in cooperative learning, that no one student has all of the abilities needed, but that each member of the group will have some of the abilities (Cohen, 1998).

Cooperative Integrated Reading and Composition Strategy (CIRC)

Cooperative Integrated Reading and Composition (CIRC), is one of cooperative learning strategy that the writer believes best suited with this study, writing-learning strategy. As Acikgoz and Yaman described in Durukan (2011) that CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques.

Institutes of Education Science defines CIRC as a comprehensive reading and writing program for students. It includes story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities. Pairs of students (grouped either by across ability levels) read to each other, predict how stories will end, summarize stories, write responses, and practices spelling, decoding and vocabulary.

CIRC places students in mixed-ability teams that work cooperatively to achieve their learning goals. The group goals are designed to motivate students to help their group mates to learn. To reduce any “free rider” effects, where a student does little and relies on others to accomplish the goal, the attainment of the group goals in CIRC depends on the individual learning of all group members.

Furthermore, Steven (2006) explained that in CIRC :

1. Teacher provides instruction on whatever teaching point is the focus of the lesson
2. In groups that are mixed as to past achievement, students practice the points as taught by the teacher in preparation for a quiz. Students do not take a quiz until their teammates have determined that they are ready
3. Group receive non grade rewards based on groups members performance on the quiz and other assessment.

Classroom Action research

The writer conducted the study as a classroom action research. It is conducted at a class that will be evaluated pre and after the treatment of the implementation of CIRC Strategy.

Schmidt (2002) stated that action research is becoming a more accepted tool for teachers to assess their own teaching strategies and reflect upon their effectiveness. McNiff in Schmidt (2002) defined action research as the name given to an increasingly popular

movement in educational research that encourages teachers to be reflective of their own practices in order to enhance the quality of education for themselves and their students. McNiff continued that action research is a form of self-reflective inquiry that can be used in school-based curriculum development, professional development, and school-improvement schemes.

The action research model shows the process as cyclical in nature involving multiple cycles. The first cycle moves through the major steps of planning, action, observation and reflection, which are then used to revise the process in the next cycle (Kemmis and McTaggart, 1990). The iterative action research cycle starts with faculty (and possibly students) deciding on the focus of the inquiry and creating a plan to observe and record their classroom activities (plan). The classroom activities are then implemented (action) and pertinent observation are recorded (observed) which are then individually and collaboratively critically reflected upon (reflect) leading a revising classroom activities based on what has been learned (revised plan) (Winter and Munn-Giddings, 2001).

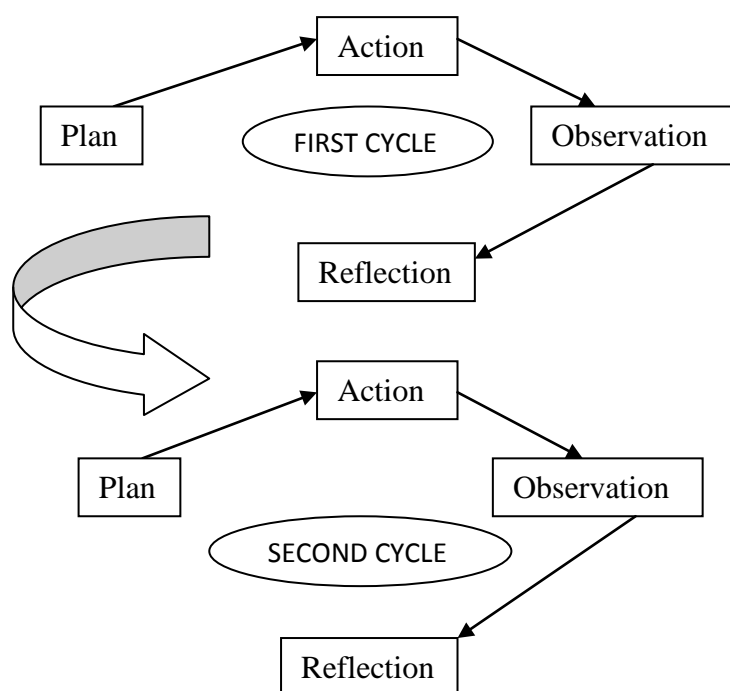


Figure 1. Cycle of Action Research (John Elliot's Model)

II. Discussion

Data of the Study

The subject of the study are second semester-students of Politeknik Ubaya who take the subject of Business Correspondence.

The writer collects data through:

1. Observation and interview

The writer will observe students' difficulties, problem and participation before planning and also during the process.

2. Questionnaires

The writer distributes questionnaires to students to get their feedback of CIRC implementation

3. Pre test and post test

Pre test and post test will be conducted to know the gap of students' ability before and after CIRC implementation

Technique of the Study

The study consists of two cycles, each of it consists of planning, action, observation (also record) and reflection. The first cycle will be evaluated whether to reimplemented or revised to be the process in the next cycle.

The research cycle starts on deciding the focus of the inquiry and creating a plan to observe and record classroom activities (plan). The classroom activities are then implemented (action) and pertinent observation are recorded (observed) which are then individually and collaboratively critically reflected upon (reflect) leading a revising classroom activities based on what has been learned (revised plan).

The writer will do the research on the topic of "Quotations" for the first cycle. She will plan the group activities, conduct pre test for students, then implement the activities, direct students' discussion and presentation on the topic (action). During the process, the writer will observe students' progress, participation, understanding and difficulties. Later on, the writer will conduct post test for the students, to identify their comprehension before and after the treatment of CIRC. Finally the writer will do a reflection, whether the CIRC implementation runs well as expected or need revised plan for the next cycle.

"Order Letter" will be the topic for the second cycle of this classroom action research. Based on the reflection, the writer will decide whether it is necessary to revise the planning. If the first cycle runs well, the writer will do the same action for the second cycle. Otherwise, the writer will revise the plan.

Result

The writer conducted the CIRC implementation in two cycles. Each cycle carried out in one month.

1. First Cycle (Topic of the subject: Quotation)

- Week 1: The writer explained that the classroom activities will be conducted in pair / small groups that consist of mixed ability students. Each member of the group must be active, can not be dependent to their partner, since at the end of the group activity, teacher will randomly asked students to present their result of group discussion. In this week, pre test was performed. Then the writer explained about general quotation.
- Week 2: The writer explained about routine and tabulated quotation. Group works were carried out. The writer gave role card as customer and supplier who will request for quotation and send the quotation. The writer made sure that the groups understood the instruction and all the members were active. Later on some groups must perform their result of group discussion and the other groups must comment on the presentation
- Week 3: The writer explained about Quotation not accepted. Group received some incomplete letters of rejected quotation. After the discussion, the group continued with the role card concerning quotation not accepted. Then some groups will present and the rest will give comment.
- Week 4: The writer explained about Customer request for better terms. Then post test was conducted as the classroom agreed that they were ready.
- During the first cycle, the writer observed students activity (when the writer explained the lesson, during group discussion and their motivation). The writer also interviewed and have discussion with students whether they enjoyed the learning activities, were motivated, or not.
- The writer did reflection, considered the result of observation, interview and score of both pre test and post test.

2. Second Cycle (Topic of the subject: Order Letter)

As the minimum cycle of action research is two cycles, to assures that the teaching method is productive to achieve the learning objective. The writer moved to the next cycle.

- Week 1: Pre Test was conducted. Then the writer explained about general order letter.
- Week 2: The writer explained about placing order and acknowledging order. The writer gave role card to be discussed within group, then group presented the result of the discussion.
- Week 3: The writer explained about declining order. The writer gave some exercises of incomplete letters to be discussed within group.
- Week 4: The writer reviewed the topic. Then post test was conducted and questionnaires were distributed to students. The writer also had some discussion and interviewed on the teaching and learning activities (CIRC implementation)

Students' Participation

Writer's observation and interview revealed that before the treatment of CIRC, students of this subject were less motivated. Most students thought that the subject was a complicated and boring subject. Moreover, feedback of learning evaluation of Directorate of Quality assurance also showed that students considered teachers needed to be creative in teaching this subject and that the classroom was noisy since students talked to each other and paid little attention to the teacher and the subject.

Therefore, the writer observe the students' participation during the learning process i.e.

1. The students are active to listen teacher's explanation
2. The students are active in team work
3. Students' motivation during the lesson

If certain students were active, they will be identified as 1, if not, they will be identified as 0.

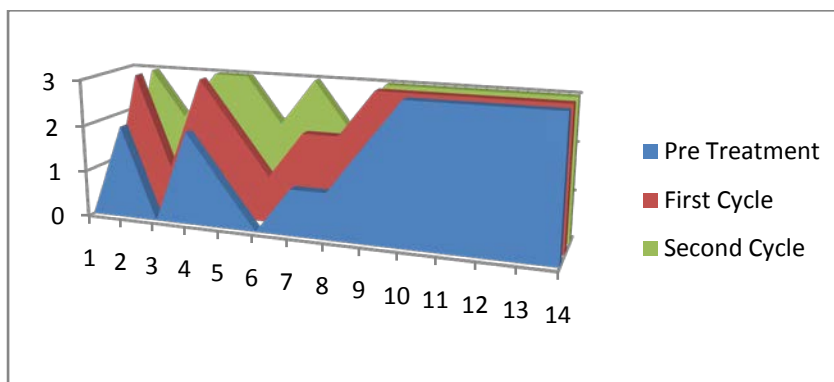


Figure 2. Chart of Students' Participation

No	Students	Pre Treatment			First Cycle			Second Cycle			Pre Treatment	First Cycle	Second Cycle
		The students are active to listen teacher's explanation	The students are active in team work	Students' motivation during the lesson	The students are active to listen teacher's explanation	The students are active in team work	Students' motivation during the lesson	The students are active to listen teacher's explanation	The students are active in team work	Students' motivation during the lesson			
1	F	1	0	1	1	1	1	1	1	1	2	3	3
2	K	0	0	0	0	1	0	1	1	0	0	1	2
3	Ct	1	0	1	1	1	1	1	1	1	2	3	3
4	I	0	0	1	1	0	1	1	1	1	1	2	3
5	Ag	0	0	0	1	0	0	1	1	0	0	1	2
6	Z	0	0	1	1	0	1	1	1	1	1	2	3
7	D	0	0	1	1	0	1	1	0	1	1	2	2
8	Me	1	0	1	1	1	1	1	1	1	2	3	3
9	Al	1	1	1	1	1	1	1	1	1	3	3	3
10	V	1	1	1	1	1	1	1	1	1	3	3	3
11	N	1	1	1	1	1	1	1	1	1	3	3	3
12	Mi	1	1	1	1	1	1	1	1	1	3	3	3
13	C	1	1	1	1	1	1	1	1	1	3	3	3

Figure 3. Students' Participation

The chart shows that before CIRC implementation less than 50% students are active in listening the teacher, group work, and have high motivation. Through the first and second cycle, students' participation increases. 77 % students are finally active in learning process.

The Increase of Students' Evaluation

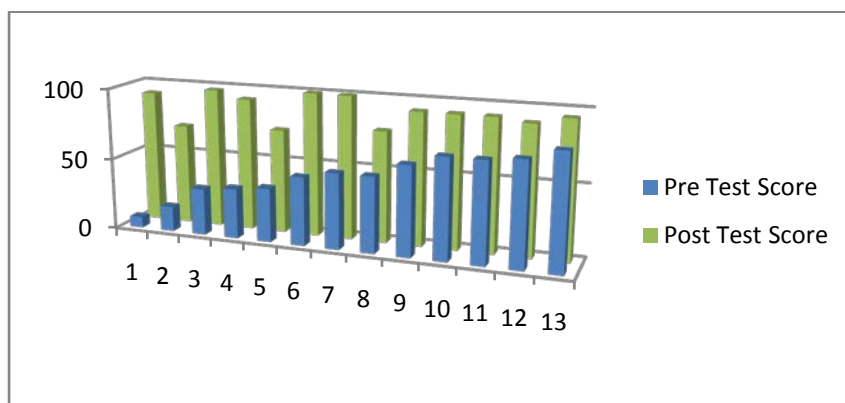


Figure 4. Pre Test – Post Test score of Cycle 1

We can notice that all students get significant increase from pre test to post test score. The average score of pre test is 49 whether average score of post test is 89.

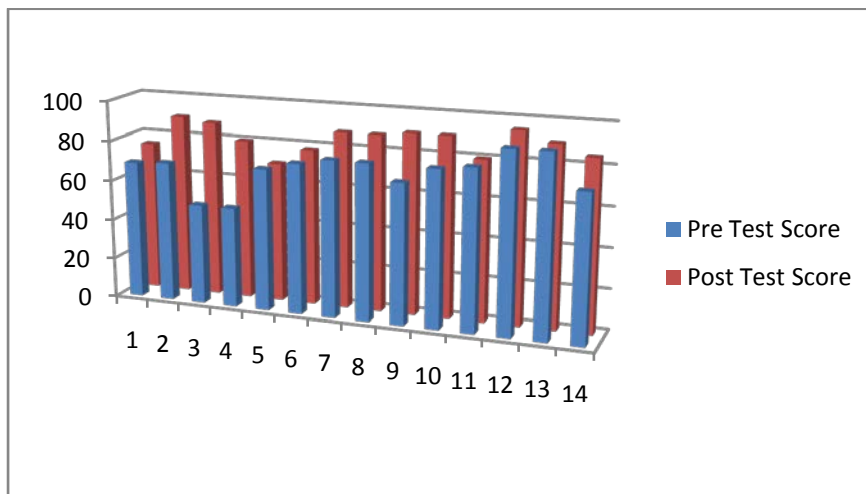


Figure 5. Pre Test – Post Test score of Cycle 2

The chart shows that the average score of pre test in cycle 2 increases from 49 into 73. It reveals that students start to be motivated in learning the subject. Meanwhile all pre test score increases in the post test eventhough the increase is not as much as in the first cycle. The condition is still okay since the average score of pre test of the second cycle increases compared to the first cycle.

CIRC Implementaion

The below table shows that CIRC Implementation is effective in creating productive learning activities for classroom management. Most students agree with the statements. They consider that CIRC is interesting, not boring, helpfull in developing ideas, encourage students to be active in the group. Moreover students more focus and easily understand the topic taught.

Meanwhile, teachers still need to encourage students to share/help ideas/opinion with friends since this condition has the lowest score.

No	Statement	Average (1-4 scale)
1	The method used by the lecturer is interesting	3,2
2	The method used by the lecturer is not made me bored	3,0
3	The method motivates me to develop my ideas (be creative)	3,1
4	The method motivates me to learn in a small group to solve the problems	3,4
5	The method motivates me to be active in my group	3,4

6	The method motivates me to share / help my friends with the topic	2,9
7	The method makes me easier to understand the topic	3,5
8	The method makes me focus to the topic	3,0
9	The method makes the class be more active	3,5
10	The method makes the material/topic taught understandable	3,4
11	The method makes students are able to share their opinion	2,9
12	The lecturer explains the topic clearly	3,3
13	The lecturer gives many examples so I can understand the topic well	3,2
14	The lecturer is able to manage the class well	3,2
15	The lecturer explains the material with simple words so it is easily understood	3,2
16	The lecturer gives some exercises to drill the students to understand the topic	3,2
17	The lecturer guide students during the group discussion	3,2

Figure 6. Questionares of CIRC Implementation

III. Conclusion

The study primarily investigated CIRC implementation as a strategy to create classroom activities that are suited with students' need and able to facilitate students to achieve learning objective.

The CIRC implementation in the students who take Business Correspondence/Writing at the Politeknik Ubaya reveals that CIRC method through cooperative structured activities guided by the teacher, is able to encourage students to be more active in listening the teacher's explanation, group work, and have high motivation. Both cycles conducted, also show that there is significant increase in pre and post test score. Indeed, pre test score in the second cycle improves, compared to pre test score of the first cycle. This condition reveals that students are having high motivation to learn the subject. The questionnaires about CIRC implementation mostly shows that students agree that CIRC is productive method that suited with students which help them to participate, encourage in learning the topic taught by the teacher.

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