CHAPTER II
CIRC METHOD AND READING SKILL

A. Previous Research

To facilitate the preparation of thesis, the researcher will describe some works that are related to this thesis. These works are:

1. Rika Ismawati (3105265) Tarbiyah faculty of Walisongo State Institute for Islamic Studies (IAIN Walisongo) Semarang. Entitled Using Suggestopedia Method to Improve Students' Writing in Recount Text (A Classroom Action Research at Eight Grade Students of SMPN 2 Juwana-Pati in Academic Year of 2009/2010).

   The results of the study are 1) Writing as one of English skills is a challenge to students. Teaching writing for Junior High School is not an easy job. It is the task for the teacher to encourage their students to learn to write in the target language. He or she should choose the suitable method in teaching it. As stated in school-based curriculum, recount text is one of genres that are taught in Junior High School. In this final project, the writer uses suggestopedia method as an alternative in teaching recount. The writer wants to know the influence of suggestopedia method for helping students produce an effective recount text and the students' response to the use of suggestopedia method in writing class, 2) The result of this research showed the improvement of the students' ability in writing recount. It can be seen from their score. The average on pre-test was 57.65 and post-test was 73.78

2. Musami'ah (04420513), Faculty of Languages and Arts Education, IKIP PGRI Semarang, 2008. Entitled "The Ability to Write a Descriptive Text by Using CIRC Method of the Eight Year Students of SMPN 01 Pati in the Academic Year 2008-2009".

   The result of the study that many students have difficulties in write English text. Therefore, the result of the study is students still feel difficult

in expressing their minds. It means that the eight year students are fair to write descriptive text by using CIRC method.

The similarity is on the method of the study (CIRC). The distinguishes are on the research approach, kinds of genre, participant, data analysis, and method of collecting the data.

3. Mu'linatus Sa'adah (3104154). Enhancing Students' Participation And Comprehension In Reading Course Using *Jigsaw Strategy* (Classroom Action Research in English Class at the 9th grade of MTs Ibtidaul Falah Kudus). This study concludes that 1) The use of discussion groups and group work has been advocated in teaching and learning process. Typically, such groups are used to provide a change from the normal pace of classroom events and to increase the amount of students' participation in lessons. Proponents of jigsaw strategy stress that it enhances both learning and learners' interaction skills. In jigsaw strategy, group activities are carefully planned to maximize students' interaction and to facilitate students' contribution to each others' learning. However, they worked very cooperative and tried to help their partner, and they were more active to understand English reading text, 2) Teaching reading comprehension using jigsaw strategy can be enjoyable experience for teacher and students. In fact, students can improve their reading comprehension after taught by jigsaw strategy. It can be seen by students' achievement in reading course in each cycle. In the first cycle the average of the students' achievement was 69,4. In the second cycle the average of the students' achievement was 76,3. In the third cycle the average of the students' achievement was 83,2. Students' reading comprehension increased as well as their motivation to learn English and they were understood reading English text well. Result of the research show that the students improve their reading comprehension efficiently and effectively. They better in comprehending, discussing, teaching the text to their friends, and one of an unpredictable advantage of doing this strategy is that the students begin to respect each other.

From some researches above, they have relating with the researcher does that is the use of method, strategy in the context of creating active learning. The distinguishing of this research is focused on creating student's reading skill by using CIRC method which would forms and the process is different from the research above.

B. Cooperative Learning

1. The Definition of Cooperative Learning

Cooperative learning stands for cooperative and learning. Cooperative is collaboration[1]. Besides learning is an active process of gaining knowledge, insights, and skills through study, experience, or instruction. According to Clifford T. Morgan defines learning is any relatively permanent change in behavior that is a result of past experience.[2] As a stated by Shaleh Abdul Majid and Abdul Aziz in the book of At-Tarbiyah wa Thuruqu al-Tadris:[3]

أَنَّ التَّعَلُّمَ هُوَ تَغْيِيْرٌ فِي ذِهْنِ الْمُتَعَلِّمِ يَطْرَأُ عَلَى خِبْرَةٍ سَابِقَةٍ فَيَحْدُثُ فِيْهَا تَغْيِيْرًا جَدِيْدًا

"Actually learning is a change in students that consists of prior experience then become new change"

Based on the definitions above, it can be concluded that learning is a process change individual behavior through interaction with environment to achieve the goal.

Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks to help themselves and their teammates learn together. It is a beneficial to students because there is a mutual relationship among the

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[1] Buchari Alma dkk, *Guru Profesional,(Menguasai Metode dan Terampil Mengajar)*, (Jakarta: Rineka Cipta, 2002), p. 80

[2] Clifford T. Margan, *Introduction to Psychology*, (New York: Mc Grow Hill Book Company, 2000), p. 187.

[3] Shaleh Abdul Majid and Abdul Aziz Majid, *At-Tarbiyah wa Thruruqu al-Tadris* ,(Kairo: Darul Ma'arif, 1978), p.69

classmates academically.[4] The definition of cooperative learning by Olsen and Kagan (1992) quoted by Richards and Rodgers (2003:19) is as follows:

> Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.[5]

Cooperation is working together to reach objective together. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.[6] The idea is simple. Class members are organized into small groups after receiving instruction from the teacher. They then work through the assignment until all group members successfully understand and complete it.

Cooperative efforts result in participants striving for mutual benefit so that all group members gain from each other's efforts *(Your success benefit me and my success benefit you),* recognizing that all group members share a common fate *(We all sink or swim together here),* knowing that one's performance is mutually caused by oneself and one's colleagues *(We can not do it without you),* and feeling proud and jointly celebrating when a group member is recognized for achievement *(We all congratulate you on your accomplishment!).*

In cooperative learning situations there is a positive interdependence among students goal attainments, students perceive that

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[4] Robert E. Slaven. *Cooperative Learning: Teori Riset dan Praktik,* (Bandung: Nusa Media, 2008), hlm. 199
[5] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching 2*nd edition (United States of America: Cambridge University Press, 2001), p. 192.
[6] Etin Solihatin, *Cooperative Learning Analisis Model Pembelajaran IPS,* (Jakarta: Bumi Aksara, 2008), p. 4

they can reach their learning goals if and only if the other students in the learning group also reach their goals.

A cooperative learning group conforms to religious principles which are reflected in daily life that people as human being should help each other. It is covered in detail in the Al-Qur'an verse Al-Maidah: 2
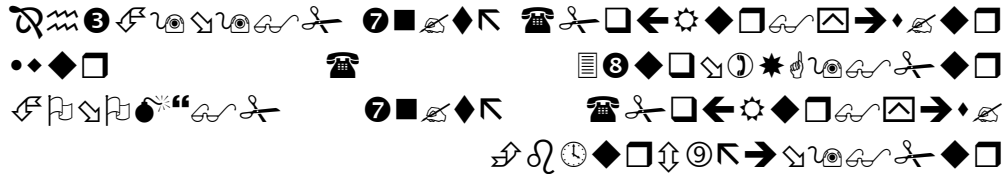
"Help you one another in righteousness and piety, but help you not one another in sin and rancor"[7] (QS. Al-Maidah: 2)

In hadits, Rasulullah Saw said:

عن أبي موسى الأشعري رضي الله عنه. عن النبي صلى الله عليه وسلم قال '' : المؤمن للمؤمن كالبنيان ، يشد بعضه بعضاً......'' . رواه البخاري ، ومسلم ، والنسائي

"From Abu Musa Al Asy'ari R.a, from the prophet Muhammad said: that believers for believers such as buildings, partly corroborate others." (Cited by Bukhari, Muslim and Nasai)[8]

The verse above explains that cooperative is very suggested in every goodness, in this point is English language learning. In cooperative learning, there is mutual relationship among students which enable them to reach the goal of teaching-learning. Good communication takes important role that can help students to make good relationship among them. In communicative approach, there is mutual relationship among students which enable them to reach the goal of teaching-learning. More over, communication that held between students is really important to

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[7] Yusuf Ali, *Translation,* http://www.harunyahya.com/quran-translation30.php. retrieved on June 13, 2008

[8]http://www.dakwatuna.com/2008/12/1575/kuatkan-kerjasama-laksana-satu-   bangunan retrieved on 19th December 2012

understand what is the purpose of the message that delivered from each student in daily conversation.

2. The Reason of Using Cooperative Learning

Students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In contrast to cooperative situations, competitive situations are ones in which students work against each other to achieve a goal that only one or a few can attain. In competition there is a negative interdependence among goal achievements, students perceive that they can obtain their goals if and only if the other students in the class fail to obtain their goals.

Norm-referenced evaluation of achievement occurs. The result is that students either work hard to do better than their classmates, or they take it easy because they do not believe they have a chance to win. In individualistic learning situations students work alone to accomplish goals unrelated to those of classmates and are evaluated on a criterion-referenced basis. Students' goal achievements are independent, students perceive that the achievement of their learning goals is unrelated to what other students do. The result is to focus on self-interest and personal success and ignore as irrelevant the successes and failures of others.

Cooperative learning is a model that helps students in developing their comprehend and attitude agreeing with the true life in the society, so by studying together among groups will improve student's motivation, interest and comprehend in learning. *Cooperative learning is more effective in increasing motive and performance students.* Learning Model of cooperative learning motivates student's ability in solving the problems that is obtained as long as learning process, because the students cooperate together with the other students in solving the problems.[9]

3. The Components in Cooperation

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[9] Etin Solihatin, *Cooperative Learning Analisis Model Pembelajaran IPS,* (Jakarta: Bumi Aksara, 2008), hlm. 5

Johnson, Johnson (1988:99) states that the essential components of cooperation are positive interdependence, face-to-face promotive interaction, individual and group accountability, interpersonal and small group skills, and group processing. Systematically structuring those basic elements into group learning situations helps ensure cooperative efforts and enables the disciplined implementation of cooperative learning for long-term success.[10]

a. *Positive Interdependence*

Positive Interdependence is successfully structured when group members perceive that they are linked with each other in a way that one cannot succeed unless everyone succeeds.[11] Group goals and tasks, therefore, must be designed and communicated to students in ways that make them believe they sink or swim together. When positive interdependence is solidly structured, it highlights that each group member's efforts are required and indispensable for group success and each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities.

b. *Promotive Interaction, Preferably Face-to-Face*

Students need to do real work together in which they promote each others success by sharing resources and helping, supporting, encouraging, and applauding each others efforts to achieve. There are important cognitive activities and interpersonal dynamics that can only occur when students promote each other learning. This includes orally explaining how to solve problems, teaching ones knowledge to others, checking for understanding, discussing concepts being learned, and connecting present with past learning. Each of those activities can be structured into group task directions and procedures. Doing so helps

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[10] David W. Johnson, *Learning Together and Alone (Cooperative, Competitive, and Individualistic Learning 4th edition*: University of Minnesota. 1994), p.84

[11] David W. Johnson, *Learning Together and Alone (Cooperative, Competitive, and Individualistic Learning 4th edition*, p.84

ensure that cooperative learning groups are both an academic support system (every student has someone who is committed to helping him or her learn) and a personal support system (every student has someone who is committed to him or her as a person). It is through promoting each others learning face-to-face that members become personally committed to each other as well as to their mutual goals.

c. *Individual and Group Accountability*

Two levels of accountability must be structured into cooperative lessons. The group must be accountable for achieving its goals and each member must be accountable for contributing his or her share of the work. Individual accountability exists when the performance of each individual is assessed and the results are given back to the group and the individual in order to ascertain who needs more assistance, support, and encouragements in learning.[12] The purpose of cooperative learning groups is to make each member a stronger individual in his or her right. Students learn together so that they subsequently can gain greater individual competency.

d. *Teaching Students the Required Interpersonal and Small Group Skills*

Cooperative learning is inherently more complex than competitive or individualistic learning because students have to engage simultaneously in task work (learning academic subject matter) and teamwork (functioning effectively as a group). Social skills for effective work do not magically appear when cooperative lessons are employed. Instead, social skills must be taught to students just as purposefully and precisely as academic skills. Leadership, decision-making, trust-building, communication, and conflict-management skills empower students to manage both teamwork and task work successfully.

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[12] David W. Johnson, *Learning Together and Alone (Cooperative, Competitive, and Individualistic Learning 4th edition,* p.86

e. *Group Process Evaluation*

The teacher should set a special time for the group to evaluate their work and their result in order to be able to cooperate effectively. This evaluation should not do any time in team work, but it can be done after students involve in learning activities of cooperative learning.[13]

Shortly, the elements above support each other in conducting cooperative learning. One or two elements will not develop cooperative learning successfully. When five elements meet, it will produce a cooperative learning with all students can improve their knowledge by using it.

C. CIRC Method

1. The Definition of CIRC Method

Institutes of Education Science states about definition of Cooperative Integrated Reading and Composition as follows :

> "A Cooperative Integrated Reading and Composition is a comprehensive reading and writing program for students. It includes story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities. Pairs of students (grouped either by across ability levels) read to each other, predict how stories will end, summarize stories, write responses, and practices spelling, decoding and vocabulary".[14]

According to the definition below, CIRC method is a way, technique, systematic plan and orderly arrangement in classroom activities which students and their friends make a cooperation to do their assignment.

Based one this statement above, teacher can use the method to attract students attention by giving them the simulation that must to be

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[13] Anita Lie, *Cooperative Learning,* (Jakarta: PT Grasindo, 2010), p. 35
[14] Institute of Education Sciences, *Cooperative Integrated Reading and Composition,* June 2012, p. 1

responded by cooperative learning. In short, cooperative learning is the simulation for the students.[15]

In CIRC, students worked in heterogeneous learning teams for all reading, language arts, and writing activities. In reading, students worked with partners during follow-up times on partner reading, decoding, story structure, prediction, and story summary activities related to the base stories. Students also received direct instruction on comprehension and met comprehension activities, followed by team practice.

In writing and language arts, students use a process approach to write, and participate in peer conferences during planning, revising, and editing stages of the process. Students also received direct instruction followed by team practice on language mechanics and language expression activities, which were integrated with the students writing activities. The authors found significant effects in favor of the CIRC students on standardized measures of reading comprehension, reading vocabulary, language mechanics, language expression, and spelling. The CIRC students also performed better on writing sample and oral reading measure.

The endeavor to teach academic skills known as cooperative learning of interest to behavioral educators due to its record of effectiveness, its use of behavioral procedures, and its relatively widespread adoption by regular educators. All form of cooperative learning emphasize operations that encourage students to work together to achieve commonly held goals rather than competing with or ignoring the efforts of others.

First, it states that some cooperative learning proponents fail to describe the behavioral processes underlying the approach. Second, it is pointed out that it is unclear whether cooperative learning is an independent variable. Given that cooperative learning applies group

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[15] David Nunan, *Research Methods in Language Learning,* (USA: Cambridge University Press, 1992), p. 142

contingencies to academic behavior, the question is raised as to whether group contingencies do, in fact, produce desirable social interactions, and whether group contingencies are appropriate for academic behaviors. A concern is also raised as to whether the spontaneous peer tutoring generated by cooperative learning compares favorably with planned peer tutoring. Finally, it is claimed that the minor variations from academic group contingencies that cooperative learning proponents have introduced do not require identifying a new process.

2. The History of Cooperative Integrated Reading and Composition

Several years ago, Cooperative Integrated Reading and Composition (CIRC) was adapted to form one component of Reading Wings, a comprehensive reading program in the Roots and Wings whole-school reform model. The Roots and Wings model consists of elementary school age learning programs, reading and language arts instruction, tutoring, family support and integrated services, social studies and science instruction, and mathematics instruction. CIRC has been incorporated into a primer-level reading program called Reading Wings.[16]

3. The Description of CIRC

CIRC is one of the methods that are developed from Cooperative Learning. In Cooperative Learning, students will seat together in a group to master the lesson from the teacher. The important thing is students help each other to be successful. All of the cooperative learning gives ideas that students have to make good cooperation in learning and responsibility to their friend in one group with as good as in the result of learning.

Cooperative Integrated Reading and Composition (CIRC) is also school-based program that targets reading, writing, and language arts in grades 2 through 8. The three principle program elements are direct instruction in reading comprehension, story-related activities, and integrated language arts/writing instruction. Each students is paired with

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[16]http://www.promisingpractices.net/program.asp?programid=142 (Accessed on 11/02/12)

another student and then assigned to a group of students at the same or different reading level. These learning teams work cooperatively on program-related activities. All activities follow a cycle that involves teacher presentation, team practice, peer pre-assessment, additional practice, and testing. Students are encouraged to cooperate and help one another, because students' scores on individual assessments are summed to form team scores.[17]

In CIRC, teachers use reading texts and reading groups, much as in traditional reading programs. However, all students are assigned to teams composed of two pairs from two different reading groups. While the teacher is working with one reading group, the paired students in the other groups are working on a series of cognitively engaging activities, including reading to one another, making predictions about how narrative stories will come out, summarising stories to one another, writing responses to stores, and practicing spelling, decoding, and vocabulary. Students work as a total team to master „main idea" and other comprehension skills. During language arts periods, students engage in writing drafts, revising and editing one another's work, and preparing for publications of team books. [18]

The endeavor to teach academic skills known as cooperative learning of interest to behavioral educators due to its record of effectiveness, its use of behavioral procedures, and its relatively widespread adoption by regular educators.

All forms of cooperative learning emphasize operations that encourage students to work together to achieve commonly held goals rather than competing with or ignoring the efforts of others. Despite the

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apparent soundness of the approach, the present commentary raises several issues.

First, it states that some cooperative learning proponents fail to describe the behavioral process underlying the approach. Second, it is pointed out that it is unclear whether cooperative learning is an independent or dependent variable. Given that cooperative learning applies group contingencies to academic behavior, the question is raised as to whether group contingencies do, in fact, procedure desirable social interactions, and whether group contingencies are appropriate for academic behaviors.

A concern is also raised as to whether the spontaneous peer tutoring generated by cooperative learning compares favorably with planned peer tutoring. Finally, it is claimed that the minor variations from academic group contingencies that cooperative learning proponents have introduced do not require identifying a new process.

4. The steps of CIRC method

Agus Suprijono describes the steps of this method that students are formed as group to give opinion toward expression. The steps are:[19]

1. Researchers explains Cooperative Integrated Reading and Composition (CIRC) method process

2. Researchers explain the subject.

3. Researchers makes groups which consist of 4-5 students

4. Researchers gives an issue/reading text of descriptive text

5. The students cooperative in reading a text each other and find the main idea. The other students gives commands to the issue and it is written in a pieces of paper.

6. The researcher asks students to read result of their work

7. The researcher makes a conclusion

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[19] Agus Suprijono, *Cooperative Learning Teori dan Aplikasi PAIKEM*: (Yogyakarta, Pustaka Pelajar, 2009), p. 130-131.

From the steps above, the teacher should implement the steps accurately so the learning process run well based on the learning outcome.

5. **The Advantages and disadvantages of CIRC method**

A variety activities are included in CIRC, thereby preventing boredom. Readers practice with a partner before reading aloud individually. Many opportunities are offered for readers to learn vocabulary and to gain comprehension before writing takes place. Materials are correlated with a wide array of basals and literature. All students have an equal opportunity for success. They learn to work and get along together. Partners have a vested interested in seeing that all members of the team contribute for the good of the team. Follow-up support is provided. Networking has been established in some districts and regions.[20] And the disadvantages of CIRC method are this teaching needs a long time from preparation in evaluating. The class's condition becomes crowded. There are some students do not want to join certain students for example female with female.

D. **Reading Skill**

1. **Definition of Reading**

In teaching learning process reading is very important, it is central to the learning process, to understanding and getting general information from the text, getting specific information from a text, and for pleasure or for interests. Here are overviews of present several definitions:

a. Reading is a complex skill, that is to say that it involves a whole series of lesser skills.[21]

b. Urquhart and Weir states as quoted by Norbert Schmitt, reading is the process of receiving and interpreting information encoded in language

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[20] http://education.gsu.edu/hdangel/EXC8350/circ.htm. Accessed on 02/03/12
[21] Geoffrey Broughton, *Teaching English as a Foreign Language*, (New York: Francis e-Library, 2003), p. 89

from via the medium of print.[22]

c. According to Jack Richards reading perceives a written text in order to understand its context.[23]However reading is a way in which something interpreted or understood. Reading, it does not mean that reading only understands the words or the grammar. It is not just translating. Reading is thinking, in order to read well in English, you must think in English.

Rusydi Ahmad Tho'imah defines reading as follow:

القراءة هي نشاط ينبغي ان يحتوى على كل انماط التفكير والتقويم والحكم والتحليل والتعليل وحل المشكلات

"Reading is an activity that involves system of thought, evaluate, analyze, and solve the problem."[24]

From the definitions above we can conclude that reading is an ability of cognitive process or interaction between the graphic symbols and the language skills of a reader. Reading is also a process of communication between a writer and a reader. A writer has message in his / her mind, such as teaching , fasts, ideas, and argument that he / she wants to share the writer puts the message into word or printed verbal symbols. When the messages enter the reader's mind, it means that communication goes on. In comprehending the content of the text, reader not only uses eyes but also their mind concentration to catch the writer's idea.

2. **Types of Reading**

There are two types of reading that are usually applied in reading class, extensive reading and intensive reading.

a. Extensive reading

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[22] Norbert Schnitt, *An Introduction to Applied Linguistics*, (New York : Oxford University Press Inc. 2002), p. : 234

[23] Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics,* (UK: Longman Group, 1990), p. 127

[24] Rusydi Ahmad Tho'imah, *Ta'limul 'Arabiyah Lighoiri Annathiqin Biha,* (Riyadh: Mansyurotu Al Munadhimatun Al Islamiyah Litarbiyah Wal 'Ulum Watsaqofah, 1989), Page 175.

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc). Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure; use extensive reading is to improve general knowledge.[25]

Brown explains that extensive reading is carried out "to achieve a general understanding of usually somewhat longer text (book, long article, or essays, etc.)[26]

Extensive reading may be subcategorized into skimming, and scanning:

1) Skimming

Skimming is used to quickly gather the most important information gist, run your eyes over the text, nothing important information, with skimming student can rapidly for the main point. According to Harmer skimming is to read through a text quickly to find the gist or the main idea or the text. Very often the gist is easily found in the first or the last sentence, which is called the topic sentence. Certain text can only be skimmed skills; the teacher has to explain how to skim and gives some exercises afterward.[27] And according to Brown skimming is the processes of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of the text, the organization of the text, the perspective or point if view of the writer, its easy or difficulty, and or its usefulness to the reader.[28] Martin Parrot says skimming involves looking through a text quickly to derive the gist of something. It

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[25] Jeremy Harmer, *The Practice of English Language Teaching,* (Malaysia: Longman, 2002), p. 210.

[26] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy,* (New York: Pearson Education), 2nd Ed., p, 313

[27] Jeremy Harmer, *How to Teach English: an Introduction to the Practice of Language Practice Language Teaching*, (England Pearson Education, 1998), p. 69

[28] H Douglas Brown, *Language Assessment: Principles and Classroom Practices*, [NY: Pearson Education, 2004], p.213

involves a degree of inference and interpretation.[29] The purpose of skimming is to know whether the text meets the reader needs. When it does the reader may go on reading, but when it does not, the reader will leave the text.

2) Scanning

Scanning is used to find a particular piece of information. Run your eyes over the text looking at for the specific piece of information you needed. With scanning student can reading rapidly to find a specific piece of information. According to Harmer scanning is to read through a text quickly to find specific information needed (ex: names, years, numbers, and word). Being interested in one text (the result of skimming), one will be eager to find further information quickly.[30] According to Brown scanning is a strategy used by all readers to find relevant information in text.[31]

The students are not patient enough to read the whole text, what the students want to answer some questions which exist in the students mind immediately after skimming.

b. Intensive

Brown explains that intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. He draws an analogy to intensive reading as a "zoom lens" strategy.[32] Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this

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[29] Martin Parrot, *Tasks for Language teachers: a resource book for training and development,* (New York: Cambridge University Press, 1993), p. 178

[30] Jeremy Harmer, *How to Teach English: an Introduction to the Practice of Language Practice Language Teaching*, p. 69.

[31] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy,* (New York: Pearson Education), 2nd Ed., p. 308

[32] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, p. 312

occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text.

The success of" Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted. Intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself. The classic procedure for intensive reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence. Used on suitable texts and following useful principles, this can be a very useful procedure.[33]

Intensive reading courses equip students with basic reading strategies to enable them to achieve fluency and competence in the areas of vocabulary recognition and to develop critical thinking skills. The objectives of intensive reading courses are usually achieved through the following activities

1) Using a variety of reading strategies for comprehension of English texts.

2) Identifying connections among ideas that involve examples, comparison/contrast, cause and effect.

3) Interacting with a variety of texts for different purposes.

4) Deducing meaning from context.

5) Identifying synonyms, antonyms, homonyms, multiple meanings of words.

6) Distinguishing fact from fiction.

7) Using inference.

8) Understanding the author's purpose.

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[33] I.S.P. Nasution, Teaching ESL/EFL reading and writing, (New York: Taylor & Francis e-Library, 2009), p. 25

9) Distinguishing a variety of text types and genres.

10) Distinguishing facts from opinions.

11) Guessing and predicting the content of a text.

12) Skimming - quickly looking through a text to get an idea of what the text is about.

13) Scanning - locating specific information in a text, also in charts, diagrams, timetables, etc.

14) Developing dictionary usage skills.

15) Framing and answering questions[34]

According to explanations above, we can conclude that intensive reading has limitation in doing it. The limitations are time, word/ phrase and meaning consensus.[35] We can give a time limit of, say, five minutes for vocabulary enquiry, whether this involves dictionary use, language corpus searches, or question to the teacher. Meaning consensus can get students to work together to search for and find word meaning.

3. Reading Skill and Reader Purpose

David Nunan says "It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading.

Rivers and Temperley suggest that second language learner will want to read for the following purposes:

a. To obtain information for some purposes or because we are curious about some topics

b. To act in a play, play a game, do puzzle

c. To know when or where something will take place or what is available

d. To know what is happening or has happened (as reported in newspaper, magazines, reports)

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[34] http://www.esldrive.com/eslmaterials/reading.html?3e3ea140
[35] Jeremy Harmer, *The Practice of English Language Teaching*, p. 214

e. For enjoyment or excitement.[36]

The opinion above means that the students know how to understand the message that is extended by the writer in reading materials.

It is covered in detail in the Al-Qur'an verse Al-Balad 8-11. Allah said about reading:

أَلَمْ نَجْعَلْ لَهُ عَيْنَيْنِ ﴿8﴾ وَلِسَانًا وَشَفَتَيْنِ ﴿9﴾ وَهَدَيْنَاهُ النَّجْدَيْنِ ﴿10﴾ فَلَا اقْتَحَمَ الْعَقَبَةَ ﴿11﴾. (البلد: 8–11)[37]

8.) Have we not given him two eyes; 9.) And a tongue and two lips?
10). And we have pointed out to him the two highways of good and evil;
11.) But the attempted not the steep ascent.(QS. al- Balad: 8-11)[36]

In the verse above, that the eyes for look at the text or reading, the tongue and lip to pronounce so we can understand what the text means. The human is demanded to look for and find some knowledges and the skill continuously. One of the big knowledge and the skill are reached from reading.

Prophet Muhammad SAW says

عن عثمان ابن عفان رضى الله عنها قال :قال النبى صلى الله عليه وسلم :من يرداالله به خيرايفقهه فى الدين وإنماالعلم بالتعلم[38] (رواه البخارى)

The Prophet Muhammad SAW says. Who is wished "good" so he will give the understanding of religion and absolutely, the knowledge is reached by studying. One of them is reading. (HR. Bukhori)

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[36]David Nunan, *Designing Tasks for the Communicative Classroom*, (New York: Cambridge University Press, 1989), p. 33-34.

[37] Soenarjo dkk., *Al-Qur'an dan Terjemahnya,* (Jakarta: Depag RI, 1987), p. 1061

[38] Al-Imam Abu Abdullah Muhammad bin Ismail Al-Bukhari, *Shahih Bukhori,* (Semarang:

Thaha Putra, tt.p) hlm. 26

The verse above, it is a ordering or suggestion from Allah SWT that is tended to human, so they always reads. Because of reading the people will get the knowledge.

4. The Strategies in Teaching Reading

Reading comprehension is primarily a matter of developing appropriate, efficient, comprehension strategies. Some strategies are related to bottom-up procedures, and others enhance the top-down process.[39] Following are five such strategies, each of which can be practically applied in the classroom:[40]

a. Identify the purpose of reading

Efficient reading consists of clearly identifying the purpose in reading something. And as a learner should make sure the purpose in reading something.

In identifying the purpose of reading text the teacher should make sure by asking the students what the purpose the text that they are reading. And help the students by giving another example that there is correlation with the text so the students know what they are looking for and can wed out potential distracting information.

b. Skim the text for main idea

Skimming consists of quickly running one's eyes across a whole text (such an essay or article). Skimming gives the advantages of being able to predict the purpose of passage, the main topic, or message in the written text.[41]

This strategy can be apply by training students to skim passages by giving them, say, thirty seconds to look through a few pages of material, close their books, and then tell to the teacher what they learned.

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[39] Marianne Celce Murcia, *Teaching English as a Second or Foreign Language,* (United States: Cambridge University Press, 1988), p. 157

[40]H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy*, p. 306.

[41] H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy*, p. 308.

c. Scan the text for specific information

Scanning or quickly searching for some particular piece or pieces of information in a text. And the purpose of scanning is to extract specific information without reading through the whole text.

In using this strategy, the teacher can ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.[42]

d. Use semantic mapping and clustering

Readers can easily be overwhelmed by a long string of ideas or events. This strategies help reader to provide some order to chaos.

For this strategy the teacher can show a first attempt by a small group of students to draw a semantic map of an article. For example: The Planet, "an article about a total solar eclipse".

e. Guess when we aren't certain.

The teacher can help learners to become accurate guessers by encouraging them to use effective guessing in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them.[43]

The strategies above are obviously the key to all teaching methodology in teaching reading in classroom. By now, teacher may be able to profess at least some strategies above to teaching reading and have a beginning of an understanding of how these strategies enlighten or will enlighten in classroom practice.

E. The Implementation of CIRC method to Improve Students' Reading Skill

Progressive educator dares to try new methods that are able to improve student's motivation to learn. In order to students can learn well so the method in teaching must be effort as precise, effective and efficient as possible.

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[42]H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy*, p. 308.
[43]H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy*, p. 309.

Cooperative learning is an instructional strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Besides, Reading is a visual process - vision is a symbolic process of seeing an item or symbol and translating it into an idea or image. Images are processed into concepts and whole dimensions of thought.[44] As a skill, reading is one of the most important that must be developed by student remembering that the good reading skills is very needed by them to get or to look for new information from written text. The central aim of reading is the comprehension of the material read. Many readers show some difficulties while English texts, especially when they find a lot of unfamiliar words which they cannot comprehend and use correctly. In this problem, the researcher notices that many students read without any particular strategies for remembering new words or making use of clues in the text. So, they do not comprehend the main of what they are reading, and consequently they get little information.

To use in teaching reading comprehension effectively, students need to be equipped with effective strategies to help them improve their reading competency. Cooperative learning strategy is one of strategy that teacher should use in his or her class. Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom.[45]

One of cooperative learning is CIRC metode. CIRC method is very majored in teaching and learning process as like: learning together or group study, because this is important to relation among students with another students., the teacher and the students

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[44] Joseph Bennette, *A Course In Light Speed Reading*, First Published, July 1997, p. 23
[45] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching 2*nd edition (United States of America: Cambridge University Press, 2001), p. 192.

In Cooperative Integrated Reading and Composition 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 provides a structure for teacher to teach and students to learn which help all students become more effective readers and writers. Although CIRC has clearly supported more than one skill in learning English, the researcher focuses on development of students' writing skill.

The following is the application Cooperative Integrated Reading and Composition (CIRC) method:

1. Researchers explains Cooperative Integrated Reading and Composition (CIRC) method process
2. Researchers explain the subject.
3. Researchers makes groups which consist of 4-5 students
4. Researchers gives an issue/reading text of descriptive text
5. The students cooperative in reading a text each other and find the main idea. The other students gives commands to the issue and it is written in a pieces of paper.
6. The researcher asks students to read result of their work
7. The researcher makes a conclusion

The involvement of students in learning process and understands the subject by cooperating with their group in making question and answer it will improve student's understanding the subject and finally will improve their learning result

F. Action Hypothesis

Based on the description above, the researcher proposes the hypothesis that Cooperative Integrated Reading and Composition (CIRC) method can improve students' reading skill at the second grade of Junior High School in MTs Roudlotusysyubban - Winong - Pati in the academic year of 2011/2012.