# CHAPTER II
## REVIEW OF RELATED LITERATURE
## COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD IN TEACHING NARRATIVE

### A. THEORETICAL REVIEW

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

a. Definition of CIRC Method

"Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading and writing/language arts".[1]

"Cooperative Integrated Reading and Composition (CIRC) is a comprehensive reading and writing program for students in grades 2 through 8".[2]

From definition above, CIRC is the direct instruction reading comprehensive, input of writing activity, and any related between skills that suggested by the method.

b. The History of CIRC Method

Dr. Robert Slavin was a director of Elementary School Programs. He has contributed a lot in the subject of collaborative or cooperative learning. There's no doubt that collaborative or cooperative learning is a great way of building and teaching students. Students learn in groups in a much better way that they do it individually. Cooperative learning is not relatively new but it traces its history back to early 18th century. Cooperative learning not only encourages students on learning the group's tasks and activities but also helps them in building a social personality in them. The instructor of the group is a very important personality or entity that directs the movements of groups.[3]

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[1]http://www.ed.gov/pubs/EPTW/eptw4/eptw4c.html, retrieved on March 22, 2011, 08.59 pm.

[2] http://ies.ed.gov/ncee/wwc/reports/beginning_reading/circ.html, retrieved on March 22, 2011, 09.30 pm.

[3]http://www.teach-nology.com/currenttrends/cooperative_learning/slavin.htm, retrieved on March 23, 2011, 8.24 am.

From the statement above, we know that the research and the development of cooperative learning was start since 18th century. It means cooperative learning helped many of teachers in class problem since a long time.

The result of research and development of cooperative learning was kinds of method, one of them was CIRC. "CIRC developed in Baltimore city on 1987; it was one of alternative method to improve students reading and writing".[4]

In this time, CIRC method is used by teacher and researcher in the entire world to solve problems, especially class of reading, writing, and language arts.

"The development of CIRC proceeded from an analysis of the problems of traditional reading, writing, and language art instruction".[5] In other words, it was result of problems and conventional learning.

c. The Purpose of CIRC Method

"A major objective of CIRC is to use cooperative teams to help students learn broadly applicable reading comprehensive skills".[6]

A major objective of the developers of the CIRC writing and language arts program was to design, implement, and evaluate a writing process approach to writing and language arts that would make extensive use of peers.[7]

From statement in above that CIRC developed to easy of students in reading comprehensive so that students can implementation writing and language arts learning. CIRC is using group to easy of learning process when one of the students is not understand.

d. The Step of CIRC Method

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[4]http://id.shvoong.com/social-sciences/education/2066407-cooperatif-integrated-reading-composition/, retrieved on March 23, 2011, 09.00 am.

[5][5]Robert E. Slavin, *Cooperative Learning: Theory, Reseach, and Practice,* (USA: Allyn and Bacon, 1995), 2nd Ed, p. 104.

[6]*Ibid,* p. 105.

[7] *Ibid,* p. 106.

Rachmad Widodo describes the steps of this method. The steps are:

1) Make groups consist of 4 members heterogeneously

2) Teacher give text with of topic learning

3) Students cooperate read to each other, find main idea, and give opinion to text. At the end, the students write the result on the paper.

4) Make presentation or read to the result from group's discussion

5) Teacher and Students make summary together

6) closing[8]

From describe in above that conclude steps of CIRC in learning process. Students work in a group to understand the main idea and master other comprehension skills. They work on materials appropriate to their reading level. They have equal opportunities for success. CIRC provide a structure for teacher to teach and students to learn which help all students become more effective readers and writers.

## 2. Narrative Writing

a. Narrative Text

Narrative is the most famous type of any text. Various purposes are communicated in a narrative type. However the way it is constructed describing certain event, character or phenomenon in detail. Narrative prefers showing to tell and that the power of narrative.

1) Definition of Narrative Text

"Narrative is a text which contents about a story like a story of citizen (folktale), the story of animals (fable), legend (legend), etc".[9] Narrative text contains story by presenting the sequence of events and actors which are characterized as heroes or cowards.

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[8]Rachamad Widodo, "Model Pembelajaran Cooperative Integrated Reading and Composition", http://wyw1d.wordpress.com/2009/11/10/model-pembelajarn-23-cooperative-integrated-reading-and-composition-circ-stevens%E2%80%93slavin-1995/, retrieved on March 23, 2011, 10:40 am.

[9]http://www.elraz.co.cc/english-texts/teks-monolog/narrative.htm, retrieved on March 19, 2011, 09.45 pm.

From the definition above, it can be concluded that a narrative text is a spoken or written text to communicate a message, which is used to interpret its meaning in the story.

2) The Social Function of Narrative Text

The social function of narrative text is to amuse entertain and to deal with actual or vicarious experience indifferent ways; narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.[10]

It means that the purpose of narrative is to give to entertain and to deal with actual or vicarious experience indifferent ways, which is the evaluation shows now the problem starts. Then, there will be complication which the problem arises. The resolution comes to solve the problem in story narrative.

3) Types of Narrative Text

There are many type of narrative; they can be imaginary, factual or a combination of both. They include fairy stories, mysteries, science fiction, romance, horror stories, adventure stories, fables, myths, historical narrative, and personal experience.[11]

Types of narrative are very kinds, but we often in English learning, especially junior high school is fairy stories and fables.

4) The Generic Structure of Narrative Text

The generic structure of narrative text, they are:

a) Orientation, introducing the characters of story, the time and place the story happened. (Who/What, When, and Where).

b) Complication, a series of events in which the main character attempts to solve problem.

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[10]Linda Gerot and Peter Weignell, *The Genre-Grammar Connection,* (Australia: AEE, 1994), p.204.

[11]Mieke bal, *Introduction to the Theory of Narrative,* www.clas.ufl.edu/users/pcraddoc/narhand 1.htm, retrieved on March 19, 2011, 11.00 pm.

c) Resolution, the ending of story containing the solution.[12]

From the statement in above, the researcher concludes that narrative introduces orientation to lead the writers to the context. It is continued by complication, which tells about events and solve problem in a narrative. Then, it is solution of problem in resolution.

5) The significant Lexicogrammatical Feature of Narrative Text

The significant Lexicogrammatical Feature of Narrative Text, they are:

a) Focus on specific and individualized participants

b) The use of material process (action verbs)

c) The use of some behavioral and verbal processes

d) The use of relational and mental processes

e) The use of past tenses

a) The use of temporal conjunction and circumstances.[13]

In statement above, the researcher concludes that grammatical feature is part of narrative. It is used to make a paragraph narrative be perfect in context.

6) Example of Narrative Text

Here is the example of narrative text:

**Takatuliang, the Woodcarver**

Orientation

Long, long time ago on the island of simbau, in the Sulawesi Sea, there live a king and his beautiful daughter. The princess was not only beautiful, but she was also wise and kind.

Complication

Many princes wanted to marry the king's daughter and this made the king confused. He, then, announced a contest; whoever presented the princess with the most valuable gift would marry her.

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[12]Th. M. Sudarwati, *Look Ahead An English Course For Senior High School Students Year XI,* (Jakarta: Erlangga, 2007), p.52
[13]*Ibid,* p.74

Takatuliang, a poor woodcarver, wanted to join the contest but he was so poor that he had nothing to present. Then, he went far into the forest. There he chooses the best tree and carved into a doll. Next, he took an old piece of cloth and sewed it into a dress for the doll. After that, he cut his own hair and glued it to the doll's head.

On the day of the contest, all of the princes gathered before the king and the princess. One by one, they presented their gifts; diamonds, silk, gold, jewelry. Then came takatuliang's turn.

"What do you have?" asked the princess.

"I bring only a doll," said takatuliang softly.

"How many doll like this do you have?" asked the princess again.

"Only this one. I carved it my self and decorated it with my own hair and my father's old cloth. He died and this is the only thing he left me. "Answered takatuliang.

Resolution

The princess was very touched to hear takatuliang's story. She decided to marry takatuliang because he had presented her everything he had. Together, takatuliang and the princess lived happily ever after.[14]

b. Writing

1) Definition of Writing

Writing is one of the four language skills besides listening, speaking, and reading. It is an activity in arranging words, phrases, and sentences. That is grammatically correct and appropriate with its purpose. In *Webster's New World College Dictionary,* writing is the act of a person who writers.[15] Generally, writing can be

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[14]Mukarto, *et. al., English on Sky 2 for Junior High School Students Year VIII,* (Jakarta: Erlangga, 2007), p. 124.
[15]Hornby, *Oxford Advance Learner's Dictionary,* (Oxford: Oxford University Press, 2007), 6th Ed., p. 528

interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil.

Writing is productive language skills that enable a language user to express idea and communicate them to others. Celce and Murcia said that "Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place".[16]

According to Harmer, writing is away to produce language and express idea, feeling and opinion. Furthermore, he states that writing is a process that what we write is often heavily influenced by the constraints of genre, and then these elements have to be present in learning activities.[17]

From the definition above, the researcher can conclude that writing is a way to produce language by putting down words or ideas to some medium. And it is a learned process that takes time and concentrated practice because the researcher has more time to think than they do in oral activities.

2) Types of Writing

Among the many different kinds of types of writing, there are two major of types of writing:[18]

a) Practical or factual writing

This type deals with facts. We can find it in writing of letters (personal, business), reports and editorials.

b) Creative or imaginary writing

These types usually exist in literature. Such as romance, science, short stories, jokes, drama, poetry, etc.[19]

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[16] M. Celce and Murcia Elite Olstain, *Discourse and Context in Language Teaching,* (New York: Cambridge University Press, 2000), p. 142.

[17] Jeremy Harmer, *How to Teach Writing,* (Longman: Pearson Education Limited, 2004), p.31.

[18] Mary Finocchiaro, *English As a Second Language: From Theory to Practice,* (New York: Regent Publishing Company, 1974), p. 86.

Determining the type of writing you will be used is important. It will help you determine you topic (subject), purpose (why you are writing), and style (how you should write).

3) Process of Writing

Writing as one of productive skills needs a process. This processes write to write in sequence stages. Harmer states that the writing process is the stage that a writer goes through in order to produce something (a written text) before to be a final draft.[20]

According to Linse, there five steps of writing process. They are pre writing, writing, revising, editing, and publishing.[21]

a) Prewriting

"Prewriting is a way of warming up your brain before your write, just as you warm up your body before you exercise".[22]

Prewriting is the thinking, talking, reading and writing you do about your topic before you write a first draft. It is a time to relax, to write quickly and begin organizing the thoughts. Prewriting consist of three parts, there are:

▪ Brainstorming

Brainstorming is one way to capture the thought then let the mind generate more ideas about what they will write. In the brainstorming process, we write down every single thing that exists or comes into our minds. We need not then worry about quality of the idea for the time being (at least). We simply write down our ideas in phrases or in single words, not in complete sentences. We do this partly to 'save

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[19]H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy,* (New York: Longman, 2001), p. 302.

[20] Jeremy Harmer, *op.cit., p. 4.*

[21]Caroline T. Linse, *Practical English Language Teaching: Young Learners,* (NY: McGraw Hill, 2006), p.98.

[22]Karen Blanchard and Christine Root, *Ready to Write,* (New York: Pearson Education, Inc, 2003), 3rd Ed., p.41.

time', or rather to be quick. The phrases or word can be verbs, nouns, adjectives, adverbs, or other parts of speech.[23]

Brainstorming is technique used to generate and collect ideas for writing; it is a way to produce many ideas from a group for the purpose of simple enjoyment or problem solving.[24]

The purpose of brainstorming is to make a list of as many ideas as possible without worrying about how writers will use them. Writers' list can include words, phrases, sentences, or even questions.

- Clustering

    Clustering is another pre writing technique. It is a visual way of showing how writers' ideas are connected using circles and lines. When writers cluster, they draw a diagram to connect ideas.[25] In other words, clustering is an activity of drawing of ideas.

b) Writing

After we have finished in prewriting, we can continue to the next step (writing). As we write the first draft on our paragraph, we have to use the ideas we generated from prewriting as a guide. As we write, remember to:

- Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
- Stick the topic does not include information that does not directly support the main idea.
- Arrange the sentences so that the other of ideas makes sense.

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[23]Barli Bram, *Write Well Improving Writing Skills,* (Yogyakarta: Penerbit Kanisius, 1995), p.64.
[24]Barbara C. Palmer and Mary L. Hafner, *Developing Cultural Literacy Through the Writing Process,* (America: Allyn and Bacon, 1994), p.54.
[25]Karen Blanchard and Christine Root, *op.cit.,* p.42.

- Use signal words to help the reader understand how the ideas in your paragraph are connected.[26]

    From the step in above that when we write, we must to use step in above so that our write can read by reader.

c) Revising

    Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different from of words for a particular sentence.[27]

    Revising is often helped by other readers or editors who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.[28]

    Revising is necessary done in order to our writing can understood or read by reader. When our writing does not understand or make confuse reader, it means our writing is bad.

d) Editing

    Editing is an essential part of preparing a piece of writing for public reading or publication. Richard and Willy stated that in editing, writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, example and the like.[29]

    We are almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. Perhaps the order

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[26] Karen Blanchard and Christine Root, *op.cit.,* p.43.

[27] Barli Bram, *op.cit., p. 5.*

[28] *Ibid.*

[29] Jack C. Richards and Willy A. Renandya, *Methodology and Language Teaching,* (USA: Cambridge University Press, 2000), p.318.

of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing.

e) Publishing

"Publishing refers to putting the writing in a final finished format where it can be shared with others. Publishing can be a great motivator for young learners".[30]

Process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teacher often plan appropriate classroom activities that support the learning of specific writing skills at every stage. And to encourage process writing, teachers can model the selection of topics or the writing process it self.

4) Requirements of Good Writing

Good writing in any language involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey one's meaning. To write an interesting text and good paragraph, we should know what a paragraph is. "A paragraph is a group of sentences which contain relevant information one main or central idea".[31]

A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph. A paragraph basically consist of three parts, those are introduction, body and conclusion.

In writing a good paragraph, we should concern to three things. They are:

a) Unity/ Cohesion

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[30]Caroline T. Linse, *op.cit.,* p. 109.
[31]Barli Bram, *op.cit.,* p.13.

The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentences stick together.

b) Coherence

Coherence also plays important role in writing. It plays crucial role in making a paragraph read well. Every coherence paragraph contains smoothly-connected ideas. To achieve coherence, the researcher needs to use some transitions, such as however, although, finally, and nevertheless.[32]

c) Completeness

A good paragraph contains enough detail information to explain and prove statements of a topic sentence.[33]

In writing, cohesion, coherence, and completeness are very important. Because, its step of good writing. When one of them is nothing, so what we write, it is not perfect. The reader does not understand your write.

Writing skill is complex and difficult to be taught since in this case writing does not only mean putting down graphic from on a piece of paper. It involves at least five components. They are:

(1) Content      : the substance of writing, the ideas expressed.

(2) Form          : the organization of content.

(3) Grammar    : the employment of grammatical form and syntactic pattern

(4) Vocabulary : the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style.

(5) Mechanic    : the use of graphic conventions of the language.[34]

5) Writing for Junior High School

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[32]*Ibid,* p.20-21.

[33]Otong Setiawan Djuharie, *Paragraph Writing,* (Bandung: Yrama Widya, 2009), p.69.

[34]Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra,* (Yogyakarta: PPFE Yogyakarta, 2001), p. 306.

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. "Writing has always been used as a means of reinforcing language that has been taught".[35] In other words, writing is a good way for students who learn English. They can put their idea on paper by paying attention on grammar rule and vocabulary.

Allah states in the glorious Al-Qur'an sura Al-Qalam verse 1:

$$ن. وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿1﴾$$

"Nun [These letters (Nun, etc.) are one of the miracles of the Qur'an, and none but Allah (alone) knows their meanings]. By the pen and by that which the writers are writing".[36]

From the verse above, the researcher conclude that writing has important role in human life. People must know how to write by using pen. Because writing is important, human being needs to learn how to write correctly. They can learn writing since childhood or in junior high school.

One of the important things in education system is Curriculum. KTSP is curriculum that is arranged and improved based on UU No. 22 year 2003 about National Education System chapter 36 verses 1 and 2.[37] KTSP has full authority and responsibility in deciding curriculum. It gives school and its education a big portion to develop equality of education based on potential, perspective, and need for each school.

KTSP in National Standard Education (SNP is Section 1, verse 15) explained that School based curriculum (KTSP) is an

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[35]Jeremy Harmer, *How to Teach Writing,* (England: Pearson Education Limited, 2004), p. 31-32.

[36] Mahmud Y Zayid, *An English Translation of the Meaning of the Qur'an,*(Beirut: Dar al-Choura, 1980) p. 457.

[37] Mulyasa, E., *Kurikulum Tingkat Satuan Pendidikan  Sebuah Panduan Praktis*, (Bandung: PT Remaja Rosdakarya, 2006), P. 20.

operational curriculum that is arranged and performed by each level educational institution. KTSP is practiced by school level by considering and based on standard of competences and basic competence that is developed by National Standard Educational Department (BSNP).[38]

Standard of competence that are used as follow:

a) Listening
- Understanding meaning of short transactional and interpersonal dialog to interact with surrounding environment.
- Understanding meaning of spoken text functional and short monolog in form of narrative and recount text to interact with surrounding environment.

b) Speaking
- Expressing meaning of short of dialog transactional and short of spoken interpersonal to interact with surrounding environment.
- Expressing meaning in short of dialog transactional and short of spoken interpersonal to interact with surrounding environment.

c) Reading
- Understanding meaning in short essay in form of narrative and recount to interact with surrounding environment.

d) Writing
- Expressing meaning in text of write functional and short essay in form of recount and narrative to interact with surrounding environment.[39]

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[38] Mulyasa, E, http://www.dhanay.co.cc/2009/11/ktsp-kurikulum-tingkat-satuan.html. retreived on April 22, 2011, 12.06 am.

[39]Wiyono, http:/Swiyono, wordpress.com/2010/06/05/download rpp-ktsp-smp-up-date-juni-2010/ retreived on Sunday, April 24, 2011, 10.40 pm.

Based on conclude above, writing applied in curriculum that constant today and explained to standard of competence. Writing also applied to four skills in learning of junior high school. Another that, writing of junior high school is about genre. Genre which should be taught in junior high school are procedure, descriptive, recount and narrative. But in the second semester are recount and narrative. In this research, the researcher use narrative.

Besides use standard of competence, it also must to use base competence. Base competences that are used as follow:

- Responding meaning in transactional dialog (to get things done) and short interpersonal (get socialization) in a accurate, fast, and accept to interact with near environment that involves to act speech: ask for, give, refusing service, ask for, give, refusing goods, and asking for, give and belies information, ask for, give, and refuses opinion, and offering / accepts / refuse something.

- Responding meaning in transactional dialog (to get things done) and short interpersonal (get socialization) in a accurate, fast, and accept to interact with near environment that involves to act speech: ask for, give, giving assent, responding statement, giving attention to speaker, start, lengthen, and closes spoken, and starting, lengthen, and closes converse of telephone call.

- Responding meaning in spoken text of short functional in accurate, fast, and accept to surrounding environment.

- Responding meaning in short monologue in accurate, fast, and accept to interact with surrounding environment in form of text *narrative* and *recount*

- Expressing meaning of short transactional (to *get things done)* and interpersonal (get socialization) dialog with using kinds of spoken language in accurate, fast, and accept to interact with near environment that involves to act speech: ask for, give, refusing service, ask for, give, refusing goods, ask for, give and belies

information, ask for, give, and refuses opinion, and offering / accepts / refuse something.

- Expressing meaning of short transactional (to *get things done)* and interpersonal (get socialization) dialog by use of oral language manner in accurate, fast, and accept to interact with near environment that involves to act speech: ask for, giving assent, responding statement, giving attention to speaker, start, lengthen, and closes gab, and starting, lengthen, and closes converse of telephone call

- Expressing meaning in spoken text of short functional  by  use of oral language manner in accurate figure, fast and accept to interact with surrounding environment

- Expressing meaning in short monologue by use of oral language manner in accurate, fast, and accept to interact with surrounding environment in form of text  *recount*  and *narrative*
Reading clarion meaning functional text and short essay in form of *recount* and *narrative* with utterance, pressure and intonation that accept that relate with surrounding environment
Responding meaning in short of write text functional in accurate figure, fast and accept that relate with surrounding environment
Responding meaning and stage of rhetoric in short essay in accurate, fast and accept that relate with surrounding environment in form of *recount* and *narrative*

- Expressing meaning in short of write text functional by use of language manner write in accurate, fast and accept to interact with surrounding environment

- Expressing meaning and stage of rhetoric in short essay by use of writes language manner in accurate, fast, and accept to interact with surrounding environment in form of *recount* and *narrative*[40].

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[40] Wiyono, http:/Swiyono, wordpress.com/2010/06/05/download rpp-ktsp-smp-up-date-juni-2010/, retrieved on Sunday, April 24, 2011, 10.40 pm.

## B. COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD IN TEACHING NARRATIVE WRITING FOR JUNIOR HIGH SCHOOL

The development of CIRC focused simultaneously on curriculum and on instructional methods is an attempt to use cooperative learning as a vehicle for introducing state of the art curricular practices derived primarily from basic research on the practical teaching of reading and writing.[41]

CIRC can be used for understanding about spelling, vocabulary, decoding, and main idea. Students are assigned to teams composed of pairs of students from the same or different reading groups. Students work in pairs on a series of cognitively engaging activities, including reading to each other; predicting how stories will end; summarizing stories to each other; writing responses to stories; and practicing spelling, decoding, and vocabulary. Students work in teams to understand the main idea and master other comprehension skills. During language arts periods, students also write drafts, revise and edit one another's work, and prepare to "publish" their writing.[42]

From the statement above, it can be concluded that Cooperative Integrated Reading and Composition is a method designed to fulfill students' need on improving their reading and writing skill. This method helps students to be a good writer without any difficulties. Moreover, this method is suitable for teaching writing in junior high school.

For teachers, CIRC will ease them in teaching writing to their students and make the students easy to write their idea. This method is suitable for class second to eight grade.

In Junior High School English curriculum, teaching and learning English use *genre*. The term "*genre*" is used to refer to particular text-types, not to traditional varieties of literature. It is type or kind of text, defined in

[41]Robert E. Slavin, *op.cit.,* p. 104.
[42] http://www.ed.gov/pubs/EPTW/eptw4/eptw4c.html, retrieved on March 30, 2011, 09.15 am.

terms of its social purpose; also the level of context dealing with social purpose.[43]

The genres which should be taught in junior high school are procedure, descriptive, recount and narrative. In this research, the researcher is using narrative text. "It tells a story using spoken or written language".[44]

The researcher is using narrative as a research because; narrative is a text that interesting. By narrative, students can story anything that is interesting to share with their friends. The opinion of researcher, narrative is genre that used students to get expressions about their idea by real or fictive story.

## C. PREVIOUS RESEARCHES

The researcher has some relevant previous researches that support, there are:

Thesis entitled "Cooperative Integrated Reading and Composition as a Method to Reduce The Students' Problem in Writing a Recount Text (A Classroom Action Research at 8th grade, MTs Husnul Khatimah Semarang in the Academic Year of 2008/2009)", by Choirul Huda (3104059) final project of Tarbiyah Faculty, Walisongo State Institute Islamic Studies Semarang.[45] He did this study because he wants to describe the used of cooperative integrated reading and composition to reduce the students' problem in writing a recount text. Beside, it was to find out the significant difference of students' achievement by using CIRC method.

The similar between her research and the researcher's are on the research approach that is classroom action research, the object of study that is writing and the analysis that use writing test, the collecting data that use observation and test, and calculate the achievement of study. The previous researcher also using method in her research, it is same with the researcher.

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[43]Rudi Hartono, *Genre of Text,* (Semarang: English Department Faculty of Language Art Semarang State University, 2005), p. 4.

[44]Mark Andensor & Kathy Anderson, *Text Types in English,* (South Yarra: Macmillan Education, 2003), p.1.

[45] Choirul Huda (3104059), "Cooperative Integrated Reading and Composition as a Method to Reduce The Students' Problem in Writing a Recount Text", Final Project of Tarbiyah Faculty, (Semarang: Walisongo State Institute For Islamic Studies, 2009), Unpublished.

The difference on this previous researcher is material that is recount text while the research that is material of narrative text.

Thesis entitled, "The Contributing of Musical Imagination Tour as A Technique to Improve Students Ability in Narrative Writing (A Classroom Action Research at 11th grade, SMA N 1 Semarang), by Zuli Anggraini (6450406572) final project of Language and Art Faculty, Semarang State University.[46] She did this study because he wants to describe the technique to improve students' ability in narrative writing. Beside, it was to find out the significant difference of students' achievement by using technique.

The similarities between her research and the researcher's are on the research approach that is classroom action research, the object of the study that is writing, and the data analysis that use writing test, the material of the research that is narrative, the collecting data that use observation and test, and the calculate the achievement of study. The differences are on the research approach. The previous researcher used the contributing of musical imagination tour as a technique and the researcher uses cooperative integrated reading and composition as the research approach.

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[46] Zuli Anggraini, (6450406572), "The Contributing of Musical Imagination Tour as A Technique to Improve Students' Ability in Narrative Writing", Final Project of Language and Art Faculty, (Semarang: State University), Unpublished.