

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter reviews an important related to this study. It consists of teaching and learning, writing skill, narrative text, and Cooperative Integrated Reading and Composition (CIRC).

#### A. Teaching and Learning

This discussion is about definition of teaching and learning, and the relation of teaching and learning.

##### 1. Definition of Teaching and Learning

Both of two words teaching and learning are two different processes. Teaching is used for conveying information. While Learning is used for requiring some kind of engagement of the students in the process of receiving the information.<sup>8</sup> Even though both of them are different but they are closely related each other to increase each of the intelligence of human life. The definition of teaching and learning, below:

##### a. Teaching

Teaching is showing or helping someone, to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>9</sup>

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<sup>8</sup> file:///F:/article\_teaching\_learning.htm. Accessed on 01-04-2014.

<sup>9</sup> Brown H.Douglas, *Principles of Language Learning and Teaching* (USA: Prentice Hall, 1987), 6.

## **b. Learning**

Learning is “acquiring” or getting of knowledge of subject or a skill by study, experience, or instruction.” A more specialized definition might read as follows: “Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice”. (Kimble and Garmezy 1963:133).

And based on the components of definitions of learning that we can extract from language, domains of research and inquiry stated that learning is acquisition or “getting”, Learning is retention of information or skill. Retention implies storage systems, memory, cognitive organization. Learning involves active, conscious focus on and acting upon events outside or inside the organism. Learning is relatively permanent, but subject to forgetting. Learning involves some form of practice, perhaps reinforced practice. Learning is a change in behavior.<sup>10</sup>

## **2. The Relation of Teaching and Learning**

Both of Learning and teaching cannot be separated. Because of them interrelated and interdependence. Learning cannot work well without teaching. And teaching will be useless without learning.

Nathan Gage (1964:269) noted that “to satisfy the practical demands of education, theories of learning must be stood on their head’ so as to yield theories of teaching.” Teaching is guiding and facilitating

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<sup>10</sup> Ibid; 6.

learning, enabling the learner to learn, setting the conditions for learning.<sup>11</sup>

So from the note above can be concluded that learning is as foundations, or a process to condition of teaching through a carefully paced program of reinforcement and to teach accordingly.

## **B. Writing skill**

This discussion is about definition of writing, the basic of writing, and writing process.

### **1. Definition of writing**

Writing is one of four skills in English is defined as a way of gaining control over our ideas and getting the down on paper. It is a complex process that allows writer to explore thoughts and ideas and make them visible and concrete. It contains of some component, such as grammar, mechanic, vocabulary, text organization, and developing ideas. To make clear and understand about writing, the researcher will explain about definition from many experts.

According to Leo (2007:1), writing is the process the expressing ideas or thoughts in words.<sup>12</sup>Harmer (2004: 86) in how to teach writing states “writing is a process and that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities”.<sup>13</sup>

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<sup>11</sup> Ibid; 7.

<sup>12</sup> Sutanto Leo, *Essay Writing* (Yogyakarta: C.V. Andi Offset, 2007), 1.

<sup>13</sup> Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), 86.

Another definition is given by Tarigan (1986: 15) defines that writing can be interpreted as activity to present the ideas by using written language as conveyor media.<sup>14</sup>

From definition above the writer can conclude that writing is a process or a way to explore our ideas in the form of written language. By using writing, we can share our idea, feeling or anything that exist in our mind.

## **2. The Basic of Writing**

There are four basic of writing.<sup>15</sup> They are: unity, support, coherence, and sentence skills.

### **a. Unity**

Unity is advance a single point and stick to that point. It is important for a paragraph to have unity, which means that all of the sentences. All sentences in a paragraph should focus on the one thing expressed in the topic sentence. It discusses only one main idea. Every supporting sentence must directly or prove the main idea, which is state in the topic sentence. If there are sentences in paragraph that are not directly related to the main idea the paragraph is said to have no unity.

### **b. Support**

The aim of this basic is support the point with specific evidence, support will make writing more interesting.

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<sup>14</sup> <http://duniabaca.com/pengertian-menulis-menurut-para-ahli.html> (Accessed on 25 April 2014)

<sup>15</sup> John Langan, *College Writing Skills with Readings* (New York: McGraw Hill, 2008), 140.

c. Coherence

Coherence is organized and connects the specific evidence in addition to unity; every good paragraph must have coherence. Coherence means that the parts of the paragraph are logically connected. In way to achieve coherence is through the use of transitional signal.

d. Sentence Skills

Sentence skills means that there is clear and free from the error and mistake. It is almost the important that the basic of writing above. This is about grammatical skills that have to get attention, especially for the new learners of writing in English.

### 3. Writing Process

According to Harmer, writing something always uses writing process. For example, when we make shopping list, of course we often think if that is a matter of course. Whereas, in writing shopping list, without we feel, we do process in writing, such as when we change our shopping list namely we will deleting or adding items on the list. This is simple example for process in writing.

Writing is a thinking process. Therefore, there are four main elements in writing process.<sup>16</sup> They are: planning, drafting, editing, and final version.

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<sup>16</sup> Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), 4.

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. When planning, writers have to think about three main issues. In the first is the purpose of their writing, experienced writers must consider the purpose of their writing because this will influence the type of text they want to produce, the language they use and also information they choose. Secondly is audience, experienced writer will write with thinking audience because audience will influence with our writing (how the paragraphs are structured and the choice of language, for example it is formal or informal in tone, etc). the last is piece, that is, how best to sequence the facts, ideas, or arguments which have decided to include in their writing.

b. Drafting

In the drafting usually there are some ways what we do, such as put the information you researched into your own words. Write sentences and paragraphs even if they are not perfect. Read what you have written and judge if it says what you mean. Show it to others and ask for suggestion.

c. Editing

Writers have produced a draft they then, usually they read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear or ambiguous or

confusing. Then they will move their writing or write new writing. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

#### d. Final Version

Writers have edited their draft, making the change they consider to be necessary, they produce their final version. This may look considerably different from both the origin plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

### **4. The Aims of Learning Writing**

Long ago, writing is as a minority occupation, because most of them are literacy, so from this case, the main aim of learning writing is to lose much literacy,<sup>17</sup> but nowadays writing is used for: to give an information, to persuade the people or reader, to entertain people who has spare time. to express feeling etc.

### **5. The Advantages of Learning Writing**

English is an international language, so learning writing English has several advantages. Firstly, if we are students, we need to research and to improve our documents from the internet or libraries. In fact, most of the documents are written in English. Finally, learning English is really

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<sup>17</sup> Jeremy Hamer, *How to teach writing* (England: Safron Weldon of UK, 1988), 3.

important to us in the modern world because to day if we don't know English, we won't have a job.<sup>18</sup>

Secondly, a person can express themselves. Now, many people enjoy being able to express themselves, but they may not realize that they can do this by writing online. Without having some mastery of the language though, a person will not have the ability to express themselves in this manner.<sup>19</sup>

Another benefit that can be found is that these will allow a person to talk in an educated manner. Many people enjoy talking like they have the proper education, but if they do not know how to write they could see that it is rather difficult to talk properly.

Some other benefit that a person can find is that they are going to be able to carry out proper research. Research is key to ensuring that a person gets the proper work done, but they may not realize that they need to know about the writing that is available to ensure that they can read into what is being said. Without being able do this aspect of the language a person could see that it is impossible to read what is being said and in what context it should be taken at.

### **C. Narrative text**

There are at least four points to discuss about the narrative text. They are the definition of narrative text, the generic structure of narrative text, language features of narrative text, and the types of narrative text.

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<sup>18</sup> file:///F:/advantages-of-learning-english\_19.html. Accessed on 01-04-2014.

<sup>19</sup> file:///F:/Benefits%20Of%20Learning%20English%20Writing.htm. Accessed on 01-04-2014



## 1. Definition of Narrative Text

Narrative text is a kind of text to retell the story that past. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

## 2. The Generic Structure of Narrative Text

The generic structure of narrative text consists of three parts.<sup>20</sup> They are orientation, complication, and resolution.

Orientation describes scene and introduces of the participant of the story. Then, complication is illustration of problem. This part includes situations, activities or events that lead problem/complication to the climax.<sup>21</sup> (a problem arises followed by other problem). Resolution is solution of problems (show the end of the story)<sup>22</sup> A resolution is in which the characters finally sort out the complication. The problem or complication is solved here. (solution of the problem)

The structure of narrative text occurs in the text variously. A text may have only one complication and resolution but another text may have more than one complication and resolution.

## 3. Language Features of Narrative Text

The language features usually found in a narrative are specific characters {using past event or tenses (past tense)}. Time words that

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<sup>20</sup>Achmad Sugeng, et al. *Developing English Competencies for Senior High School (SMA/MA)* (Surabaya: PT Jep Press utama, 2008), 41.

<sup>21</sup> Nur Zaida, *Practice Your English Competence* (Jakarta: Erlangga, 2009), 59.

<sup>22</sup> Ibid; 60.

connect events to tell when they occur such as then, before, after, meanwhile, etc. Descriptive words to portray the characters and settings such as one day, long time ago, one upon time, etc.

#### 4. The Types of Narrative Text

According to Mark and Kathy in the book of text type in English 3, there are many types of narrative including:<sup>23</sup> humor, fairy tale, my stories, fables, romance, adventure, myths, and legend.

Humor is a humorous narrative is one that aims to make the audience laugh as part of telling a story. For example: misery guys, funny trip. Meanwhile, Fairy tale It is also called tall tale or tall story. It is a story that exaggerates (make events/ things seem large, better, or worse than they actually were). For example: an indian pet fish, the story of Paul Bunyan.

My stories is like an experience based on the writers. The story is about their experience in their life or about their journey. For example: my journey in bali island, my first love, and the exciting trips, my best experience, unforgettable journey. Fables is stories that point out lessons are called fables. Fables entertain, but they also tell important truths about the way people act. Some writers of fables state the lesson, or moral at the end of the story. For example: the fly and the bull, the lion and the goat.

Romance is the romance narrative typically tells two lovers who overcome difficulties to end together. Romance is the story about love or stories about a couple like Romeo and Juliet. Adventure, this is kind

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<sup>23</sup> Mark & Kathy Anderson, *Text Types in English 3* (Camberra: Macmillan, 1997), 33.

experience of journey. The journey is like experience in a journey in the nature or others. For example: the adventure of tiger, ant journey to around the world.

Myths is an ancient traditional story about gods, magic, and heroes. For example: the story of batara kala, the story of gatut kaca. Legend is also kind of narrative. For example: the legend of white snake, the legend of banyuwangi, bandung bondowoso, and roro jonggrang (the legend of prambanan temple).

#### **D. Cooperative Integrated Reading and Composition (CIRC)**

This discussion s about definition of CIRC, the history of CIRC, the purpose of CIRC, and the steps of CIRC.

##### **1. Definition of CIRC**

“Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading and writing/language arts.”<sup>24</sup>

“Cooperative Integrated Reading and Composition (CIRC) is a comprehensive reading and writing program for students in grades 2 through 8.”<sup>25</sup>

From definition above, CIRC is the direct instruction reading comprehensive, input of writing activity, and any related between skills that suggested by the method.

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<sup>24</sup> <http://www.ed.gov/pubs/EPTW/eptw4/eptw4c.html>, (Accesed on 22 March 2014).

<sup>25</sup> [http://ies.ed.gov/ncee/wwc/reports/beginning\\_reading/circ.html](http://ies.ed.gov/ncee/wwc/reports/beginning_reading/circ.html), (Accesed on 22 March 2014).

## **2. The History of CIRC**

Dr. Robert 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 18<sup>th</sup> 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 method, one of them was CIRC. “CIRC developed in Baltimore city on 1987; it was one of alternative method to improve students reading and writing”.

In this time, CIRC method 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 arts instruction”.<sup>26</sup> In other words, it was result of problems and conventional learning.

### **3. The Purpose of CIRC**

“A major objective of CIRC is to use cooperative teams to help students learn broadly applicable reading comprehension skills”.<sup>27</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>28</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.

### **4. The Step of CIRC**

Widodo describes the steps of this method. The steps are make groups consist of 4 members heterogeneously. Teacher give text with of topic learning. 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. Make presentation or read to the result from group’s discussion. Teacher and students make summary together. Then, closing.

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<sup>26</sup> Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice* (USA: Allyn & Bacon, 1995), 104.

<sup>27</sup> Ibid; 105.

<sup>28</sup> Ibid; 106.

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 provide a structure for teacher to teach and students to learn which help all students become more effective readers and writers.