

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Theory Of Reading

##### 1. Definition of Reading

Reading is very important in our life , Reading is used by the readers to obtain information, this would be submitted by the author through the written language. Moreover, reading is a language skill that related to other skill. Reading also is an active process that has a goal and need a strategy.

According to Ilzamudin Ma'mur said that :

“...Reading is the basic skill in the study, Reading is the basic of all education,” Reading is the primary avenue to knowledge, Reading is a skill essential for formal education and for individual's succes in society...”<sup>1</sup>

Based on the definition above, the writer concludes that reading is an ability of cognitive process of interaction between the graphic symbols and the language skills of a reader. Reading also is process of communication between a writer and a reader. A writer has messages in his or her mind, such as feeling, fact, ideas, and arguments he or she wants to share.

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<sup>1</sup> Ilzamudin Ma'mur, *Membangun budaya literasi meretas komunikasi global* (Serang: IAIN Suhada Press, 2010) P.139

## 2. Reading Comprehension

Before defining reading comprehension, it is better for the writer to define the meaning of comprehension itself. The definition of comprehension comes from John F Savage and Jean F. Mooney. They define that “Comprehension is cognitive activity. The ability to derive meaning and understanding from printed language.”<sup>2</sup> In other words, it can be stated that comprehension is an understanding which the reader constructs the new information by describing it in the printed language.

Lewin pointed out that

Reading comprehension is a very complex activity, so much occurs inside the mind of reader as the eyes glide over the printed words. Accomplished readers (like most of us) have become so good at it through a lifetime of practice that it is easy to forget how tough it really is, how complicated the comprehension process is.<sup>3</sup>

It means that when the reader reads the text, the mind and the eyes work together to create a comprehension.

Pamela clearly highlights that “Reading comprehension is the process of understanding the message that the author is trying to convey. Very simply, it is making meaning from the text at hand.”<sup>4</sup>

Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the student’s experiences and prior

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<sup>2</sup> John F Savage and Jean F. Mooney. *Teaching Reading to children with special needs*, (London: Allyn and Bacon. Inc., 1997,) P.29

<sup>3</sup> Larry Lawin, *Paving The way in reading and Writing*, (San Francisco : Jossey – Bass, 2003), P.2-3

<sup>4</sup> Farris, Pamela J. *Teaching Reading : A Balanced Approach For today’s classrooms*, (New York: McGraw Hills, 2004), P. 321

knowledge. Comprehension involves understanding the vocabulary, seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose. Making judgments, and evaluating.

### 3. Reading Skills

There are many skill in reading, they are :

- a. Recognize word groups, associating sounds with their corresponding graphic symbols.
- b. Deduce the meaning of words by
  1. Understanding word formation (roots, affixation, derivation and compounding)
  2. Contextual clues (e.g. one of the members of the groups exposed the plot, and the police were soon able to arrest the leader)
- c. Understand explicitly stated information (e.g. I Wish Ann had come = Ann did not come – hence my wish)
- d. Understand relations within the sentence, especially
  1. Elements of sentence structure
  2. Negation
  3. Fronting and theme
  4. Complex embedding
- e. Understand relation between parts of a text through both lexical devices (e.g. repetition, synonym, antithesis) and grammatical cohesive devices, especially anaphoric and cataphoric reference (e.g. *he, they, it; the former, the latter*) and connectives (e.g. *since, after, because, although, however, in addition*)
- f. Perceive temporal and spatial relationship and also sequences of ideas
- g. Understand conceptual meaning, especially
  1. Quantity and amount
  2. Definiteness and indefiniteness
  3. Comparison and degree
  4. Means and instrument
  5. Cause, result, purpose, reason, Condition, addition, contrast, concession.
- h. Anticipate and predict what will come next in the text.
- i. Identify the main idea and other salient feature in a text
- j. Generalize and draw a conclusion.
- k. Understand information not explicitly stated by
  1. Making inferences (e.g. reading between the lines)
  2. Understanding figurative language

- l. Skim and scan (looking for the general meaning and reading for specific information)
- m. Read critically
- n. Adopt a flexible approach and vary reading strategies according to the type of material being read and the purpose for which it is being read.<sup>5</sup>

Furthermore, Nuttal through her book teaching reading skill in a foreign language state that there are skills and strategies of reading :

- a. Skills involving flexibility of technique : variation in reading rate, skimming, scanning, study reading, etc.
- b. Skills of utilizing information that is not strictly speaking part of the text itself: reference apparatus, graphic conventions, illustrations and diagrams.
- c. Wors-attack skills: how to tackle unfamiliar lexical items by using morphology, influence from context, ets., or by using dictionary
- d. Text attack skills : the process of interpreting the text as a whole, using all the clues available including cohesion and rhetorical structure.<sup>6</sup>

According to Harmer, there are three reading skills that students have to acquire. Those are :

a. Scanning

The students need to be able to scan the text for particular bits of information they are searching for. This skill means that they do not have to read every word and lin; on the contrary. Such an approach would stop them scanning succesfully.

b. Skimming

The students need to be able to skim a text-as if they were casting their eyes over is surface-to get general idea of what it is about. Just as with

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<sup>5</sup> J. B Heaton, *Writing English Language Test*, (New York : Longman Inc., 1988)P.105

<sup>6</sup> Cristine Nuttal, *Teaching Reading Skill In A Foreign Language*, (Oxford : Heinemann, 1980) P. 32

scanning, if they try to gather all the details at this stage, they will get bogged down and may not be able to get the general idea because they are concentrating too hard on specifics.

c. Reading for the detail comprehension

Whether looking for detail information or language, must be seen by students as something very different from the reading skill mentioned above. When looking for details, we expect the students to concentrate on the minutiae of what they are reading.<sup>7</sup>

Based on the statement above, Harmer, Nuttall and Heaton have almost the same opinion about skill in reading. But Harmer more specific, he only explains scanning, skimming and reading for detail comprehension. Heaton explains many skills that used in reading. They are scanning, skimming, recognize word group, deduce the meaning of word, understand relation within the sentence, etc. Whereas in Nuttall's book skill in reading is divided into four parts, they are skill involving flexibility of technique, skills of utilizing information, word attack skills and text attack skill. And based on Nuttall the most important skill are text attack skill because this skill are central of the reading process. And are complex and under-described, in spite of a revival in this field. Skill that Harmer suggest are skimming, scanning, and reading for detail information which are included in skill involving flexibility.

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<sup>7</sup> Jeremy Harmer. *How To Teach English*. (Edinburgh Gate : Pearson Education Limited, 1998) P.100

#### 4. Types Of Reading

Reading can be categorized into some types regarding the purpose of the readers. In this regard, H. Douglas Brown purpose three types of reading, namely academic reading, job-related reading, and personal reading.

Genres of reading that belong to academic reading are textbooks, thesis, essays, papers, references material, editorials and so on. Types of reading which are job-related reading are such as memos, applications, schedule, letters or emails, reports and so on. Genres of reading that belong to personal reading are such as newspapers, magazines, invitations, novels, short stories, etc.<sup>8</sup>

Therefore, the reader must be able to anticipate those ways in order to process meaning efficiently. With an extraordinary number of genres present in any literate culture, the reader's ability to process texts must be very excellent.

#### 3. Purposes of Reading

Every reader has a different purpose when they are reading, Harmer states that “in the first place, many of them want to be able to read text in English either for their career, for study purposes or simply for pleasure”<sup>9</sup> it points out that the reason of reading is determined by readers purpose either for career, study or pleasure.

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<sup>8</sup> H Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (Longman,2004) 186-187.

<sup>9</sup> Harmer, *How To Teach English*, P.99

## B. Descriptive text

### 1. Understanding Descriptive text

In teaching English, there are some of texts that should learn and understand by students in Junior High School. The text are descriptive text, narrative text, procedure text, recount text and report text. In this paper the writer focused to do the research in descriptive text.

Descriptive gives sense impression the feel, sound, taste, smell, and look of thing. emotion may be described too-feelings such as happiness, fear, loneliness, gloom, and enjoy. Description helps the reader, though his/her imagination to visualize a scene or person, or to understand a sensation or an emotion.<sup>10</sup> It means, descriptive can help the reader to describe or visualize something such, person, animals, plants or other thing (sensation or emotion). And Thomas also stated that the definition of descriptive is about sensory experience how something like looks, sound, tastes. Mostly it is about visual experiences, but description also deals with other kinds of perception.<sup>11</sup>

According to Dorothy descriptive paragraph explain how someone or something looks or feel. a process paragraph explains how something is done.<sup>12</sup> It means that can be taken conclusion that descriptive or descriptions used to describe things look, smell, taste feel,

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<sup>10</sup> George E. William and Julia M. Burks, *Let's Write English*, 128.

<sup>11</sup> Thomas S. Kane, *The Oxford Essential Guide to Writing*, 351.

<sup>12</sup> Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay*, (Spain: Edelvives, 2005), 25.

or sound and also to describe about our feeling, physical object, place, people or event.

Descriptive text is a piece of text is created when the words are put together to communicate a meaning, or when someone speaks or writes to communicate a message. There are two main categories of text: literary and factual. Within these are various text types. Each text type has a common way of using language.

According to Larson he says:

A descriptive text is “a text which says what a person or thing is like”. Its purpose is to describe and reveal a particular person, place, or thing. A descriptive text is usually used to create and to develop the characteristics of a person and why he or she is so special that the reader can create a vivid picture of the character.<sup>13</sup>

It means that, descriptive text can be used to create and develop the characteristics of a person and can create a vivid picture of the character.

## **2. Language feature of Descriptive text**

The significant features of a descriptive text are:<sup>14</sup>

### **a. The use of present tense**

The present tense is predominantly used for example: has, eats, sings, etc.

### **b. The use of past tense**

That tend to dominate, for example: had, was, etc.

### **c. Adjective**

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<sup>13</sup> Cahyono B.Y, *Teaching English By Using Various Text Types*, (Malang: State University of Malang Press, 2011), 23-24.

<sup>14</sup> Petter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Australia: University of New South Wales, 2005), 98-99.



Adjective are use to add extra information to mound and may technical, everyday or literary.

d. Adverb

Adverbs are use to add extra information to verbs to provide.

e. Adverbial phrases.

Adverbial phrases is a group of two or more words operating adverbially, meaning that their syntactic function is to modify a verb, an adjective or an adverb.

### C. Cooperative Integrated Reading and Composition (CIRC)

Before defining CIRC Technique, it is better for the writer to define the meaning of cooperative learning itself. The definition of cooperative learning comes from cruickshank, he states that “Cooperative learning (Formally called students-team learning) is the term used to describe instructional procedures whereby Learners work together in small groups and are rewarded for their collective accomplishment.”<sup>15</sup> In cooperative classrooms, students are expected to help each other, to discuss and argue with each other, to assess each other’s current knowledge and fill in gap in each other understands.

Larsen pointed out that cooperative learning is the way which the students and the teacher work together and the teacher teach the students collaborative in order they can work together more effectively.<sup>16</sup> Rusman

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<sup>15</sup> Donald R Cruickshank, Deborah Brainer Jenkins, dkk. *The Act Of Teaching*, (New York:McGraw Hill Companies, Inc., 2006) P. 238

<sup>16</sup> Diane Larsen-Freeman, *technique and principles in language teaching*, (New York : Oxford University Press, 2000) P. 164

clearly highlight that “ Cooperative learning is a form of learning which students learn and work in small groups cooperatively whose member consist of four or six students with heterogeneous group.”<sup>17</sup>

Based on the statements above, the writer can conclude that cooperative learning is learning model where the students divided into some group and usually each group consist of four or six members. Cooperative learning is not just putting students into groups but they should learn social skills. The cooperative learning requires students to be active in the group and achieve the main goals of every member in the group. Within cooperative learning, students seek outcomes that are beneficial to themselves and beneficial to all other group members.

In language teaching its goals are :

1. To provide opportunities and naturalistic second language acquisition through the use of interactive pair and group activities.
2. To provide teacher with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (e.g., content-based, foreign language classroom, mainstreaming)
3. To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.
4. To Provide opportunities for learners to develop successful learning and communication strategies.
5. To change learner motivation and reduce learner stress and to create a positive affective classroom climate.<sup>18</sup>

Cooperation is not having students sit side-by-side at the same table to talk with each other as they do their individual assignments.

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<sup>17</sup> Rusman, *Model-model pembelajaran mengembangkan profesionalisme guru*, (Jakarta : Rajawali Press, 2011) P. 202

<sup>18</sup> Jack C Richard, Theodore S Rodges, *Approach and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 2011) P. 192

Cooperation is not assigning a report to a group of students where one student does all the work and the others put their names on the product as well. Cooperation involves much more than being physically near other students, discussing material, helping, or sharing material with other students.

Based on the studies of Slavin, Cooperative learning methods can be summarized as follows :

1. Students teams-achievement division (STAD)
2. Team-games-tournament (TGT)
3. Jigsaw
4. Team Accelerated Instruction (TAI)
5. Cooperative Integrated Reading and Composition (CIRC)<sup>19</sup>

Cooperative learning has many kinds of technique that have the different rules. In this research, the writer focus on CIRC (Cooperative Integrated Reading and Composition) technique which is this technique relate to students' comprehension in finishing reading test.

### **1. Definition of CIRC**

Cooperative Integrated Reading and Composition (CIRC) Technique, one of the learning technique based on cooperation, is design to develop reading, writing and other language skills in the upper grades of primary education. CIRC Technique presents a structure that increase not only opportunities for direct teaching in

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<sup>19</sup> Robert E Slavin, *Cooperative Learning Teori Riset dan praktek* (London : Allymand Bacon, 2005)P. 9-17

reading and writing but also applicability of composition writing techniques.

Cruickshank clearly highlight that :

“CIRC is mainly used to teach reading and composition. In the typical CIRC Procedure, the teacher sets a lesson characters and ideas in a piece of literature such as Romeo and Juliet. Student teams are then asked to read the story and to note the main characters and ideas. Team members who may work in pairs, interact to check each other and gain consensus. They then may check their understanding with another pair on their teams or against an answer sheet. While these paired and team activities are going on, the teacher convenes members from each team who are at comparable proficiency or skill level in order to teach them a new reading skill, and the cycle continues.”<sup>20</sup>

In addition, according to Slavin in his book pointed out that “CIRC is comprehensive program for teaching reading and writing in the upper elementary and middle grades (Madden, Slavin and Steven, 1986)”<sup>21</sup> it means that this technique is appropriate for the student in upper elementary or high level or it is not appropriate for lower level. Comprehensive in this technique means that after the students are expected to be able to summarize the story, practicing spelling, resolving the problem, decoding and mastering main idea and knowing new vocabulary.

Based on the statement above, it can be concluded that CIRC is a technique that used to improve reading and composition or writing. In this technique the students work within cooperative teams which are coordinated with reading group instruction, in order to meet

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<sup>20</sup> Cruickshank, Deborah Brainer Jenkins, et, al, *The Act Of Teaching* P. 241

<sup>21</sup> Slavin, *Cooperative learning Theory, Riset Teori, dan praktek* , P. 16

objectives in such areas as reading comprehension, vocabulary, decoding, spelling. And students are motivated to work with one another on these activities by the use of cooperative reward.

## **2. Program Elements**

CIRC Consist of three principal elements : basal-related activities, direct instruction in reading comprehension, and integrated language arts and writing. In all of these activities, students work in heterogeneous learning teams. All activities follow a regular cycle that involves teacher presentation, teams practice, independent practice, peer pre-assesement, additional practice, and testing. The major components of CIRC are as follows.

### **a. Reading groups**

Students are assigned to two or three reading groups according to their reading level. This group divided heterogeneous by virtue of the students ability that can be determined by their teachers.

### **b. Teams**

Students are assigned to pair (or triads) within their reading groups, and then the pairs are assigned to team composed of partnerships from two reading groups or levels. For example : a team might be composed of two students from high reading group and two from the low group. Team members receive

point based on their individual performances on all quizzes, compositions, and book report and these points from a team score.

c. Story related activities

Students use either novels or basal readers. Stories are introduced and discussed in teacher-led reading groups that meet for approximately twenty minute each day. In these groups, teachers set a purpose of reading, introduce new vocabulary, review old vocabulary, discuss the story after students have read it. And so on. Story discussion is structured to emphasize such skill as making and supporting predictions and identifying the problem in a descriptive text.

d. Partner checking

If the students complete all of the activities, so their partner give as students complete each of these activities, their partner initial a students-assignment from indicating that they have completed and/or achieved criterion on the task.

e. Tests

Students are given a comprehension test on the story, ask to write meaningful sentence for each vocabulary word. And ask to read the word list aloud to the teacher. Students are not permitted to help one another on these tests.

f. Direct instruction in reading comprehension

Students receive direct instruction in specific reading comprehension skill, such as identifying main ideas, understanding causal relations and making inferences.

g. Integrated language arts and writing

The emphasize of this curriculum is on the writing process, and language mechanics skill are introduced as spesific aids to writing rather than as separate topics. In this part, the students asked to make draft composition after consulting teammates and the teacher about their ideas and organizational plans, work with teammate to revise the content of their compositions, and then edit one another's work using peer editing forms emphasizing grammatical and mechanical correctness. Finally, students "publish" their final composition in team and/or class book.<sup>22</sup>

### 3. Advantages of CIRC

1. Increase students' opportunities to read aloud and receive feedback on their reading.
2. Train the students to respond to one another's reading.
3. The students learn broadly applicable reading comprehension skill.
4. Increase reading comprehension of low-achieving students.<sup>23</sup>

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<sup>22</sup> Slavin, *Cooperative Learning, Teori, Riset dan praktek* , P. 106-110

<sup>23</sup> Slavin, *Cooperative Learning, Teori , Riset dan Praktek*, P.105

Based on the statement above, the writer assumes that CIRC technique is effective to teach reading, and it is also influence students' achievement in reading because CIRC technique is focused on reading, So, this is the appropriate technique for teaching reading.