CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presented 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 thought of CIRC and implementation process of CIRC.

2.1 The Definition of Reading

There are many experts define reading. Gerald G. (2009: 39) states that reading is not a random process. It is a system: a set of conventions we use to interpret and make sense of text. Nunan (2003: 68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

McEntire (2003: 125) defines reading as a constructive process which the prior knowledge and experience affects the reader's comprehension of the text. It shows that the prior knowledge and experience are important to get a proper understanding of the information in a text. Appropriate comprehension is possible to obtain as the content of the texts close to the reader's prior knowledge.

Reading is important to students because reading can help the students to do exercise, receive the message, and work out the significant of these

messages. According to Smith (2008), reading is the most natural activities in the world. And he also said that reading is properly employed for all manner of activities. According to Nunan reading is a fluent process of reader combining information from a text and the own background knowledge to building. It means that reading can help the students to combination some information from text.

According to Grabe and Stoller (2002 : 9) stated that reading is the ability to draw meaning from printed and interpret this information appropriately. Reading is a complex behavior, which involves conscious and unconscious use of various strategies, including problems solving strategies, to build a model of a meaning, which the writer is assumed to have intended. Grabe and Stoller (2002: 4) also stated that reading can be thought of as a way to draw information from a text and to an interpretation of that information. From the expert explanation above we can conclude that reading is the process to get meaning and information from the pretend material in terms of using strategies to solve some problem.

Cline et al (2006 p.2) said that reading is decoding and understanding written text. Decoding requires translating the symbol of writing system into the spoken words which they represent. Understanding is determining by the purposes for reading, the context, the nature of the text, and the reader's strategies and knowledge. The ideas carried out in this context of the text.

Based on the 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.

According to Grabe (2009: 8), there are six major purposes for reading as follows:

a. Reading to search for information (scanning and skimming)

When a reader wants to find some specifics information, a reader should engage in search processes that usually include scanning and skimming. The combination of it can build a simple quick understanding of the text allow a reader to search for information and identifying a specific graphemes form.

b. Reading for quick understanding (skimming)

A reader skims when a reader wants to determine what a text is about and whether or not a reader wants to spend more time reading it.

c. Reading to learn

A reader reads to learn when the information in a text is identified as important information and when that information in a text will be used for some tasks or may be needed in the future.

d. Reading to integrate information

This purpose represents a more complex and more difficult task than reading to learn.

e. Reading to evaluate, critique, and use information

Readers are at time asked evaluate and critique information from multiple texts or from one long time, requiring them make decisions about which aspects of the text are most important, most persuasive or most controversial.

f. Reading for general comprehension (in many cases, reading for interest or reading to entertain)

Based on the explanation above, it can be concluded that there are six major purposes for reading ; reading to search for information (scanning and skimming), reading for quick understanding (skimming), reading to learn, reading to integrate information, reading to evaluate, critique, and use information, and reading for general comprehension (in many cases, reading for interest or reading to entertain).

2.2 Types of Reading

Many researches differ in dividing types of reading, but the main ways of reading are (Daiek, 2004):

a. Skimming

Skimming is a useful skill to be applied in reading. Skimming is the ability to read at text quickly in order to find the general idea or 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.

b. Scanning

Scanning is the ability to read a text quickly 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 this student. 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.

c. 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.

d. Intensive Reading

Intensive reading is reading for detail. It usually ha 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 skin 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.

2.3 Teaching Reading

The word teaching is common for us but when we want to explain about this word, we are still doubt. Thus, we have to look at the following definition of teaching. Teaching is the complex process that can be conceptualized in many different ways, using alternative, metaphor and analogies. Then we can understand that teaching is a way how to prepare learning experience to the students.

Teaching is a complex process. According to Kimble and Garmazy as quoted in Brown (2002), teaching is "showing and helping someone to learn or to do something, providing with knowledge, causing to know or to do understand." Teaching is guiding and facilitating the students to learn and setting the condition of learning. Teacher should prepare themselves better in order to teach successfully. From the explanation above, we can find the word such as guiding, helping, and also facilitating that related with the teaching is a kind of process how to make the students' knowledge and attitude improved.

Teaching reading mean a process of teaching in which the teacher 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.

Brown (1987) stated that teaching is guiding and facilitation learning enabling the learner's condition for learning to learn, and setting the

condition for learning. 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 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 and efficiently, the readers should have a particular purpose in their mind 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 material to be used in the classroom in order to develop students' reading skill.

2.4 Cooperative Learning

Cohen (1994:3) stated that cooperative learning will be defined as the students working together in a small group enough that everyone participates on a collective task that has been clearly assign, moreover, students are expected to carry out their task without direct and immediate supervision of the teacher. Slavin also states that cooperative learning method

share the idea that students work together to learn and are responsible for their teammates learning as well as their own.

Cooperative learning is a classroom management strategy in which small group of students consisting three to six students, are assigned a meaningful task. Cooperative learning has been successfully used in a wide range of classroom over many years and many studies to its effectiveness in the academic domains. Students enjoy well-structured cooperative learning activities as they provide an environment for social interaction as well as academic engagement. What is provide here briefly is the definitions of 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 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 learning. Carefully structured cooperative learning ensures that students are actively involved in constructing their own knowledge while at the same time encouraging each to achieve their learning goals.

Cooperative learning can be defined as a learning approach in which small, mixed students' groups from 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 process.

Cooperative learning groups have four principles which help to get the good result, there are (Txin and Yunus, 2018); (1) Positive interdependence: term members are obliged to rely on one another to achieve their goal; (2) Individual accountable: all students in a group are held accountable for doing their share of the work; (3) Face-to-face promote 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; (4) Participation communication: students are encouraged and helped to develop and practice trust building, leadership, decision making, communication, and conflict management.

2.5 Cooperative Integrated Reading and Composition

Numerous strategies and technique under Cooperative Learning (CL) have been utilized and found effective in ELT. One of team is Cooperative integrated reading and composition (CIRC), where students are grouped with four members each and they work their way through different group assignment. The researcher selected CIRC as the focus of this study because of the importance of classroom interaction in the development of reading comprehension, as stressed by Snow and Sweet (2003).

Cooperative integrated reading and composition (CIRC) technique is one of the learning techniques based on the cooperation, is designed to

develop reading, writing and other language skills in the upper grades of primary education. CIRC technique presents a structure that increase no only opportunities, for direct teaching in reading and writing but also applicability of composition writing teaching.

CIRC technique is developed to support traditionally used "skill-based reading group" approach. Firstly, reading groups are established in the classroom. Next, students are paired off within the groups. When the teacher works with the reading group, couples try to teach each other meaningful reading and writing skills-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 assignment 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.

2.6 Basic Thought CIRC

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

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 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 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

Reading is not only decoding symbols, but also trying to get a message and giving responses to the text. Reading with comprehension means understanding what has been read. Duffy Gerald G. (2009: 14) Comprehension is the essence of reading because the goal of written language is communication of messages. If the readers do not understand the message, it means that the readers are not reading.

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 verb, 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 tam 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 past 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.

2.7 Implementation process of CIRC Method

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

a. Introduction by teacher: firstly, of all, teacher shares basic information with classroom.

b. Group work: 4 or 5 students' groups were established. Worksheet 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 member also control the answers and the process continues this way.

c. Assessment: depending on the feature of the selected technique, skill or information leant by students in relation to course content are assessed by students individually or cooperatively.

d. Detection of successful groups: individual and group assessment of the students' scores is entered on a group scoreboard and the resulting scores are assumed. The group with the highest final score is rewarded.

Internal structure of CIRC technique consist of elements such as knowing individual well, establishing proper group, 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 realizes, regulates and supports the phase. 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 techniques is proportional to the teacher's guidance and close cooperation.

Studies in life and social science fields' show that cooperative learning technique are used to test different problems and are recognize to have positive effects in this scope. In light of the result obtained in the studies on cooperative learning, CIRC technique can be suggested to be effective language pedagogy. The present study aimed to compare the effect of CIRC technique and traditional teaching methods on reading and writing skill.

2.8 Previous Studies

There has been previous study that use CIRC as a technique in creating an effectiveness teaching English. The first researcher is by Varisoglu (2016) said that the CIRC technique had positive influences on the students' academic achievement. The purpose of this study was to reveal whether the technique of Cooperative Integrated Reading and Composition (CIRC) in Turkish Language teaching had influence on students' skills in reading. In the study, the mixed method, which included quantitative and qualitative dimensions together, was used.

The second research Erlidawati and Syarfuni (2018) said about the effect of CIRC on by using CIRC Technique in the experimental group, the situation in this group was very enjoyable; the students were more enthusiastic when they were joining in this group. This study was conducted to investigate the effect of Cooperative Integrated and Composition (CIRC) in

teaching reading comprehension to the third semester students of English department at IAIN Lhokseumawe. Furthermore, the finding of this study showed that CIRC more effective in enhancing the students' reading comprehension. This study contributes to further implications for research on language learning strategies, material design and teacher education in English language teaching.

A subsequent previous study by Esdaniar (2017), this research was this study aims to determine effects of the use of Cooperative Integrated Reading and Composition (CIRC) methods to enhance reading comprehension ability of visually impaired students. This research used experiment method with one group posttest and pretest design.

Whereas , this study is conducted a quasy experimental and focus on the students reading comprehension skill by using Cooperative Integrated Reading and Composition at the tenth grade students of MA Sunan Ampel Pare. And the reading material of the students is about narrative text. There are two subjects of this research those are experimental class and control class.