

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about some points related literature. Those are definition of reading, reading principles, the types of reading, the process of reading, models of the process of reading, definition of teaching reading, the importance of teaching reading, definition of reading comprehension, the steps to measure reading comprehension, definition of cooperative learning, the strategies of cooperative learning, the strengths of cooperative learning, definition of CIRC, the use of CIRC in teaching reading, the strengths of CIRC, assessment of reading comprehension and some previous studies.

A. Reading

1. Definition of Reading

Reading is the most and useful skill for people. It is an activity that can update many information or knowledge. We can get those information or knowledge from many sources, such as: books, novels, poems, magazines, newspapers and any other. If we read more, we will be able get information and knowledge more too. Reading is also important tool for academic success. If the students have good ability in reading, it is enable the students to get a better opportunity in achieving their study. On the

contrary, if the students have poor ability in reading, it is enable the students face the difficulties in achieving their study. In order our reading skill can increase, we should practice our reading more and more. So, we will have good sense of English.

Nunan (2003:68) stated that “reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Reading can be defined from the combination between the text, the reader, fluency and strategies”. Meaning can be gotten from the reader’s background knowledge which is integrated with the text. Whereas, reading strategy can be determined the reader’s reading purpose from variety of reading strategies. So if the readers face the difficulties, they know what they should to do. The last, fluent reading is used reader to go to appropriate rate of reading with adequate comprehension.

Cahyono and Kusumaningrum (2011:55) stated that “reading is a means of transferring information between the writer and the reader”. Whereas, according to Patel and Jain (2008:113) “reading means to understand the meaning of printed words i.e. written symbols”.

Based on those linguists’s arguments, it can be taken the point that reading is an activity which need to processing information well in order to get meaningful meaning from a text.

Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language (Patel and Jain, 2008:114).

Reading is an useful activity that it is done in daily life. Grellet (1981:4) stated that "there are two main reasons for reading, they are reading for pleasure and reading for information". Reading for pleasure which reading in order to get joyful reading such as read novel, magazine, etc. Whereas reading for information which reading in order to find out something or in order to do something with the information you get. That's why, reading has important role for human life.

2. Reading Principles

Harmer (2007:101) stated that there are 6 reading principles, the following the detail description about them:

a. *Principle 1: Encourage students to read as often and as much as possible.*

The more students read, the better. Everything we do should encourage them to read extensively as well as – if not more than – intensively. It is a good idea to discuss this principle with students.

b. *Principle 2: Students need to be engaged with what they are reading.*

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading – that is, we should try to help them

get as much pleasure from it as possible. But during lessons, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

- c. *Principle 3: Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its instruction.*

Of course, it is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topic – thus provoking personal engagement with it and the language. With extensive reading this is even more important. Reading for pleasure is – and should be – different from reading for study.

- d. *Principle 4: Prediction is a major factor in reading.*

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues – the book cover, the headline, the web-page banner – our brain starts predicting what we are going to read. Expectations are set up and the

active process of reading is ready to begin. In class, teachers should give students ‘hints’ so that they also have a chance to predict what is coming. In the case of extensive reading – we should encourage them to look at covers and back cover copy to help them select what to read and then to help them ‘get into’ a book.

e. *Principle 5: Match the task to the topic when using intensive reading texts.*

Once a decision has been taken about what reading text the students are going to read (based on their level, the topic of the text and its linguistic and activation potential), we need to choose good reading tasks – the right kind of questions, appropriate activities before during and after reading, and useful study exploitation, etc.

The most useful and interesting text can be undermined by boring and inappropriate tasks; the most commonplace passage can be made really exciting with imaginative and challenging activities, especially if the level of challenge (i.e. how easy it is for students to complete a task) is exactly right for the class.

f. *Principle 6: Good teachers exploit reading texts to the full.*

Any reading text is full of sentences, words, ideas, descriptions, etc. it doesn’t make sense, in class, just to get students to read it and then drop it and move on to something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation (or, of

course, activation and then study) and using a range of activities to bring the text to life. Where students have been doing extensive reading, we should use whatever opportunities present themselves to provoke useful feedback.

3. Types of Reading

According to Patel and Jain (2008:117) there are four types of reading, those are intensive reading, extensive reading, aloud reading and silent reading.

a. Intensive Reading

According to Harmer (2007:99) “intensive reading refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classroom. Intensive reading is usually accompanied by study activities”. It means that intensive reading is done to get specific information. In this type of reading, learners read the shorter text. It is done to get knowledge or analysis. This reading can help learners to develop their active vocabulary. Teacher has main role in this reading activity. The goal of this reading is at active use of language.

b. Extensive Reading

Harmer (2007:99) stated that “extensive reading refers to reading which students do often (but not exclusively) away from the classroom. They may read novels, web pages, newspapers, magazines or any other reference material. It can be called reading for pleasure or joyful

reading”. It means that extensive reading is done for one’s on pleasure. The text is used to read is longer than intensive reading. This reading can enrich learners’ knowledge and help learners to develop their active vocabulary. Learners has main role in this reading activity. Through this reading, the good reading habit can be developed.

c. Aloud Reading

Patel and Jain (2008:122) explain that “aloud reading refers to reading that it’s enable learner to develop the skill of reading very well by speaking or expressing idea”. It means that this type of reading engaged the eyes to read and the brain to understand content of the text. It is enable the existence of lip movement during reading activity. This type of reading is useful to check students’ pronunciation. When students read the text and they pronounce a word or sentence incorrectly, teacher can check and correct it.

d. Silent Reading

Patel and Jain (2008:123) explain that “silent reading refers to reading that is done to get a lot of information”. It is enable to get deep meaning from the text. But, this type of reading is not necessary to move our lip. So, it is only involve understanding the text by looking at the text without saying it. Silent reading is hoped be able to expand students’ rapid reading with full understanding.

According to Grellet (1981:4) “types of reading divided into 4 types, those are intensive reading, extensive reading, skimming and scanning”.

The following the further explanation about skimming and scanning.

- a. Skimming refers to reading which it need quickly running one’s eyes over a text to get the gist of it.
- b. Scanning refers to reading which it need quickly going through a text to find a particular piece of information.

4. The Process of Reading

Patel and Jain (2008:114) explain that the process of reading may be broadly classified into three stages, those are the recognition stage, structuring stage and interpretation stage. The detail explanation about the process of reading as follows:

- a. The first stage is ‘the recognition stage’. At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learners’ mother tongue and English and between the spelling conventions of two languages.
- b. The second stage is ‘structuring stage’. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- c. The third stage is ‘interpretation stage’. This is the highest level in the process of reading. The learner comprehends the significance of a word,

a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.

5. Models of the Process of Reading

Cahyono and Widiati (2011:51) explain that in the context of ESL / EFL reading, three models of reading are widely known: the bottom-up model, the top-down model and the interactive model. The following are more detail about models of the process of reading:

a. The bottom-up model

The bottom-up of reading, basically, fostered practices in reading instruction which built up learners' decoding abilities from the bottom-up, starting with the smallest units, single letters, "letter blends", and building up to words and phrases. Nunan (2003:70) stated that bottom-up models typically consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed word by word recognition, building up to the identification of grammatical structures, sentences, longer text and finally meaning is the order achieving comprehension. Within a bottom-up approach to reading, the most typical classroom focus is on what we call intensive reading. Intensive reading involves a short reading passage followed by textbook activities to develop comprehension and / or particular reading skill. Most

textbooks used to teach first and second language reading using an intensive reading approach.

b. The top-down model

The top-down model views reading as a process of reconstructing meaning, and it stressed comprehension of units of meaning larger than words and phrases. According to Nunan (2003:71) top-down models begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition.

c. The interactive model

The alternative model, called interactive model of the process of reading, put together the earlier two models of reading, the bottom-up and the top-down. According to this model, reading involves the interplay of all meaning-gathering activities. This interactive theory acknowledges the role of previous knowledge and prediction, but, at the same time, reaffirms the importance of rapid and accurate process of the actual words of the text. Nunan (2003:72) explains that an interactive approach to reading would include aspects of both intensive and extensive reading. We need to provide learners with shorter passages to teach specific reading skills and strategies explicitly. We also need encourage learners

to read longer texts without an emphasis on testing the skills. Extensive reading provides opportunities to practice strategies introduced during intensive reading instruction. Teacher should be aware that a single classroom textbook will not meet the needs for both intensive and extensive instruction. Materials will need to be selected that engage the learners in both types of reading.

B. Teaching Reading

1. Definition of Teaching Reading

Teaching is the process transferring the materials that is done by the teachers for their students. But, there are many activities that should be done in teaching learning process. Teacher should be ready in determining what students' need in the classroom, include the materials, teaching method and media, the classroom management, evaluation and so many things.

According to Harmer (2007:107) "teaching is the transmission of knowledge from teacher to student, or it's about creating conditions in which, somehow, students learn for themselves". Beside that, Chambers and Gregory (2006:53) stated that " teaching is a complex activities, strategies, mechanisms, invitations, stimuli and rhetorical ploys designed to help students learn and to become better learners". Brown (2000:7) also stated that "teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand".

Regarding to the explanation of teaching above, the writer concludes that teaching is not easy job to do, because teaching process is very complex to convey the materials. Teacher should manage the activities and the environment in a good condition to make and give the opportunity for the students in learning process to get the learning purpose. Nunan (2003:69) explain that:

Reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning.

Based on the explanation above, teaching reading is not simple job. It is very complex activity that engages many activities in order to achieve the successful education level. That's why teaching reading is very important to apply in teaching learning process.

Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time . A second aspect of teaching reading refers to teaching learners who already have reading skills in the first language. You only learn to read once. Once you have learned how to read in one language, you do not learn how to read again in 2 second/foreign language, but rather you learn how to transfer skills that you have already learned to the new reading context in a new language (Nunan, 2003: 68).

2. The Importance of Teaching Reading

Teaching reading is very important part to do in teaching and learning activity. Harmer (2007:99) stated that “there are many reasons why getting students to read English texts is an important part of the teacher’s job”. First, many students want to read English text for their careers, study purposes or pleasure. Anything can they do easier with reading.

Second, reading is useful for language acquisition. It is proved with the students more be able understand what they read. The more they read, the better they get the information or knowledge from the read text. Reading also has positive effects toward the students, those are on students’ vocabulary knowledge, students’ spelling and students’ writing.

Reading texts also give good models of English writing. This case has an important role to encourage the students to focus on vocabulary, grammar and punctuation. Besides, reading material can demonstrate the process of constructing sentences, paragraphs and whole texts. So, from this case students have good models for their own writing.

The last, good reading texts can provide the interesting topics by the students. It also can stimulate the students to do discussion. It also provides the fascinating lessons for the students. Whereas, the students be able give their imaginative responses at this good reading texts.

C. Reading Comprehension

1. Definition of Reading Comprehension

Reading is one of the four language skills. It can be classified into two types, they are initial reading and reading comprehension. Reading without comprehension is cannot call as reading. So, comprehension is very important for understanding the whole content of the text. It make we can take out what the messages are contain in the text. The following the definitions about reading comprehension based on some authors.

According to Cahyono and Widiati (2011:49) “reading comprehension is an activity aimed to understand the messages of a particular text”. Snow (2002:11) also stated that “reading comprehension is the process simultaneously extracting and constructing meaning through interaction and involvement with written language”. Besides, Grellet (1981:3) also define reading comprehension as “understanding a written text means extracting the required information from it as efficiently as possible”.

Based on some definitions reading comprehension above, I can conclude that reading comprehension is an activity to understand and take out the contain messages of the text by deducing what the meaning or information is about from the text.

In reading comprehension activity, there are three important aspects; those are the reader, the text and the activity. The reader is who is done the process of comprehend the text. It is including all of the reader’s capacities, abilities, knowledge and experiences that the reader bring into the reading

action. The text is what is to be comprehended by the reader in reading activity. It can be including printed or electronic text. Whereas, the activity is an action is used by the reader to comprehending the text. It is covering the purposes, processes and consequences associated with the reading action.

2. The Steps to Measure Reading Comprehension

According to Nunan (2003:75) monitoring comprehension is essential to successful reading. In reading instruction program, the process of monitoring comprehension can be done with verify that the predictions that is made are correct and check that the reader is make the necessary adjustments when meaning is not obtained. The readers should monitor their comprehension processes and discuss about their strategies that is used to comprehend the text with the teacher or fellow readers. So that, the readers can applies their cognitive and metacognitive skills. Cognition is defined as thinking and metacognitive is defined as thinking our thinking.

Langan (2006:590) stated that there are several hints how to measure your understanding of the materials. Those are understanding vocabulary in context, summarizing the selection by providing a title for it, determining the main idea, recognizing key supporting details, and making inferences. The detail explanation about them as follows:

1. Vocabulary in context. To decide on the meaning of an unfamiliar word, consider its context. Ask yourself, “Are there any clues in the sentence that suggest what this word means?”

2. Subject or title. Remember that the title should accurately describe the entire selection. It should be neither too broad nor too narrow for the material in the selection. It should answer the question “What is this about?” as specifically as possible. Note that you may at times find it easier to do the “title” question after the “main idea” question.
3. Main idea. Choose the statement that you think best expresses the main idea or thesis of the entire selection. Remember that the title will often help you focus on the main idea. Then ask yourself, “Does most of the material in the selection support this statement?” If you can answer yes to this question, you have found the thesis.
4. Key details. If you were asked to give a two-minute summary of selection the major details are the ones you would include in that summary. To determining the key details, ask yourself, “What are the major supporting points from the thesis?”
5. Inferences. Answer these questions by drawing on the evidence points of the selection and on your own common sense. Ask yourself “What are the judgment can I make on the basis of the information in the selection?”

D. Cooperative Learning

1. Definition of Cooperative Learning

Cooperative learning has significant role in teaching and learning process. According to Suprijono (2009:58) “cooperative learning is not same with just enough to learning in group”. There are elements that differ with other group distribution. The procedure of cooperative learning exactly will enable teacher to manage class more effective. The model of cooperative learning will be able to growing effective learning that characterized as follows: 1) “facilitate students to learn” something “useful” like fact, creativity, value, concept and how does harmonious life with other, 2) knowledge, value and creativity is recognized by they that has the competence in assessing.

Lie (2002:31) stated that not all of group works are able to called cooperative learning. To achieve the maximal result, there are 5 elements in cooperative learning that should be applied. Those are positive interdependence, personal responsibility, face to face promotive interaction, interpersonal skill and group processing.

First element cooperative learning is positive interdependence. This element shows that in cooperative learning there are two group responsibilities. Those are learning the material that assigned for group and certify all of group members learn the material that assigned individually. Personal responsibility is the second element in cooperative learning. This responsibility appears in measuring group success. The

purpose of cooperative learning is form all of member groups be powerful personal. Personal responsibility is the key to certify all of members that strengthened by activity of study together. It means that after following group to study together, the member of group should be able finish the same assignment.

The next element is promotive interaction. This element is important because are able produce positive interdependence. The characteristics of this element include: help each other effectively and efficiently, share the information each other, process the information together, remind each other, help each other in formulating and developing argumentation, trust each other and motivate each other to get the success together. The fourth element is interpersonal skill. To coordinate the activity of students in achieving the purpose students should be recognize and trust each other, be able to communicate accurately and not ambitious, accept and support each other and be able to solve the conflict constructively. The last element is group processing. Processing is meant as assessing. It has the purpose to improving the member effectiveness in giving contribution toward collaborative activity to achieve group purpose.

2. The Strategies of Cooperative Learning

Cooperative learning has the goal to create meaningful learning experiences that will help students develop genuine fluency in another language. Freeman (2000:164) stated as follows:

Cooperative or collaborative learning involves students learning from each other in groups. But it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teachers work together that is important. As we have just seen, with learning strategy training, the teacher helps students learn how to learn more effectively. In cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively. Indeed, cooperation is not only a way of learning, but also a theme to be communicated about and studied.

According to Norland and Said (2006:21) Cooperative learning consists of groups of students working together in a cooperative, as opposed to competitive, manner to complete a task, an activity, or a project. While working together, the students have meaningful interaction with one another in the target language. The following are detail explanations about the strategies of cooperative learning:

- a. To implement cooperative learning, the teacher must decide whether cooperative activities will help meet the goals of the class. The teacher must also decide which type of cooperative activity to use. Cooperative activities might include peer tutoring, jigsaw activities in which different members of the group have different information that they must put together to find the results, group projects in which students work together to accomplish a task, and group projects in which

students work independently but come together to complete the task. Then the teacher decides on one of many cooperative techniques to use, such as games, role play, drama, projects, interviews, information gap activities, or opinion exchange.

- b. The teacher decides how to put the groups together. Teacher might do this by counting off; by placing students in mixed-proficiency, or different or same language groups; or by allowing the students to choose their own partners. In general, the teacher should decide this ahead of time.
- c. Once the teacher has decided on cooperative activity, he or she explains to the group members what they will do. Sometimes each person in a group will be assigned a role such as recorder, leader, or negotiator. At times, it may also be necessary to model the technique and to explain why they will be working in groups. Then divide the class into groups.
- d. Students begin, and the teacher checks with the groups to make sure that they understand what they are supposed to be doing. The teacher monitors the groups by walking around to make sure they stay on task if this is an in-class activity. He or she is also available to answer any questions or problems that may arise.
- e. When the group is finished with its activity, which may take several minutes to several weeks depending on the activity, there should, in most cases, be a final product or discussion. Generally the final product, or parts of it, should be shared with the whole class. This might take the

form of a formal presentation, a discussion, or a chance for everyone to ask questions.

3. The Strengths of Cooperative Learning

Cooperative learning gives the strengths in learning process. According to Warsono and Hariyanto (2012:164) based on the result of research and empiric fact in the field, cooperative learning is able to improve the students' quality of learning in:

- a. Give the opportunity for students to share the cognitive information each other.
- b. Give the motivation for students to learn the learning material well.
- c. Convince students to be able built their own knowledge.
- d. Give informative input.
- e. Improve group social skill that needed to success outside classroom, moreover outside school.
- f. Improve positive interaction between the member from different culture and different economic social group.
- g. Improve students' memory because in cooperative learning, students are able to apply teach others activity directly.

The other research about cooperative learning proves that the application of cooperative learning technique give the advantages as follows:

- a. Improve the learning result quality and academic achievement.
- b. Improve students' memory ability.

- c. Improve students' satisfaction toward their learning experience.
- d. Help students develop oral communication skill.
- e. Develop students' social skill.
- f. Improve students' self-confidence.
- g. Help improving positive relationship between ethnic/race.

Regarding on the explanation above, that's why cooperative learning has significant role in teaching and learning process. I can conclude that cooperative learning is effective method to apply in teaching and learning process.

E. CIRC Method

1. Definition of CIRC

Cooperative learning helps the students to develop their ability. CIRC (Cooperative Integrated Reading Composition) method is one of kinds of cooperative learning method. According to Warsono & Harianto (2012:201) CIRC is the activity that encourages students to cooperate in group with members which they have different reading ability level. This activity contains 3 basic elements, those are: story-related activities, direct instruction in reading comprehension, and integrated writing/language arts. Students cooperate in a heterogeneous learning team. All of activities involve teacher presentation, team practice, independent practice, peer pre-assessment and additional practice.

Warsono & Harianto (2012:201) explain that “CIRC method was developed by Stevens, Madden, Slavin and Farnish (1987)”. The purpose of this method is to help the students to learn reading comprehension broadly in cooperative teams. In this method, every student responsible concerned team work. Every member of team gives the ideas each other to understand a certain concept and finish the work. So, it enables to form comprehension and long-term learning experience.

2. The Use of CIRC in Teaching Reading

The following is the application of CIRC based on Suprijono (2009:130): first, teacher asks the students make a group, consist of 4 students. Second, teacher gives a passage or text based on the learning topic. Third, teacher asks the students to read and find out the main idea cooperatively and give some opinion about the passage or text that it is wrote in worksheet. Fourth, the students present about the result of group work. Then, teacher gives reinforcement. The last, teacher and the students make a common result together.

In this method, teacher and students have role each other. Teachers' roles are as an instructor, as a resource and as a supervisor. As an instructor teacher explains to students what will be learned and what they have to do with his team. As a resource teacher should be able to provide resources clearly when students have problems in learning process. Moreover, as supervisor teacher supervise the students and observe the progress of each individual in each group during the learning process.

Whereas, students' role in this method those are following any instructions given by teacher, responsible and actively contribute to their team and be able to cooperate to help each other in group.

3. The strengths of CIRC

CIRC Method gives the students many advantages. Huda (2013:222) explains the strengths of CIRC as follows:

- 1) Students experience and learning activity will be always relevant with the level of child development.
- 2) The chosen activity appropriate with and depart from students' interest and requirement.
- 3) All of learning activities are more meaningful for the students, so the result of learning is more meaningful for the students and will be able to hold out longer.
- 4) Integrated learning is able to expand the students' thinking creativity.
- 5) Integrated learning provides pragmatic activities (useful) that appropriate with the problem that is often found in students' environment.
- 6) Integrated learning is able to grow students' learning motivation to the dynamic, optimal and expedotopis learning.
- 7) Integrated learning is able to grow students' social interaction, like cooperation, tolerance and respect toward the others' idea.
- 8) Arousing learning motivation and expand teachers' perception and aspiration in teaching.

F. Assessment of Reading Comprehension

In teaching learning process, assessment is necessary done by teacher. According to Suprijono (2009:135) “assessment is the systematic process including gathering information about the process and the result of learning (the number, verbal description), analysis, interpretation of information to make a decision”. In reading activity, certainly teacher needs to assess the student’s ability. It is necessary to do in order teacher can measure students’ progress in their reading activity. Then for students, assessment also gives information about their abilities, strengths and weaknesses.

There are some techniques that are able to use in reading skill testing, those are multiple choice, true / false, completion, short answer, guided short answer, identifying referents, guessing the meaning of unfamiliar words from context, and any other. The following, the explanation about those techniques:

1. Multiple choice, test in which provide some answer choices to choose by marking a mark against one out of a number of alternatives. Multiple choice test have some advantages, those are: scoring system can be perfectly reliable and can be done rapidly and economically, it is possible to include more items than other form of tests. Example:

Andy has been here half an hour.

- A. during
- B. for
- C. while
- D. since

2. True / false, test in which consist of a list of statements and true (T) or false (F) listed beside each statement. When the statement is correct, it means the answer is true (T) and vice versa.

Example:

Lina is a good English teacher in the school. (T/F)

3. Completion, the students are required to complete a sentence with a single word. Example:

..... was the man responsible for the first steam railway.

4. Short answer, it is in the form of questions and requires the students to answer briefly. Example:

What is peter's hobby?

Answer:

5. Guided short answer, this is the alternative of short answer in which students are guided to have the intended answer. They have to complete sentences presented to them.

Example:

Kian is a journalist . He works in a publisher. Kian is very busy. As a journalist, he always collects and writes He also people to support the news. He often goes to many, even remote spots to get some news. Sometimes he is sent abroad to cover international event, While covering an, Kian always a black small bag. He puts his paper , pen, camera and tape recorder in it.

6. Identifying referents, test that demand the students' ability to identify referents. Example:

“He puts his paper, pen, camera and tape recorder in it.” (Paragraph 2)

The word 'it' refers to _____

7. Guessing the meaning of unfamiliar words from context.

Example:

“ . . . that she brings along . . . ” (paragraph 3)

The word 'brings' has closest meaning to _____

G. Review of Previous Study

Before this study, there are many previous studies conducted to observe the teaching and learning reading by using CIRC method. Previous study is very useful to the future researcher. From those previous studies, the researcher can find the gaps or discrepancies of the research before, get the comparison and lesson learned among the research before and to avoid plagiarism. Previous studies that have been done successfully as follows:

First, to the students in seventh grade of SMPN 1 Kerambitan in academic year 2012-2013 by Komang Ayu Widya Hapsari (Faculty of Teacher Training and Education Mahasaraswati Denpasar University), entitled “Teaching Reading Comprehension by Using Cooperative Integrated Reading and Composition (CIRC) Method to the Seventh Grade Students of SMPN 1 Kerambitan in Academic Year 2012-2013”. This study focuses on improvement of reading comprehension and the degree of motivation, interest and involvements after

CIRC is applied. The finding shows that the use of CIRC method was able to improve students' reading comprehension and students felt happier in learning reading comprehension.

Second, this method has been successfully done to the students in eighth grade of SLTP Hj. Isriati Semarang in academic year 2007/2008 by Frimadhona Syafri of Universitas Negeri Semarang, Entitled "Metode Cooperative Learning Sebagai Salah Satu Alternatif Metode Pembelajaran Membaca Dalam Bahasa Inggris". This study is aimed to know the effects of group work in teaching reading of English by using CIRC. The finding shows that the use of cooperative learning type CIRC is more effective to apply, because this method can improve students' achievement.