

CHAPTER II

REVIEW RELATED LITERATURE

In this chapter, the researcher presents some points related to this research including cooperative learning, general concept of reading, analytical exposition text, CIRC method, STAD method, and Some of Related Previous Studies.

A. Cooperative Learning

Cooperative learning is the strategy that make students having social interaction with others students. Cooperative approach presents an example of an “innovative approach” that constitutes a paradigm shift in the area of language teaching (Gupta & Ahuja, 2014). According to Wikipedia “Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences.” Cooperative learning is a comprehensive approach to teaching that derives from a theory of education and encompasses key assumption about students learn and how they learn (Duke, 1990 as cited in Sari 2014). Akinbobola (2006 as cited in Azizah, 2015) states “cooperative learning is a mode of learning in which students of different levels of ability work together in small groups to achieve a purpose.” According to Cohen (2004) “cooperative learning will be defined as students working together in a group small enough that everyone participate on a collection task that has been clearly assigned.” Guntur Arif Santoso (2011, as cited in Ferina, 2015) states that cooperative learning is an

approach or set of strategies specifically designed to give encouragement to students to work together during the learning process. Means that cooperative learning deals with social interaction of students in small groups.

Cooperative learning set students to work in group. Johnson and Johnson (1990) states “define cooperative learning as “children are linked interdependently and must work together to resolve a problem, promotes each other’s learning and contributes to group’s discussion, share both personal and material resources, resolves conflicts democratically, and accept responsibility for any group discussion. Olsen and Kagan in Kessler (1992 as cited in 2014 4th International Conference on Education, Research, and Innovation) state “cooperative learning is carefully structured-organized so that each learner interacts with others and all learners are motivated to increase each other’s learning.” Gupta & Ahuja (2014) state that “Cooperative learning (CL) as one of the means of active learning might serve as an appropriate and promising strategy helping to increase learning effectiveness and providing students with the skills of collaborating, cooperating, sharing and socializing.” Cooperative learning may be defined as any classroom learning situation in which students of all levels of performance work together in structured groups toward a shared or common goal. Acikgoz (1992, cited in Gocer, 2010) said “cooperative learning comprised the efforts of small groups of students, by assisting each other in learning towards a common goal”. According to Johnson, Johnson and Holubec, (1991) "Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's

learning.” In classrooms where collaboration is practiced, students pursue learning in groups of varying size: negotiating, initiating, planning and evaluating together. Thus, students during process learning in cooperative learning plays important role in working together.

Students not only learn and understand the materials but also they have to apply what they know and learn in the team. Cooperative learning is a methodology that employs a variety of learning activities to improve student’s understanding of a subject by using a structured approach which involves a series of steps, requiring students to create, analyze and apply concepts (Kagan, 1990). Gupta & Pasrija (2012) revealed Cooperative Learning as an efficient technique to convert students into active learners in classrooms and it makes teaching–learning more satisfying, momentous, enjoyable and effective. Appropriate with students in this era that prefer having discussion with their friends rather than listen their teacher and read book, cooperative learning helps and fulfill students’ wants and characteristics. Therefore, beside teacher can delivering materials successfully students also can get materials thoroughly.

Based on the definitions above researcher conclude that Cooperative Learning is the one of the strategy in teaching English that makes students work in small group. In the group, each students have responsibility to their groups. Means, students must be able to understand what the teacher explain in order to they do not damage the group and the goal of the group in this case is the task will finish well. Beside the task will finish well all of the members of the group will understand the activities and the material what they have learn.

Some principles of Cooperative Learning:

1. The students must responsible in their working.
2. The students must know that all of member have achieve goal.
3. The students must divide the task and responsible in their working.
4. The students must be evaluated.

There are some benefits of Cooperative Learning that states by Shirazes and Aldrich (2010, as cited in Gupta & Pasrija ,2012) “First, Cooperative Learning promotes deep learning of materials. Second, students achieve better grade in cooperative learning compared to competitive or individual learning. Third, students learn social skills and civic values. Fourth, students learn higher-order, critical thinking skills. Fifth, Cooperative Learning promotes personal growth. And the last, students develop positive attitudes toward autonomous learning. Cooperative Learning gives students much control within the group structure both teachers and learners as they practice communication and group-process skill, as well as leadership skills (Azizah, 2015). Kessler (1992: 78) identifies three major benefits of Cooperative Learning. First, Cooperative Learning provides a richness of alternatives to structure interaction between students. Second, Cooperative Learning addresses content area of learning and language development. Third, Cooperative Learning provides a variety of ways to structure student practice with lesson materials.

Based on the statements above, researcher conclude some benefits of Cooperative Learning:

1. Students can improve their ability through study and work together with their friends in group.
2. Students can increase their social interaction with their friends and decrease unconfidence of students that have poor ability in English.
3. Students are not too dependent on the teacher, but can increase the confidence of self-thinking ability, finding information from various sources, and learning from other students.
4. Can develop students' ability to test ideas and receive feedback. Students can practice solving problems without fear of making mistakes, because the decisions made are the responsibility of the group.
5. Can help empower each student to be more responsible in learning.

B. General Concept of Reading

1. Definition of Reading

Reading is the process which is students try to comprehend something with translate the language into their understanding. Reading not only read the letters but also comprehend the meaning of the text. So, reading have long process to do.

Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2002). According to Burhan (2012, as cited in Hidayat, 2009), reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. Physic activity because the parts of the body, our eyes particularly, do it. And mental activity because

perception and memory as parts of thought are involved in it. Thus, the main goal of reading is a process of comprehending written texts.

Hidayat (2009) states that reading is a way in interpreting the authors' point of view in the form of text. The mechanical skills and comprehension skills are required in interpreting the information. Jones (2003, as cited in Hidayat, 2009) finding that reading is a protective factor which helps individuals formulate their identity. Reading has different way in interaction with the readers because the writer is not available (Gupta & Ahuja, 2014). Therefore, reading is the way to understand and interpret what the authors have been wrote.

Based on the definitions from some researcher above it can be conclude that reading is the way to translate text to the mind of the reader by means of physical and mental activity that should be interpret and understand because we can't ask what we read to the author. So, we should understand it carefully in order to we can get the information appropriately.

2. Models of Reading

Barnett (as cited in Hidayat, 2009) provides three main models of reading as follows:

a. Bottom-up theory

The readers construct the text from the smallest unit (letters to words to phrases to sentences, etc.) and that process of constructing the text from those small unit becomes so automatic that readers are not aware of how it operates. Nevertheless to become readers, students must compare their

knowledge and background experiences to the text in order to understand the author's message.

b. Top-down theory

Top-down reading models teach students to read by introducing them to literature as a whole. Instead of teaching students to read by sounding out each word in a sentence, teachers read whole passages of a text.

c. The interactive school of theories

This process moves both bottom-up and top-down, depending on the type of text as well as on the readers background knowledge, language proficiency level, motivation, strategy uses, and culturally shaped beliefs about reading.

3. Purposes of Reading

Grabe and Stoller (2002) mention the purposes of reading as follows:

a. Reading to search for simple information

It's a common reading ability as a relatively independent cognitive process. And typically, scan the text for specific piece of information or specific words.

b. Reading to skim quickly

It's a common part of many reading tasks and a useful skill in it's own right. It involves, in essence a combination of strategies for guessing where important information might be in the text.

c. Reading to learn from the texts

It occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

d. Reading to integrate information

It requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information.

e. Reading to write and to critique texts

Both require abilities to compose, select, and critique information from a text.

f. Reading for general comprehension

Reading for general comprehension is, in it's most obvious sense, the ability to understand information in a text and interpret it appropriately.

4. Reading Comprehension

Comprehension is the process of deriving meaning from connected text, so it's not passive process, but an active one (Bellegarde, 2003 as cited in Azizah). It includes making use of prior knowledge, involving drawing inferences from the words and expressions that a writer uses to communicate information, ideas, and viewpoints.

Burns, et al., (1984, as cited in Azizah, 2015) point out four components of reading comprehension as follows:

a. Words

Students' vocabulary should be built from words they already comprehend and words are a part of their vocabularies. Word is the little part of phrase and then will be continue to a sentence.

b. Sentences

Sentence is more complex than word. Students may find complicated sentence difficult to understand, so they need to know ways to attack them, or derive their meaning. Usually students will stick with the sentence that they do not know the meaning.

c. Paragraphs

The group of sentences that serve a particular function within a whole selection or passage. In the mind-set of students that long paragraph is the difficult one. So, they will pass the long paragraph and just read the short paragraph.

d. Whole selection

It's the entire selection which consists of words, sentences, and paragraphs, and that understanding of whole selections depends upon understanding the smaller unit.

It could be inferred that reading is an interactive process in determining the meaning of text. The process of deriving meaning is by understanding words (synonyms and antonyms of words), main idea (to mention the main idea of a paragraph), charts and graphs (getting

information from charts and graphs), inference (drawing a conclusion from given fact), detail information (to get a detail information from the passage), and references (getting reference of the words) in the text (Hidayat, 2009). According to Elizabeth and Pressley (2002) states that comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Comprehension is not a passive process but an active one (Hapsari, 2013).

From the statements above it can be conclude that reading comprehension is the process which is the reader not only read the text that have been wrote by the authors but also we have to get the information by means of the context of the text in whole.

1. Kinds of Reading

There are four types for classroom reading performance such as reading aloud, silent reading, intensive reading, and extensive reading.

a. Reading aloud

Reading aloud is one kind of reading activity that can be used to check the pronunciation of the students. It is vital in reading in order to speed word recognition and to help pronounce and learn new words. Reading aloud forces students to make and practice

these connections. If any mistake is committed by learners, they should correct it with friendly and productive (Patel, 2008). It means that if students make a mistake teacher should not blame students but teachers should correct friendly in order to make students comfort with it.

b. Silent reading

Silent reading is a very important skill in teaching of English, in this activity the students more comprehend and understand about what they read because there are not any noisy to disturb when they read. This reading should be employed to increase reading ability among learners. The benefit of using silent reading in the classroom activity does not only enable the students to be more active and accurate, but also need a minimal time because this activity is done at a time.

The main purposes of silent reading are to get the information as much as possible and to understand the meaning of the sentence and ideas from the text. Many students prefer silent reading because more than successful to understand the text and also not disturb others people with the noise. The students should be able to associate one with another to get better understanding and to draw the conclusion at the end. Silent reading can be successful when the readers are able to concentrate their mind to follow the direction of the written text.

c. Intensive reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing (Patel, 2008:119).

d. Extensive Reading

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read to keep them update. It is used to obtain a general understanding of a subject and includes reading longer texts for enjoyment only. The use of extensive reading skills can improve the learner general knowledge. It is not like intensive reading that focuses only on translating and extracting the printed symbol, word, phrases, or sentence to find the detailed information of the text being read.

In this research the researcher use intensive reading in conducting the research. Researcher chose intensive reading because this research is about reading comprehension ability so intensive reading is appropriate in conducting this research.

C. Analytical Exposition Text

1. Definition of Analytical Exposition

Analytical Exposition text is defined as a kind of text which expresses the writer's idea about a phenomenon (Mardiyah, Fauris Zuhri, & Hum, 2013). The idea in the composition of analytical exposition is clearly expressed, whether it stands for or against the phenomenon. Therefore, this type of text had the communicative purpose of persuading the readers with the argument expressed in the composition. Simbolon (2013 as cited in Sari, 2014) states that analytical exposition contains about the issues which is usually controversial and needs logical and critical thinking about it. Mayasari (2012) states that the purpose of an analytical exposition text is to persuade the readers or listeners by presenting one side of an argument.

It can be conclude that analytical exposition is a kind of text that present one side of the issue in a form of argument. It means that analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. The purposes of the analytical exposition is to persuade the readers that there is something that certainly needs to get attention and also to analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.

2. Generic Structure of the Analytical Exposition

Generic structure of the analytical exposition are:

1. Thesis

Thesis contains introducing the topic and shows speaker or writer's position. Thesis always puts in the first paragraph of the

text. Mayasari (2012) states that thesis is also used as the outline of the main argument, to be presented.

2. Arguments

Arguments consists about Point and Elaboration Point, states the main argument. Elaboration is develops and supports each point of argument. In this part writer present some opinions that supporting the main idea of the text. Usually the analytical exposition text consist of more than two arguments. More the argument presented more make readers trust that to the topic discussed by the writer is important or need more attention. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reason why something is the case (Mayasari, 2012).

3. Reiteration

Conclusion in analytical exposition text called by Reiteration (restatement) that is restates speaker or writer's position. This part always puts in the last paragraph of the text. Mayasari (2012) Reiteration usually used for restating the writer's position and to conclude the whole argument. It contains restate of the main idea that puts in the first paragraph.

3. The Language Features of Analytical Exposition Text

The language features of analytical exposition text are :

a. Focus on generic human and non-human participants

b. Use mental processes

It is used to state what the writer or speaker thinks or feels about something, for example: realize, feel, etc.

c. Need material processes

It is used to state what happens, for example: has polluted, etc.

d. Use of simple present tense

This tense is used because it shows the events that exist now, in the past, and in the future.

e. Use of relational processes

To express the cause and effect event.

f. Use of internal conjunction

To stage the argument and to show the series of argument that contain more than one argument.

g. Reasoning through casual conjunction or nominalization

To show the conclusion of the whole arguments in the text.

4. The example of Analytical Exposition

Cars Should Be Banned

(Thesis)

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

(Argument)

Firstly, cars, as we all know, give contribution to the most of the pollution in the world. Cars emit deadly gas that causes illness such as

bronchitis, lung cancer, and ‘triggers’ off asthma. Some of these illnesses are so bad that people can die from them.

(Argument)

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

(Argument)

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or to concentrate on your homework, and especially when you talk to someone.

(Reiteration)

In conclusion, cars should be benned from the city for the reason listed.

D. Cooperative Integrated Reading and Composition (CIRC)

1. Definition of Cooperative Integrated Reading and Composition

(CIRC)

One of the cooperative learning model is Cooperative Integrated Reading and Composition (CIRC). Muhammad Nur (2005) states integrated reading and composition including one of cooperative learning model which was originally a unified cooperative teaching reading and writing is a comprehensive program or a spacious and fully equipped for the teaching of reading and writing classes high school. In the beginning CIRC is the learning program to read and write elementary school and only use to teach language, but now CIRC have been develop to teach exact

sciences. CIRC developed by Stevans, Madden, Slavin, and Farnish. Cooperative learning of CIRC type in terms of language can be interpreted as a model of cooperative learning that integrates a whole reading and the composed it into important parts. Durukan (2011: 103) stated that CIRC technique is developed to support traditionally used “skill-based reading groups” approach. So, CIRC is the comprehension program to teach read, write, and language art.

According to Fogarty (1991), based on the nature of integration, integrated learning can be grouped into:

1. Model within a discipline that includes; connected model and nested model.
2. Interdisciplinary model that includes; sequenced model, shared model, webbed model, theaded model, and integrated model
3. Models in cross-students

Nurul Inayah (2007) stated that in CIRC technique students are grouped into heterogeneous small groups consisting of four or five students each group. In these groups students are not divided based on their sex, race, and also their intelligent level. Every group must consist of students with different intelligent level and sex. By using this cooperative learning students are hoped to improve the way they think, improve their creativity and also their social emotion.

2. Components in CIRC

According to Slavin in Suyitno (2005:3-4) CIRC have eight components.

The eight of the components as follows:

a. Teams

The formation of heterogeneous groups consisting of 4 or 5 students

b. Placement test

For example, obtained from the average previous daily test score or based on the report card value so that teachers know the strengths and weaknesses of students in certain areas.

c. Student creative

Perform task within a group by creating situations where individual success is determined or influenced by the success of the group.

d. Team study

The stages of action to be learned by the group and the teacher provide assistance to the group in need.

e. Team scorer and team recognition

Scoring of group work results and rewarding brilliantly successful groups and groups deemed unsuccessful in completing tasks.

f. Teaching group

Provide material briefly from the teacher ahead of group assignment

g. Facts test

Execution of test or test based on facts obtained by students.

h. Whole-class units

Giving summary of the material by the teacher at the end of the learning time with problem-solving strategies.

1. Principles of CIRC

CIRC is conducted based on the several principles in teaching and learning processes. Citing Slavin (2005:105), Asni (2012:45) mentions four principles of CIRC involving effective use of follow-up activities, oral reading, reading comprehension activities, and writing processes.

The first principle is the effective use of follow-up activities. While the teacher is working with one reading group, the other students in the class should be occupied with activities they can complete with minimal teacher directions. Students work within cooperative teams on these activities, which are coordinated with reading-group instruction, in order to meet objectives in such areas as reading comprehension, vocabulary, decoding, and spelling. Students are motivated to work with one another on these activities by the use of a cooperative reward structure in which they may earn certificates or other recognition based on the learning of all team members.

The second principle is oral reading. Oral reading is a reading aloud activity which can increase students' ability to decode more automatically and therefore focus more on comprehension. In CIRC, students will get more opportunities to read aloud and receive feedback on their reading by

having students read to teammates and by training them on how to respond to one another's reading.

The third principle is enhancing reading comprehension skills. CIRC uses cooperative teams to help students learn applicable reading comprehension skills such as summarizing, questioning, clarifying and predicting skills. Students also learn the critical features of texts. For example, students will learn characters, setting, problems, and solutions in narrative texts. Students in CIRC also make and explain predictions about how problems will be resolved and summarize main elements of stories to one another, both of which are activities found to increase reading comprehension. Students receive direct instruction in such comprehension fostering strategies and metacognitive strategies.

The fourth principles are writing and language arts. It designs, implements, and evaluates a writing-process approach to writing and language arts that would make extensive use of peers. Peer response groups are a typical component of most writing-process models, but peer involvement is rarely the central activity. In CIRC, students plan, revise, and edit their compositions in close collaboration with teammates. Language mechanics is completely integrated with and subordinated to writing, and writing is integrated with reading comprehension instruction both by the incorporation of writing-process activities in the reading program and by the use of newly learned reading comprehension skills in writing instruction.

2. The Steps of CIRC

Arranging the steps of CIRC to teach students is very important for teachers. The steps of CIRC as follows;

- a. Teachers divide students into several groups consist of four until five students each group and ask students to choose their own group leader.
- b. Teachers give reading materials for each group to be discussed together in the group.
- c. The group leaders lead the discussion and divide the task for every member of the groups. One member reads the materials, another member identifies, and the others make some note or write down the important points. Teachers become the facilitators who help the group which is facing the difficulties.
- d. The groups discuss the materials and compose the result based on the identification and their notice.
- e. Every group presents the result of the discussion in front of the class.
- f. Teachers review and summarize the materials and also help students to find the solution if there is a problem which cannot be done.

3. The Advantages of CIRC

There are several advantages of using CIRC in the teaching learning process. The advantages of using CIRC are:

- a. CIRC will improve students' learning motivation.
- b. Students are easier to understand materials because they work in group and also they can check their own task and also their friends' task in the group.
- c. CIRC will improve students' ability to solve problem.
- d. This technique helps students with low ability in learning process.
- e. The dominance of teachers in the learning process decreases.
- f. The burden of students decreases because they work together as a group.

4. The Disadvantages of CIRC

The use of CIRC also has the disadvantages, such as:

- a. Requires substantial time.
- b. It is difficult to set class to be quiet so that classes tend to be crowded.

E. Student Teams-Achievement Division (STAD)

1. Definition of Student Teams-Achievement Division (STAD)

Student Teams-Achievement Division (STAD) is a cooperative learning method for mixed-ability grouping involving team recognition and group responsibility for individual learning. According to Wang (2009) in

his journal “Applying Slavin’s Cooperative Learning Techniques to a College EFL Conversation Class”, STAD is a prevailing and simple technique in cooperative learning. It consists of five major components: class presentations, teams, quizzes, individual improvement scores, and team recognition.

According to Slavin (1994a), students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another.

Students’ quiz scores are compared to their own past averages, and points are awarded on the basis of the degree to which students meet or exceed their own earlier performance. These points are then summed to form team scores, and teams that meet certain criteria may earn certificates or other rewards.

The STAD method is most appropriate for teaching well-defined objectives with single right answers, such as mathematical computations and applications, language usage and mechanics, geography and map skills, and science facts and concepts. However, it can easily be adapted for use with less well-defined objectives by incorporating more open-ended assessments, such as essays or performances.

Rai (2007) in the journal “Effect of Student’s Team Achievement Division (STAD) on Academic Achievement of Students”, STAD is one of the many strategies in cooperative learning, which helps promote collaboration and self-regulating learning skills. STAD is an effective and efficient way to teach well-defined educational subjects. The teams are heterogeneous, made up of learners of diverse academic achievement, race, and nationality. The rewarding of the best teams motivates the better students in a team to encourage the other members to achieve their mutual goal (Kordaki, 2012:135).

From the definition above it can be concluded that Student Teams Achievement Division Method (STAD) is one of popular cooperative learning that combines students’ active-participation and collaboration team including five major components such as class presentations, teams, quizzes, individual improvement scores, and team recognition.

2. Principles and Characteristics of STAD

The basic principles of cooperative learning (Muslims et al, 2000) as follows:

1. Each member of the group (students) are responsible for everything that is done in a group.
2. Each member of the group (students) should know that all of the group members have similar goals.
3. Each member of the group (students) has to split the duties and responsibilities equally among group members.

4. Each member of the group (students) will be evaluated.
5. Each member of the group (students) to share leadership skills and need to learn together during the learning process.
6. Each member of the group (students) will be required to be individually accountable for the material is handled in a cooperative group.

1. The Steps of STAD

STAD consists of five steps; class presentation, team, quiz, scoring and team recognition (Slavin, 2005: 143). Here are the further descriptions of the steps: In STAD, detailed steps are as follows:

a. Class Presentations

Teacher as a facilitator must state material, rule and teaching technique before explaining the aim of subject that is reached in the class. Teacher motivates students to be active and creative during teaching and learning process. In STAD, students must be concerned with the material that is presented. It can help them to do the quiz and individual quiz score can determine the team score. The teacher presents the material in front of the class in the classical style that

focuses on the concepts of matter to be discussed only. Furthermore, students are asked to learn in small groups to work on tasks assigned by the teacher.

b. The formation of study groups (Teams)

Teaming or grouping is a step to gather students in a team from different ethnic, achievement, and gender. Students work in a team that the teacher divides. Teacher prepares worksheet as a guide for the team, so that all members master and each member give contribution. When the team is working, teacher observes, give guidance, motivation and helps if the students need. The aim of team is to determine that all of members can study seriously and also the function of this grouping is to encourage cooperation in the group study the material and complete the tasks assigned by the teacher and to prepare the members work the quiz well.

c. Provision of test or quiz (Quizzes)

After studying the group completed the test, quiz was held with the objective of identifying, or the ability to measure student learning of the material has been studied. In this case, the student was not allowed to work with his friend. The purpose of this test is to motivate students to try and individually responsible. Students are required to do my best as a result of group learning. In addition to individual responsibility, the students also have to realize that businesses and their success will be very valuable to contribute to

the success of the group. This test is performed after one to two servings of classes and learning in groups.

d. Improved scoring individual (Individual Improvement Scores).

This is done to give the students a goal that can be achieved if they work hard and showed good results compared with previous results. Manager scores the results of the cooperation of students performed in the following order: score early, score tests, and score of the group increased. Every student is given first score that is acquired from average of score in doing the similar quiz. Then, the students can collect the point for their team based on the increasing of score quiz that is compared with their first score.

e. Awards group (Team Recognition)

Award is given to the group to give a gift in appreciation of the efforts that have been made during the study. The teacher collects the individual score and inserts the team score then the team can get certificate or other appreciation if they can reach certain criteria (Slavin, 2009:146).

F. Some of Related Previous Studies

There are two previous studies that related to this research. The first is Adibatut, Diniyah, (2011) which entitled *'The Effectiveness of Using STAD Method to Improve Reading Comprehension Achievement of Second Years Students at MTs Aswaja Tunggangri Tulungagung*. The design of the

research was quasi-experimental with a non-randomized control group pre-test post-test. This research conducted to know to whether STAD is effective to improve reading comprehension achievement of second years students at MTs Aswaja Tunggangri Tulungagung.

The second previous study is Astuti, Dwi Puji (2012) which entitled *'The Reading Comprehension in Descriptive Text of The Seventh Grade Students of MTs Negeri Gembong Pati Taught by Using CIRC (Cooperative Integrated Reading and Composition) Method in Academic Year 2011/2012'*. The design of this research was a Pre-experimental with with cluster random sampling technique to determine the sample. This research conducted to know whether the CIRC is effective in improving students' reading comprehension especially in descriptive text for The Seventh Grade Students of MTs Negeri Gembong Pati.

Different from the two previous studies, the researcher wants to compare the use of Cooperative Integrated Reading and Composition (CIRC) method and Student Teams-Achievement Division (STAD) method in this research. This research used different text that is analytical exposition text. And also this research is different from the two previous research that is the subject of the research is the senior high school students. So, it is hoped that this research could find the most effective method between the two methods in teaching reading comprehension of analytical exposition text for second grade students of senior high school.