



## IC-02

### **The Effects of Cooperative Learning by using CIRC Techniques for Development of English Reading Comprehension through Tourism Reading Texts for Undergraduate Students of Sakon Nakhon Rajabhat University**

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#### **Abstract**

The purpose of this study was 1) to study the effects of cooperative learning by using CIRC (Cooperative Integrated Reading and Composition) Technique for the development of English reading comprehension through Tourist reading text with an efficiency criteria of 80/80, 2) to compare the students' achievement, and 3) to study the students' satisfaction. The target group consisted of 50 students from the 1st year English Business for Communication program, faculty of Humanities and Social Sciences, Sakon Nakhon Rajabhat University. The research instruments consisted of the learning plan, the achievement test, evaluation the students' satisfaction questionnaires, and the evaluation form. The results showed that 1) the efficiency index of Cooperative was 84.30/89.43, 2) learning achievement on the development of English reading comprehension with content in a tourism context was higher after learning, at a statistically significant level of .05 level, and 3) Student satisfaction was at high level ( $\bar{X} = 4.88 / S.D. = 0.40$ ).

**Keywords: Cooperative Learning CIRC English Reading Comprehension**

#### **Introduction**

Today, English is the lingua franca used for human communication all over the world using, one that helps people contact, link, and exchange information between each other (Global English, World English or International English). For education, English is commonly the second language after the mother language (Hutchinson and Walters, 1994; Dudley-Evans and Maggie, 1998). In the year 2015, a Thailand national strategy was developed to strengthen the potential of human resources in the 21st century, with an emphasis on building English communication skills that practice reading, writing, and speaking skills (Office of the National Economic and Social Development, 2013-2037). Reading is a tool for acquiring knowledge with thoughts and experiences from various media, so that learners become well-versed in events and daily life (Chanika Wichanon, 2017). Various media used as tourist information and public relations in Thailand are all written in English. Thus English is essential to promoting, and to expand tourism to the international world, we should give students the opportunity to learn in a cooperative way to develop their reading skills (Slavin. 1995). Learners should have the ability to read English for comprehension in a tourism context, so that the learners can extend this reading comprehension to develop their own knowledge and be able to apply it to the careers that the learners want to do in the future

Sakon Nakhon Rajabhat University is one of the government universities in the northeastern region of Thailand. It is an educational institution that has aimed to develop graduates to serve the local society sustainably by opening an English for Business Communication program, focusing on giving students the opportunity to master English speaking, listening, reading, and writing skills within the context of international and local business. According to a study of problems in English language learning among first year students, it was found that the students' learning achievement in English was lower than the standard, especially in reading skills, 10.40 percent (Language Center, Sakon Nakhon Rajabhat University, 2019). When considering the cause, it was found that learners did not understand the words. Even though they could read the words, they couldn't understand the meaning of them in a sentence. The teaching method was found to be often modular, with an emphasis on individualized learning, so that students did not interact with each other during class. In addition, they did not help each other in class activities. From the literature review, it was found that the way for improving reading skills in English among students learning English as a second or foreign language was continued reading practice, but teaching "reading



skills" should only be taught after students have read all of the material (Hedley, 1996). Cooperative learning manages by teaching and learning, because it is a learning style that focuses student participation in the direction of self-development cooperatively. It defines how students should interact and makes those student interactions a priority. The teacher works as a facilitator, observing students' work and providing assistance when there is a problem that students cannot solve by themselves. Teaching and learning in this way encourages learners to be friendly, establish good relationships, and results in students having better learning development (Tida Thipsuk, 2009) (Usa Bamrungchaphat, 2010). In addition, cooperative learning is one way that allows students to learn in a collaborative way to develop their reading skills (Slavin, 1995). Students are taught to read within a group, then split up into teams to work on a plan based on cooperative activities in which students make an effort to learn, resulting in greater satisfaction with learning English and improving their skills. This emphasis on group processes helps students be responsible for their own works according to their abilities (Slavin, 1995)

Therefore, it was found that reading is one proven way to improve English language skills for students, and that a model for developing reading skills should be based on cooperative activities that emphasize group processes to help develop these skills among learners. In addition, we should keep in mind the following two questions: 1) How will the learners work together? and 2) How will the teaching style developed affect the development of English reading skills for tourism? As this will help guide the development of a learning management model to develop English reading ability and learning process according to stated learning objectives, which will result in English learning achievement and applied English language skills.

## 1. Purposes

- 1). To study the effectiveness of cooperative learning, using the CIRC (Cooperative Integrated Reading and Composition) technique on the development of English reading comprehension through a tourism context among English for Business Communication Students with an Efficiency Criteria of 80/80.
- 2). To compare the academic achievements of English for Business Communication students when using cooperative learning by the CIRC technique to develop English reading comprehension within tourism content context.
- 3). To study students' satisfaction toward Collaborative Learning with CIRC Techniques for the Development of English Reading Comprehension in a Tourism Context.

## 2. Research Methodology

This research used a quantitative research methodology. A One Group Pretest Post test Design (Luan Saiyot and Angkhana Saiyot, 1993) was used with the following research methods.

### Population and samples

The population in this study were first-year students at Sakon Nakorn Rajabhat University. The Purposive Sampling group was 50 students enrolling in English for Tourism courses, during the second semester of the academic year 2020.

### The study variables

**The primary variable** was teaching cooperative learning using the CIRC technique.

**The dependent variables** were:

- 1). The effectiveness of cooperative learning using the CIRC technique to develop English reading comprehension in a Tourism Content Context among English for Business Communication Students with an Efficiency Criteria of 80/80.
- 2). To compare the academic achievement of English for Business Communication students, using cooperative learning by The CIRC Technique for the Development of English Reading Comprehension within a Tourism Context.
- 3). Student satisfaction of English for Business Communication with Collaborative Learning by the CIRC Technique to develop English reading comprehension in the context of tourism.
- 4). The contents used in the experiment were 7 units: Departure and Arrival, In the Hotel, Eating in The Restaurant, Transportation, Directions, Emergencies, and Shopping.



### Instruments

- 1). Learning Management Plan for first-year students who passed the quality assessment from experts; the average result ( $\bar{x}$ ) was 4.51 parts. The standard deviation (S.D) was 0.46, which was at a very good quality level and tested for efficiency according to the E1/E2 criteria at 81.90 /81.222
- 2). English Learning Achievement Test for first-year students. The difficulty was between 0.20 and 0.75, and the power value was classified between 0.20 and 1.60.
- 3). The CIRC Technique on the Cooperative Learning Satisfaction Scale for English Reading Comprehension Development in a tourism content context. There were 3 experts inspecting and evaluating the consistency. Index of Item - Objective Congruence or (IOC) had a consistency index of 0.5 and a confidence value of the satisfaction questionnaire equal to .72.

### 3. Results

1). To study the effectiveness of cooperative learning using the CIRC technique to develop English reading comprehension within a tourism content context among English for Business Communication students, and to be effective according to the 80/80 criterion. The average score obtained from the E1 practice exercises was 84.30, and the average score obtained from the E2 post-test was 89.43, which was higher than the 80/80 criterion. By using the CIRC technique, the development of English reading comprehension in the context of the tourism created material was effective according to the specified criteria.

2). To compare the academic achievements of English for Business Communication students using cooperative learning by CIRC technique to develop English reading comprehension within tourism content context. The mean achievement scores before learning were  $\bar{x}$  before learning 12.88; standard deviation was 2.93 (SD before learning); after learning was 33.72 ( $\bar{x}$  after learning); the standard deviation was 2.33 (SD after learning) from the full score of 40; and comparing the achievement scores, it was found that after learning the students had significantly higher achievement in developing English reading comprehension than before learning at .05.

3). The students' satisfaction was divided into all 3 aspects, namely the subject matter, instructor, and teaching and learning activities. The students were most satisfied with the content, and when considering each item, it was found that the students felt that the content could be used in everyday life with an average of 5.00. In the useful subject content, the average was 4.96, and the 3 contents arranged from easy to difficult had the lowest average of 4.84. It was found that the students were satisfied with the teachers in classifying students according to their abilities at an average of 5.00, and in teaching and learning activities. The students were satisfied with the exchange of opinions with each other at an average of 5.00.

### 4. Discussion

1). From the study, the Efficiency was 84.30/89.43, which was higher than the set criteria of 80/80, because there were clear activity steps; that is, a teaching style with a collaborative learning technique. There was group learning management. The students helped each other and solved problems. They had consultation practice where they expressed opinions rationally and listened to other people's opinions. They encouraged fellow learners to use English up to their ability, especially when reading using a variety of contents, which will help promote students' ability to read for higher comprehension, which is consistent with Chutima Techo et al. (2010). It was found that developing a set of cooperative learning activities using the CIRC technique for promoting English reading comprehension promoted understanding, and helped students learn how to work and engage in group discussions as well. This is similar to the findings of Thitana Khaemmanee (2005), who said that the CIRC method of conducting activities consisting of textbook reading activities, and teaching activities where students read to understand and integrate language into learning processes, results in increased reading ability. The restrictions were that the activities took up a lot of time due to the outbreak of Covid-19. Therefore, students had to make appointments to do activities together, while jointly complying with disease prevention, but they cooperated very well to complete their activity. They had a great desire to participate in activities because they had fun, and participated in activities with group mates. Therefore, the study of the effect of cooperative learning using the CIRC technique on the ability to read English for the comprehension of content in the context of tourism revealed good learning outcomes.

2). The achievement tests found that the students had the ability to develop English reading comprehension; the post-learning was significantly higher than before at .05, probably due to cooperative learning using the CIRC technique. The students helped each other by developing on their own and by their peers' learning through English



reading comprehension activities in tourism contexts using cooperative learning and the CIRC technique. The activities focused on real practice, and achieved the objectives in the context of tourism, while facilitating cooperation, together, reducing stress, and reducing competition, and also resulting in social development, as was stated by Kokon Wongwisit (2008) and which is consistent with Kritsana Pongwapee (2007) who studied the learning of reading and writing the Thai language among Prathomsuksa 3 students by CIRC teaching model; she found that cooperative teaching methods bring collaboration skills that enhance problem solving and reading comprehension. In addition, a student-centered collaborative teaching method is important in creating a happy student environment where students gain self-confidence and dare to express opinions freely. This creates a good and fun learning atmosphere, which corresponds to Johnson and Johnson (Johnson and Johnson, 1990).

3). The satisfaction of the first-year students in English for Business Communication was at a very good level, with an average value of 5.00. The order of the contents was appropriate, from easy to difficult, allowing students to learn in a gradual manner consistent with Chaiyong Phromwong (1980; Cited in Bumrungsak Burasit and Boonkua Pornhawet, 2005) and Wichai Wongyai (1982), who emphasized the process of studying the content thoroughly first in order to create principles of learning for the learners, and then divide and analyze the material. This establishes a clear learning unit without repetition and sorts the steps of the content correctly as to what is necessary for the learners to learn before becoming the basis for further knowledge development and application.

3.1 Instructors: the students were satisfied at the highest level because the instructor arranged to mix groups of students according to their ability with an average of 4.94, so that the students learned together confidently and respected the opinions of friends in the group, making everyone in the group feel that they can contribute equally. This is consistent with Narisa Narasri (2001), who said that the confidence and stability of the person is important when receiving a response, because the person will bond more with others. In terms of self-acceptance and a sense of belonging to the group, students were satisfied with the cooperative learning by CIRC technique in developing English reading comprehension in tourism context.

3.2 Teaching activities: Learners joined the group and exchanged opinions with each other. The learners explained their knowledge to their peers. Learners became aware of group achievements. The students helped their friends in the group. It was an opportunity for students to talk to each other, explain ideas, and discuss problems, while creating a good learning atmosphere. As a result, learners had better learning achievements, consistent with Pensri Srobphet (1999), who stated that learning which allows learners to participate in the study has immense benefits.

## 5. Conclusions

It can be concluded that using the CIRC (Cooperative Integrated Reading and Composition) technique, which includes cooperative learning group activities and roleplay in learning activities, is a useful method for improving reading skills. It enabled students to learn about planning reading activities, practice working in groups, and have discussions with peers. Moreover, students had the opportunity to practice with their own friends. As a result, the learners had post-learning achievement combined with higher learning achievement, as well as knowledge gained from creating and learning from one's own experience and group mates. The participants were able to apply this knowledge of reading comprehension directly to their reading. It could also be applied to learning other English language skills, as well as be passed from friend to friend, enabling the development of knowledge from what one has read, and the ability to develop oneself by working efficiently with analytical thinking.

## 6. Recommendations

1). Teachers should encourage learners to have fun and achieve goals. The learner should not be criticized immediately. There should be space made to promote the confidence of students to express their opinions and to give students the opportunity to open up their thinking skills and to work with others.

2). Event content should be up to date. It is something that students are interested in and suitable for learners. It's not too difficult or too easy. If the activity is too difficult, students will become discouraged and stressed.

3). Teachers should reflect on learning after each activity, so that students can know their weaknesses and strengths, as well as those of their friends in the group when working together. This will also enable students to improve, correct, and develop themselves in the future.

4). Teachers should increase the time for students to have discussions with their friends. This is because sometimes the time limitation may cause students to be unable to draw conclusions from group discussions



## 7. References

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