

CHAPTER II

TEACHING READING BY USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD

A. The Nature of Cooperative Integrated Reading and Composition (CIRC)

1. Definition of Cooperative Integrated Reading and Composition (CIRC)

Cooperative Integrated Reading and Composition (CIRC) is a cooperative learning method for learning language it is can be reading or writing. The students work in cooperative learning teams to be four people. The students involved in a series of joint activities, including reading to each other, making predictions about how the narrative story will appear, make an overview of the others, write response a story, and practicing spelling and vocabulary. The students also work together to understand the main idea.

Slavin (2005:16), "Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program to teaching reading and writing in elementary school classes at a higher level and also at the high school". Huda (2011:126-127) "the model of Cooperative Integrated Reading and Composition (CIRC), the students placed in small groups, either homogeneous or heterogeneous. The first , the students follow a series of instruction on reading , then practice. Cooperative Integrated Reading and Composition (CIRC) is a learning method that is easier to

understand the contents of a text. This method can be used as an alternative to fix the various problems encountered in learning reading skills through the way teamwork”.

This method is expected to make reading activities more enjoyable, because this method encourage the students to work together in a discussion to discussing the reading material. This method also can help the students to more understand the material and in the same condition can improve the students writing skill.

2. Steps of Cooperative Integrated Reading and Composition Method (CIRC)

Cooperative Integrated Reading and Composition learning method has the own learning procedure. According to Suhana (2014:54) the steps to do this learning methods : a) Form a group whose 4 members who are heterogeneous ; b) The teacher give discourse / clipping according with the learning topic ; c) The learners cooperate mutually read and find the main ideas and provide feedback discourse / clipping and write on sheets of paper ; d) Present / read the results of the group ; e) Teachers make a conclusion together and f) Close.

While in the learning process, Cooperative Integrated Reading and Composition (CIRC) is divided into several phases of learning as follows (Awalani,2010:2) :

a. The First Phase is the Orientation

In this phase, the teacher do early appreciation and the first knowledge of students about the material that will be given. besides also describes the learning objectives that will be do the students.

b. The Second Phase is the Organization

The teacher divide the students into some group with regard academic heterogeneity. Dividing the reading material about the material will be discuss the students. In addition, explain the mechanism of group discussion and assignments to be completed during the learning process.

c. The Third Phase is the Introduction of the Concept

How to introduce about a concept or a new term that refers to the findings during the exploration. Introduction can be obtained from teachers, textbooks, movies, clippings, posters or other media.

d. The Fourth Phase is the Publication

The students able to communicate the findings, prove and presentation about the material discussed either in groups or in front of the class.

e. The Fifth Phase is Strengthening and Reflection

This phase is the teacher gives strengthening associated with the subject matter will be learning through explanation or provide concrete examples in everyday life. Furthermore, the students were given the opportunity to reflect and evaluate their learning achievement.

3. The Way to Determine the Members of the Group

So that the goal of learning process can be achieved, it would require some the ways in the formation of the group members. how the way to determine the group members according to Awalani (2010:2) as follows :

a. Determine the Students Rank

By the way of searching for information about the average scores of students in the previous test or the value of report cards. Then sorted by arrange of a ranking from the higher until the lowest.

b. Determine the Number of Groups

The number of groups is determined by observe the total of members of each group and the number of students in the class.

c. Arranging of Group Members

Grouping is determined on the basis arrangement of the student ratings has been made. Each group should consists of students who have the kind of ability, so has the ability that average of balanced.

4. Advantages and Disadvantages of Cooperative Integrated Reading and Composition (CIRC).

a. The advantages of Cooperative Integrated Reading and Composition (CIRC)

Based on Suyitno in Ahsan (2010) the advantages of Cooperative Integrated Reading and Composition (CIRC) as follows : 1) Cooperative Integrated Reading and Composition (CIRC) appropriate to improve the students skills in problem solving the question ; 2) The dominance of the teacher in the learning is reduced ; 3) The students motivated on the results

carefully, because working in a group ; 4) The students can understand the meaning of each question and check their work and 5) Help the weak students.

b. The disadvantages of Cooperative Integrated Reading and Composition (CIRC)

Based on Suyitno in Ahsan (2010) the disadvantages of Cooperative Integrated Reading and Composition (CIRC) as follows : 1) At the time of presentation only the active students perform and 2) Not all of the students able to answer the question carefully.

Based on the explanation above Cooperative Integrated Reading and Composition (CIRC) method can be said appropriate method to improve the students reading ability. In this method the students not only learn alone, but the students will learn with other students in the form of a group so that the students can share information related to the subject matter. Then, to overcome the disadvantages of this method the teacher will control each group and will give motivation for all of the students to speaking in front of a class without feel shy or fear.

B. The Nature of Reading

1. Definition of Reading

Reading is the single most important educational skill the students will learn. The students must understanding the organization and meaning of text and instruction in reading text. The teacher should emphasize approach to the students to help the students difficulties in learning

reading. Patel and Jain (2008:113), “Reading is an important activity in life with which one can update his/ her knowledge”.

In reading the students required to be able to read. Through reading, students can get knowledge. Therefore, reading cannot be separated in studying and learning process in the class. Duffy (2009:39) “ reading is not a random process. It is a system a set of conventions we use to interpret and make sense of text”. Furthermore, Mc Namara (2007:3), “reading is an extraordinary achievement when one considers the number of levels and components that must be mastered”.

Based on some definition of experts. In general, reading can be said is an direct way of communication between writer and reader through text. Reading is also defined as not only a source of information and a pleasurable activity but also as a means of consolidating and extending the people knowledge of the language.

C. The Nature of Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Corte in Wolley (2011:17), “reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of reader - related, text - related, and situational factors”.

While Snow (2002:11), “reading comprehension as the process of simultaneously extracting and constructing meaning through interaction

and involvement with written language”. Pressley in Wawryk (2004:36), “comprehension strategies are the centrepiece of the literacy curriculum. Reading comprehension refers to the understanding of printed text. Proficient readers engage in an intentional problem-solving process to comprehend ”.

Based on some definition of experts, reading comprehension is the process the reader comprehend about the information or knowledge from the text.

2. Types of Reading

Based on Patel and Jain (2008:117) the types are intensive reading, extensive reading, aloud reading and silent reading. Those type will be explain below :

a. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. There are few characteristics of intensive reading : 1) This reading helps learner to develop active vocabulary ; 2) Teacher play main role in this reading ; 3) Linguistic items are developed ; 4) This reading aims at active use of language ; 5) Intensive reading is reading aloud ; 6) In

intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

b. Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book.

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update. Few characteristics of extensive reading : 1) It helps learner to develop to active vocabulary ; 2) Extensive reading is silent reading ; 3) In extensive reading the subject matter is emphasized ; 4) In the extensive reading the learners play main role because they have to ask for measures ; 5) In extensive reading the idea can be developed ; 6) The aim of extensive reading is to enrich learners' knowledge and 7) Through extensive reading the good reading habit can be developed.

c. Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be vary difficult at secondary level. According to S. Venkateswaran reading aloud is not useful at the secondary level because of the following reasons:

- 1) It is very difficult skill. In unseen text or in other text there are many words which student does not know how to pronounce it.
- 2) If student have riot prepared himself for reading, it will be very difficult for him. The reading will be unnatural.
- 3) Reading basically is reading silently.
- 4) According to Venktes, “only those text should be read aloud, which have been written to read aloud like poetry, dialogue, and other type of text. The texts which have no need not to read aloud should not be read aloud”.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

Advantage of silent reading : 1) This reading makes students very active and accurate ; 2) Silent reading concentrates the attention of learners toward subject matter and he learns naturally ; 3) It saves time because this activity is done at a time. All students participate together in this activity at a time ; 4) It is very useful to develop the skill of reading fast and 5) This skill plays main role to increase the knowledge of students

Disadvantage of silent reading : 1) This technique is not useful at earlier stage of language learning ; 2) Through this skill one can learn the pronunciation ; 3) In this skill the learner can cheat the teacher if subject matter is not interested and 4) Only bright and intelligent students can learn this skill but average students learn it hardly.

D. Teaching Reading Skill

Reading is not an isolated process. Four language processes work together to enhance the development of each of the others: speaking, listening, reading, and writing. Jhonson (2008:20), “reading helps students become better writers. Through reading students have incidental contact with the rules of grammar. Students develop a sense for the structure of the language and grammar and increase their vocabulary”. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Elizabeth et al (2003:21),“there are many considerations in teaching reading. What we have presented in the preceding sections is a set of what we believe are the most important principles. However, each of these principles must be adapted for a specific context, for a specific language, and for students of differing abilities”. Teachers must be aware of the progress that students are making and adjust instruction to the changing abilities of students. It is also important to remember that the goal of reading is to understand the texts and to be able to learn from them.

Elizabeth et al (2003:13) states that there are some the way for teaching reading in classroom:

1. Instruction can improve comprehension by focusing on concepts and the vocabulary used to express them.
2. Discussing new words and concepts with students before reading a text is generally helpful. It helps to activate prior knowledge and improve comprehension.
3. Asking students to tell everything they know about a topic is a useful way to begin to get students to activate their prior knowledge. They should then begin to think about what they don't know. After reading, they should summarize what they have learned about the topic.
4. Teachers can guide students by modelling the actions they can take to improve comprehension. These actions include: asking questions about a text while reading; identifying main ideas; using prior knowledge to make predictions.

5. Teaching a combination of different strategies is better than focusing on one.
6. Different methods have been found to be effective in teaching text comprehension. Teachers can use combinations of the following : a) Co-operative or group learning ; b) Graphic organizers (e.g. flow charts, word webs) ; c) Asking and answering questions ; d) Story structure ; e) Summarizing and f) Focusing on vocabulary.

D. The Nature of Narrative Text

1. Definition of Narrative Text

Narrative is a text which contains about the story and deal with actual or vicarious experiences in different ways. Narrative deals with problematic events and turn to find the resolution. Klinger et al (2007:92), “The structure of narratives is often called a “story grammar.” This term refers to the different elements the reader can expect to find in a story, such as the characters, setting, plot (including a problem that needs to be solved), and a resolution to the problem”.

Montgomery et al (2007:251), “narratives are stories involving a sequence of related events. There are various kinds of relationship between events in a narrative. The most obvious kind is where one event causes another. Such causal connections link one event with another and function partly to give unity to the narrative, and partly to enable the narrative to draw moral conclusions about the consequences of actions”.

According to Elliott (2005:16), “a narrative can be understood to organize a sequence of events into a whole so that the significance of each event can be understood through its relation to that whole”. Then, Hutchinson (2005:10) states that most narratives are told in chronological order (the order in which the events occur).

2. Purpose of Narrative Text

The purpose of narrative text is to amuse or entertain the readers with actual or imaginary experiences in different ways. Wagner (2002:85), “using stories to relate information and/or recreate historical events are a rich literary tradition”. In general, narrative text has a purpose to amuse the reader with a story. Keir (2009:4), “the social purposes of narrative text are to construct a pattern of events, to amuse or entertain, to deal with the unusual or unexpected, to teach readers that problems should be resolved, to incorporate generally valued patterns of behavior, may tell a story and express feelings and reflections on experiences and about people”.

3. Structure of Narrative Text

Narrative text has a structure in writing such as orientation, complication, resolution and coda/optional which each part has a role in the story. Steven in Scull (2013:148), “the key of narrative components are characters, problem, attempted solution and solution”. Keir (2009:4) states that there are some steps of narrative text as follows :

a. Orientation

Orientation gives a setting for the events to follow; background information about who, what, where and when.

b. Complication

Complication begins a sequence of events that present problems and create tension and gives an evaluation of complication events.

c. Resolution

Resolution is problems resolve in some way.

d. Coda / optional

Coda is a personal comment or moral.

The sample of the text follows as below :

Mantu's Little Elephant

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Orientation

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants.

Complication

Mantu looked up at the huge elephant with a mischievous glint in his eye. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger. "After hearing the word snakes, the elephants screeched and off they went thundering in fright.

“Did I say there were snakes?” giggled Mantu. “No, I don’t think so,” smiled Opie. Mantu then climbed upon his little friend’s back and went home to the village to tell everyone about the foolish elephants. } resolution

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