

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about some related information topic of the recent study. It is intended to provide some theoretical concepts which could support this investigation. The discussion is presented under the following sub headings: definition of reading, types of reading, teaching reading, cooperative learning, Cooperative Integrated Reading and Composition (CIRC), basic though of CIRC and implementation process of CIRC.

A. Definition of Reading

Reading is important to student because reading can help the student to do exercise, receive the message, and to work out the significant of these messages. According to Frank Smith, reading is the most natural activities in the world². And he also said that reading is properly employed for all manner of activities³. According to Nunan, reading is a fluent process of reader combining information from a text and the own background knowledge to building⁴. It means that reading can help the student to combination some information from text.

² Frank Smith, *Understanding Reading*(London: Lawrence Erlbaum Associates,2008),2.

³ Ibid., 64.

⁴ David Nunan. *Practical English Language Teaching, First Edition*(New York: McGraw-Hill Companiess,2003),68.

Based on explanation above, the writer concludes that reading is natural activities and a process to convey the message or information. By reading, the reader will know that they read and challenged to response the idea of the author. In order to make the messages or information that comes from the author can be understood and comprehended easily by the reader.

B. Types of Reading

Many researcher differ in dividing types of reading, but the main ways of reading are:

1. Skimming

Skimming is a useful skill to be applied in reading⁵. Skimming is the ability to read at text quickly in order to find the general idea or the gist of the text. A skimming reader can take the main ideas quickly by collecting words, phrases and main sentences.

2. Scanning

Scanning is the ability to read a text quickly in order to find specific information. Scanning means a technique of flashback in careful way. It has a goal to find the special information from the text. The technique of scanning depends on some objectives or questions, which has been determined in the beginning. In other word, the writer can take a short conclusion that scanning is used when we want to find a word, fact, data, name, etc. The ability in scanning is very useful, the teacher has to teach

⁵ Chritine Nuttall, *Reading Problem. Diagnosis and Remediation.*(Ney York : Eaglewoud Cliffs Prentise Hall Inc,1983),34.

this students. Moreover, the writer concludes that scanning is a way of reading in which readers quickly go through a text to find a particular piece of information.

3. Extensive reading

In extensive reading, readers usually face a longer text. The purpose of using different types of reading is for one's own pleasure. In reading, one needs a total understanding of the writing.

4. Intensive reading

Intensive reading is reading for detail. It usually has a shorter text. A reader usually wants to get some specific information. These different ways of reading are not mutually exclusive. For example, one often skim through a passage to see what it is about before deciding whether a particular paragraph is worth scanning for the information he is looking for.

C. Teaching Reading

Teaching reading mean teaching reading is process of teaching in which the reader shows and helps someone or students to learn how to read well in English to improving student's awareness or reading as a skill. Teacher not only shows and help learner to communicate but also showing and helping how to read well in English. And Brown (1987) stated that teaching is guiding and facilitation learning enabling the learners to learn, and setting the

condition for learning⁶. Based on the statement above it can conclude that teaching is an activity, which give guidance to the student that has a certain rule and certain purpose. Especially, in teaching English the students ruled to use English in order to the student 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 and efficiently, the readers should have particular purposes in their minds before they interact with the text. In general, the purpose of reading is classified into; getting general information from the text and reading for pleasure and interest. This classification is implemented into the development of different reading skill for examples skimming, scanning, reading between the lines, etc. these reading are needed in real life when people read different kinds of reading materials such as newspaper, manuals, brochures, recipes, letters, etc.

Based on the understanding above, we realized the importance of "authentic" reading materials to be used in the classroom in order to develop students' reading skill.

D. Cooperative Learning

Cooperative learning is a classroom management strategy in which small group of students consisting three to six students, are assigned a meaningful tasks. Cooperative learning has been successfully used in a wide

⁶ Douglas, Brown. *Principles of Language Learning and Teaching* (New York: Prentice Hall Engelwood Cliffs, 1987), 7.

range of classroom over many years and many studies attest to its effectiveness in the academic domains. Students enjoy well-structured cooperative learning activities as they provide an environment for social interactions as well as academic engagements. What is provided here briefly is the definitions of cooperative learning, key elements of successful cooperative learning, and kinds of cooperative learning.

The failure of colleges and universities to involve students actively in the learning process has been closely associated with the inability of the students to engage in a continuing acquisition of knowledge and understanding. The continuing acquisition of knowledge requires students to be active participants in a community of learners. Cooperative learning provides the opportunity for students to maximize their own and each other are learning⁷. Carefully structured cooperative learning ensures that students are actively involved in constructing their own knowledge while at the same time encouraging each other to achieve their learning goals.

Cooperative learning can be defined as a learning approach in which small, mixed student groups form both in-the-class and out-of-the-class environments to ensure students help each other in learning an academic subject in the scope of a common goal; where their self-esteem increases and their communication, problem-solving and critical thinking skills develop; and where they actively participate in the teaching-learning process⁸.

⁷ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*(Jakarta: Kencana, 2006),238.

⁸Ibid.,241.

Cooperative learning groups have four principles which help to get the good result, there are⁹:

- a. Positive interdependence: Team members are obliged to rely on one another to achieve their goal
- b. Individual accountability: all students in a group are held accountable for doing their share of the work
- c. Face-to-Face promotive interaction: Group assignments should be constructed so that the work cannot be simply parceled out and done individually. Assignments must include work that has to be done interactively.
- d. Participation communication: students are encouraged and helped to develop and practice trust building, leadership, decision making, communication, and conflict management

E. Cooperative Integrated Reading and Composition

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 education¹⁰. CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques.

⁹ Ibid.,244.

¹⁰ Kagan, Spencer. *Cooperative Learning*(San Juan :Resourcer for Teacher,Inc,1992),5:12

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

F. Basic Thought of CIRC

According to Slavin (1995) in his book CIRC consists of four basic thoughts in teaching reading and writing. Those are:¹¹

a. Advanced Action

An action is almost universal in teaching. It uses reading teams consisting of students who have the same level of work.

An important focus of CIRC activities as a basic method is making the use of time more effective in advanced action. Students

¹¹ Robert E. Slavin, *Cooperative Learning: theory, research, and practice* (Needham Heights: Allyn & Bacon A simom & Schuster Compny, 1995),105

work in cooperative team. With these activities which are coordinate with teaching reading team, students can achieve the purpose in the other sector like reading comprehension, vocabularies, and pronunciation. Students can be motivated to work one another in these activities based on the learning of all team members.

b. Oral Reading

Reading aloud is a part which becomes a standard activity in the most of reading program. Research into oral reading indicated that this gave a positive effect on the ability of reading comprehension.

One of the CIRC purpose is to increase more students' chance to read aloud and to receive feedback from their reading activities with making the students read to the other member of their reading team and practice how to response their reading activities.

c. Reading Comprehension Ability

CIRC uses cooperative team in order to help students improve their reading comprehension ability which can be used widely. During advance action time, students work in their team in order to identify some important part on news item text, such us: the newsworthy events, background of the events, and sources.

In CIRC, students identify the generic structure of the news item text, finding action verbs, saying verbs, passive sentence and

also make a summary or retell the text by their own word. They do it with the other member of their team.

d. Writing and Language Art

In teaching writing and language art, CIRC is aimed to plan, to implement, and also to evaluate an approach process which takes of the other member team in teaching writing and language art. But, in CIRC students plan, revise their composition using closed collaboration with the other member of their teams.

Teaching language mechanism is really integrated and also become a part in teaching writing which is integrated with teaching reading comprehension and compact writing activity process in reading program or by using reading comprehension ability which have already been studied in learning writing.

G. Implementation Process of CIRC Method

The implementation process of learning models CIRC to enhance the problem solving can be reached by:

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.

Internal structure of CIRC technique consists of elements such as knowing individuals well, establishing proper groups, ensuring inter-group communication, using materials appropriate for the content in a timely and orderly manner, supporting groups, fostering cooperation, group and individual assessment. The teacher is the primary actor who realises, regulates and supports these phases. The instructor's experience and knowledge are important for achieving success in these activities. Skilful performance of reading (silent and oral) comprehension activities as well as expressive activities (such as writing composition and grammar activities) via worksheets organized as per the principles of CIRC technique is proportional to the teacher's guidance and close cooperation (Stevens and Slavin, 1995)¹².

Studies in life and social science fields show that cooperative learning techniques are used to test different problems and are recognised to have positive effects in this scope.

¹² Ibid.,108

In light of the results obtained in the studies on cooperative learning, CIRC technique can be suggested to be effective language pedagogy. The present study aimed to compare the effects of CIRC technique and traditional teaching methods on reading and writing skill.

