

I. LITERATURE REVIEW

This chapter contains explanation related to the theories used in this research, i.e., concept of reading comprehension, teaching reading, cooperative learning, models of cooperative learning, Cooperative Integrated Reading and Composition (CIRC), procedures of teaching reading through CIRC technique, advantages and disadvantages of CIRC technique, theoretical assumption and the hypothesis.

2.1 Concept of Reading Comprehension

Reading is one of language skill that has an important role to get information through texts. The specific information showed by a symbol in the texts or interpretation meaning. Nuttal (1982:42) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent a language, and the knowledge in the perception of graphic symbols that represent a language, and the knowledge in the world. In this process, the reader tries to recreate the meaning intended by the writer.

Joycey (2006:2) states that reading is an active skill, where the reader interacts with the texts, and to some extent the writer. Smith (1982:5-6) says, "Reading certainly implies comprehension, and reading is something that makes sense to the reader." The readers try to understand and get the meaning and information in the written texts in form of symbols, letters, graphs, etc. Thus, they grasp the writers' message from the text.

According to Mackey (1979:15), “Reading is an active process because it involves an interaction between thought and language”. Reading as an active skill, where the reader interacts with the text, and to some extent the writer. It means that if a reader finds a reading passage interesting, his/her mind is fully engaged in trying to understand the text. In addition, Howart (2006: 1) states that reading is, of course, just as communicative as any other form of language. It means that in reading there is an interaction between the writer and the readers through the texts. The writer tries to encode the message to the readers. Then the readers try to decode the messages that sent by the writer.

Furthermore, Smith (1982: 15) states that comprehension in reading as a matter of “making sense” of text, of relating written language to what we know already and to what we want to know. Comprehension can be regarded as a condition where certainty exists. We comprehend when we have no doubt about alternative interpretation or decisions in our mind. In addition, Dallman (1982:23) states that reading is more than knowing what each letter of alphabet standing for; reading involves more than word recognition; that comprehension is an essential of reading that without comprehension no reading.

Concerning comprehension, Simanjutak (1989) states that the first point to be made about reading is comprehension. Comprehension can be regarded as a condition where no uncertainties exist. One comprehends when he/she has all questions answered because he/she has no doubt about all alternative interpretation or decision in his/her mind. As one reader, he/she constantly asks questions, and as long as these questions are answered, and his/her uncertainty is reduced, then he/she comprehends.

Referring to the definitions above, it can be said that reading is a way to get information. It means that, through reading we can get the specific information and surface meaning in the

texts. The writer assumes that to make the students are easy to understand the text, so is needed an appropriate technique in teaching reading.

2.2 Teaching Reading

Teaching is showing or helping someone learn how to do something providing with knowledge, causing to know or to understand. It means that when we teach our students, we have to help them to understand the materials being taught or help them to do what they have to do. In relation in teaching reading, Alyousef (2005:142) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-reading, while-reading, and post-reading stages. The pre-reading stage helps in activating the relevant schema. For example, teacher can asks the students question that interesting things while they read the previewing of the texts. The while-reading stages or the process of the reading has the aim is to develop students ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences, and comprehension question.

The aim of teaching reading is to develop students' skills so that the students can read English texts effectively and efficiently. To be able to do so the reader should have particular purposes in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading techniques: translation. These can be real when the students read and interact with various types of texts, i.e. functional and monologue texts.

In short, in teaching reading the teacher should provide technique to the students with purpose for reading to anticipate different type of reading texts. Therefore, reading technique should be matched to reading purpose to read efficiently and effectively. As Suparman (2005: 1) states that there are two major reasons for reading (1) reading for pleasure. The example of reading for pleasure is when we read comic, novel, etc; (2) reading for information (in order to find out something or in order to do something with the information readers get).

The writer assumes that in teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension. CIRC technique as one of Cooperative Learning technique was possible to be applied by the teacher to the Junior high school students in reading, e.g. students are able to identify and look for the specific information in various types of texts (descriptive texts).

2.3 Concept of Descriptive Text

Descriptive text is a text that is used to describe a particular thing, person, or place. It talks about specific thing, person, or place by mentioning its characteristics, parts, quantities, or qualities. Anything being described is explained as clearly as possible to make the readers or listeners able to see or imagine the subject in their minds clearly as the writer sees in his/her. For example, when you have finished to read a descriptive text about a person, you will have imaginations about that person, such as how is her hair, nose, lips, checks, body, etc. her personality, and other descriptions.

Nainggolan (2010:24) defines descriptive text as a text which talks about or describes on a particular person, place, or thing. So that, the function of this text is to give readers description about a particular person, place, animal, or things. According to Decker (1989:249) in its forms, description is either objective or impressionistic (subjective).

Objective description is purely factual, uncolored by any feelings of the author; it is the type used for scientific papers and most business reports. But impressionistic description, as the term implies, at least tinges the purely factual with authors' personal impression; instead of describing how something is, objectively, he describe about how it seems subjectively. In this case, the definition of description can be concluded as description of how something is or how it seems, or how it looks like.

Sudarwati, and Grace (2007:135) confirms that the social function or the purpose of descriptive text is to describe a particular person/thing. The text organization or generic structure of descriptive text is:

1. Identification : identify phenomenon to be described
2. Description : provide details of the topic such as parts, qualities, characteristics, etc.

Besides generic structure, descriptive text also has language features:

1. The use of adjectives and compound adjectives (brown-skinned, attractive, beautiful, etc.)
2. The use of linking verbs (appears, is, was, etc.)
3. The use of attributive has and have

In relation in language features in descriptive text, Nainggolan (2010:24) states several language features used in descriptive text are:

1. Linking verbs (is, are, was, were)
2. Some action verbs (climb, sing, kick, etc.)
3. Non-action verbs (have, has, consist of, etc.)
4. Simple present tense (timeless)
5. Passive sentence (is made of)

Descriptive language (what they look like, what they have, what they do)

2.4 Cooperative Learning Method

In cooperative learning, the students work together in a team or a group to do such kind of task given by their teacher. In these groups, all member of the group can share their ideas in order to finish their tasks. Cooperative learning has been defined as “small groups of learners working together as a team to solve a problem, complete a task, or accomplish a common goal” (Artz and Newman,1990,p.448) in Peterson and Miller.

While Slavin (2008:4) said that cooperative learning refers to any kinds of teaching methods in which the students work together in small groups for helping each others in learning a certain lesson material. In cooperative learning class, the students are hoped to discuss and argue in order to sharpen knowledge they have achieved at that time and close discrepancy in understanding in their own. This kind of learning is very important because others will help one who is categorized to a low student. So that, they will get more knowledge through this learning.

While, Kagan (1994) said that Cooperative Learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal. This statement implies that the success of a group’s member succeeds the others and so does the failure. It means, when there is a problem, it should be encountered, and solve together. The process of solving problem is assumed leading to different people that subsequently stimulate them to interact to each other.

Cooperative learning is carefully structured-organized so that each learner interacts with others and all learners are motivated to increase each other’s learning (Kagan and Oslen in Kesler, 1992:1) not all types of group work are cooperative because cooperative learning is

structured or organized well. Through this structure and organization, each student can interact with other students. By having interactions with others, each student will have motivation to increase their knowledge about what they learn. In addition, Lie (2004:28) states that underlies cooperative learning model in education world is *homo homini socius* philosophy. It means that human being is social creature who can not live alone, he needs to work together with others.

In accordance with the explanation, students must be accustomed to solving problem, finding something worth for themselves and dealing with various different ideas (Depdiknas, 2006:11). In the discussion process, it is important to realize that different ideas are actually supporting one another in finding the best solution. Therefore, a member has to see the others' ideas are worthy and so do the others.

The overall above discussions of cooperative learning imply the message for students, "care about your own achievement, and care about others". This value seems demand a greater emphasize on group work and students' interaction in the classroom.

2.5 Models of Cooperative Learning

According to Slavin (2008), there are several variations of cooperative learning model, those are:

2.5.1 Students Teams Achievement Divisions (STAD)

In STAD, students are divided into four or five member learning teams. Each student has representatives of both sexes, various racial or ethnics groups, and high, average, and low achiever. Team members use work sheets or other study devices to master the academic materials and then help each other learn the materials through tutoring, quizzing one another, and/or carrying on team discussion. Individually, students take

weekly or biweekly quizzes on the academic materials. These quizzes are scored, and each individual is given an improvement score.

2.5.2 Team-Game-Tournament (TGT)

Generally, TGT is same with STAD but except one thing: TGT uses academic tournament, and quizzes and score system of individual progress, where the students race as their team proxy with the participant from the other team who has academic ability before is equal like them. TGT is often combined with STAD, through add a certain tournament in STAD structure.

2.5.3 Team-Assisted Individualization (TAI)

Team Assisted Individualization (TAI) shares with STAD and TGT the use of four-member mixed ability learning teams and certificates for high-performing teams. But, where STAD and TGT use a single pace of instruction for the class, TAI combines cooperative learning with individualized instruction.

2.5.4 CIRC (Cooperative Integrated Reading And Composition)

CIRC type is one of cooperative learning type which comprehension in learning reading and writing at Junior and Senior High School. Students work in cooperative groups which consist of 4 students. They do in a arrangement activity together, included reading together, make prediction about the text, make summary with others, write the arguments about a story, and spelling practice and vocabulary. And also, students work together to understand the main idea.

Relating to the technique that would be applied in this research, the writer applied Cooperative Integrated Reading and Composition (CIRC) that is more suitable since it has some techniques involving a series of step that can be practically implemented in the classroom. And, regarding to the background of this research, the researcher will make

interactions happen among students, supposed to be the means of help each other in understanding the content of the texts. Thus, the researcher will use CIRC that the researcher thinks it will have equal change for achievement, group support for achievement, and the performance, all basic components of cooperative learning ensure realization of personal responsibility (Slavin, 1980).

2.6 Cooperative Integrated Reading and Composition (CIRC)

Cooperative Integrated Reading and Composition (CIRC) technique, one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques (Açıkgoz, 1992; Yaman, 1999). CIRC technique is developed to support traditionally used “skill-based reading groups” approach.

Firstly, reading groups are established in the classroom. Next, students are paired off within the groups. When the teacher works with a reading group, couples try to teach each other meaningful reading and writing skills by using reciprocal learning technique. They help each other in performing basic skill-building activities (such as oral reading, contextual guessing, asking questions, summarizing, writing a composition based on the story, revising-correcting composition).

In general, team books are published at the end of this process. Teams are rewarded for all reading and writing assignments on the basis of the average performance of group members. Thus, equal change for achievement, group support for achievement, and the performance, all basic components of cooperative learning ensure realization of personal responsibility (Senemolu, 1997; Slavin, 1980).

Furthermore, the steps of Cooperative Integrated Reading and Composition (CIRC) are described as follow:

1. **Introduction by teacher:** Firstly, of all, teacher shares basic information with classroom.
2. **Group work:** 4 or 5 student groups were established. Worksheets and other materials prepared by teacher were handed out to group members. Depending on the content of the work, students can collectively answer the questions and answers can be checked by each member and conveyed to other groups. Other members also control the answers and the process continues this way.
3. **Assessment:** Depending on the features of the selected technique, skills or information learnt by students in relation to course content are assessed by students individually or cooperatively.
4. **Detection of successful groups:** Individual and group assessment of the student scores are entered on a group scoreboard and the resulting scores are summed. The group with the highest final score is rewarded (Yaman, 1999).

2.7 Procedures of Teaching Reading through CIRC Technique

The steps of teaching reading through CIRC technique are:

1. Pre-reading Activity

The pre reading activity is presented as follows:

- The procedure begins by showing an example of the text to the students. Then, read the text together.

- Teacher asks students about questions related to the text then gives explanation about the text and new words.

2. Reading Activity

The reading activity is presented as follows:

- The teacher divides the students into groups consist of 4-5 students. Then, teacher asks students to read the text in their mind, and then, they read louder.
- Teacher gives the students some questions that related to the grammar of the story.
- Teacher gives new words list that consist in the text to the students. Then, students practice in their group about these new words.
- Teacher asks students to search the new words meaning that consist of the text in dictionary.
- Teacher asks the students to discuss the story with their group and make summary of the story.

3. Post-Reading

The post reading activity is presented as follows:

- At the end of the story, teacher does an understanding test for the students about the story. Students are instructed to write sentences by using their own hand about the story.

2.8 Advantages and Disadvantages of CIRC Technique

Teaching reading through cooperative integrated reading composition has some advantages and disadvantages. It can be explained as follows:

Advantages:

- a. The students are able to express their idea.
- b. The students practiced to work in-group and discuss their work together.
- c. The students are stimulated to be creative and active in both asking and answering the questions about the specific information and clues related to the text.
- d. The students are motivated to look for the meaning of the difficult words in dictionary.

Disadvantage:

- a. The students that have low speed ability in reading are difficult to work together with the students that have high speed ability in reading, because the students with low ability have to think fast to follow their mind.

From the explanation above, it can be assumed that cooperative integrated reading composition is a possible technique in teaching reading. The students are trained to work in-group and express their idea clearly. Needless to say, cooperative integrated reading composition can motivates the students to be active and creative in understanding text.

2.9 Theoretical Assumption

Based on the literature review the writer assumes that by the differences human being has, everyone has tendency to educate each other. Teaching learning process adapts it by presenting a certain interaction in which every people interacts each other and builds understanding and knowledge together through cooperative learning.

Meanwhile, cooperative learning (CL) is kind of teaching method in which the students work together in small groups for helping each others in learning a lesson material. Moreover, Cooperative Integrated Reading and Composition (CIRC) as one of its methods can be used

to increase students' reading achievement in identifying the specific information in descriptive text for junior high school students. It is because the students are made aware of their purpose in reading and can motivate them to identify the specific information in the texts.

2.10 Hypothesis

Referring to the theoretical views presented earlier, the researcher states her hypothesis as follows:

There is difference of students' comprehension achievement in reading descriptive text after being taught through CIRC.