CHAPTER II

REVIEW OF LITERATURE

2.1 Teaching Reading

According to Hellman (in Resmini, 2006: 234), reading is the interaction with language that has been modified in writing. If someone can interact with the language that has been modified in writing the person is deemed to have reading skills. If linked with students in elementary school, means the purpose of learning to read is so that students have the skills to interact with the language that changed in writing.

Burns, et al. (In Rahim, 2007: 1) suggested that the ability to read is something vital in an educated society. However, children who do not understand the importance of learning to read will not be motivated to learn. Learning to read is an ongoing effort, and children who see the high value (value) to read in his personal activities will be harder to learn than children who did not find the advantage of reading activities.

Reading is an important skill that needs to be developed in children. Not only is it necessary for survival in the world of schools and (later on) universities, but in adult life as well. The ability to learn about new subjects and find helpful information on anything from health problems and consumer protection to more academic research into science or the arts depends on the ability to read.

Reading is one of skiil from four langiage skill that has to might in the teaching english how ever that happen in the classroom when give reading activity

and student demanded to understand the consist of the teks by question that give by teacher, reading in english is like reading in our native language this means that it is not always necessary to read and understand each and every word in english, remember that reading skill in our native language. Here is a quick overview of the four type of reading skiil used in every language according to Kenneth beare they are:

1. Skimming,

Skimming is used to quickly gather to most important information or"gist". Run your eyes over the text, noting important information. Use skimming to quickly get up speed on a current business situation. It's not essential to understand each word when skimming.

Example of skimming :

- The newspaper (quickly to get general news of the day)

- Magazines (quickly to discover which articles you would like to read in more detail)

- Business and travel brochures (quickly to get informed)

2. Scaning

Scaning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting , plan , etc. In order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning.

Example of scanning:

- The " what's on tv " section of your newpaper.

- A train / airplane schedule.

- A conference guide

3. Exensive reading

      Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as businness books. Use extensive reading skiil to improve your general knowledge of business procedures. Do not worry if you understand each word.

Examples of extensive reading :

- The latest marketing strategy book

- A novel you need before going to bed

- Magazine articles that interest you

4. Intensive reading

      Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skiil to grasp the details of a specific situation, in this case it is important that you understand each word, number or fact.

Example of intensive reading :

- A bookkeeping report

- An insurance claim

- A contract

2.2 Reading Comprehension

Reading comprehension is defined as the level of understanding of writing. Proficient reading depends on the ability to recognize words quickly and effortlessly. In reading comprehension, good readers are active in constructing meaning through the processes of interacting or transacting with what they read and integrating this knowledge with what they already know. Besides, the reader also should know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. It also support by Braunnger (2006) that states readers think as they read, not only about the text but also strategies and process they are using to construct these understanding.

Readers who have strong comprehension are able to draw conclusions about what they read – what is important, what is a fact, what caused an event to happen, which characters are funny. Thus comprehension involves combining reading with thinking and reasoning.

2.3 Cooperative Learning Model

Cooperative learning model is a approach learning that make a small group to working together in maximalisation condition learning to get the purpose of study.

According to Abdul Rahman and Bintaro (2003: 20), cooperative learning is a learning that awarely and systematic developing interaction that

another mutual grind down, care, and educate between student and other student as a training live in the real society.

Cooperative learning is a successful teaching strategy in which small teams, each with student of different level ability, use a variety of learning activities to improve their understanding of a subject. Kagan (1994)

Cooperative learning involves students working together in pairs or group, they share their idea and information. They are a team whose must work together in order to achieve the goal successfully, it is not assigning a job to a group of students where one student does all the work and other put their names on the paper. It is not having the students sit side by side at the same at the same table to talk with each other as they do their individual assignment as well. On the contrary, cooperative learning is teaching strategy in which divided students in heterogeneous group not only responsible for learning what is being taught but also helps their group learns until all the member successfully understand to create an atmosphere of achievement.

2.3.1 The Basic Elements of Cooperative Learning

Roger and David Johnson said that cooperative learning should include five essentials or basic elements (Johnson, Johnson & Smith, 1991: 3:16).

1. Positive Interdependence

In cooperative learning, positive interdependence is needed. Here the students realize that they need each other in order to complete the group's task.

The teacher may structure the task so that the students must share information in order to complete their cooperative task.

2. Face – To Face Interaction

Face – to face interaction means that the teacher openly encourages the students to help each other. The students share resources with each other. The students explain, discuss and teach what they know to classmate. By doing face-to face interaction every students in group can know and receive each other with their strengthnesses and weaknesses.

3. Individual Accountability

Other essential components include individual accountability where every student is accountable for both learning the assigned material and helping other group member learn. Even though the students work together, they also perform independently. Each individual's performance is assessed. The students must take personal responsibility for working toward the group goal. The teacher may structure individual accountability by giving an individual test each the students test to each student or randomly selecting one group member to give the answer.

4. Social Skills

Social Skills include ways the students interact with each other in doing task (asking and explaining). Here , the students must be taught the social skills and be motivated to use leadership, decision making, trust- building, communication, etc.(Johnson, Johnson& Smith, 1991).

5. Group Processing

The last essential component of cooperative learning is group processing. To better develop the group process, the students must analyze how well they are achieving their goals while maintaining effective working relationship among member. The teacher structure group processing by assigning such task. The teacher also monitor the group and give feedback on how well the group are working together to that group and the class as a whole, we have to know that not all group work or informal collaboration between the students is necessarily cooperative. To get the maximum achievement, those five basic elements of cooperative learning must be applied.

2.3.2 Types of Cooperative Learning

A large number of cooperation learning structures were available for classroom use. However , there were five types of cooperative learning :

1. Student Team Achievement Divisions (STAD)

It was a cooperative learning strategy developed at Johns Hopkins University (Slavin, 1986). STAD began with a teacher presentation of a skill or informational lesson. Student then worked in teacher- selected group to master the information or skill that had been presented. these teacher – selected group were designed to be heterogeneous in terms of achievement, gender, and ethnicity. Student were tested individually and those who improved over previous test scores or who do well could help their group learn recognition.

2. Jigsaw

It was cooperative laerning strategy that was designed by aronson and his colleagues (Aronson, Blaney, Stephan, Sikes and Snapp,1978). Students were designed to groups of four or five, and the material that needs to be learned was divided into a number of parts that equals the number of the students in each group.

Each member of the group was assigned a part of the information to learn, member from each group who had the same assigned material meet as expert group to learn the assigned material. Then they returned to their group to teach what they had learned.

3. Group Investigation (Teams Games Tournaments/ TGT)

It was designed to help students acquired complex academic infprmation and inquiry skills (Sharen, 1984). Students Were Groupe into five - or six member Research team and selected a topic for their group to Research. These teams worked with their teacher to desing a Research plan for their topic, they carried out the Research plan under the teacher's Supervision, and they reporter their findings to rest of the class.

4. Think Pair Share (TPS)

It began when the teacher gave a thought – provoking question or problem. Students Were told not to answer immediately, but to just think about the question. Then they paired up with another student and discussed their ideas.

5. Numbered Head Together (NHT)

It began by having students number off in their groups of Three or four. Then teacher gave a problem or question, and students throught about it by themselves. The student discussed question or problem in their groups, then teacher called out a number at random, and student must reporter on the group discussion.

6. Talking chips technique was developed by Spencer Kagan (1992).

This technique can be used in all subjects and age levels for all the students. In this technique the teacher prepare a small box containing the chips (or other small objects). Before groups begin the task, each student gets 2 or 3 piece of chips (the number of chips depending on whether or not a given task is difficult). Each time the students speak or an opinion, they must submit one of the chips and put it in middle, if the students have buttoned up , they may not speak again until all their colleagues also spent the chips. If all the buttons are gone, while the unfinished task, the group may take the agreement to divide the button again and repeat the procedure again.

7. Group Investigation (GI).

This model is the most complex cooperative learning is often applied to the students of senior high school and academic levels. This model was development by Thelan and sharpened with Sharan. In this technique the instructor divides the group with 5 or 6 heterogeneous member. For some cases, groups were formed formed talking into account thefamiliarity or similar interest

in particular topics. Furthermore, the students choose a topic to be investigated. Then, the students prepare and present its report to the entire class.

8. Round Robin Brainstorming

Here the students are dividing into small group consisting of 4 to 6 with one person appointed as the recorder. A question is posed with many answer and the students are given time to think about the answer. After the think time, members of the team share responses with one another round robin style. The recorder writes downs the answers of the group members. The person next to the recorder stars and each person in the group give an answer in order until time is called.

9. Cooperative Integrated Reading and Composition (CIRC)

Cooperative laening CIRC type is one of the cooperative learning model intregad reading and compotion (steven and slavin 2000: 8)
At the bigining CIRC model applyedin the language learning ,in the small group of student give of the texts or reading texts (story or novel) than the student try to read ,understanding the main idea, add write the main idea to prepare the task that giving the teacher (mohammad nur,1999: 2)

2.3.3 Cooperative Learning CIRC Type

Cooperative laening CIRC type is one of the cooperative learning model intregad reading and compotion (steven and slavin). In reading activity, there are many technique that the teacher uses. One of the techniques is CIRC. CIRC is one of cooperative learning technique which is combined between two skills.

They focus on teaching reading and writing. McCafferty (2006: 183) states that Cooperative Integrated Reading and Composition (CIRC) is a technique adaptation of STAD specially design for teaching reading and writing. CIRC is a comprehensive program for teaching reading and writing in the upper elementary and middle grades (Slavin, 1995:7). It mean that, CIRC can be applied in particular subject to help the students when they read and write, so the students can be more interested in doing it.

In CIRC technique, the teacher gives instruction to the students to work in group when the students do the exercise including reading and writing skills. In reading activity, the students find the important elements of the story, such as: the character, characteristic, the problem of the story, etc and also in writing activity the students do the writing process, such as writing draft, revising, editing and publication to the teacher.

Cooperative laening CIRC type is one of the cooperative learning model intregad reading and compotion (steven and slavin) and the step of cooprative learning CIRC type :

1. Make a small group consist of 4-5 heterogenous student
2. The teacher giving reading texts based on the topic
3. The student working together reading and find the main idea
4. Performa the result
5. The teacher make conclution

2.3.4 The Components of Cooperative CIRC

Based on slavin (1995:106) has eight component they are :

1. Reading Groups

    The teacher asks to the students into several group based on their reading level and the teacher gives instruction to the whole class.

2. Teams

    The teacher ask to the teacher to make team and composed their partnership from two reading level (from the high reading and the low reading group). After that, the teacher ask them to read about the reading text.

3. Story- related Activities

    This activity is about analyzing structure of the reading text and identifying the problem of the text after the students read the text. The sequence of this activity are : partner reading, story grammar and story-related reading,words out lout, word meaning, story retell and spelling.

4. Partner Checking

    It is pre- assesment of the students after the students answer the task.

5. Tests

    The teacher gives a Comprehensive test related to the reading text and during the test, the students are not allowed to help one another.

6. Direct instruction in reading comprehension

   The students receive direct instruction from the teacher in specific reading comprehension skill, such as identifying the main ideda, understanding causal relations, and making inferences.

7. Integrated language arts and writing

   In this activity, the teacher uses a curriculum on language art and writing development, especially for CIRC durinng the language atrs periode. The emphasis of this curriculum is on the writing process, and language mechanic skills are introduced as specific aids to writing rather than as separated topics (Slavin, 1995 : 108)

8. Independent reading and book reports

   In this activity, the students will be asked to read the books. In every morning, the student must read the books twenty minutes. This activity will be home work in reading language art to the students.

2.3.5 The Advantages of Cooperative Learning Type CIRC

   It better the every group discribing heterogeneus, from skill, sex,.this mean in order every group there are not difference between good skill or less skill, there are some advantages in the cooperative learning:

Based on slavin in suyitno (2005:6) mentioned the advantages of cooperative learning type CIRC :

1. CIRC suitable to increase ability of student in the finishing the problem

2. Domination of the teacher in learning process less

3. The student motivation on the result because working group

4. The student can understand meaning of working together and can help the less student