

CHAPTER II

RELATED OF LITERATURE

This chapter presents some theories related to study, consists of teaching reading and writing, assessment of writing, descriptive text, cooperative learning, CIRC (Cooperative Integrated Reading and Composition).

A. TEACHING READING

Teaching reading is a process of teaching in which the reader shows and help someone or student to learn how to read well in English to improve student awareness or reading as skill. Teacher not only shows and help learner to communicate but also showing and helping how to read well in English. Brown state is teaching is guiding and facilitation learning and enabling the learners to learn, and setting the condition and for learning.¹¹ Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Reading texts also provides good model for English writing. We can encourage students focus on vocabulary, grammar and punctuation. We can use reading material to demonstrate the way to construct sentences, paragraph and whole texts. Lastly, good reading texts can introduce

¹¹ Douglass Brown, *Principles of language learning and teaching fifth edition*,(White Plains: Person Education, 2007), 8.

interesting topic, stimulate discussion, excite imaginative responses and provide the springboard well rounded, fascinating lessons.¹²

This skill means that they do not have to read every word and line, on the contrary, such as approach would not stop them scanning successfully. Students also need to be able to skim a text as if they casting their eyes to get a general idea of what it is about. They can read books, article, newspaper or etc to make them stimulate their brain.¹³

B. TEACHING WRITING

1. Definition of Writing

Writing is a process of expressing ideas or though in word should be done at our leisure. The other component of written, each paragraph must have main idea and supporting idea to get clear information.¹⁴

Writing is productive languages skills that enable a language user to express idea and communicate them to other. Celce and Murcia said that “Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place”.¹⁵

¹² Jeremy Harmer, *How to Teach English New Edition*, (England: Pearson Longman,2007), 99.

¹³ Ibid, 100-101.

¹⁴Jeremy Harmer, *Practical English Language Teaching: Young Learners*, (England: International Edition, 2006), 98.

¹⁵M. Celce and Murcia Elite Olstain, *Discourse and Context in Language Teaching* , (New York: Cambridge Univercity Press, 2000), 142.

2. The Writing Process

Writing is a process through which you discover, organize and write your thoughts to communicate with a reader. You also have the chance to clarify miscommunication quickly. When you write, you have only words and punctuation to form your message. The writing process gives you chance to compose, draft, rethink and redraft to control the outcome of your writing. The general steps in the writing process include *prewriting, organizing, ideas, drafting, revising, editing and making final draft*.

Each step has different activities that will help you to get the ideas from your mind to the paper in an organized fashion. Prewriting is a way of generating ideas, narrowing a topic or finding a direction.

a) Prewriting

Prewriting is the first major step in the writing process. As the following chart shows, prewriting can be accomplished in several ways. Those are talking – prewriting – brainstorming – journal writing – reading. The prewriting chart lists useful activities to help you begin a writing project. Brainstorming is one way to capture the thought then let the mind generate more ideas about what they will write. In the brainstorming process, we write down every single thing that exists or comes into our minds. We need not then worry about quality of the idea for the time being (at least). We simple write down our ideas in phrases or in single words, not in complete sentences.

We do this partly to 'save time', or rather to be quick. The phrases or word can be verbs, nouns, adjectives, adverbs or other parts of speech.¹⁶

b) Organizing

Organizing is the second major step in the writing process. After have completed one or more of the prewriting activities, it's time to think about organizing these ideas into a rough outline that includes a main idea and supporting ideas. Before you actually start using the ideas from your prewriting to compose your paragraph or essay, you need to decide which details support the main idea and in what order these ideas need to be presented. This step in writing process, which involves putting similar ideas into groups, is called grouping. It is one of the most important steps in the writing process and is covered again in detail.

c) Outlining (ideas)

Outlining involves identifying a word or phrase that represents a group of related ideas and then arranging these words or phrase in order in which you want to discuss them. The general words or words will be made into a topic sentence and each idea listed under these general words will becomes a support sentence.

¹⁶Barli Bram, *Write Well Improving Writng Skill*, (Yogyakarta: Penerbit Kanisius, 1995), 64.

d) Drafting

After you have organized your ideas in the form of an outline, you are prepared to write a first draft. Drafting involves taking the information that you have generated and organize and patiently writing a paragraph or an essay in which you consciously start with the main ideas and add supporting ideas that flow smoothly. Try to write the ideas without worrying about spelling or other mechanical errors. In the first draft, just make a simple interested in communicating content or meaning to the reader. After finish make a first draft, put in it away for a while.

e) Revising

Revising means making changes to clarifying wording and organization. The revision of paragraph should be done in several times, until you are satisfied that it is the best you can do. Your major objectives is not to produce just one excellent paper but to have the ability to write many excellent papers, even when may not have anyone to help.

Revising is necessary done in order to our writing can understood or read by reader. When our writing does not understand and make confuse reader, it means our writing is bad.

f) Editing

Before you consider your paper finished, check for any problems in mechanics. When you are learning the writing process, content comes before mechanic and grammar, but correct mechanics and grammar will be expected as your master the writing process.

The following list contains some of the items you want to find and check. Those are *spelling, punctuation, capitalization, grammar usage, errors in sentences structure, consistency in verb tense, consistent point of view, abbreviations and numbers.*¹⁷ The way to revise and improve the first draft is called editing.

Table. 2.1 Steps in the Writing Process

| <i>Steps in the Writing Process</i> | |
|-------------------------------------|---|
| <i>Prewriting</i> | <i>: gathering ideas</i> |
| <i>Organizing</i> | <i>: grouping and ordering details</i> |
| <i>Drafting</i> | <i>: writing the first copy of a paragraph or essay</i> |
| <i>Revising</i> | <i>: changing wording and organization</i> |
| <i>Editing</i> | <i>: making mechanical changes</i> |

¹⁷Joy Wingersky, Jan Boerner, *Writing Paragraphs and Essays Integrating Reading, Writing and Grammar skills*, (California:A division of Wadsworth,Inc,), 3-19.

3. Requirement of Good Writing

a. Unity/Cohesion

The topic of the text is reinforced by the use of the same word more than once or by the inclusion of related words. We can use various grammatical. The example of repetition of words, grammatical cohesion, etc.¹⁸ In writing, all sentences in paragraph in a paragraph should focus in one thing which each express in the topic sentences.

b. Coherence

How the phrases and sentences relate to each other. When a text is coherent, the reader can understand at least two things: the writer purpose and the writer line of through because the reader can follow the story not get confused by time jump or too many same words.¹⁹ A paragraph must also have coherence. This means that the supporting details are organized so that information that goes together appears together. Writer often use time, space or order of importance to present the supporting information a paragraph coherently.²⁰

¹⁸Jeremy Harmer, *How to teach Writing*,(Malaysia: Pearson Education Limited,2004).23.

¹⁹ Ibid, 24.

²⁰ Ary Budhi Setya Ningrum, *Hand Book Writing 2* (Kediri: English Department STAIN Kediri, 2012), 14

c. Completeness

In writing, cohesion, coherence and completeness are very important. Because, it steps of good writing. It is the element of writing such as:

1. Grammar : the grammatical form and structure pattern.
2. Vocabulary : the choice of appropriate word and lexical items or style in writing.
3. Mechanics : the use of spelling, punctuation of the writing of language.
4. Organization : the organization of content.
5. Content : the idea of written and detailed of story.

C. ASSESSMENT OF WRITING

There are two parts in the authentic assessment of writing are the nature of the task and the scoring criteria. The nature of the task is the teacher has a role in the assessment of writing because the task should specify the amount of time students will have to complete the writing (such as dictionary) they will be using paper and pen or pencil, like a type writer or a computer, have a plan, write and revise. And the teachers not only become a facilitator of the students but, they have to asses or evaluate the result

students writing task by using scoring. There are five aspects of score such as grammar, vocabulary, mechanics, organization and content.²¹

Table. 2.2 Scoring Rubric of Writing Skill.

And that is adapted from Heaton's Grid²² :

| Writing Component | Score | Description |
|---|--------------|--|
| Grammar Use Present Tense Agreement | 5 | Mastery of grammar taught on course – only 1 or 2 minor mistake |
| | 4 | A few mistakes only (preposition, articles, etc) |
| | 3 | Only 1 or 2 major mistakes but a few ones |
| | 2 | Major mistakes, which lead to difficulty in understanding, lack of mastery of sentences construction |
| | 1 | Numerous serious mistakes – no mastery of sentence construction – almost unintelligible |
| Vocabulary | 5 | Use of wide range of vocabulary taught previously |
| | 4 | Good use of new word acquired – fairly appropriate synonyms, circumlocution |
| | 3 | Attempts to use word acquired – fairly appropriate vocabulary on the whole but sometimes restricted – has to resort to use of synonyms, circumlocution, etc. on few occasion |
| | 2 | Restricted vocabulary – use of synonyms (but not always appropriate) imprecise and vague-affect |

²¹ J. Michael O'malley, *Authentic Assessment For English Language Learners*, (America: Addison Wesley Publishing Company, 1996), 136.

²² J.B Heaton, *Writing English Language Tests*, (America: British Library, 1988), 148.

| | | |
|--|---|--|
| | | meaning. |
| | 1 | Very restricted vocabulary – in appropriate use of synonyms seriously hinders communication |
| Mechanic Spelling Punctuation Capitalization | 5 | No errors |
| | 4 | 1 or 2 minor errors only |
| | 3 | Several errors – do not interfere significantly with communication – not too hard to understand |
| | 2 | Several errors – some interfere with communication – some words very hard to recognize |
| | 1 | Numerous errors – hard to recognize several words – communication made very difficult |
| Organization Identification Description | 5 | All sentences support the topic – highly organized – clear progression of ideas well linked educated native speaker |
| | 4 | Ideas well organized – links could occasionally be clearer but communication not impaired |
| | 3 | Some lack of organization rereading required for clarification ideas |
| | 2 | Little or no attempts at connectivity –through reader deduces some organization – individual ideas may be clear but very difficult to deduce connection between them |
| | 1 | Lack of organization so severe that communication is so impaired |
| Content Topic Details | 5 | Flowing style –very easy to understand – both complex and simple sentences-very effective |
| | 4 | Quite flowing style – mostly easy to understand a |

| | | |
|--|---|---|
| | | few complex sentences – very effective |
| | 3 | Style reasonably smooth – not too hard to understand mostly (but not all) simple sentences – fairly effective |
| | 2 | Jerky style – an effort needed to understand and enjoy – complex sentences and confusing – mostly simple sentences or compound sentences. |
| | 1 | Very jerky – hard to understand cannot enjoy reading – almost all simple – complex sentences confusing – excessive use of “and”. |

D. DESCRIPTIVE TEXT

1. Definition of Descriptive Text

Descriptive text is the text that is always in around us when we want to describe something or someone. Descriptive text is texts which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2. Generic Structure of Descriptive Text

1. Identification or general Statement

- a. Introduce the topic.
- b. To identifying the phenomenon to be described.
- c. Give some general identifying information.
- d. Show what aspects of the thing will be described.

2. Description to describe the phenomenon in parts, qualities, or/and characteristics. From the most important to the least important, from the most general to the most specific and detailed.²³

3. The language features of descriptive text

1. The use of adjectives and compound adjectives
2. The use of Linking Verbs/ relating verbs.
3. The use of Simple Present Tense
4. The use of degree of comparison²⁴

E. COOPERATIVE LEARNING

Cooperative learning stands for cooperative and learning. Cooperative is collaboration.²⁵ Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks to help themselves and their teammates learn together. It is a beneficial to students because there is a mutual relationship among the classmates

²³ http://diofebrilian.blogspot.com/2012/12/descriptive-text.html#.VRaJiMlu_2s, accessed on Saturday 28, 2015 18.06.

²⁴ http://diofebrilian.blogspot.com/2012/12/descriptive-text.html#.VRaJiMlu_2s, accessed on Saturday 28, 2015 18.06.

²⁵ Buchari Alma dkk, *Guru Profesional, (Menguasai Metode dan Terampil Mengajar)*, (Jakarta: Rineka Cipta, 2002), 80.

academically.²⁶ The definition of cooperative learning by Olsen and Kagan (1992) quoted by Richards and Rodgers (2003:19) is as follows:

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.²⁷

F. COOPERATIVE INTEGRATED READING AND COMPOSITION

(CIRC)

a. Definition of CIRC

(Slavin, 1995) said that cooperative learning helps the students to develop their ability. Cooperative Integrated Reading and Composition (CIRC) method is a kind of cooperative Learning method. In this method the students are ask to make a group and each group should read a given task then every students should draws what the text tells about. The students present their discussion in front of the class. In this method, students follow a sequence of teacher instruction, team practice, peer pre assessments, assessment, and team recognition. The element of CIRC is:²⁸

²⁶Robert E. Slavin. *Cooperative Learning: Teori Riset dan Praktik*, (Bandung: Nusa Media, 2008), 199.

²⁷Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* 2nd edition (United States of America: Cambridge University Press, 2001), 192.

²⁸Robert E. Slavin, *Cooperative Learning (Theory, Research and Practice) second edition*, (USA:Allyn and Bacon, 1990), 104.

Oral reading. Reading aloud is standard part of most reading programs oral reading it has effects on students' decoding and comprehension skill. The aim of CIRC program is to greatly increase students' opportunities to read aloud and receive feedback on their reading by having students in how to respond to one another reading.

Reading Comprehension Skill. Comprehension could be improved by teaching students summarizing, questioning, clarifying and predicting skills. The objective of CIRC is to use cooperative teams to help students learn applying comprehension skill. Students in CIRC also make and explain prediction about how problem will resolved and summarize main element of stories to one another both of which are activities found.

Writing and Language Arts. A major objective of the develop the CIRC writing and language art program was to design, implement and evaluate a writing process approach to writing and language arts. In the CIRC program however, students plan, revise, edit their composition in close collaboration with teammates by little time allocated. The other hand, basic research is developing a clearer understanding of process writing, and the use of writing model.

b. Teaching Steps

Cooperative integrated reading and writing (STEVEN & Slavin, 1995). The steps must do by the students:

1. The teacher makes group with balance members heterogeneously (so there are students who have less ability and more)
2. The teacher gave a discourse / clipping according to the learning topic
3. Learners work together to solve problems or find information in discourse based on the teacher's instruction
4. Presenting / read the product of the group
5. The teacher ask to write in individual and submit to the teacher
6. Teachers make conclusions together
7. Closing

c. The Strengths of CIRC

1. CIRC is ideal for improving students' skills in problem solving, improved reading and writing.
2. The dominance of the teacher in the learning is decreases.
3. Students can learn from their own team mate.
4. Students learn to help each other and give correction to their team mate.
5. Students who have more ability can help students who are less.

6. Learning more meaningful for students so that the outcomes will be good.
7. Students will learn to cooperate with each other in their team.²⁹

d. The Weaknesses of CIRC

1. The class will be more noisy and crowded because the students discuss together in the same time.
2. Spend lot of time to discuss material.
3. The student does not discuss seriously.³⁰

²⁹ Suci dede. "Cooperative Integrated Reading and Composition (CIRC)". Article method (online), 2014, (<https://suciidedee.wordpress.com/2014/07/21/circ-method/> accessed on Wednesday 25, 2015).

³⁰ Ibid.