CHAPTER II

REVIEW OF RELATED LITERATURE

A researcher needs some theories to give relevant knowledge in the field. For that reasons, this chapter describes some theories related to the area of this study, for example: the nature of reading, the importance of reading, cooperative learning, the nature of CIRC (Cooperative Integrated Reading and Composition)

A. The Nature of Reading

Reading is the skill in which students have a great ability at the end of their language study. Students can do many activities while they are reading such as understanding the meaning of the text and the contents. Nuttal states that reading can be used to improve their language components.⁴

It means that students focus on grammar and vocabulary structure.

Then, William Grabe shows that Reading is efficient not only in terms of the overall reading rate, but also in terms of the ways that various processing skill work together smoothly.⁵

It means that reading skill needs four skills work together.

Furthermore, Harris states that reading is a meaningful interpretation of printed or written verbal symbols.⁶

⁴Nuttal, C, *Teaching Reading Skills in a foreign language*. (Maclmillan Heneman, 1996) p.30 ⁵William Grabe, *Reading in a Second Language*. (Cambridge University Press, 2009) p.14

It means that reading is a process of constructing the meaning through printed words messages; get the meaning of some words from text. Therefore, reading can involve perceiving, achieving meaning and reading the ideas that is intended by the writer.

Reading is an interactive process in two ways. As noted above, reading combines many cognitive processes work together at the same time. Reading is also an interaction between the reader and the writer. The text provides information that the author wants the reader to understand in certain ways.⁷

It means that the writer give information to reader about the meaning of the text.

B. The Importance of Reading

Reading is very important for someone's life. By reading people will be able to get information about many kinds of information. We can get many information or knowledge from magazine, newspaper, and book. As Bright and MC Gregor shows, that further education depends on reading's quality and quantity. All the important study skills require quick, efficient and imaginative reading.⁸

⁶ Harris Albert J. 1962. *Effective Teaching of Reading*. New York : David Mc Kay Company, Inc. p.8-13

⁷ Harris Albert. *Effective Teaching of Reading*......p. 35

⁸ Bright, J. A, et al. *Teaching English as Second Language*, 1970

For the classroom activity, reading is very important for the student who wants to learn second language. Reading skill can help them to take imagination for writing skill.⁹

There are some academic purposes of reading namely:

- 1. Reading to search for information (scanning and skimming)
- 2. Reading for quick understanding (skimming)
- 3. Reading to learn
- 4. Reading to integrate information
- 5. Reading to evaluate, critique, and use information
- 6. Reading for general comprehension (in many cases, reading for interest or reading to entertain).¹⁰

C. Cooperative Learning Model

1. Definition of Cooperative Learning

According to Slavin, cooperative learning is:

Cooperative learning methods share the idea that students work together to learn and are responsible for the teammates learning as well as their own.¹¹

⁹ Diaz – Rico, Lynne T, *Teaching English Learners: Strategies and Methods*. (USA : Pearson Education, Inc. 2004) p. 14

¹⁰ Bright, J. A, et al. *Teaching English as Second Language*.....p.24

¹¹Robert E Slavin, *Cooperative Learning, second edition*. (USA : Chuster Company, 1995)

The definition means that in Cooperative Learning, students can study together, open mind and are responsible for getting result of studying individually or grouping.

Artz and Newman states that:

Cooperative Learning is an approach that involves a small group of learners working together as a team to solve a problem, complete a task, or accomplish a common goal.¹²

Steven G shows that:

Cooperative Learning is representing the product of ongoing investigation based on theory, research and practice to how maximize the benefits of student-student interaction".¹³

2. The purpose of Cooperative Learning

According to Eggen and kauchhack, there are some purposes of

Cooperative Learning:

- a. An attempt to increase student's participation
- b. Give an experience to the students about leadership and make a decision in group
- c. Give a chance to the student to interact and study together with the other students.¹⁴

¹² Robert E Slavin, *Cooperative Learning, second edition*......p.448

¹³ Steven G. McCafferty. *Cooperative Learning and Second Language Teaching*. (USA : Cambridge University Press, 2006) p. 4

⁴ Ibrahim dkk, *PembelajaranKooperatif*(Surabaya : UNESA University Press, 2000) p. 9

3. Principles of Cooperative Learning

There are principles of cooperative learning:

a.Positive interdependence

In cooperative learning, successful in finishing task depends on the effort of the group. Successful of the group determined the member of the group working.¹⁵

b. Individual accountability

Successful of the group depended in every member of the group. Therefore, every member of the group had task and responsible. It also must do in-group.

c. Face to face promotion Interaction

It gives chance to every member of the group, so all groups can interact and discuss to give and get information from other group.

d. Participation Communication

It exercised the students to participate actively and communicate in learning process

e. Evaluation

Giving time to evaluate group working and the result of their cooperatively.¹⁶

¹⁵ Robert E Slavin, *Cooperative Learning, second edition*......p.45

¹⁶ Robert E Slavin, *Cooperative Learning, second edition*......p.49

4. Characteristics of Cooperative Learning

Cooperative Learning has some characteristics, they are:

- 1. Student works cooperatively in-group to finish the material.2.
- 2. Group is formed from student with high, medium and low ability.
- 3. It is possible that the members of the group come from different

cultures, gender, etc

4. Give appreciation to the group than individually.¹⁷

5. Steps of Cooperative Learning

There are six steps in the lesson that used Cooperative Learning

PHASE	Teacher's Attitude
Phase 1	Teacher explains all purposes of the lesson
Deliver the purpose and	they will learn and motivate the student in
motivate the student	studying.
Phase 2	Teacher gives information to the students
Giving Information	using demonstration or from text book
Phase 3	Teacher explains to the students how to
Make students in group	make a study in group and help every
	group to do transition efficiently
Phase 4	Teacher guides study in groups when the
Guiding working and	students do their task
studying group	
Phase 5	Teacher evaluates the result of study about
Evaluation	the material has been learned or every
	group do the presentation of the result
Phase 6	Teacher looks for the ways to respect
Giving Appreciation	either attempt or result of study individual
18	and group.

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¹⁷ Dr. Rusman, M. Pd, Model-model PembelajaranMengembangkanProfesionalisme Guru. (Jakarta : PT. RajagrafindoPersada, 2011) p. 208-209 ¹⁸ Dr. Rusman, M. Pd, *Model-model PembelajaranMengembangkanProfesionalisme Guru*.

⁽Jakarta : PT. RajagrafindoPersada, 2011) p.211

D. Teaching Reading Narrative Text

According to Renzo:

Teaching defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study. In teaching, teacher gains knowledge from psychological theories of language learning. Some aspects of language learning may require a behaviorist approach and other cognitive. There are three main theories of language learning: behaviorist, cognitive, and humanistic.¹⁹

So, teaching reading is acquiring the knowledge from the text to understand the meaning or information from the writer to the reader.

1. Definition of Narrative text

Narrative text is a piece of writing which tells a story. The story can be imaginary or based on real incidents.

- a. Communicative purpose of the text
 - 1. To entertain the readers with a fairy tale
 - 2. To entertain and deal with actual or vicarious experience.
- b. The generic Structure of the text
 - 1. Orientation: sets the scene and introduce the participants,

characteristics, time and place

¹⁹Renzo Titone and MarecelDaneci.AppliedPsycolinguistic: *An Introduction to the Psychology of Language Learning and Teaching*. (London: Uneversity of Toronto Press, 1985) p.52

- Complication: tells the beginning of the problem which leads to the crisis of the main participants
- 3. Resolution: the crisis resolved for better or worse.
- 4. Re-orientation : Moral value we get by reading such text
- c. optional Significant lexical grammatical features
 - 1. Focus on specific and usually individualized participants
 - 2. Use relational process and mental process
 - 3. Use temporal conjunction
 - 4. Use simple past tense
 - 5. Use Direct and Indirect speech.²⁰

E. The Nature of CIRC (Cooperative Integrated Reading and Composition

ErhanDurukhan shows that

CIRC is one of learning technique based on cooperative which be designed to develop reading, writing and other language skill in upper grades of primary education. CIRC technique can give knowledge to the teacher especially in teaching reading and writing. The teacher cans apply the composition of writing techniques in teaching writing.²¹

According to Ghaith

CIRC is one type of cooperative learning. The example of activity is students are divided in a reading group. They work all activities

 ²⁰ Abdul Rahman, S.Pd. Access English to Competence. (Sidoarjo : GaluhSansekerta Inti.2010) p.19
²¹ErhanDurukan, Effect of Cooperative Integrated Reading and Composition (CIRC):
Educational Research and Reviews. Vol 6(1).Pp 102-109. January 2011.

cooperatively such as partner reading, making predictions, and identifying of characters, settings, problem and problem solutions, summarizing, vocabulary, spelling, reading comprehension exercises, and doing writing work.22

Anita E woolfolk states that

CIRC is type of cooperative learning technique. The students divide in a group. They work together in reading and do writing projects. Then the teacher gives reward based on their work in-group."²³

Cooperative learning has many types. There are STAD, TGT (Teams Games Tournaments and CIRC. Etc

STAD is one model of cooperative learning. The students are in a group. It is consist of four or five students. The example of activity are explaining the aim of learning, giving motivation, teacher presentation, group working, giving evaluation (quiz) and giving score and reward in each group.²³

CIRC is an adaptation of STADmodeled cooperative learning. There are many similarities between CIRC and STAD such as teacher presentation, group working, giving score and reward in each group. But, CIRC is specifically designed for teaching reading and writing.

²² George. Jacobs. *Cooperative Learning or Just Grouping Students*. (Singapore : SEAMEO Regional Language Center) p. 13

 ²³ Dr. Rusman, M. Pd, *Model-model PembelajaranMengembangkanProfesionalisme Guru*. (Jakarta : PT. RajagrafindoPersada, 2011) p.208-209

The activities in reading group are:

- 1. Teacher gives instruction on whatever is the focus of the lesson
- The student mixes in a group based on the achievement. The students practice about the lesson and they prepare for a quiz. Students do not take quiz until their teammates are ready.
- 3. Groups receive rewards based on group members' performances on the quiz and other assessments. These performances are measured via improvement scoring (i.e., based on individual's performance relative not to others' performance but the individual's own past performance).²⁴

1. The Advantages of CIRC.

The advantages of CIRC are giving social skills to students especially in acquiring English from group activity. The effect of social skill is can be known that the students can make interaction each other in a group. They can share idea and discuss about the lesson.

There are advantages of CIRC:

- 1. Students can understand the word meaning individually.
- 2. They are able to master the content of the text. They also develop through discussion in a group and they can develop their self-esteem

²⁴ Steven G. McCafferty. Cooperative Learning and Second Language Teaching. (USA: Cambridge University Press, 2006) p. 183

and self-confidence. Besides that, CIRC integrates oral language development in reading and writing.²⁵

2. The Procedure of CIRC in teaching reading narrative text.

There are six activities in CIRC. Those are partner reading, story grammar, word meaning, story retell, exercise and team.²⁶ The researcher divides the activities into three sections. They are pre activity, whilst activity and post activity. Pre activity includes partner reading and word meaning, whilst includes giving exercise, story grammar, and storytelling, meanwhile post activity includes team recognition.

The procedures are:

1. Partner Reading

Students are divided into group, each group consist of four people. Teacher explains to them what they have to do. Teacher reads the text as an example and students have to listen carefully. Teacher gives a narrative text, and the students have to comprehend it by silent reading. After students do silent reading, students do reading aloud which one member acts as a reader and the other members act as listener. Every member reads one paragraph of the text. During reading aloud, other

²⁵ Steven G. McCafferty. Cooperative Learning and Second Language Teaching. (USA: Cambridge University Press, 2006) p. 183

²⁶Robert E. Slavin. *Cooperative Learning: theory, research and practice* (London: Allymand Bacon, 2005. p. 207

partners have to correct some errors that may be made of the reader such as from pronunciation.

2. Word Meaning

This activity focuses on vocabulary that the students learn a list of difficult words from the story based on their group acquisitions. Their job is finding the difficult words that are not known of each member and check them up in dictionary. They have to give the meaning or definition of that list of difficult words, and then write a sentence of it.

3. Giving an Exercise

This exercise is about comprehension questions based on the text. Students do this exercise in a group. Many teachers usually use competition technique for reading activity that students have to answer correctly individually. Nevertheless, for this technique they have to cooperate to answer the questions in a group. Thus, in this technique cooperative seems to be dominant. But in the last activity in exercise teacher possible to give individually exercise to measure the students' understanding about the text.

4. Story Grammar

Story grammar means that writing activity which identifies the elements and generic structure of the story. In this activity, the teacher explains to students about narrative text including the generic structure of

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the narrative text. Then, teacher asks them to identify and describe the characters, setting, problems of the story.

5. Story Retelling

In this activity, each group has to make a simple composition based on their own word. They have to discuss it first and edit their composition.

6. Team Recognition

In this section, teacher gives reward to each group who will be a supper team. Each team will get a reward based on their criterion score. This reward can be a certificate or award for each group. In CIRC group will get different award based on the criterion of team scores. There are four levels of criterion of team score

Average Criteria	Criteria of award
90-100	Supper Teams
80-89	Great Teams
70-79	Good
69-0	No Reward

F. The Definition of Responses

Response is a reaction after something is done.²⁷In this case, response is used by the reseracher to know the students' reaction toward

²⁷<u>http://selfknowledge.com/81330.htm</u>.accessed on Thursday, 13 September 2012 at 16.30 a.m.

the implementation of Cooperative Integrated Reading and Composition. The researcher used response in questionnaire. There are seven kinds of response:

1. Question

An attempt to gain more information based on the interest of the asker. Questions may or may not be helpul to the speaker but there are invariably based on what the listeners feels is important

2. Evaluation

A value judgement about what has just been said. Evaluations may be explicit or implied.

3. Interpretations

A guess about the motives personality the speaker. Interpretations are dangerous because often incorrect and because even when correct the speaker may not ready to recognize or accept them

4. Advice

An attempt to solve speaker's problems. Skill in giving advice is a matter of insight or timing.

5. Sympathy

An attempt to ease the emotional state of the speaker. Sympathy can create false perceptions that the listeners support the speaker may to contribute to an avoidence to real issues 6. Preoccupation

Gestures of communications offered when the listeners is really thinking about something else perhaps even his/her next response

7. Reflections

An attempt to communicate awarness of the speaker's content and emotion. Reflections tend to build understanding but also have three creteria such as under reaching, interpreting and overuse.²⁸

G. Review of Previous Study.

The review of study was done avoid unnecessary study and any duplication. Here, the writer lets the reader to know the previous study. The first is a study that was done by RizkyPuspoRhomadhoni (2011). The title is "The Implementation of CIRC in Teaching Writing Hortatory Exposition text for eleventh grades of SMAN 11 Surabaya". In this study, he conducted a research in order to know the implementation of CIRC to teach writing hortatory exposition text and to know how the students' score after CIRC was applied. In this research, he uses descriptive qualitative methods. The result shows that students' writing score in writing hortatory exposition had become better. So, the students' achievement is better

²⁸Clawson, James G., *Kinds of Responses*. Darden Case No.UVA-OB-0653. Available at SSRN: <u>http://ssrn.com/abstract=910742</u>. p. 1-2 assessed on September 14th 2012 at 11.00

The second is a thesis written by Aries Fachriza (2010). The title is the use of CIRC technique in improving Reading Comprehension for the VII D Students of MTsNSampungPonorogo. He conducted a research in order o know the implementation of CIRC technique in teaching reading comprehension and to know the result of teaching reading comprehension after the implementation of CIRC technique. In this research, he uses CAR as research methodology. Based on the discussion and analysis, the result shows that the implementation of CIRC is very good and the students' achievement in reading comprehension is had become better. In other hand, CIRC technique can improve the students' reading comprehension.

The third is "The Implementation of CIRC technique in Teaching Reading Narrative text at eleventh grades of MA UnggulanTulangan". The researcher used CIRC Technique to teach reading narrative text. The writer conducted a research to know how the implementation of CIRC technique in teaching reading narrative text and to describe how the students' responses toward after the implementation of CIRC technique in teaching reading narrative text. She uses descriptive qualitative as research methodology. So, the researcher describes clearly about the students' and teacher's activities during CIRC were implemented.

There are similarity between this study and previous study. Both of them tried to uses CIRC technique. The first of previous study use CIRC technique in teaching writing hortatory exposition text. The second of previous study use CIRC technique to improve reading comprehension. The writer uses CIRC technique in teaching reading narrative text at eleventh grades of MA UnggulanTulangan. The writer wants to know the implementation of CIRC good or not and want to describe the students' response toward the implementation of CIRC technique at eleventh grade of MA UnggulanTulangan.