

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses theoretical framework of the research. There are two main points in this research. Those are Cooperative Integrated Technique and Composition (CIRC) Technique and reading achievement. In Cooperative Integrated Technique and Composition (CIRC) Technique, it includes the definition of Cooperative Integrated Technique and Composition (CIRC) Technique, History of Cooperative Integrated Technique and Composition (CIRC) Technique, The purpose of Cooperative Integrated Technique and Composition (CIRC) Technique, The steps of Cooperative Integrated Technique and Composition (CIRC) Technique. In Reading achievement, it includes definition of reading achievement, comprehension level, and descriptive text. The researcher provides several previous studies deal with this research.

#### **A. Review of Related Literature**

##### **1. Cooperative Integrated Technique and Composition (CIRC) Technique**

###### **a. Definition of CIRC technique**

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading and writing/language arts. “Cooperative Integrated Reading and Composition (CIRC) is a comprehensive reading and writing program for students in grades 2 through 8”. From definition above, CIRC is the direct instruction reading comprehensive, input of writing activity, and any related between skills that suggested by the technique.

According to Slavin CIRC technique has eight components<sup>1</sup> namely: 1)

Team is the formation of a heterogeneous group consisting of 4 or five students,

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<sup>1</sup> Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice* (Engelwood Cliffs, NJ: Prentice Hall, 2005), 258-260.

2) Placement test, for example, is obtained from the average value of daily test based on previous or grades that teachers know the strengths and weaknesses of students in a particular field, 3) Student creative, perform the task in group to create a situation where individual success is determined or influenced by the success of the group, 4) Team study, the stage of learning actions to be implemented by the group and the teacher about providing assistance to group that need it, 5) Team leading scorer and team recognition, namely the scoring on the work group and provide criteria for the award of the brilliantly successful group and a group that is seen as less successful in completing task, 6) Teaching group, which provides a brief matter of teachers towards group work, 7) Fact test, namely the implementation of the test or quiz based in facts obtained by students, and 8) Whole-class units, namely providing a summary of material by the teacher at the end of time learning with problem solving strategies.

#### b. The History of CIRC Technique

Dr. Robert E. Slavin was a director of Elementary School Programs. He has contributed a lot in the subject of collaborative or cooperative learning. There's no doubt that collaborative or cooperative learning is a great way of building and teaching students. Students learn in groups in a much better way that they do it individually. Cooperative learning is not relatively new but it traces its history back to early 18th century. Cooperative learning not only encourages students on learning the group's tasks and activities but also helps them in building a social personality in them. The instructor of the group is a very important personality or entity that directs the movements of groups.

From the statement above, we know that the research and the development of cooperative learning was start since 18th century. It means cooperative learning helped many of teachers in class problem since a long time. The result of research and development of cooperative learning was kinds of technique, one of them was CIRC. CIRC developed in Baltimore city on 1987; it was one of alternative technique to improve students reading and writing.

In this time, CIRC technique is used by teacher and researcher in the entire world to solve problems, especially class of reading, writing, and language arts. “The development of CIRC proceeded from an analysis of the problems of traditional reading, writing, and language art instruction”.<sup>2</sup> In other words, it was result of problems and conventional learning.

#### c. The Purpose of CIRC Technique

“A major objective of CIRC is to use cooperative teams to help students learn broadly applicable reading comprehensive skills”.<sup>3</sup> A major objective of the developers of the CIRC writing and language arts program was to design, implement, and evaluate a writing process approach to writing and language arts that would make extensive use of peers.<sup>4</sup>

From statement in above that CIRC developed to easy of students in reading comprehensive so that students can implementation writing and language arts learning. CIRC is using group to easy of learning process when one of the students is not understand.

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<sup>2</sup> Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice* (USA: Allyn and Bacon, 1995), 104.

<sup>3</sup> Robert E. Slavin, *Cooperative*. . . 105.

<sup>4</sup> Robert E. Slavin, *Cooperative*. . . 106.

#### d. The Step of CIRC Technique

Rachmad Widodo describes the steps of this method. The steps are:

- 1) Make groups consist of 4 or 5 members heterogeneously.
- 2) Teacher give text with of topic learning.
- 3) The Students cooperate read to each other, find main idea, and give opinion to text. At the end, the students write the result on the paper.
- 4) Make presentation or read to the result with other group's discussion.
- 5) Teacher and Students make summary together.
- 6) Closing

From describe in above that conclude steps of CIRC in learning process. Students work in a group to understand the main idea and master other comprehension skills. They work on materials appropriate to their reading level. They have equal opportunities for success. CIRC provides a structure for teacher to teach and students to learn which help all students become more effective readers and writers.

## 2. Reading Achievement

Based on Beller reading achievement that is to measure of student's ability to read as measure by Metropolitan Reading Test.<sup>5</sup> It concludes that reading achievement is a widely-used term in education to cover a range of information about student's reading performance.<sup>6</sup> Reading achievement usually refers to being able to use the reading skill that is needed to read grade-level material fluently and with comprehension. It often means more, however if a student starts the school year reading above grade level, that student's reading achievement would need to

<sup>5</sup> Kuno Beller. "The Concept Readiness and Several Application", *The Reading Teacher*, Vol 8, May 19781, 27-129.

<sup>6</sup> Paul L. William, 1994 *NAEP Reading: A First Look-Findings from the National Assessment of Educational Progress* (Washington DC: Government Printing Office, 1995), 4.

maintain a superior level of reading and understanding, so that student continues to be an above-average reader. Kerangka Kualisasi Nasional (KKNI) will be reference in the curriculum and quality assurance of education. For that, the achievement of learning outcomes has level 1-9.<sup>7</sup> Junior high school in the level 1 is related with Syllabus of Kurikulum Nasional that has Basic Competence, Main Material, and Students Lesson Activity.

For eighth level has standard competence for reading skill that is understanding the meaning of functional written text and simple short essay in the descriptive and recount text related to the surrounding environment. In basic competence is applying text structure and linguistic elements to carry out the social function of descriptive text declaring and inquiring about the description of person, animal, and place according to the context and comprehending meaning in the simple descriptive text in oral and written.<sup>8</sup>

Based on National Reading Panel defines<sup>9</sup> that to improve student's reading achievement, the teacher must identify the five key skills in reading achievement: Phonemic Awareness (the ability to perceive, segment, blend and otherwise manipulate sounds), Phonics (the ability of readers to produce the oral representation of a written word using and the sound symbol representation of letter and letter combinations), Fluency (the ability to read with appropriate expression that reflects and enhances the meanings of the written text), Vocabulary (the ability deals with the meaning of the oral and written word rather than the ability to "sound out" like phonics), and Comprehension (It refers to ability of readers to

<sup>7</sup> Ford Lumban Gaol, *Recent Trends in Social Behavior Science* (US: CRS press, 2014), 15.

<sup>8</sup> BNSP, *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah* (Indonesia, 2006), 130.

<sup>9</sup> Pavel Zemliansky – Diane Wilcox, *Design and Implementation of Educational Game: Theoretical and Practical Perspective* (Hershey-New York, 2010), 176.

again meaning from a written text or the goal of reading and requires meaning-making effort).

This research focuses on Comprehension skill level on grade 8. The comprehension has standards by Taxonomy Barrett. It develops by Thomas C. Barrett in 1968 but more complex types. There are:

a. Literal Comprehension.

It focuses on ideas and information which are explicitly stated in the selection. It purposes for reading and teacher's questions designed to elicit responses at this level may range from simple complex. For example, to questions: what is locate the name? and how much land was last?

b. Reorganization.

It requires the student to analyze, synthesize, and/or organize idea or information explicitly state in the selection. To produce the desired thought product, the reader may utilize the statements of the author verbatim or he/she may paraphrase or translate the author's statements. For example, to question: what has happened up to this point? and did...have enough...?

c. Inferential Comprehension.

In this instance, the student is asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, implicit, interesting, or appealing. For example, to question: what is caused...? and what will happen next?

d. Evaluation.

It purposes for reading and teacher's question. It requires responses by the student which indicate that he/she can determine a view appropriate with the text, make evaluative judgment by comparing ideas presented in the selection



with external criteria provided by the teacher, other authorities, or other written source, or with internal criteria provided by the reader's experiences, knowledge, or values. Evaluative thinking may be demonstrated by asking the students to make the following judgment. For example, to question: what is the mean idea of...? and did...really happened?

e. Appreciating.

It involves all the previously cited cognitive dimensions of reading. For it deals with the sharing ideas, psychological and aesthetic impact of the selection reader. Appreciating calls for student to be emotionally and aesthetically sensitive to the work and have a reaction to the worth of its psychological and artistic elements. Appreciating includes both the knowledge of the emotional response to literary techniques, forms, styles, and structures. For example, to question: what do you think...? and do you like this character?<sup>10</sup>

This reading achievement needs descriptive text as media for finding the effect of students reading achievement by using CIRC technique. According to Tomkins (1994) descriptive text is as painting pictures by word. By reading a descriptive text, readers feel that they see the description just like they see picture. Descriptive text has the purpose to describe an object or a person that writer is interested in. Other version about descriptive text is a text which presents information about something specifically. The purpose of descriptive text: to describe a particular person or thing or place specifically. The generic structure of descriptive text:

- 1) Identification: introduce a particular person or thing or place,
- 2) Description: describing physical appearance, quality, behavior, etc.

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<sup>10</sup> Jack C. Richards, *Beyond Training-Perspective on Language Teacher Education* (Cambridge University Press, 1998), 137.

Gerot and Wignel also emphasized that the term description is concerned with the aspect of describing a particular person, place or thing in social function of the text.<sup>11</sup> From the three viewpoints presented above it can be stated that the concept of descriptive text focused on describing information about specific thing in the text. The specific thing possibly deals with describing a physical performance of different objects such as personality, places, event or any other things that one who admires.

This Study focuses on language features of descriptive text namely:

- 1) The use of adjective, for example: naughty boy.
- 2) The present tense sentence for telling the fact of objective description, for example: describe Surabaya.
- 3) Use active verb, for example: build, give, have

Those language features based on the lesson plan and layout of pre-test and post-test that will be arranged by researcher. In relation to the idea of descriptive text, Wishon and Burks (1980,) said that description produces the way things look, smell, taste, feel or sound it may also evoke moods, such as happiness, loneliness, or fear<sup>12</sup>. It is used to create a visual image of people, places, even of units of time days, times of day, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality. Referring to the idea presented, it is to state that more different things would be described physically.

<sup>11</sup> Linda Gerot. – Wignel Peter, *Making Sense of Functional Grammar* (Australia: Greed Stables, 1994), 208.

<sup>12</sup>George E. Wishon – Julia M. Burks, *Let's Write English* (New York: Liton Educational Publishing International, 1980), 379.



## B. Previous of Study

This part of reviews is about several previous studies conducted by other researcher that have similar focus with review some previous studies related to my research entitled “The Effect of Using CIRC Technique to Students Reading Achievement at Eight Grade of Mts. Al-Fatih Surabaya”

First previous study is from research journal by L. Rahmawati, Padmadewi, Nyoman, Ratminingsih, Made (2014), the title is “The effect of CIRC Strategy and Achievement Motivation toward Students’ Reading comprehension”. There is an effect of interaction between the teaching strategy applied and students’ achievement motivation toward their reading comprehension.<sup>13</sup> This research used experimental research, the data collecting research used questioner and reading test in multiple choice term. The scores obtained were the analyzed by using two forms of statistical analysis; descriptive statistical analysis and inferential statistical analysis which are two-way ANOVA and continued by Tukey test. The finding that (1) significant different in reading comprehension between the students who are taught by using CIRC and those taught by using the conventional strategy; (2) effect of the interaction between the teaching strategy applied and students’ achievement motivation toward their reading comprehension; (3) significant difference in reading comprehension between students with high achievement motivation who are taught the conventional strategy; and (4) significant difference in reading comprehension between the students with low achievement motivation who are taught by using CIRC and those taught with the conventional strategy.

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<sup>13</sup>L. Rahmawati, Padmadewi, Nyoman, Ratminingsih, Made. “The Effect of CIRC Strategy and Achievement Motivation toward Students’ Reading Comprehension”. *Bali: E-journal Program Pascasarjana Universitas Pendidikan Ganesha*, Vol.3. No.1. 2014.

Second previous study is from research journal by Madhu Gupta & Jyoti Ahuja, the title is “Cooperative Integrated Reading and Composition (CIRC): Impact on Reading Comprehension Achievement in English among Seventh Graders”.<sup>14</sup> The research used cooperative learning that compared with conventional teaching learning classroom structure using an experimental design. Whole teaching-learning process was carried out for eight weeks only. At the end of the experiment, reading comprehension achievement test in English was given to the subject. Data were analyzed by using t-test. The finding revealed that Experimental Group score significantly Control Group on post-test showing the obvious supremacy of cooperative learning technique of CIRC over Conventional Method of teaching.

Third previous study is from research journal by Erhan Durukan, the title is “Effects of cooperative integrated reading and composition (CIRC) technique on reading-writing skills”.<sup>15</sup> The result of the research Pre-test-post-test control group” model was adopted in the present study. Experimental and control groups were randomly assigned: 24 students were grouped into experimental group and 21 students into control group. Written Expression Achievement Test (WEAT) and Reading Comprehension Achievement Test (RCAT), both developed by the researcher, were used to collect data related to the study groups’ writing skills and reading comprehension skills, respectively. Results were analyzed via 2-way ANOVA test in the SPSS program. WEAT and RCAT were applied as pre-, post- and retention-test to the control and experimental groups. At the end of the statistical analysis, it was revealed that there was a statistically significant difference between the reading and writing skills of the experimental and control groups in terms of academic

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<sup>14</sup> Madhu Gupta - Jyoti Ahuja, “Cooperative Integrated Reading and Composition (CIRC): Impact on Reading Comprehension Achievement in English among Seventh Graders”. *India: Impact Journal*, Vol.2, issues 5, May 2014, 37-46.

<sup>15</sup> Erhan Durukan, “Effects of cooperative integrated reading and composition (CIRC) technique on reading-writing skills”. *Educational Research and Reviews* Vol. 6(1), January 2011, 102-109.

achievement and retention. This difference was discovered in favour of the cooperative integrated reading and composition technique.

From all previous studies mentioned above, there are variety of differences between those researches and this research. Most of the researches tended to focus on the mistakes in error reading comprehension. Particularly, this study only focuses on reading achievement appropriateness in reading comprehension levels. Classifying students reading achievement appropriateness reading levels; *literal comprehension, reorganization, inferential comprehension, evaluation, and appreciating*. Those level are determined by analyzing the criteria of appropriate reading comprehension test. Each reading comprehension test criteria is used a taxonomy Barret then the result of the test to find mean score, normality test, homogeneity test, test of hypothesis, and data interpretation. In addition, this study focuses on CIRC technique that students mostly use in their reading activity. It is also focusing on the significant score before and after treatment.