

## CHAPTER II

### LITERATURE REVIEW

This chapter presents about definition of reading, kinds of reading, Teaching Reading, Narrative Text, Cooperative Learning Model, Cooperative Integrated and Reading Composition (CIRC) and Previous Study.

#### A. 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.<sup>11</sup> It means that students focus on grammar and vocabulary structure. Then, William Grabe states 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.<sup>12</sup> 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.<sup>13</sup> It means that reading is processes of constructing the meaning through printed words messages get the meaning of some words from text.

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<sup>11</sup> Nuttal, C, *Teaching Reading Skills in a Foreign Language*. (Macmillan Heneman, 1996) p.30

<sup>12</sup> William Grabe, *Reading in a Second Language*. (Cambridge University Press, 2009) p.14

<sup>13</sup> Harris Albert J, *Effective Teaching of Reading*. (New York : David Mc Kay Company, 1962). p.8-13

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

### **B. Kinds of Reading**

According to Mikulecky and Jeffries, there are six kinds of reading comprehension skill. Those are follows:

#### 1. Scanning

Scanning is a very high speed-reading that you do when you are looking for a specific piece of information.<sup>14</sup>

#### 3. Previewing and Predicting

Previewing and Predicting is helping to predict or make a educate guesses about what is in the book.<sup>15</sup>

#### 4. Finding the Topics

Finding the Topics to knowing or understanding what we are read by the meaning.

#### 5. Skimming

Skimming is high-speed reading that can save you lots of time and helps you get through lots of material quickly.<sup>16</sup>

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<sup>14</sup> Beatrice S mikulecky and Linda Jeffries, *More Reading Power* (New York: Addison Wesley Publishimng Company, 1996 ), p.15

<sup>15</sup> Ibid, p.35

## 6. Making Inference

The good reader constantly makes an inference as they read. That means they think like a detective and look for clues in the text and they use these clues to guess what the passage is.<sup>17</sup>

### C. Teaching Reading

Teaching reading is a process of teaching in which the reader shows and helps someone or students to learn how to read well in English to improving students' awareness or reading as the skill. Teacher not only shows and helps learner to communicate but also showing and helping how to read well in English. Brown states that teaching is guiding and facilitation learning enabling the learner to learn, and setting the condition for learning.<sup>18</sup> Based on the statement it was can be conclude that teaching is an activity, which give guidance to the students that has the certain rule and certain purpose. Especially, in teaching English the students ruled to use English in order to the students can communicate in English fluently.

The aim of teaching reading is to develop the students' reading skill so that they can read English text effectively and efficiently. To be able to read effectively, the reader should have particular purposes in their main before they interact with the text.

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<sup>16</sup>Beatrice S mikulecky and Linda Jeffries, *More Reading Power*, p. 132

<sup>17</sup> Ibid, p.150

<sup>18</sup> Brown Douglas, *Principles of Learning and Teaching*, (New York : Precentice Hall Engleelwood Cliffs,1987), p.7

## D. Narrative Text

### 1. General Concept of Narrative Text

Narrative is kinds of text, which is learn in Senior High School. According to Oshima, narrative is the kind of writing that you do when you tell a story. Use time order words and phrases to show when each part of the story happens<sup>19</sup>. Also according to Phar and Buscemi, they state that the success of a personal narrative essay based on the search for significance. The narrative essay tells a story, to be sure, but the true value of the narrative comes from what the writer and reader learn from it<sup>20</sup>. It means that, narrative gives the readers or listeners a moral value in every story. It is differentiate with other kinds of passages.

The purpose behind a story can give motive for readers or listeners. The purpose of narrative is very important because the purpose of narrative determine appropriateness of the narrative. It is easy to tell a good story, though some people have a something special for telling entertaining anecdotes or short stories. Everything you write has a purpose. According to Clouse, even something as simple as a grocery list is writing for a purpose. Writers often combine purposes such as to relate experience, to inform, to persuade, and to entertain.

In addition, according to Regina et al., state that narrative paragraphs describe a sequence of events in the present time. Just as common-if not more

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<sup>19</sup> Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, ( New York: Pearson Education, 2007), p. 35.

<sup>20</sup> Donald Pharr, & Buscemi Santi V, *Writing Today: Contexts and Options for the Real Word*. (New York: The McGraw Hill-Companies, 2005), p. 174.

so-is narration that take place in the past<sup>21</sup>. It means that when the students write narrative paragraph that explain a sequence of events, they have to use the present time. In addition, when the students write a narration, they have to use the past time included only the sentences that related to the topic. Apart from that, according to Langan, he states that narration is storytelling, whether we are relating a single story or several related ones. Through narration, we make a statement clear by relating in detail something that has happened to us. In the story we tell, we present the details in the order in which they happened<sup>22</sup>. It means that, if the story is detail, the reader will be able to see and understand just why the writer felt that way.

As what has been mention before, it can be conclude that narrative is to tell a story or a short story taken from personal experience, using a chronological sequence of events. Narrative has a moral value in the story so the reader can caught the moral value of the story. Narrative is a kind of story consisting of series of events that is constructed in a chronological order. A narrative presents an event ended with a revelation, insight, or lesson. It could be in the form of a funny story or even the serious one depended on writer's purpose in mind.

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<sup>21</sup> Regina L. Smalley, Mary K. Ruetten, and Joann Rishel Kozyrev, *Refining Composition Skills: Academic Writing & Grammar*, (Boston: Heinle Cengage Learning, 2012), p. 48.

<sup>22</sup> John Langan, *College Writing Skills with Reading, (5th Ed)*, (New York: McGrawHill, 2000), p. 195.

## 2. The Purpose of Narrative Text

A narrative is written to amuse the readers. The readers expected to enjoy the text that is being read. According to Andersons, they state that the purpose of narrative is to present a view of the world that entertains or informs the reader or listener<sup>23</sup>. It means that, the purpose of narrative to entertain or to inform the readers about the content of the story. Andersons also state that, the aim of narrative other than providing entertainment can be to make the audience thinks about an issue, teach them a lesson, or excite their emotions or feelings<sup>24</sup>. It means that narrative not only used to entertain, but also to give moral value from the story to the readers. Moral value used to teach the reader a lesson from the story.

As it is mentioned before, it can conclude that a narrative or narration is the chronological ordered story of past event consisting of the true value to be learned by both are the reader and writer. It can be conclude that constructing a successful narrative requires a good purposes, manageable ideas, and smooth chronological sequence to be integrated in the story.

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<sup>23</sup> Mark and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmilan,1997), p.3.

<sup>24</sup> Ibid , p. 6.

### 3. Generic Structure of Narrative text

According to Keir, the generic structure of narrative text of:

#### a. Orientation

It is about the opening paragraph where the characters of the story are introduced. It sets the scene and introduces the participants (who, when, where). Orientation actually exists in every text type though it has different terms.

#### b. Complication

This is a crisis that arises. Complication is where the problem in the story is developed. It is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that sometimes there is more than one complication.

#### c. Resolution

This is the crisis or problem in the story that are resolved for better or for worse. Resolution is the final series of the events that happen in the story. The resolution can be good or bad. The point is that the characters have accomplished it.

#### d. Re-orientation

Re-orientation is a personal comment or moral value (the lesson from the story that the reader gets)

#### 4. Language Feature of Narrative text

According to Keir the language features of narrative text are as follows:

- a. Use of word chains to build topic information
- b. Extensive use of nouns, adjectives, verbs, and adverbs to enhance the plot, setting, and characters.
- c. Use adjective to build nouns groups.
- d. Use time connectives to sequence events.
- e. Use thinking and saying verbs to show how characters are saying, feeling, and thinking.<sup>25</sup>

#### E. Cooperative Learning Model

Slavin state that cooperative learning is the methods that share the idea who students work together to learn and are responsible for the teammates learning as well as their own.<sup>26</sup> The definition means that in Cooperative Learning, students can study together, open mind and are responsible for getting result of studying individually or grouping. In addition, 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.<sup>27</sup>

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<sup>25</sup> June Keir, *Imaginative Narrative: Perfect the art of writing stories* (Grenwood: Ready-ed publication, 2009), p.4

<sup>26</sup> Robert E Slavin, *Cooperative Learning: Theory, Research, and Practice, 2nd ed* (USA: Allyn and Bacon, 1995) ,p.5

<sup>27</sup> Steven G. McCafferty. *Cooperative Learning and Second Language Teaching*. (USA : Cambridge University Press, 2006) p. 4



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

Based on studies of Slavin. Cooperative learning has six kinds of method. One of them is Cooperative Integrated and Reading Composition (CIRC)<sup>28</sup>. Moreover, this research the researcher will be focused on Cooperative Integrated and Reading Composition (CIRC) method that is related to students' comprehension in finishing reading.

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

Erhan Durukhan states 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 can apply the composition of writing techniques in teaching writing.<sup>29</sup> According to Ghaith CIRC is one type of cooperative learning. The example of activity is students divided in a reading group. They work all activities 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<sup>30</sup>.

In addition, according to Slavin in his book state that CIRC is a comprehensive program for teaching reading and writing in the upper

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<sup>28</sup> Robert E Slavin, *Cooperative Learning*, 2nd ed, p.45

<sup>29</sup> ErhanDurukan, *Effect of Cooperative Integrated Reading and Composition (CIRC): Educational Research and Reviews*. Vol 6(1).Pp 102-109.

<sup>30</sup> George. Jacobs. *Cooperative Learning or Just Grouping Students*. (Singapore : SEAMEO Regional Language Center) p. 13

elementary and middle grades.<sup>31</sup> It means in this technique is appropriate for the students in upper or elementary or high level. Comprehensive in this technique means that after the student taught by this technique in the end of the class are the students are expected to be able to summarizing the story, practicing spelling, resolving the problem, decoding and mastering the main idea, and knowing the main idea.

Based on the statement above it can be concluding that CIRC is the technique that used to improve reading composition or writing. In this technique the students work within cooperative teams which are coordinate with reading group instruction in order to meet objectives in such areas as reading comprehension, vocabulary, decoding, and spelling, predictions, and identifying of characters, settings, problem and problem solutions .And student are motivate to work with one another on these activities by the use of cooperative reward.

## **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.<sup>32</sup> 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:

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<sup>31</sup> Robert E Slavin, *Cooperative Learning*, 2nd ed, p.7

<sup>32</sup> Robert E. Slavin *Cooperative Learning*, 2nd ed. p. 207

a. Partner Reading

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

b. 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 know 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.

c. 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.

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

e. 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.

f. 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.

**3. 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:

- a. Students can understand the word meaning individually.
- b. 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 and self-confidence. Besides that, CIRC integrates oral language development in reading and writing

### **G. 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 done by Rizky Puspo Rhomadhoni (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 applied. In this research, he uses descriptive qualitative methods. The result shows that students' writing score in writing hortatory exposition had become better. Therefore, the students' achievement is better.

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 MTsN Sampung Ponorogo. He conducted a research in order to 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 Unggulan Tulangan." 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. Therefore, the researcher describes clearly about the students and teacher's activities during CIRC 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 Unggulan Tulangan. 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 Unggulan Tulangan