

**CHAPTER II**  
**READING COMPREHENSION NARRATIVE TEXT BY**  
**USING COOPERATIVE INTEGRATED READING**  
**AND COMPOSITION (CIRC) METHOD**

**A. Reading**

**1. Definition of Reading**

Reading is a complex activity that the reader interacts with the written text to get the information, idea and elaborate meaning. Reading has been defined as an active process in which readers shift between sources. It is supported by Zare & Othman (2013:1) “reading has been defined as an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor comprehension and use the social context to reflect their response, etc.”

In addition, Hermida (2009:2) said, “reading is an approach where the reader uses higher-order cognitive skill such as the ability to analyze, synthesize, solve problems, and thinks meta-cognitively in order to negotiate meanings from the text.” The writer expressed his thought on paper with language, used whatever skills and styles he has developed personally. It means that the writer gives the information and the ideas to the reader when they read it.

Besides, Hunt in Hermida (2009:4) said, “reading is a process of shaped partly by the text, partly by the students background, and partly by the situation the reading occurs.” According to Chou (2011:1) reading is

very complex process that requires many different skills. Hancock in Chou (2011:1) believed that in reading, “comprehension involves understanding the vocabulary, said relationship among words and concepts, organizing ideas, recognizing the author’s purpose, evaluating the context, and making judgments.” Concluded from the recent studies, the students need to use the prior knowledge.

Based on the definition above, the researcher concluded that the students do decoding and try to think to get the information and understand what the writer wants to share in the text through reading. When the students read the text to achieve them, the students will interpret the information used the knowledge that the students has previously as the student’s experiences and background.

## **2. Reading purpose**

Reading can also help the students improve their spelling and writing skill. According to Chou (2011:1) reader also have more specific purposes:

- a. To learn about something (as in reading an interested newspaper).
- b. To research a subject or study for a test.
- c. To be entertained.
- d. To learn how to do something (as in directions),
- e. To find specific information.

### 3. Process of Reading

Reading can be using a number of processes that can be divided into two categories, according to Gilakjani & Ahmadi (2011:1), there are two categories process of reading. There are Bottom-up and Top-down.

#### a. Bottom-up

Bottom-up process refers to the students obtain meaning from the letters and words of a text and reconstructing the intended message that way.

#### b. Top-down process refers to the reader's ability to look at a text as a whole and to connect and relate it to his existing knowledge base. Both processes are needed to obtain a message from a text.

From the explanation above, the researcher concluded this research the researcher used two categories process of reading, they are: bottom-up and top-down.

## B. Reading Comprehension

### 1. Definition of Comprehension

In reading, as the students should be understood what they were read and the meaning of the text. According to Leddy (2011:8) comprehension is both product a process, something that requires purposeful, strategic effort on the students part-anticipating the direction of the text (predicting), said the action of the next (visualizing), contemplating and the correcting what's in the next to what's in our mind to make an educated guess about what's going on (inference).

Besides, Duffy (2009:27) comprehension is the essence of reading because the goal of written language is commutation of message. If did not understand the message, were not reading. According to Duffy (2009:36) comprehension is difficult to teach because the process is fluid.

Students does was get the comprehending to the text or what they read. Whereas, the readers who read the words of reading text but they cannot understand what they read, they are not reading. So, they cannot comprehend well. Because, reading is need interaction between the reader and the written text. The good readers active to think got the information what they read.

Reading comprehension is a process of understanding the text that is an interactive process. According to Javed, Eng& Mohamed (2015:1) reading comprehension is an interactive process between the reader and the text. According to Salmi (2011:1) reading comprehension is not only a matter of understanding the print on page but, it is the creation of meaning by combining what the print tells with what the reader already possesses as knowledge.”Reading comprehension is about relating prior knowledge to new knowledge contained in written text” (Pang, et al. 2003:19).

Based on the definition above, the researcher concluded reading comprehension is an active process to construct the meaning of written text while reading that.

## 2. The Elements of Comprehension

According to Glenberg (2011:14) comprehension entails three elements:

- a. The reader who is doing the comprehending
- b. The text that is to be comprehended
- c. The activity in which comprehension is a part

From the explanation above, the researcher concluded reading comprehension is the reader should be the comprehending the text and comprehending the part each the text.

## 3. Causes of Comprehension Problems

There are three causes of comprehension problem. The following causes are:

- a. Vocabulary and background knowledge, a lack of word knowledge are common and significant problems.
- b. Decoding other learners who have comprehension problems may actually be struggling with basic word identification and as a result cannot pay attention to the meaning.
- c. Knowledge of comprehension strategies. The learners simply may not be aware of strategies could be to achieve better understanding. You must teach the learners to use comprehension monitoring and repair strategies.

## 4. Aspect of Reading Comprehension

Based on Salmi (2011:11) there are some aspect or indicator of reading comprehension. There are main idea, supporting details, inference, reference and

vocabulary. These aspects determine how to comprehension from Turlington (2009:147) as follows:

a. Main idea

Main idea is an important piece of information the author wants the students to know the concept of the paragraph.

b. Detail Information

Identifying the detail information is scanning the specific information that has been provided in text. By finding the particular information in a text, means that students comprehend text.

c. Vocabulary

Vocabulary is all words used by or know to a particular group or contained as a language as a whole. Some civil service reading passage directly asks the meaning of certain words used in the passage.

d. Reference

Reference is a person to whom one refers for testimony as to another's character, abilities etc. Reference in reading comprehension is the use of demonstrative pronoun in a reading text.

e. Inference

Inference is the most difficult type of reading comprehension question. Inference asks the students to go beyond what the passage says and predict what might happen next. The answer should be based on the information the passage and your own common sense, but not on any other information that may have about the subject.

From the explanation above, the researcher concluded this research the researcher was use the five component, they are: main idea, detail information, vocabulary, reference and inference.

## C. Narrative Text

### 1. The nature of Narrative Text

Narrative, a form of discoursed which tell a story and narrative is a way to describing certain event, character or phenomenon in detail. According to Coskun in Sallabas (2005:2) narrative text is a type of text which has been employed since the very old times throughout the history. Even if time and cultural differences have caused various changes, narrative text genre has elements, which can be determined in a concrete manner and also people have the same expectations in term of text structure. According to Gunduz in Sallabas (2005:2) narrative is a fictional type of text which telling about an event and main character.

From the definition above, it can be concluded that narrative text is fictional type of text such a citizen (folktale), the story of animals (fable) and legend (legend). In narrative text have the generic structure, because generic structure is very important in writing narrative text.

The generic structure of narrative text, they are:

- a. Orientation : sets the scene, where, when or introduce who is the participants.
- b. Evaluation : a stepping back to evaluate the plight.
- c. Complication : what problem did character have?
- d. Resolution : how was the problem solved?
- e. Coda (optional) : attitude messages to the readers

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

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

There are many types of narrative; they can be imaginary, factual or a combination of both. They include fairy stories, mystery stories, science fiction, romance, horror stories, adventure stories, fables, myths, historical narrative, and personal experience. There are many types of narrative text, but in English learning, especially senior high school is fairy stories and fables.

The example of narrative text is given above:

#### SNOW WHITE

Once upon time there lived a little named Snow White. She lives with her aunt and uncle because her parent was died. One day she heard her aunt and uncle talking about leaving Snow White in castle because they wanted to go to America and they did not want she run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry, and then she saw this cottage. She knocked but no one answered so she went inside and felt asleep. Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs said; “what is your name?” My name is Snow White”. One of the dwarfs said “if you wish, you may live here with us”. Snow



White told the whole story about her. Then Snow White and seven dwarfs lived happy ever after.

*(Googlewelbightcom/?LiteUrl=http:)*

#### **D. Cooperative Integrated Reading and Composition (CIRC)**

##### **1. Definition of Cooperative Integrated Reading and Composition**

###### **(CIRC) Method**

In teaching learning process, a teacher needed an appropriate method to make easy and more enjoyable for students. In this research, the researcher chose Cooperative integrated reading and composition (CIRC) as method that would be implemented in teaching reading text.

Using an appropriate method is urgently needed to enlarge the students in reading text.

According to Kagan (2009:173) cooperative learning, counting of was the most frequently used random team formation method, but it soon lost favor as it took time during class. To use the method, first you divide the number of students in the class by four to know how many teams you will have. According to Johnson and Holubc in Gupta & Ahuja (2014:1) cooperative learning is the instructional used of small groups through which students work together to maximize their own and each other's learning, in classroom where collaboration is practiced, students pursue learning in groups of varying size, negotiating, imitating, planning and evaluating together.

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive method for teaching reading and writing or language art. Cooperative integrated reading and composition (CIRC) method is usually used to teach both reading and writing, but can be used as separate reading and writing/language arts program. According to Kagan (2009:461) in CIRC, all of these skills are integrated so that instruction in each reinforces the other and the approach also incorporates training in meta-cognitive strategies for comprehension, retention, and thinking skills.

According to Tamanampo (2013:3) cooperative integrated reading and composition (CIRC) method is suitable in teaching reading skill and aspect of CIRC. It's focused on cooperative team learning. Dealing with the objectives of CIRC in teaching writing and reading, Slavin in Tamanampo (1995:3) stated that : "A major objective of the CIRC writing and reading, language arts programs is to design, implement, and evaluate a writing process approach to writing and language arts that would make extensive use of peers." According to Gupta & Ahuja (2014:3) CIRC provides a structure to help teachers and students succeed in helping all students become effective.

## **2. Procedure of Cooperative Integrated Reading and Composition (CIRC) Method**

In this stage, the students listen to teacher which read the some story, to ask the question which given by the teacher.

There are procedures of CIRC reading class as stated by Slavin in Tamanampo (1995:4). The teacher makes groups, the teacher tells the students what they are going to learn and in this stage teacher read the some story. The students work together with their teammates. Each groups ask the question which given by the teacher, with listen carefully while the teacher read the story.

Based on the procedure CIRC method above, the researcher concluded that is the teacher hopes students can work together with their teammates.

### **1. The advantages and Disadvantages of Cooperative Integrated Reading and Composition (CIRC) Method**

Usually if the method has advantages, its certain had disadvantages also. They describe as follow:

#### **1. The Advantages of CIRC Method**

The CIRC method has advantages. According to Slavin in Tamanampo (1995), in implement of CIRC method reading comprehension on narrative text, the students can get some advantages such as: this method is very appropriate to improve the ability of students understanding of material learning, the students can

understand the meaning of questions and check each the task. This method can help the students who are weak in understanding by given a task. The students can give the freely of respond, trained to be able in team, and respect give the opinion of others.

## 2. The Disadvantages of CIRC Method

Like the advantages of CIRC method, CIRC method has disadvantages or limitation also. According to Slavin in Tamanampo (1995) In implemented of CIRC method reading comprehension on narrative text, the students can get some disadvantages such as: disadvantages CIRC methods is when the students presentation in the class only the active students, which can get the point. However, the use of Cooperative Integrated Reading and Composition method (CIRC) a problems is when the teacher explain groups of reading, the other of students in the class in the class should be provided activities, they should be can finish up the explain from the teachers. This can be avoided if the teachers can manage and grade in good time.