CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher describes the related literature. The researcher has classified this chapter to be some sub-chapters. There are cooperative learning theory, and CIRC method.

A. Cooperative Learning

1. The Definition of Cooperative Learning

Cooperative learning stands for cooperative and learning. Cooperative is collaboration.[1] It 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 beneficial to students because there is a mutual relationship among the classmates academically.[2]

Cooperation is working together to reach objective together. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.[3] The idea is simple. Class members are organized into small groups after receiving instruction from the teacher. They then work through the assignment until all group members successfully understand and complete it.

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[1]BuchariAlmadkk,*Guru Profesional,(Menguasai Metode dan Terampil Mengajar),*(Jakarta: Rineka Cipta, 2002), 80
[2]Robert E. Slavin, *Educational Psychology: Theory and Practice, 9th ed.* (New Jersey: Pearson Education, Inc., 2009), 99
[3]Etin Solihatin, *Cooperative Learning Analisis Model Pembelajaran IPS,* (Jakarta: Bumi Aksara, 2008), 4.

Cooperative efforts result in participants striving for mutual benefit so that all group members gain from each other's efforts (*Your success benefit me and my success benefit you*), recognizing that all group members share a common fate (*We all sink or swim together here*), knowing that one's performance is mutually caused by oneself and one's colleagues (*We cannot do it without you*), and feeling proud and jointly celebrating when a group member is recognized for achievement (*We all congratulate you on your accomplishment!*).

In cooperative learning situations there is a positive interdependence among students goal attainments, students perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals. In cooperative learning, there is mutual relationship among students which enable them to reach the goal of teaching-learning. Good communication takes important role that can help students to make good relationship among them. In communicative approach, there is mutual relationship among students which enable them to reach the goal of teaching-learning. Moreover, communication that held between students is really important to understand what the purpose of the message that delivered from each student in daily conversation is.

2. The Reason of Using Cooperative Learning

Students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In contrast to cooperative situations, competitive situations are ones in which students work against each other to

achieve a goal that only one or a few can attain. In competition there is a negative interdependence among goal achievements, students perceive that they can obtain their goals if and only if the other students in the class fail to obtain their goals.

Norm-referenced evaluation of achievement occurs. The result is that students either work hard to do better than their classmates, or they take it easy because they do not believe they have a chance to win. In individualistic learning situations students work alone to accomplish goals unrelated to those of classmates and are evaluated on a criterion-referenced basis. Students' goal achievements are independent; students perceive that the achievement of their learning goals is unrelated to what other students do. The result is to focus on self-interest and personal success and ignore as irrelevant the successes and failures of others.

Cooperative learning is a model that helps students in developing their comprehend and attitude agreeing with the true life in the society, so by studying together among groups will improve student's motivation, interest and comprehend in learning. Cooperative learning is more effective in increasing motive and performance students. Learning Model of cooperative learning motivates student's ability in solving the problems that is obtained as long as learning process, because the students cooperate together with the other students in solving the problems.[4]

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[4]Ibid, 5.

3. The Components in Cooperation

Johnson, Johnson (1988:99) states that the essential components of cooperation are positive interdependence, face-to-face promoted interaction, individual and group accountability, interpersonal and small group skills, and group processing. Systematically structuring those basic elements into group learning situations helps ensure cooperative efforts and enables the disciplined implementation of cooperative learning for long-term success.[5]

a. Positive Interdependence

Positive Interdependence is successfully structured when group members perceive that they are linked with each other in a way that one cannot succeed unless everyone succeeds.[6] Group goals and tasks, therefore, must be designed and communicated to students in ways that make them believe they sink or swim together. When positive interdependence is solidly structured, it highlights that each group member's efforts are required and indispensable for group success and each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities.

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[5]DavidW.Johnson,*LearningTogetherandAlone(Cooperative,Competitive,and Individualistic Learning 4th edition*: University of Minnesota. 1994), p.84
[6]Ibid, 84.

b. Promoted Interaction, Preferably Face-to-Face

Students need to do real work together in which they promote each other's success by sharing resources and helping, supporting, encouraging, and applauding each other's efforts to achieve. There are important cognitive activities and interpersonal dynamics that can only occur when students promote each other learning. This includes orally explaining how to solve problems, teaching ones knowledge to others, checking for understanding, discussing concepts being learned, and connecting present with past learning. Each of those activities can be structured into group task directions and procedures. Doing so helps to ensure that cooperative learning groups are both an academic support system (every student has someone who is committed to helping him or her learn) and a personal support system (every student has someone who is committed to him or her as a person). It is through promoting each other's learning face-to-face that members become personally committed to each other as well as to their mutual goals.

c. Individualand Group Accountability

Two levels of accountability must be structured into cooperative lessons. The group must be accountable for achieving its goals and each member must be accountable for contributing his or her share of the work. Individual accountability exists when the performance

of each individual is assessed and the results are given back to the group and the individual in order to ascertain who needs more assistance, support, and encouragements in learning.[7] The purpose of cooperative learning groups is to make each member a stronger individual in his or her right. Students learn together so that they subsequently can gain greater individual competency.

d. Teaching Students the Required Interpersonal and Small Group Skills

Cooperative learning is inherently more complex than competitive or individualistic learning because students have to engage simultaneously in task work (learning academic subject matter) and teamwork (functioning effectively as a group). Social skills for effective work do not magically appear when cooperative lessons are employed. Instead, social skills must be taught to students just as purposefully and precisely as academic skills. Leadership, decision-making, trust-building, communication, and conflict-management skills empower students to manage both teamwork and task work successfully.

e. Group Process Evaluation

The teacher should set a special time for the group to evaluate their work and their result in order to be able to cooperate

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[7]Ibid, 86.

effectively. This evaluation should not do any time in team work, but it can be done after students involve in learning activities of cooperative learning.[8]

Shortly, the elements above support each other in conducting cooperative learning. One or two elements will not develop cooperative learning successfully. When five elements meet, it will produce a cooperative learning with all students can improve their knowledge by using it.

B. CIRCMethod

1. The Definition of CIRC Method

Institutes of Education Science states about definition of Cooperative Integrated Reading and Composition as follows:

> "A Cooperative Integrated Reading and Composition is a comprehensive reading and writing program for students. It includes story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities. Pairs of students (grouped either by across ability levels) read to each other, predict how stories will end, summarize stories, write responses, and practices spelling, decoding and vocabulary".[9]

According to the definition, CIRC method is a way, technique, systematic plan and orderly arrangement in classroom activities which students and their friends make a cooperation to do their assignment.

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[8] Anita Lie, *Cooperative Learning.* (Jakarta: PT Grasindo, 2010), p. 35
[9] Institute of Education Sciences, *Cooperative Integrated Reading and Composition*, June 2012, p. 1

Based on the statement above, teacher can use the method to attract students' attention by giving them the simulation that must be responded by cooperative learning. In short, cooperative learning is the simulation for the students.[10]

In CIRC, students worked in heterogeneous learning teams for all reading, language arts, and writing activities. In reading, students worked with partners during follow-up times on partner reading, decoding, story structure, prediction, and story summary activities related to the base stories. Students also received direct instruction on comprehension and met comprehension activities, followed by team practice.

In writing and language arts, students use a process approach to write, and participate in peer conferences during planning, revising, and editing stages of the process. Students also received direct instruction followed by team practice on language mechanics and language expression activities, which were integrated with the students writing activities. The authors found significant effects in favor of the CIRC students on standardized measures of reading comprehension, reading vocabulary, language mechanics, language expression, and spelling. The CIRC students also performed better on writing sample and oral reading measure.

The endeavor to teach academic skills known as cooperative learning of interest to behavioral educators due to its record of effectiveness, its use of

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[10]David Nunan, *Research Methods in Language Learning,* (USA: Cambridge University Press, 1992), p. 142

behavioral procedures, and its relatively widespread adoption by regular educators. All form of cooperative learning emphasizes operations that encourage students to work together to achieve commonly held goals rather than competing with or ignoring the efforts of others.

First, it states that some cooperative learning proponents fail to describe the behavioral processes underlying the approach. Second, it is pointed out that it is unclear whether cooperative learning is an independent variable. Given that cooperative learning applies group contingencies to academic behavior, the question is raised as to whether group contingencies do, in fact, produce desirable social interactions, and whether group contingencies are appropriate for academic behaviors. A concern is also raised as to whether the spontaneous peer tutoring generated by cooperative learning compares favorably with planned peer tutoring. Finally, it is claimed that the minor variations from academic group contingencies that cooperative learning proponents have introduced do not require identifying a new process.

2. The Description of CIRC

CIRC is one of the methods that are developed from Cooperative Learning. In Cooperative Learning, students will seat together in a group to master the lesson from the teacher. The important thing is students help each other to be successful. All of the cooperative learning gives ideas that

students have to make good cooperation in learning and responsibility to their friend in one group with as good as in the result of learning.

Cooperative Integrated Reading and Composition (CIRC) is also school-based program that targets reading, writing, and language arts in grades 2 through 8. The three principle program elements are direct instruction in reading comprehension, story-related activities, and integrated language arts/writing instruction. Each students is paired with another student and then assigned to a group of students at the same or different reading level. These learning teams work cooperatively on program-related activities. All activities follow a cycle that involves teacher presentation, team practice, peer pre-assessment, additional practice, and testing. Students are encouraged to cooperate and help one another, because students' scores on individual assessments are summed to form team scores.[11]

In CIRC, teachers use reading texts and reading groups, much as in traditional reading programs. However, all students are assigned to teams composed of two pairs from two different reading groups. While the teacher is working with one reading group, the paired students in the other groups are working on a series of cognitively engaging activities, including reading to one another, making predictions about how narrative stories will come out, summarizing stories to one another, writing responses to stores, and practicing spelling, decoding, and vocabulary. Students work as a total team

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[11]http://www.promisingpractices.net/program.asp?programid=142(Accessedon 11/12/13)

to master "main idea" and other comprehension skills. During language arts periods, students engage in writing drafts, revising and editing one another's work, and preparing for publications of team books.[12]

3. The Steps of CIRC Method

Agus Suprijono describes the steps of this method that students are formed as group to give opinion toward expression. The steps are:

1. Researcher explains Cooperative Integrated Reading and Composition (CIRC) method process.

2. Researcher explains the subject.

3. Researcher makes groups which consist of 4-5 students

4. Researcher gives an issue/narrative text

5. The students cooperate in reading a text each other and find the main idea. The other students give commands to the issue and it is written in a piece of paper.

6. The researcher asks students to read result of their work

7. The researcher makes a conclusion.

From the steps above, the teacher should implement the steps accurately so the learning process run well based on the learning outcome.

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[12]Portions of this paper are adapted from Slavin, 1995. It was written under funding from the Institute of Education Sciences, U.S. Department of Education, *Instruction Based on Cooperative Learning*, p. 22