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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. CIRC

a. Definition of CIRC

According to Durukan (2011, p.103), cooperative integrated reading and composition (CIRC) technique, one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques.

According to Durukan (2011, p.103), CIRC technique is developed to support traditionally used “skill-based reading groups” approach. Firstly, reading groups are established in the classroom. Next, students are paired off within the groups. When the teacher works with a reading group, couples try to teach each other meaningful reading and writing skills by using reciprocal learning technique. They help each other in performing basic skill-building activities (such as oral reading, contextual guessing, asking questions, summarizing, writing a composition based on the story, revising-correcting composition). In general, team books are published at the end of this process. Teams are rewarded for all

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reading and writing assignments on the basis of the average performance of group members. Thus, equal change for achievement, group support for achievement, and the performance, all basic components of cooperative learning ensure realization of personal responsibility.

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.

b. Steps of CIRC

Nurul Inayah (2007) stated that arranging the steps of CIRC to teach students is very important for teachers. The steps of CIRC are:

1. Teachers divide students into several groups consisting of four until five students in each group and ask students to choose their own group leader.
2. Teachers give reading materials to each group to be discussed together in the group.
3. The group leaders lead the discussion and divide the task for every member of the groups. One member reads the materials,

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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.

4. The groups discuss the materials and compose the result based on the identification and their notice.
5. Every group presents the result of the discussion in front of the class.
6. Teachers review and summarize the materials and also help students to find the solution if there is a problem which cannot be done.

c. The Advantages of CIRC

According to Nurul Inayah (2007) There are several advantages of using CIRC in the teaching learning process. The advantages of using CIRC are:

1. CIRC will improve students' learning motivation.
2. 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.
3. CIRC will improve students' ability to solve problem.
4. This technique helps students with low ability in learning process.
5. The dominance of teachers in the learning process decreases.
6. The burden of students decreases because they work together as a group.

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d. The Disadvantages of CIRC

According to Nurul Inayah (2007) The use of CIRC also has the disadvantages, such as:

1. Requires substantial time.
2. It is difficult to set class to be quiet so that classes tend to be crowded.

2. JIGSAW

a. Definition of JIGSAW

According to Mel Silberman (1996), Jigsaw is the technique which is used broadly and has the similarity with the group-to group exchange technique with the important difference: every student teaches something. Students have the responsibility to teach something or give the explanation about material to their friends in their group.

Hisyam Zaini, et al, (2008, p.56) stated that this method is very interesting to be used if material which is learned can be divided into several parts and those parts can be learned randomly without any certain order. This method has the advantage that makes all of students in class participate and active in learning process and also students have to teach something to their friends.

Walker and Mary Crogan (1998, p.382) stated that Jigsaw classroom exploits both corporation and independence in its attempt

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to maximize intergroup harmony and educational gain. Students in a classroom are arranged into groups which are evenly balanced according to race, ethnicity, sex, and academic ability. Students in each jigsaw group must learn a unique segment of information, which they then teach to the other members of the jigsaw group. The jigsaw group members therefore depend on one another to acquire the composite parts, which, as they are combined, constituted the entire lesson.

Jigsaw is a cooperative learning which emphasizes students to work group in the form of small group, as it has been stated by Fadhly (2010, p.22) that jigsaw is the cooperative learning that divides the students into several small groups, for example, a group of four or six, make the cooperation and have the responsibility for their friends in their group and also the responsibility for themselves. By using jigsaw, students have so many chances or opportunities to share their own idea, gather and share an information which improve their communication ability.

In this study, researcher used the definition from Fadhly (2010, p.22) that jigsaw is the cooperative learning that divides the students into several small groups that make the cooperation and have the responsibility for their friends in their group and also the responsibility for themselves.

b. Steps of JIGSAW

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According to Hisyam Zaini et al (2008, p.56), there are six steps on the jigsaw learning:

1. Choose the materials that can be divided into several parts.
2. Divide students into several groups according to how many parts of the materials. For example if there are 30 students in the class and the materials are divided into five parts, divides students into five groups.
3. Every group is given the different materials. They have to read, discuss and understand the material on their own group.
4. Every group sends the representative to other groups to explain the material which has been discussed in their own group.
5. Back to the normal class situation, teachers ask students if there is the problem which cannot be solved in the group and discuss it together.
6. Give the students several questions to measure their comprehension individually.

According to Silberman (1996), there are five steps or procedures of jigsaw learning:

1. Choose the materials which can be divided into several segments or parts.
2. Calculate the number of the students and the parts of the materials. Divide students into several groups based on the total of the students and the parts of the materials. For example if there

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are twelve students and the materials are divided into three parts, so students are divided into three groups, four students in each group.

3. After grouping students, make the jigsaw learning group. Every group has the representative from each group on the class.
4. Ask every member of the jigsaw learning group to teach or explain the material which has been learned before to other members in the jigsaw learning group.
5. Give the explanation to whole class about the problem which cannot be done in the group discussion.

From the last two steps of jigsaw learning stated by Hisyam Zaini et al (2008) and from Silberman (1996), it can be concluded that those two steps are similar but there is one difference between them. According to Hisyam Zaini et al (2008, p.56), there must be the comprehension test or the questions which are given to students at the end of jigsaw learning in order to know the understanding and the result of students in the materials that are given in the class. However, Silberman does not state that the comprehension test must be given to the students. It is only the variation or additional steps to help teachers to measure the comprehension or the understanding of students.

In this study, steps of Jigsaw from Silberman (1992) are used by the researcher. These steps do not contain the comprehension test,

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it is only the additional steps to help teachers to measure the comprehension of students.

c. The Advantages of JIGSAW

According to Francis Hull Adams (2013, p.65), there are several benefits of jigsaw technique in teaching, such as:

1. Teacher is not the sole provider of knowledge because most of the work is done by the students themselves which makes it an efficient way to learn.
2. Students take ownership in the work and achievement.
3. Revolves around interaction with peers; students are active participants in the learning process and thereby help to build interpersonal and interactive skills among students.

d. The Disadvantages of JIGSAW

Francis Hull Adams (2013, p.65) stated that there can be some obstacles when using the jigsaw technique. One common problem is a dominant student. In order to reduce this problem, each jigsaw group has an appointed leader. Students realize that the group is more effective if each student is allowed to present his or her own material before questions and comments are made. Dominance is eventually reduced because students realize it is not in the best interest of the group.

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Another problem is a slow student in the group. It is important that each member presents the best possible report to the group, as it is important that individuals with poor study skills do not present inferior reports to their jigsaw group. In order to reduce this problem, the jigsaw technique relies on “expert” groups. Students work with other individuals from other groups working on the same segment of the report. In this “expert” group they are given a chance to discuss their reports and gather suggestions from other students to modify their reports as needed.

3. Reading Comprehension

a. Definition of Reading Comprehension

Reading is an activity to analyze or interpretation written text, whereas comprehension is an absolute necessity in the reading. Reading with comprehension is meant constructing meaning from what is being perceived in writing, in fact. Reading without understanding should not be called reading, for reading necessarily involves comprehending. It means the main goal of reading is to comprehend what is being read.

According to Snow (2002, p.11), reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the

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importance and the insufficiency of the text as a determinant of reading comprehension.

The definitions above can be concluded that reading comprehension is about how to construct and comprehend the meaning of written text through cooperation between eyes, brain and background knowledge to inference the meaning of the text, where eyes see the written text and will be analyzed in brain and will be engaged with background knowledge, personal experience.

b. Component of Reading Comprehension

In teaching reading comprehension, there are some components of reading comprehension that should be mastered by the students as what is explained by Gunning (2010, p.26)

1. Finding Main Ideas

Grasping the main idea of a selection is a foundational skill. In this book, the main idea is a summary statement that includes the details or ideas in a selection. It is what all the other sentences are about. The main idea is more specific than the topic. Whereas the topic is the subject, the main idea is the general idea that is expressed about the topic.

2. Identifying Supporting details

Supporting details are those facts and ideas that prove or explain the main idea. While all the details directly explain

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the main idea. Other details may provide additional information, often an example, or further explain one of the key details.

3. Visualizing

Visualizing text as it is being read also creates personal link between the reader who can imagine the characters they read about. This makes for a more meaningful reading experience and promotes continued reading.

c. Assessing of Reading Comprehension

The ability of comprehension is one important point in mastering reading. It needs to assess the reading to measure the ability of the reader. Before assessing reading comprehension, instructor should know several things that needs to be attention in reading comprehension.

Klinger (2007, p.17) desmontrated that teachers should consider numerous factors when choosing a test or assessment.

1. The purpose of the testing (screening, progress monitoring, assessing level of reading, research, or assessing students' competence in comparison to peers).

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2. The specific information needed about the students' reading comprehension (types of questions missed, level).
3. The number of students being tested (i.e., an individual, a small group, or a whole class).
4. The length of the test (e.g., shorter tests can be easier to give and less stressful for the student, but may not have enough questions or types of tasks to provide sufficient information about a student's performance).
5. Whether the test is an individually or group-administered test.

Assessing reading comprehension is one of the important things to know the students' ability. Practically, to measure the reading comprehension is where learners read a text and then answer the question.

4. Recount Text

a. Definition of Recount Text

Sari et al (2013, p.75) confirm that recount text is written to retell event with the purpose of either informing or entertaining their audience or readers. Recount text is expected to express the writer's ideas about the experience or last events focused to inform readers. Recount is the simplest text type in the genre of narrating. Recount text is a only sequential text that does little more than sequence a series of events. Recount text is simpler than narrative which has the

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complication among the participants. It is only the sequence of events that retell the experience or event in the past, as Sari et al (2013:75) said that there is no complication among the participants and that make it simpler and different from narrative.

Karani (2008, p.11) stated that recount text is a text that retells events for the purpose for informing and entertaining. It begins with an orientation that gives the background knowledge to the reader in order to understand about the text (i.e. Who was involved, where it happened, and when it happened). Then, recount text unfolds with a series of events (ordered in chronological sequences). At various stages there may be some personal comments on the event which is called as reorientation. Thus, it can be concluded that recount text has the three elements: orientation or setting, events, and reorientation or concluding statement of the story. Orientation provides the setting and introduces participants, events tell the sequence of the events, and reorientation consists of summaries of the events. In this study, the definition from Sari et al (2013, p.75) is used. It is stated that recount is the simplest text type in the genre of narrating, it is simpler than narrative which has the complication among the participants.

b. The Purpose of Recount Text

According to New South Wales Department of School Education Curriculum Directorate (1997), students need to have an understanding of the purpose for reading and viewing particular texts

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before they commence. Teachers can assist students to clarify the purpose of reading by asking the questions:

1. Why are you reading this text?
2. Are you reading for enjoyment, to retell, to answer questions, to gain information?

Students have to know the purpose of the certain text that will be read in order to make easier to understand it. Sari et al (2013, p.75) stated that recount text is a text that retells events for the purpose of informing and entertaining also reveal the social function of recount is to retell events for the purpose of informing and entertaining.

Thus, it can be concluded that the purpose of recount text is to retell the reader or other people about some experience or events which have been done in the past without any complication or problem. This text is also used to entertain the reader by retelling some interesting and important events or experiences.

c. The Types of Recount Text

Sari et al (2013, p.76) explains that the recount text consists of three types; they are personal recount, factual recount, and imaginative recount. First, the personal recount means to retell of activities that the writer has been personally involved in. Second, the factual recount means the text tells about recording the particulars of an accident. The last one is the imaginative recount, it means taking on an imaginary role and giving details of event.

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Department for Education and Child Development of South Australia (2012) stated that there are five types of recount text, those are:

1. *Personal recount*: retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter.
2. *Factual recount*: reporting the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recounts.
3. *Imaginative recount*: applying factual knowledge to an imaginary role in order to interpret and recount events e.g. A Day in the Life of a Roman Slave, How I Discovered Radium.
4. *Procedural recount*: recording the steps in an investigation or experiment and thereby providing the basis for reported results or findings.
5. *Literary recount*: to retell a series of events for the purpose of entertaining.

d. The Generic Structure of Recount Text

Karani (2008, P.11) stated that recount text is a text that retells events for the purpose for informing and entertaining. It begins with

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an orientation that gives the background knowledge for the reader in order to understand about the text (i.e. Who was involved, where it happened, and when it happened). Then, recount text unfolds with a series of events (ordered in chronological sequences). At various stages there may be some personal comment on the event which is called as reorientation. Thus, it can be concluded that a recount text has three elements: orientation or setting, events and reorientation or concluding statement of the story. The orientation provides the setting and introduces participants, the events tell the sequence of the events, and the reorientation consists of summaries of the events.

Thus, it can be said that the generic structure of recount text consists of:

1. Orientation

Introduction --- it contains the information about what, who, when, where, why, and how the events or experience happened in the past.

2. Events

Sequence of Events --- it tells about the events which happened in the past experience sequentially or chronologically. The events are written in such an order or sequence, so it can be a good experience and events in the past and can be understood by the reader.

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3. Reorientaotin

Ending of Story --- the end or the closing of the story which contains the conclusion or the effect which is caused by the sequence of events.

e. The Language Features of Recount Text

Language Features are the features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language). Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

The Language features of recount text are:

1. *Focus on Specific Participants* --- I, We, My family and I, My friends and I, etc.
2. *Using Past Tense* --- we went to zoo, I was happy, etc.
3. *Using Conjunction and Time Connectives*
For Example: *and, but, then, when, after that, At the first day, next morning, after that, and the last day*, etc.
4. *Using Adverb of Place and Time* --- *yesterday, at my house*
5. *Using Action Verbs* --- *went, slept, ran, brought, etc.*
6. *Chronologically* --- it's written on the certain order and it tells the event or experience from beginning until the end chronologically.

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Example:

A Strange Year

Last year, some very funny things happened to me. I wasn't expecting any of them at the time, but when I look back on it now, I smile to myself. My name is Rosa, by the way, and I am half Ugandan. Uganda is a beautiful country in Africa. In fact, it's where I am now, telling this story.

Anyway, about a year ago I became pregnant, I was so proud! The people that I was staying with wanted me to be properly cared for. So they kindly found me a place that was more comfortable for a mother. I was very grateful and they even paid for me to go on the journey to the new house. We drove carefully past lakes, plains and jungle on the way.

When I got there I was warmly greeted by what looked like the whole village! Everyone gave me a hug and sang songs to me. I have never seen so many happy people before! It was very noisy but extremely nice. Next, I was shown to my spacious house with an open plan layout. The bedroom linked right into the bathroom and the lounge, I absolutely loved it. Excitedly, I looked around and saw that it would give me lots of space to move in and feel at home. I happily thought to myself that this was the nicest house I had ever lived in. I even shed a tear.

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After I had moved in, the people next door came to visit and were so good to me. They were very poor but so friendly, giving me tasty food all the time and cleaning my house. This was a real treat, just what a pregnant lady needs! Before long, I was ready to give birth. What a hard job that was. It was worth it though, I had the most beautiful daughter and I would have done anything for her. I would also have done anything for my neighbours. So, what can I do? I thought. Well, I could let them have some milk as I always have plenty. At that time, my daughter was drinking milk, but even so, I was able to give my neighbours about eight litres a day.

Over the next few weeks the neighbours still kindly looked after me, more hugs and pampering. Meanwhile, they drank the milk and sold any spare at the market. I didn't mind though as I really don't get on at markets (everyone poking and giving you funny looks). My calf grew stronger and stronger, first drinking milk and then eating from the new crop of vegetables and greens. The neighbours were looking much healthier too, after drinking milk and eating vegetables and some of the children wore new, different clothes. Energetically, they ran and skipped around, having fun but not forgetting to do their homework, lovely children.

(<http://www.sendacow.org.uk/lessonsfromafrica/assets/files/Rosa-recount.pdf> retrieved at Mei 18th 2017)



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B. Relevant Research

Relevant research requires some previous researches by other researchers in which they are relevant to our research. Besides, the researcher has to analyze what the point that is focused on, informs the design, finding and conclusion of the previous research, that of:

The first was written by Evy Suharjo in 2007, entitled “ The Effect of Jigsaw Cooperative Learning toward Students’ Achievement in Writing Descriptive Paragraph by Second Year Students at SMA Negeri 1 GAS”. It was an experimental research. In her research, she found that the degree of freedom was 65; it was between 60 and 120, so it could be used 60 of the number of the degree of freedom. She found $t_{\text{observed}} (3698)$ was greater than $t_{\text{critical}} (2000)$. It means that the null hypothesis was rejected, while the alternative hypothesis was accepted. In conclusion, teaching by using Jigsaw Cooperative learning produced better result than using Jigsaw Cooperative Learning.

The second was written by Sandra Lee Nes in 1997, entitled “Less-Skilled Reader: Studying the Effect of Paired Reading Fluenc, Accuracy, Comprehension, Reader Self-Perceptions, and Lived Experience”. It was qualitative research method and single subject research design. Four students in the fourth, fifth, and sixth grades from Arural School District in West Texas participated in this study. In her research, she found that (a) each of the participants in the study substantially increased their reading fluency rates during the paired reading intervention, (b) accuracy levels



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remained high and stable throughout the study for all participants, (c) for all participants, comprehension results remained very high and stable throughout the study, (d) reader self-perceptions showed variation within and between participants, (e) each reader had unique reading experiences, at the end of the paired reading study the less-skilled readers were more motivated to read, had improved reader self-efficacy, and felt less anxious about reading that they did at the beginning of the study.

Thirdly, a research was conducted by Doni Sahputra, in 2007. entitled “Comparison between Critical Reading and Traditional Reading Technique in Reading Comprehension by Second Semester of English Education Department UIN SUSKA Pekanbaru Riau”. This research was a comparative study. The researcher used t-test to analyze the data. The sample was 64 students, 32 students in each control group and experimental group. This research was conducted in order to compare the students’ reading comprehension taught between Critical Reading and Traditional Reading technique. The data analysis in this research used manual and automatic techniques (SPSS Program). Based on his research finding, reading comprehension of the students taught by using critical reading technique was higher than the students’ reading comprehension taught by using traditional reading technique. The t-value (6.99) was higher than the t-critical (2.00). it means that H_a was accepted and H_0 was rejected. Thus, there was a significant difference between the students’ reading comprehension taught by using critical reading and taught by

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using traditional reading technique at second semester of English Education Department.

All of the researches above have similarity with this research. They are 2 variables X which are CIRC and JIGSAW. Commonly, all of them indicate difference each other. In this research, the researcher used reading comprehension as variable Y. From the relevant research above, it can be concluded that CIRC and JIGSAW have difference in academic achievement of course in reading comprehension.

C. Operational Concept

The operational concept is used to avoid misunderstanding and misinterpreting in scientific study. Because the operational concept is still in abstract form, so it should be interpreted into particular words in order to make it easier to measure. There are two variables in this research:

X \longrightarrow Y

They are:

Variables X are CIRC and JIGSAW

Variable Y is students' reading comprehension of recount text..

1. The procedures of CIRC technique (X1) are as follows:
 - a. Teachers divide students into several groups.
 - b. Teachers give reading materials to each group to be discussed together in the group.

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- c. The group leaders lead the discussion and divide the task for every member of the groups.
 - 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.
2. The procedures of JIGSAW technique (X2) are as follows:
 - a. Choose the materials which can be divided into several segments or parts.
 - b. Calculate the number of the students and the parts of the materials.
 - c. After grouping students, make the jigsaw learning group. Every group has the representative from each group on the class.
 - d. Ask every member of the jigsaw learning group to teach or explain the material which has been learned before to other members in the jigsaw learning group.
 - e. Give the explanation to whole class about the problem which cannot be done in the group discussion.
 3. The indicators of reading comprehension of recount text, according to the School Based Curriculum (SBC)
 - a. Students are able to understand the words meaning in recount text.
 - b. Students are able to understand the topic in recount text.

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- c. Students are able to identify generic structure of recount text.
- d. Students are able to identify the specific information of recount text.

D. The Assumptions and Hypothesis

1. Assumptions

In this research, the researcher assumes that based on the theory and explanation above, every strategy has advantages and disadvantages that influence students' reading comprehension on recount text. It means between both of them has difference.

2. Hypothesis

- a. **H_a (alternative hypothesis)** : there is a significant difference between students' reading comprehension of recount text by using CIRC and JIGSAW.
- b. **H₀ (null hypothesis)** : there is no significant difference between students' reading comprehension of recount text by using CIRC and JIGSAW.