

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 English teaching at Indonesia

In our country, English is known as the first foreign language. English as the first foreign language is already presented in the educational world rather than another language. Nowadays, English learning is the first compulsory subjects that must be learned to all junior high school students. Kindergarten and elementary schools also use English as additional subjects. The need of learning English gets higher and higher. So many people assume that English education as a necessary prerequisite for students' later success.

In learning process, English learning is not easy process to be learned because the students still use their native language. In addition, English teacher has also an important role in English learning effectively. According to KTSP curriculum, the students must master the basic skills fluently in order to use English in real communication. The basic skills are reading, listening, speaking and writing. Every student must have those skills especially reading because reading can influence the students' success in their study.

2.2 Teaching reading at junior high school

Learning activities is so influential to the students. Learning activities always require in the classroom management. It is aimed to manage the students' activities while the students are being studied. According to Burden and Byrd (1999:190) state that teacher has an action to keep order in the class referring to

the classroom management. Therefore, teachers' action can manage the classroom. Besides, teachers' action arranges the student's activities in order to run well in learning activities. Referring to the students' learning activities, teacher guides the students learning the subject especially English. Here, the students get difficulty learning English because they still use Indonesia as the native language. Therefore, teachers have to give more attention for the students especially junior high school students. So, learning activities can run well when teacher teaches the students appropriate with the KTSP curriculum.

KTSP curriculum is still used to teach English in various school especially SMPN 2 Kebomas. Based on KTSP curriculum (2006), there are three types of the text which are taught at the eighth grade. They are descriptive, recount and narrative text. In this research, the researcher chooses narrative text as reading text to be researched because narrative text is a text that should be mastered by the eighth grades students. In addition, using narrative text makes the students more interesting in reading comprehension. So, they enjoy comprehending the texts especially in narrative texts.

2.3 Reading

2.3.1 Definition of reading

There are some definitions of reading. According to Walter R. Hill (1979: 4) presents reading as the reader need to get the meaning related to the context. Getting the meaning helps the reader to understand the context and to share information what has been read to each other

In reading activity, students need to read many texts in order to get more information. Getting information from the texts are not easy processes. As a good reader, the reader must have ability in combining information from a text with our knowledge. As stated by Nunan (2003: 68) reading is the progressive reader that combines information on the text and the background knowledge of their own to comprehend information on the text and to construct the meaning fluently. Furthermore, Grabe and Stoler (2001:187) state that reading is also the ability that is required by the reader to describe information, to mix information from the text and to hope the reader comprehend with that information. From two definitions, it can be concluded that reading is a process when the reader read the text to present information, to comprehend information from the text and to combine information with person background knowledge in order to catch information what we need and to get the meaning from those texts.

2.3.2 The purpose of reading

Reading is the capabilities of the reader that must be mastered. According to Grabe and stoller (2002:13) mention there is some purpose in reading such as to accept the general comprehension, to search the simple information, to learn about the text, to skim quickly, to integrate the information, and to critique the text.

Every reader has the different reading purposes. The different reading purposes depend to how the reader gets information. The readers' capability presents the content of the text and finds out the reading purpose appropriately (Grabe and stoller, 2002: 9).

2.3.3 The important of reading

In learning activities, every student is always possessed reading. By reading, they easily again the new knowledge and do the daily activities as reading newspaper, magazines, graphics, maps and etc. Here, the students will get a lot of useful information for their learning through reading. In addition, that information can enrich their knowledge. Afterwards, they also can share their information that they got to each others. So that, the students can apprehend what they read and what they learned.

2.4 Reading comprehension

2.4.1 Definition of reading comprehension

In reading activities, reading comprehension is the relationship between what the reader read and what the reader know. As stated by Snow (2002: 11) reading comprehension is the relationship between the reader and the text. It means that the reader involves the text to find the reading material and to get the meaning of the text. Moreover, the relationship between the reader and the reading material are an important.

Another definition, Lems, et al (2010: 170) presents reading comprehension as the ability to construct meaning from the text. Here, the reader required to comprehend deeply the content of the text in order to get the meaning from the text.

2.4.2 The level of reading comprehension

The reader is said having a good comprehension when the reader has mastered all level of reading comprehension. Every reader has the different

level related to the reader's purposes in reading and the types of reading used. To achieve the students' achievement, teacher has to know the students' level especially in reading comprehension. Hillerich (1983: 126) states that three levels identify reading comprehension consist of literal comprehension, inferential comprehension and critical comprehension.

In this research, the researcher only uses two levels from four levels of comprehension. They are literal and interpretive comprehension. Here, the researcher chooses them because they have some indicators required to the students. Those indicators consist of finding details information, identifying language features, identifying generic structures, guessing vocabularies, identifying the main ideas, and identifying the authors' purpose.

2.5 Narrative texts as reading comprehension

Everyone requires reading because reading is necessary for everyone especially junior high school students. Here, the success of their study depends on their ability to read. In junior high school, the students have to master three texts including descriptive, recount, and narrative. One of them is narrative texts.

Narrative text is a text that must be learned by students especially the eighth grade students. Narrative text is a kind of text which tells a story in the past. In addition, the basic purpose of narrative text is to entertain the reader with factual or imaginary story. Narrative text is also to teach the moral values from the story.

From the statement aside, the researcher concludes that narrative text is a factual story or an imaginative story to entertain the reader and to teach the moral values in the past. The generic structure of this text as follows:

- Orientation: the part of the paragraph where the characters of the story are introduced. It also consists of place and time.
- Complication: the part of the paragraph where the problems in the story developed. It means what the characters get the problem.
- Resolution: the part of the paragraph where the problem in the story is solved. It means how the characters solve the problem.

The common grammatical patterns which used in this text as follows:

a. The use of action verbs

Action verbs usually show the events or the characters' activities. Here, they tell how something occurred in the story. Action verb also use the simple past tense in this story. For examples: began, walked, slept and etc.

b. The use of conjunction

Conjunction is to connect the words, the phrase and the clause in a sentence. Here, Conjunction used when the event or the condition happen together. For example: and, then, after that, next, and etc.

c. The use of specific character

The character is an important role to run the story. Here, the character used to determine subject pronoun. For example: he, they, you, she and etc.

d. The use of adjective and adverb

Adjective is a word that describe noun while adverb is a word that modify adjective. Here adjective and adverb used to complete a sentence clearly. For example: beautiful = beautifully, quick = quickly, easy = easily, wonderful = wonderfully, polite = politely, and etc.

2.6 Cooperative Integrated Reading and Composition (CIRC)

2.6.1 Definition of Cooperative Integrated Reading and Composition

In 1986, Cooperative Integrated Reading and Composition (CIRC) are developed by Robert Slavin and the colleagues at the Johns Hopkins University. According to Slavin (2005:16) CIRC as a teaching technique is cooperative learning method which gives opportunities to develop students' ability in reading and writing to reach an understanding on the text in the upper grades of elementary school and the middle grades of junior high school. CIRC can be applied in a particular subject to help the students when they read and write. In learning process, this technique helps to solve the students' problems in reading and writing. Reading cannot be separated writing. Reading texts give good models in writing, present the new subject, and learn about grammar and vocabulary. Reading and writing help to the students become more effective as the readers and the writers. In this research, the researcher focuses on CIRC reading in order to make this research more specific. CIRC technique aimed to provide the opportunity for every students reading aloud to their team and to guide them receiving a respond for their partner (Slavin, 2005: 202).

2.6.2 Major component of CIRC

According to Slavin (1990: 24-26) states that the major components of CIRC are reading groups, teams, basal related activities, partner checking and test. In this researcher, the researcher uses five components as follows:

1. Reading Groups

In this stage, teacher divides the students into two or three groups that consist of eight or fifteen students referring to their level in reading.

In this research, the researcher took one class that consist of 28 students. Then, that class into five groups consisting of five or six students. Dividing the group depended on the students' level in reading.

2. Teams

In this stage, the teacher asks to the students that are assigned in pairs. Then the students that are assigned in pairs will be composed of their partners from their different reading groups including the high level and the low level in reading group. It means that the students in pairs will be composed from the high level to the low level in reading group. In this case, the teams will work together to finish their duty in the team section.

In this research, the teacher asked to the students assigning in pairs. But the students which were in pairs would be composed into two teams related to their different group. It means that the students in pair were composed from the high level to the low level in reading group. In this case, the teams would be worked together to finish their duty in the team section.

3. Basal related activities

In this stage, the material is given appropriate with the curriculum that is used. The material will be discussed approximately 20 minutes at the beginning. Then, teacher gives the texts to each group. Teacher sets the sequence of activities including partners reading, story structure and story related writing, words out loud, word meaning, story retell, and spelling.

In this research, the researcher taught narrative text because that text is appropriate with the syllabus or the KTSP curriculum. Narrative text is taught approximately 20 minutes at the beginning. The researcher sets the sequence of activities including partners reading, story structure and story related writing, words out loud, word meaning, story retell, and spelling.

4. Partner Checking

After set the sequence of activities, their partners have completed. It means that the task of their partners have been achieved on the standard criterion. In this stage, each partner will check the task of their partners whether they have completed or not. It means that whether the task of their partners have been achieved on the standard criterion or not.

In this research, their partners of the group checked their assignments together. Hopefully, their assignments had completed or had been achieved on the standard criterion. Here, their partners of the group were going to check their assignments whether they had completed or had been achieved on the standard criterion or not.

5. Test

At the last activities, the test is given to the students in order to measure the students' progress that is given the material. The test is give every meeting and is not allowed to help one another.

In this research, teacher gave narrative test to know the students' competence and to know whether the scores of the students reached the standard scores or not.

2.6.3 The step of Cooperative Integrated Reading and Composition

To conduct this research, the researcher took the procedure of CIRC technique in reading. Mahdu and Jyoti (2014: 39) In CIRC reading, CIRC technique is applied when the students read the text in a group then they combine their ability in teams to do the sequence of activities as defining reading partners, getting predictions from the text, making to identify about character, setting, problem, and problem solution, taking summarization, finding vocabulary and spelling and giving test from the materials what have been given. Here, the students make a group with the different ability to do some activities in order to get the material has been taught.

From the procedure above, the researcher as teacher wants to elaborate the steps of CIRC technique to teach reading comprehension of narrative text, as follow:

Pre reading activity

In this stage, teacher can motivate the students by giving brainstorming in learning activities. Crawford et. Al (2005: 91) states that brainstorming is used to compose ideas from the text. In this activity, teacher gives some pictures about narrative text appropriate with the narrative theme. In this activity, teacher expects students to get more information from the material will be learned.

Afterwards, teacher guides students to use cooperative integrated reading and composition technique in learning activities. In conducting CIRC technique, teacher decides into five groups based on the level of the

students' achievement in reading comprehension. In a group, students work in pairs with a different ability. The groups' score is determined based on the scores of pre-test.

Whilst reading activity

In this stage, teacher continued to apply the procedure of CIRC technique in teaching reading comprehension of narrative texts. The material and the worksheet are provided by teacher. Here, this activity is conducted approximately 20 minutes in the beginning of the lessons. Teacher gives a text. Then, the students read the whole text and conduct the sequence of activities as making prediction about text, finding identification about character, setting, problem, and problem solution from the text, making summarization, and practicing vocabulary and grammar.

Post reading activity

In this stage, teacher asks the students' partner to check the partner of their own to know whether they have been achieved on the standard criterion or not. After checking their partner ability, teacher gives the tests related to the materials is given. To conduct this test, the students are prohibited to ask each other.

2.6.4 The advantages of Cooperative Integrated Reading and Composition

Based on Slavin in Suyitno (2005: 6) mentioned the advantages of using cooperative integrated reading and composition technique as follows:

1. CIRC increase the students' ability in solving the problem.
2. Working in a group is required the students because they enjoy to learn something. So, they are motivated in learning activity.

3. The dominance of the teacher in the learning process is less.
4. Each student understands the meaning of the words and checks their task.
5. Helping the weak students

2.7 Previous study

In conducting this research, the researcher took other study as supporting this research. The other thesis is Okpirianis' thesis (2012) entitled the effect of teaching technique and students' motivation in reading comprehension. In her thesis, the researcher found the similarities and the differences between the research done by Okpiriany and the researcher. The similarity of Okpiriany and the researcher are the same technique which are used CIRC technique in reading comprehension. Then, Okpiriany and the researcher are used the experimental research with quasi experiment design.

There are several differences of the research were conducted by Okpiriany and the researcher. The first is about teaching technique. Okpiriany uses Cooperative Integrated Reading and Composition (CIRC) and Team Assisted Individualization (TAI) technique. In this research, the researcher only uses cooperative integrated reading and composition (CIRC) technique. The second is about focusing the study. Okpiriany used teaching technique to know the effect of the students' motivation and the students' achievements in reading comprehension. Otherwise, this research focuses on the students' achievements in reading comprehension. The third is about the subject of the research. Okpiriany was applied her research for the ninth grade students at SMP Methodist 1 Medan and this research was applied for the eighth grade students at SMPN 2 Kebomas.