

CHAPTER II

LITERARY REVIEW

A. Theoretical Description

It has been mentioned in the previous section that the aim of the study is to improve the teaching and learning of reading and writing in English through Cooperative Integrated Reading and Composition (CIRC) in Grade VIII B of MTs YAPI, Pakem, Sleman, Yogyakarta. Thus, in this section, the discussion reviews on written language, reading, writing, reading and writing in junior high school, and CIRC. In addition, reviews on related research studies are highlighted.

1. Written Language

Generally, language was divided into two major categories, the spoken and the written, further divided into four skills; speaking and listening, writing and reading. The language division was based on a difference between production and reception: people use mouth and ear for receiving and producing spoken language, and use hands and eyes for receiving and producing written language. Spoken language is often considered to be less planned and orderly, more open to intervention by the receiver. Conversely, in written language, there are times when readers do have rights to affect written language (Cook, 1990: 155).

Written language has some characteristics which make it different from spoken language. Brown (1994) in Weigle (2002, 15-16) provides the following list of the characteristics that ordinarily differentiate written language from spoken language.

- 1) Permanence; oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes;
- 2) Production time; used by the writer is the appropriate stretches of time for developing efficient processes for achieving the final product. While speakers must plan, formulate, and deliver their utterances within a few moments if they are to maintain a conversation;
- 3) Distance; between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinary face-to-face contact and thus necessitates greater explicitness on the part of the writer.
- 4) Orthography; is the accepted way of spelling and writing words. Teacher should pay attention to it since writing is captured through the manipulation letters and written symbol.
- 5) Complexity: written language tends to be characterized by longer clauses and more subordinators, while spoken language tends to have shorter clauses

connected by coordinators, as well as more redundancy (e.g. repetition of nouns and verbs);

- 6) Vocabulary; written text tend to contain a greater variety of lexical items.
- 7) Formality; refers to prescribed forms that certain written messages must adhere to. Writers follow different conventions for each type of texts. Writing tends to be more formal than speaking.

Based on the written language division, reading and writing becomes two skills which are closely connected through some ways. First, both of the skills closely related in matters of language acquisition. In the matter of language acquisition, people gain competence in writing by comprehending written language and internalizing it. This statement is supported by Krashen in William (2003:166) who says that the writing ability is acquired through reading rather than through listening. In this view, people gain competence in writing the same way people gain competence in oral language, by comprehending written language and by internalizing, after much exposure, the numerous conventions that characterize texts. He states, for example, that “if second language acquisition and the development of writing ability occur in the same way, writing ability is not learned but is acquired via extensive reading in which the focus of the reader is on the message, i.e., reading for genuine interest and/ or pleasure”.

Second, both of the skills are closely related in language learning. Krashen in William (2003:166) states that all good writers will have done large amounts of

pleasure reading; good writers, as a group, read and have read more than poor writers; reading remains the only way of developing competence in writing. Based on his report reading surveys, he further argues that good writers are not only active readers, but self-motivated readers who read intensively during adolescence. Furthermore, William (2003:166) says that reading may be a necessary factor in mastering writing skills, however it is not a sufficient factor. In fact, some of the very worst writing comes from people who are well read. Teachers should encourage students to read and give significant practice and instruction in writing to the students.

In language learning, reading provides models for writing. William (2003:167) says that models on writing become significance in writing instruction in junior and senior high schools as well as colleges. Models improve students' writing.

The connections of writing and reading become a consideration in developing learning methods which relate both skills. It is better for the teacher to relate the reading and writing activities in learning processes since students can have a good model for writing and acquire good language used from reading texts. The learning activity which connects the reading and writing becomes one of the writing teaching principles proposed by Brown (2001:346-355). In his statement, he explains that students learn to write in part by carefully observing what is already written. They learn by observing, or reading, the written word. By reading

and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing. By following the principles, the teaching and learning processes will run effectively.

Further, Stenner, et. al. (2007) have documented the importance of reading-writing connection in Reading Next (2004) and Writing Next (2007) report. Both report affirm that students' reading and writing abilities are complementary. The growth in one skill inevitably leads to growth in the other i.e., students become better readers by strengthening their writing skills and vice versa.

In summary, reading and writing are closely connected and better learned simultaneously since they can be complementary skills which support each other.

To make a comprehensible study, the writer explains reading and writing skills in the following explanation.

2. Reading

a. The Nature of Reading

Many definitions of reading are proposed by many authors. Ruddle (2005: 30) says that reading is an interaction between the writer and the reader by using texts which extend the reader's knowledge to make sense of print. The readers construct information transferred from the writer through written symbols which bear meanings inferred by the writer of the text. This interaction may contribute world information or schemata to understand the

text which is new and may be useful for the readers who may live far from the writer. This includes particular information for the learners.

In line with Ruddle's statement, Spratt (2005:21) says that reading is one of four language skills: reading, writing, listening, and speaking which involves responding to texts, rather than producing it. It is a receptive skill that involves making sense of texts and to do this the reader should understand the language of the text at word levels, sentence levels, and whole-text levels. The reader also needs to connect the message of the text to the readers' knowledge of the world.

Further, Johnson (2008) states reading as the practice of using text to create meaning. In the other words he states that there if there is no meaning being created, there is no reading taking place.

In addition Alderson (2000:3) says that reading can be defined as a process and product. The process of reading is the interaction between a reader and the text. During the process, many things are happening. Not only is the reader looking at print, deciphering in some sense the marks on the page, deciding the meaning of the words and how they relate to each other but also the reader is presumably thinking about what he is reading: what is means to him, how useful is the text, etc. Reading as a product means the ability to comprehend texts.

In summary, reading is a receptive skill in a language which involves an interaction between texts and readers. It may contribute world information or schemata to understand the text which is new and may be useful for the readers. It is also a complex process to respond what the writer has written in texts by using knowledge and information owned by the reader.

b. Reading Microskills

There are several microskills of reading as said by Davis in Alderson (2000:9) defines eight skills of reading, as follows: recalling word meanings, drawing inferences about the meaning of a word in context, finding answer to questions answered explicitly or in paraphrase, weaving together ideas in the content, drawing inferences from the content, recognizing a writer's purpose, attitude, tone, and mood, identifying a writer's technique, and following the structure of a passage.

Further, Munby in Alderson (2000: 9) distinguishes the following reading microskills: recognizing the script of a language, deducing the meaning and use of unfamiliar lexical items, understanding explicitly stated information, understanding information when not explicitly stated, understanding conceptual meaning, understanding the communicative value of sentences, understanding relations within the sentences, understanding relations between parts of text through lexical cohesion devices, understanding cohesion between parts of a text through grammatical cohesion devices,

interpreting text by going outside it, recognizing indicators in discourse, identifying the main point or important information in discourse, distinguishing the main idea from supporting details, extracting salient details to summarize (the text, an idea), extracting relevant points from a text selectively, using basic reference skills, skimming, scanning to locate specifically required information, and transcoding information to diagrammatic display.

With regard to the types of texts which must be learned by the eight grade students at junior highschools in semester 2, the following presents the microskills of the texts.

- 1) identifying the topic,
- 2) predicting and guessing : after the readers have identified the topic, they make assumptions or guess the content of the text as they try and apply their schemata,
- 3) guessing meaning from the context,
- 4) reading for specific information,
- 5) reading for detailed information,
- 6) developing and use of a battery of reading strategies such as skimming and scanning.

Therefore, based on the microskills that have been determined, the reading techniques and the reading activities should include those reading microskills

and employ reading strategies needed by the students to help them comprehending the text effectively and make them easier to deal with various text.

c. Reading Strategies

Reading cannot be done in scrambled ways. The readers should have good strategies to comprehend the texts. Reading combines the prior knowledge and the information of the text. In order to make the readers comprehend the content of the text, there are some strategies which can be used by the readers. Brown (2001:306-310) explains some strategies which can be applied while reading. The strategies are mentioned below.

1) Identifying the purpose in reading.

Readers need clear and exact purposes of their learning activities. When they know the aim in reading any single text, they can predict and enhance their reading motivation.

2) Using graphemic rules and patterns to aid in bottom-up decoding.

This is for beginning level learners. They connect the written and oral language.

3) Using efficient silent reading techniques for relatively rapid comprehension.

This strategy is for immediate to advance level. Readers can pay attention on the text when they read silently as they need more comprehension than graphemic rules.

4) Skimming the text for main ideas.

As the first strategy, the readers are expected to know the purpose in reading. Skimming the text may help the readers to find the purpose of the text because they have known the main ideas.

5) Scanning the text for specific information.

In this strategy, the readers have to find more specific information stated in the text. The goal of scanning the text is to help the readers correlate the information to bear a general topic.

6) Using semantic mapping or clustering.

The strategy of semantic mapping or grouping ideas into meaningful clusters helps the readers provide some order to the chaos.

7) Guessing when the reader is not certain.

Sometimes, the teachers should give opportunities for the learners to guess meanings logically when they do not know the meaning.

8) Analyzing vocabulary.

This is how the readers analyze the words in guessing the meaning. This makes use of linguistic knowledge.

9) Distinguishing between literal and implied meanings.

There will be a gap between the readers and the writer in constructing meanings of the text because of their different background knowledge. Literal meaning is stated in the text so it is easily understood by the readers. However, the readers find it difficult to construct implied meanings. They need to find the suitable discourse.

10) Capitalizing on discourse markers to process relationships.

Readers can get the discourse of the text by finding the discourse markers. The discourse markers guide the readers to receive the text in logic.

d. Types of Reading Performance

During the reading activity, there will be some clues which inform the learners' reading performance. There are some reading performances proposed by Brown (2001:312).

1) Oral and silent reading

Oral reading is the first performance done by the learners. This is aimed to serve as an evaluation check on bottom-up processing skills, double as pronunciation check, and serve to add some extra student participation if the teachers want to highlight a certain short segment of a reading passage.

However, practically, the learners will find it difficult to comprehend texts if they read orally. They need to read silently because the readers can

rehearse the next paragraph and other readers will not lose their attention for other readers who are reading aloud.

2) Intensive and extensive reading

Intensive reading attempts to focus on linguistic or semantic details. The learners will pay more attention on the surface structure details to get the literal meanings, implications, rhetorical relationships, and others. This reading is sometimes called content related reading which deals with short texts.

Extensive reading gives more concentration on the general understanding of a longer text. Extensive reading deploys to more than one page text which may be essays, articles, technical reports, short stories, and books (Brown, 2004: 189). Although the learners read longer texts, they still have to comprehend the text as the main objective of reading. That is the reason which the teachers motivate their students to read.

e. Teaching Reading of English

Teaching is a process when a teacher sends materials to the learners consciously so that the learners can get new information based on their levels. The teaching of reading is transferring skills for language learners in which the goal is to make the learners able to read and get the ideas or understand

any written texts. The teaching and learning process deals with how learners comprehend any texts consisted of words, numbers, symbol, etc.

In teaching reading, the teacher is expected to give opportunities for the learners to read the texts comprehensively. The teacher should create situations to comprehend the texts in which the learners can read them silently and right after that discuss the texts with their partners. However, reading aloud is also needed for the learners in order to be able to interact well with the texts which belong to the learners' favorite materials or topics. This is stated by Campbell (1989) in Richards and Renandya (2002: 297) saying that having students read silently and aloud will send a strong message that reading signifies for teachers and that students. To do this, the materials are focused on the students' favorites. It is believed that they can achieve the message of the texts.

Reading requires some skills such as perception, association, interpretation, and eye movement. According to Maria Arias (2003) cited by Tito (2009) "Reading is the ability to move the eyes in a conventional way for English, from left to right, back left and down a line, left to right again and so on". According to C.R. Alder (2004) cited by Tito (2009) there are six strategies to teach reading. The strategies are; first, monitoring comprehension. It means that students know when they understand what they read and when they do not. Second is metacognition which means that

students use metacognitive strategies for thinking and having control over their reading before, during, and after reading. Third is Chart and semantic organizer. It can help students focus on concept and how they are related to other concepts and help students to understand textbooks and picture books. Fourth is answering questions. It will help students to think actively and encourage them to monitor their comprehension. Fifth is generating questions. Students learn to ask themselves questions that require combining information from different segments of text. Sixth is summarizing. Instruction in summarizing helps students to identify and generate main ideas, eliminate unnecessary information and remember what they read

f. Principles of Teaching Reading

Teachers should concern the teaching of reading comprehension to achieve the goals of the teaching and learning processes. It is better for them to go on the principles in teaching reading. Harmer (1998: 70: 71) formulates six principles in teaching reading. They are as follows.

- 1) Reading is not a passive skill.

Learners do not only catch the surface structure of the texts but also grab the content. Reading is an incredible active occupation. The learners need to draw the content of the text, the writer's argument, and work which agree with them.

- 2) Students need to be engaged with what they are reading.

When the readers are not interested in the texts or the lesson, they will not get the benefits of the learning. It is easy for them to receive the materials or content stated in the text.

- 3) Students should be encouraged to respond to the content of a reading text, not just to the language.

The use of language in a text is important but the meaning of the language used is also a considerable part which the students respond to that message in some ways. It is necessary for giving opportunities for the readers to express feelings about topic.

- 4) Prediction is a major factor in reading.

The readers need to find the hit when they start to read the text. They guess the content or topic being discussed in the text by looking at the title. This can be an exciting task for the learners who have imagination.

- 5) Match the task to the topic.

Teachers are expected to choose good reading tasks which can be interactive for the learners. The interactive texts may be undermined by asking boring and inappropriate questions.

- 6) Good teachers exploit reading texts to the full.

Teachers should integrate the reading texts into more interesting and engaging class sequences, using topic for discussion and further tasks, using the language for the study and later activation.

g. Problems in Teaching Reading

Teaching reading is not easy though the teachers have followed the strategies and materials which are suitable for the learners. The fact is that still there are many problems in teaching reading. Brown (2001: 298) states that learners still have low ability in reading. Sometimes, the existence of reading is not merely stated for the second language acquisition. The learners find it difficult to read even to construct meaning.

Teachers feel that it is difficult for them to find the best method and strategies to teach reading because of various characteristics of students for each class. The use of bottom-up and top-down processing become the center of reading methodology of teaching reading (Brown, 2001:298).

English teachers are facilitators that facilitate the learners' learning activities. In line with this, many English teachers read and try to use new methods that some researchers have suggested.

h. Reading Assessment

In this study, the researcher focuses on the reading comprehension which relates to the interactive reading in which the reader must interact with the texts from several paragraphs to one page or more. It is also relevant to the Junior High School student reading assessment. The suitable and correct tasks

and activities to assess the learners' reading comprehension are proposed by Brown (2004:201-212) who formulates some tasks to interactive reading.

1) Cloze Task

This task lets the student fill in the gaps in an incomplete image which may be visual, auditory, or cognitive and supply which comes from background experience and other strategic competences.

2) Impromptu Reading Plus Comprehension Questions

This task belongs to a conventional test which involves the impromptu reading and responding to questions covering some features which are main idea, expressions/ idioms/ phrases in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written, supporting idea, and vocabulary in context.

3) Short-Answer Tasks

In this task, the readers are provided with a reading passage and questions which must be answered in a sentence or two. This can be called open-ended reading comprehension questions.

4) Editing (Longer-Texts)

This provides the readers opportunities to detect the error or unrelated sentences that are stated by the writer in the text.

5) Scanning

Readers find out the relevant information in a text. They are provided with prose or chart or graph format and required to identify the information. The possible stimuli are a one-two-page news article, an essay, a chapter in a textbook, a technical report, a table or chart depicting some research findings, a menu, and an application form. The scoring process of scanning is the time to recognize important elements.

6) Ordering Tasks

Ordering task serves overall understanding of a story and the cohesive devices which shows the ordered events or ideas. The researcher draws back to the students' understanding in connecting sentences and ideas of a story.

In this research, the researcher uses impromptu reading plus comprehension questions to assess students' reading ability before and after conducting the research. This type is used since the researcher want to know the students comprehension of the text and students' ability in using reading strategies such as guessing the meaning of the text, skimming, and scanning the text.

3. Writing

Another language skill related to written language is writing. The researcher presents the explanation of writing as follows.

a. The Nature of Writing

There are many definitions of writing purposed by many authors. Birch (2002: 26) defines writing as a tool which increases human control of communication and knowledge. Another definition is proposed by Elbow (1973) in Brown (2001: 336). He defines writing as a thinking process. In his elaboration, he states that writing is a transaction with words whereby a person free his or herself from what he/she presently think, feel, and perceive. Another definition of writing is proposed by Spratt, et al. (2005: 26). They explain that writing is a language skill which involves producing language rather than receiving it. It involves communicating a message by making sign on a page.

Writing is not solely as the product of an individual, but as a social and cultural act. Hamp-Lyons and Kroll (1997) in Weigle (2002: 19) say that writing is an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. From this perspective, learning to write involves much more than simply learning grammar and vocabulary of the language, or even the rhetorical forms common to academic writing. Writing may involve examining the kinds of issues a discipline consider important, how individual writers represent themselves in a text, how one text influences subsequent texts, etc. (Weigle, 2002: 20)

In summary, writing is a creative process which transfers the writers' idea into symbols so that it can be read by the audience. It is not merely an individual product but also a social and cultural act which accomplishes a particular purpose for the intended audiences.

b. Process of Writing

In order to communicate messages clearly to the audience, the writer should write well. The writer should follow some steps in writing. This idea is explained further by Harmer (2004: 4-5). He explains writing as a process which involved four steps. The first step is planning. In planning, the writers plan what they are going to write and think about the purpose, audience and content structures of the writing. The second step is drafting. It is the process of writing down ideas, organizing them into a sequence, and providing the reader with a frame for understanding the ideas. The third step is editing. The writers reflect the texts by reading what they have written and revising it when there are any mistakes or inappropriate statements. The last step is producing final version. Final version is the final product of writer's writing after passing some stages i.e. planning, drafting and editing.

In producing good written products, it is not only following the steps of writing process but also involving cognitive and emotional competence of the writer in the writing process. This statement is supported by Janet Emig in Fitzgerald, et al. (2007:31) who notes that writing is the only literacy process

that involves the hand (people use tools to write), the eye (writing leaves a public artifact), and the brain (people search prior knowledge, using both long- and short term memory, deal with writing blocks, organize, problem-solve, etc). He also adds that composing also uses the heart or feeling. It can be inferred that the process of writing uses both cognitive and emotional.

In summary, the writing process is not only following the steps of writing process (planning, drafting, editing, and publishing the final product) but also involving cognitive and emotional competences in each writing step.

c. Microskills for Writing

The writing competence is represented through some skills named microskills of writing. Brown (2000:343) mentions twelve micro skills of writing as follows: producing graphemes and orthograph patterns of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using grammatical systems and rules, expressing a particular meaning in different grammatical forms, using cohesives devices in written discourse, using rhetorical forms and conventions of written discourse, accomplishing the communicative functions of written texts according to form and purpose, convey links and connections between events and communicate such relations as main idea and supporting idea, distinguishing between literal and implied meaning when writing, conveying culturally specific references in the context

of the written text, developing and using battery of writing strategies, such as writing with fluency in the first drafts, soliciting peer and instructor feedback and using feedback for revising and editing.

d. The Teaching of Writing

Teaching writing is very important for students since it can reinforce students' language acquisition, help students' language and learning development, and facilitate students' to master the basic skill in language. (Harmer, 1998:79)

Furthermore, teaching writing becomes a complex process purposed to improve students' skill related to good printed language production. Leki and Carson in Hinkel (2004:5) emphasize that the teaching of writing in English as a Second Language (ESL) programs needs to provide students with linguistic and writing skills that can enable the learners to encounter, manage, and come to terms with new information and expand students' knowledge base.

In addition, Fitzgerald, et.al. (2007:31-32) explain that teaching writing must essentially deals with some elements which are related to writing processes such as emotional, knowledge of the writer, and models. The explanation of each element is explained below.

- 1) The emotional issues surrounding writing

Skills and emotions are intertwined. Students can compose more texts when they possess positive and nonthreatening social climate in which they write frequently.

2) Students' understanding of writing process

By having good understanding of writing process, the writer will write optimally. The students will apply the theory of doing good writing process. It will improve their writing ability.

3) Model and teach self regulated strategies

Self-regulation in writing involves monitoring one's comprehension when writing as well as applying specific strategies to complete assignment. Zimmerman and Risemberg (1997) in Fitzgerald, et.al. (2007:34) define self-regulation as "self-initiated thoughts, feeling, and actions that writers use to attain various literary goals, including improving their writing skills as well as enhancing the quality of the text they create." In this case, teachers can prompt self-evaluation and reward self-reflections about one's final piece on the evaluation rubric by providing guidelines.

4) Peer partners and peer response groups

Peer groups can support the writing process by providing social benefits including a nonthreatening audience, immediate feedback, experience of a wide range of writing abilities, reduced writing

comprehension, development of positive attitudes about writing, increased motivation to revise, increased quantity of writing, more teacher time for individual attention, and development of cooperation and interpersonal skill. The social aspects fostered in a writing community have effects extending beyond writing products. Moreover, positive effects on writing products are also beneficial when peer groups are used.

5) Writing development guiding targeted through strategy instruction

A strategy is composed by series of steps that lead most learners to succeed in a given task. Good writers employ strategies for schema activation (thinking about personal experiences and knowledge that relate to the prompt, text features, and audience which are engaging in prewriting to generate and organize ideas) and for self regulation (monitoring text production, analyzing and assessing the quality of the development of texts, and modifying and/ or changing strategies as needed to complete the writing assignment successfully).

6) Composing vocabulary

Composing vocabulary is well implemented to the elementary level students by starting with the parts of speech and the names of structures that are emerging in students' writing (simple sentence, cumulative sentence, etc). It includes terms used in the process approach to describe emotional issues surrounding writing (e.g., getting stuck, writer's block),

what happens during the process (e.g., shaping, cooking), and the features presented in the products that students create (active verbs, etc).

e. The Principle for Designing Writing Technique

In conducting the teaching and learning process of writing, teachers should design appropriate teaching techniques for students. Brown (2001:346-355) explains nine principles for designing writing techniques.

1) Incorporate practices of good writers.

It means that a person should consider many things to become a good writer, i.e. focus on a goal, spend some time planning to write, let the idea flow onto the paper, follow a general organizational plan, utilize feedback, revise their work, and patiently make many revisions as needed.

2) Balancing process and product.

Writing is a composing process which requires multiple draft before an effective product is created, a teacher should make sure that students should carefully led through appropriate stages in the process of composing.

3) Account for cultural or literary background.

The teacher should bring students to the use of acceptable English rhetoric. The teacher should try to help students to understand some apparent contrasts between students' native traditions and those that the teacher is trying to teach.

4) Connect reading and writing.

Students learn to write in part by carefully observing what is already written. They learn by observing, or reading, the written word. By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.

5) Providing as much authentic writing as possible.

Whether writing is real writing or for display, it can still be authentic when the purposes of writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity. Publishing a class newsletter, writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing a resume, writing advertisements – all these can be seen as authentic writing.

6) Framing the writing techniques in terms of prewriting, drafting, and revising stages.

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways. The drafting and revising stages are the core of

process writing. Drafting is an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.

- 7) Strive to offer techniques that are as interactive as possible.

Writing is an interactive activity. Students can work in pairs and groups to generate ideas and to peer-edit. It gives opportunities for students to initiate activity and exchange ideas.

- 8) Sensitively applying methods of responding to and correcting the students writing.

Error correction in writing can be approached in some manners. It can be done through self correction, peer correction, and instructor-initiated comments.

- 9) Instructing students on the rhetorical, formal conventions of writing.

Teacher should explain the formal properties of writing explicitly.

These principles can be good guidance for teachers to make effective and efficient students' writing activity in classrooms.

f. Problems in Teaching Writing

Students face some barriers which occur as problems in the process of teaching writing. The barriers of students' writing come from the situation when students do not understand either the process for accomplishing a task or the end result of a specific endeavor. Students can become frustrated. Fitzgerald (2007:32) mentions four major factors contributing to students'

unrealistic expectations: (1) failure to understand and apply appropriate strategies when composing text, (2) a flawed understanding of the writer process, (3) confusion about what the assignment is asking them to do, and (4) unfamiliarity with the features of the assigned genre. Disruptive emotions also arise when a student has a history of fear of the blank page and recollections of how long it takes and how difficult it is to generate texts or of how bad it feels to get a failing grade on a writing assignment.

Besides the teaching writing problems related to students' emotion, the problems of writing teaching appear because of poor mastery or understanding of writing sub skills. Some of these are related to accuracy, i.e. using the correct forms of language which involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layout, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly. To do this, students need to have enough ideas, the ability to organize their writing well and express it in an appropriate style. (Spratt, 2005:26)

g. Types of Classroom Writing Performance

Brown (2004:220) explains the types of writing performance which consider the range of written production and assessment process of writing.

1) Imitative

In this type of writing, the learners must attain skills in fundamental, basic tasks of writing letters, words, punctuation, and very brief statements. At this stage, form is the primary if not exclusive focus, while context and meaning becomes the secondary concern.

2) Intensive (controlled)

Producing appropriate vocabulary within context, collocations, idioms, and correct grammatical features up to the length of sentences are considered in intensive writing.

3) Responsive

In this type, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs.

4) Extensive

In extensive writing, writers focus on achieving a purpose, organizing, and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve final product.

h. Writing Assessment

A test of writing involves at least two basic components: one or more writing tasks, or instructions that tell test takers what to write, and a mean of the writing samples evaluation that test takers produce (Weigle, 2002:2).

In this research, the researcher uses intensive (controlled) writing purposing to measure students' writing skill. This assessment deals with students' writing display appears in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for authentic purpose. Moreover, Brown (2004:225) mentions some tasks categorized into intensive writing assessment. The tasks are presented below.

1) Dictation and Dicto-Comp

Dictation the rendition in writing of what one hears naturally is a type of assessment in which students as test takers must listen to stretches of discourse and in the process insert punctuation, dictation of a paragraph or more. Another assessment is dicto-comp, a paragraph is read at normal speech then the teacher asks students to rewrite the paragraph from the best of their recollection.

2) Grammatical Transformational Tasks

The tasks are used to measure students' grammatical competence. The activities are changing the tenses in a paragraph, changing full forms of verbs to reduced forms, changing statements to *yes* or *no* questions or *wh*

questions, changing questions into statements, combining two sentences into one using a relative pronoun, changing direct speech into indirect speech and changing from active to passive voice.

3) Picture-Cued Tasks

These tasks are beneficial in detaching the almost ubiquitous reading and writing connection and offering instead a nonverbal means to stimulate written responses. The examples of the tasks are describing pictures using some chosen words, describing sequence activities shown in pictures, and writing short sentences.

4) Vocabulary Assessment Tasks

These tasks are used to assess the vocabulary mastery in writing. The major techniques used are defining and using a word in sentences.

5) Ordering Tasks

The tasks ask students to order a scrambled set of words into a correct sentence.

6) Short Answer and Sentence Completion Tasks

It involves reading performance to answer the questions and complete the statements.

Besides tasks of writing assessment, Brown (2001:357) categorizes some aspects for evaluating writing. The aspects are content (thesis statement, consistent focus, use of description or cause/ effect or comparison/ contrast,

related ideas, development of ideas through personal experience, illustration, facts and opinion), organization (effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length), discourse (topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, and variation), syntax, vocabulary, mechanics (spelling, punctuation, citation of reference, and neatness).

In summary, the appropriate tasks for writing assessment can measure the students' writing mastery. To give the score, teachers should consider some aspects to evaluate writing such as content, organization, discourse, syntax, vocabulary, and mechanic.

4. Reading and Writing in Junior High School

Teaching English as a foreign language in junior high schools is aimed at providing the students to achieve communicative competence and be able to use the language for meaningful communication in oral or written form. Richard (2006:3) explains that communicative competence covers the following language knowledge; knowing how to use language for a range of different purposes and functions, knowing how to vary the use of language according to the setting and participants, knowing how to produce and understand different types of texts (e.g., narratives, reports, interview, conversations), and knowing how to maintain communication despite having limitation in one's language knowledge.

Therefore, in the English teaching and learning process, the students should be given a lot of opportunities in using English through classroom activities. According to Kumaradivelu (2003:48) the best way to maximize the learning opportunities in the class is through meaningful students' involvement. Therefore, the English teaching and learning process can be said successful when most of the students can actively involved in the every stage of the teaching and learning process so that the materials taught can be absorbed well.

In addition, Mulyasa (2004:174) states that the quality of the teaching and learning process can be seen from two aspect, process and product. From the process, it can be said that the teaching and learning process is successfull if all the students or at least 75% of the students get actively involved physically, mentally, and socially in the teaching and learning process. From the product, it can be said that the teaching and learning process is successful if all the students or at least 75% of the students have positive changes toward ther behaviors.

Therefore, based on the theories above, to reach a good quality of the teaching and learning process, the teacher should encourage the students to be actively participate in the teaching and learning process. Students must participate in the teaching and learnig process by asking questions, answering questions, and giving opinion. It also can be said that participate means that

students engage in the classroom activities. It is true that students must be do more than just listening and note taking: they must read, write, discuss, or be engaged in solving problems.

Furthermore, educators try to adopt approaches and methods to make the teaching of English as a foreign language communicable. One of the approaches adopted now is Genre-based Approach also known as Text-Based Instruction. It sees communicative competence as involving the mastery of different types of texts. Text here is used in a special sense to refer to structured sequences of language that are used in specific contexts in specific way (Richards, 36: 2006). The use of genre is obvious in the English curriculum especially for level of secondary school like junior high school in Indonesia. When the teacher designs a task in a Genre-based Approach course, s/he should create an appropriate environment which the task is called for. It is used to make the process of teaching and learning activities of English communicable.

Particularly in written form, the teaching and learning of English are connected through written cycle in which reading and writing learning processes are done simultaneously, the teaching of reading is done before the teaching of writing. Through the cycle, students can learn many kinds of text such as procedure, description, recount, narrative, and report. According to Feez (2002:32), a new cycle might be related to the previous in one of the

following ways; developing the same topic, introducing a new text type which occur in the same context of use as the one studied before, revisiting the same text-type in a different context, providing an opportunity to work with the same language feature or features, or providing an opportunity to continue practicing the same skills or strategies.

In this study, the researcher focuses on the teaching and learning of reading and writing of recount and narrative texts based on the standard competence and basic competence of junior high school according to School Based Curriculum year 2006. Each text has the same topic for connecting reading and writing learning. The standard and basic competences used by the writer are presented below.

Table 1. Junior Highschool Standard Competence and Basic Competence

Standard Competence	Basic Competence
11. Understanding meaning in very simple written short functional texts and essays in the forms of recount and narrative related to the closest environment.	11.1. Responding the meaning and rhetorical steps of simple short essays in the forms of recount and narrative accurately, fluently, and acceptably related to the closest environment.
12. Expressing meaning in very simple written short functional texts and essays in the forms of recount and narrative to interact with the closest environment.	12.2. Expressing meaning and rhetorical steps in very simple essays employing the mode of written language accurately, fluently, and acceptably to interact with the closest environment in the forms of recount and narrative texts.

In applying the genre based approach, the teacher uses four stages; building knowledge of field (BKOF), modeling of text (MOT), joint construction of text (JCOT), and individual construction of text (ICOT). BKOF is the step where the students have to pay attention to the teacher's explanation related to the materials will be studied. This stage can be applied by sharing knowledge, vocabulary (building), and grammar. MOT is a stage in which the teacher gives models or example dealing with the materials being discussed. It can be done by story telling, transactional or interpersonal exchange. In JCOT, the students are asked to do something or to work in pairs (group) with their friends or teacher. In ICOT, the students are expected to do something individually. The teacher should be sure whether the language competencies are achieved or not.

5. Cooperative Integrated Reading and Composition (CIRC)

a. Definition of CIRC

CIRC is one of cooperative learning techniques for teaching reading, writing, and language arts especially for the students in the upper elementary grades. The method emphasizes group goals and individual accountability.

Cooperative learning refers to a variety teaching methods in which students work in small groups to help one another learn academic content. In cooperative classrooms, students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in

gaps in each other's understanding. Cooperative work rarely replaces teacher instruction, but rather replaces individual seatwork, individual study, and individual drill. When properly organized, students in cooperative groups work with each other to make certain that everyone in the group has mastered the concepts being taught (Slavin, 1998:2).

b. Principles of CIRC

CIRC is conducted based on the several principles in teaching and learning processes. Slavin (2005:105) 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.

In order to achieve the goals of CIRC activities, the teacher should follow the principal elements of CIRC. Slavin (2005:315) mentions three principal elements of CIRC: basal-related activities, direct instruction in reading comprehension, and integrated language arts and writing. In all of these activities, students work in heterogeneous learning teams. All activities follow a regular cycle that involves teacher presentation, team practice, independent practice, peer assessment, and testing.

The major components of CIRC are as follow.

a) Reading Groups

If it is used, students are assigned to two or other reading groups according to their level, as determined by their teachers. Otherwise, instruction is given to the whole class.

b) Teams

Students are assigned to pairs (or triads) within their reading groups, and then the pairs are assigned to teams composed of two students from the high reading group and two from the low group. Team members receive points based on their individual performance on all quizzes, compositions, and book reports, and these points from a team score. Teams that meet an

average criterion of 90 percent on all activities in a given week are designated Superteams and receive attractive certificates, those meeting an average criterion of 80 percent are designated Greatteams and receive smaller certificates.

c) Story Related

Students use either novels or basal readers. Stories are introduced and discussed in teacher-led reading groups. In these groups, teacher sets a purpose for reading, introduces new vocabulary, review old vocabulary, discuss the story after students have read it, and so on. Story discussions are structured to emphasize such skills as making and supporting predictions and identifying the problem in a text. After the texts are introduced, students are given a story packet, which contains a series activity for them to do in their teams when they are not working with the teacher in a reading group. The sequence of activities is as follows:

1) Partner reading

Students read the story silently and then take turns reading the story aloud with their partner, alternating each paragraph. The listener corrects any errors the reader may make. The teacher assesses students performance by circulating and listening in as students read to each other.

2) Story grammar and story-related writing

Students are given questions related to each story that emphasize the story grammar- the structure that underlies all narratives. Halfway through the story, they are instructed to stop reading and to identify the characters, the setting, and the problem in the story, and to predict how the problem will be resolved. At the end of the story students respond to the story as a whole and write a few paragraphs on a topic related to it (for example, they might be asked to write a different ending of the story).

3) Words out loud

Students are given a list of new or difficult words used in the story; they must learn to read these words correctly in any order without hesitating or stumbling. Students practice these word lists with their partner or other teammates until they can read them smoothly.

4) Word meaning

Students are given a list of story words that are new in their speaking vocabulary and are asked to look them up in the dictionary, paraphrase the definition, and write a sentence for each that shows the meaning of the words. (for example, “An *octopus* grabbed the swimmer with its eight long legs,” rather than “I have an *octopus*”).

5) Story retell

After reading the story and discussing it in their reading groups, students summarize the main points of the story to their partner.

6) Spelling

Students pretest one another on a list of spelling words each week, and then over the course of the week help one another master the list. Students use a “disappearing list” strategy, in which they make a new lists of missed words after each assessment until the list disappears. Then they go back to the full list, repeating the process until no words are missed.

d) Partner checking

As students complete each of these activities, their partners initial a student-assignment form indicating that they have completed and/ or achieved criterion on that task. Students are given daily expectations as to the number of activities earlier if they wish, creating additional time for independent reading.

e) Test

At the end of class periods, students are given a comprehension test on the story, asked to write meaningful sentences for each vocabulary word, and asked to read the word list aloud to the teacher. Students are not permitted to help one another on these tests. The test scores and

evaluations of the story-related writing are major components of students' weekly team scores.

f) Direct instruction in reading comprehension

The teacher gives direct instruction in specific reading comprehension skills, such as identifying main ideas, understanding causal relations, and making inferences to the students. After each lesson, students work on reading comprehension activities as a team, first gaining consensus on one set of worksheet items and then assessing one another and discussing any remaining problems on a second set of items.

g) Integrated language arts and writing

During language arts periods, teachers use a curriculum in language arts and writing developed especially for CIRC. The emphasis of this curriculum is on the writing process, and language mechanics skills are introduced as specific aids to writing rather than as separate topics. For example, students study modifiers during a lesson on writing descriptive paragraphs, and quotation marks when writing dialogue for a narrative story. The writing program uses both "writers' workshop" in which students write on topics of their choice, and specific teacher-directed lessons on such skills as writing compare/ contrast paragraphs, newspaper articles, mystery stories, and letters. On all

writing assignments students draft compositions after consulting teammates and the teacher about their ideas and organizational plans, work with teammates to revise the content of their compositions and then edit one another's work using peer editing forms emphasizing grammatical and mechanical correctness. The peer editing forms begin very simply but become increasingly complex as students learn additional skills. Finally, students "publish" their final composition in team and/ or class books.

h) Independent reading and book reports.

Students are asked to read a trade book of their choice for at least twenty minutes every evening. Parents initial forms indicating that students have read for the required time and students contribute bonus point to their teams if they submit a completed form each week. Students also complete book reports regularly, for which they also receive team points. Independent reading and book reports replace all other homework in reading and language arts. If students complete their story packets or other activities early, they may read their independent reading books in class.

B. Relevant Study

There are some studies about the implementation of CIRC to improve the process of teaching and learning of reading and writing in classes. One of the

researchers who studied the effects of CIRC on reading-writing skills is Erhan Durukan (2010). He had an experiment about the effect of CIRC on reading-writing skills of 7th grade students enrolled at a primary school at the centre of Giresun Province in the 2009/ 2010 academic year. In his study, he analyzed the effect of CIRC and the conventional reading and writing pedagogical methods for primary school students. The result of the study was a statistically significant difference between reading and writing skills of the experimental and control groups in terms of academic and retention. The findings generally suggest that CIRC and conventional method are effective on reading comprehension and writing expression skills; however, CIRC used in the experimental group is more effective for achievement and retention level than the conventional method. CIRC studies were also done by eight researchers: Slavin, Madden, Steven, Durkin, Hertz-Lazarowitz, Ivory, Calderon, and Schaedel. These studies are limited to the elementary and middle grades (2-8) and to reading, language arts, and writing due to the nature of the program. The studies done by the eight researchers found significantly positive effects, with a median effect size +.29 with the exception of writing samples, all measures in five of the studies were standardized California Achievement Tests. Hertz-Lazarowitz, Ivory, and Calderon (1993) used CIRC in bilingual classes in El Paso, and assessed their performance on the Spanish Texas Assessment of Academic Skills (TAAS) in second grades and the English Norm Referenced Assessment Program for Texas

(NAPT) in third and fourth grades. In two studies in Israel, Hertz-Lazarowitz, Lerner, Schaedel, Walkm and Sarid (in press) and Schaedel, Hertz-Lazarowitz, Walk, Lerner, Juberan, and Sarid (in press) evaluated responses to questions about a fable. They did two studies in schools near Haifa, Israel, one in Jewish schools and one in Arab schools.

According to Slavin (2005:25), CIRC model is also used in grades 2 through 6 in a comprehensive school change program called Success for All. It has been evaluated in multi-year assessments in seven school districts, involving thousands of students in high-poverty schools. Effect sizes on individually administered standardized tests of reading have average $+0.65$ in second grade and $+0.53$ in third. These effects may be seen as evaluation of CIRC, but the same students also received innovative program and, in some cases, one-to-one tutoring and family support services before second grade, so the unique contribution of the CIRC elements cannot be determined. However, in the first year-long evaluation of Success for All, second and third grades had not received the early intervention elements of the program and still scored substantially better than control on individually administered standardized reading tests ($ES=+0.62$) and group-administered California Achievement Test ($ES=+0.52$).

Based on the studies done by some researchers, CIRC has significantly positive impacts for the students' reading and writing skills improvement.

C. Conceptual Framework

There are some problems in the teaching of reading and writing which come from the teacher. The teacher usually conducted a conventional method which gives less opportunity to the students to be actively involved in the teaching and learning process. Moreover, she does not teach the appropriate reading and writing strategies to the students. This condition gives negative impact to the students' reading and writing achievement. The students cannot comprehend the text well and have difficulties in writing texts.

The problems of learning of reading and writing also come from the students. The problem of the students come from their low involvement in following the learning process which can be physical, mental, and social involvement. In physical involvement, students do not give much participation in doing reading and writing activities. For example, the students rarely ask questions to the teacher or have discussion with the other students. In mental involvement, the students do not share their idea to others and have low motivation in the teaching and learning process. In social involvement, the students usually do the task individually. They do not help each other in finishing the tasks. Therefore, the teachers need to take strategic actions to solve the problems which exist in the teaching and learning process of reading and writing.

One of the strategies which can be used to solve the problems is Cooperative Integrated Reading and Composition (CIRC). CIRC is one of

cooperative learning strategies intended to enhance the quality of teaching and learning process of reading and writing through some activities such as partner reading, story grammar and story related writing, word out loud and word meaning, story telling, direct instruction in reading comprehension, independent reading, integrated language arts and writing, partner checking, testing, and rewarding. The activities are done through knowledge and work sharing within groups. The students work within their teams in some engaging activities to master reading and writing skills. Students will help one another to master the materials. The teacher guide the students in finishing the task and teach reading and writing through the use of the appropriate reading and writing strategies. CIRC decreases teacher's domination and places students as the center of the learning process. Hopefully, by using CIRC students will easily comprehend the texts, become highly motivated students, and master good reading and writing abilities. Moreover, teachers can improve the quality of the teaching of reading and writing by improving students involvement physically, mentally, and socially. In detail, the schema of the conceptual framework of this research can be seen in Figure 1.

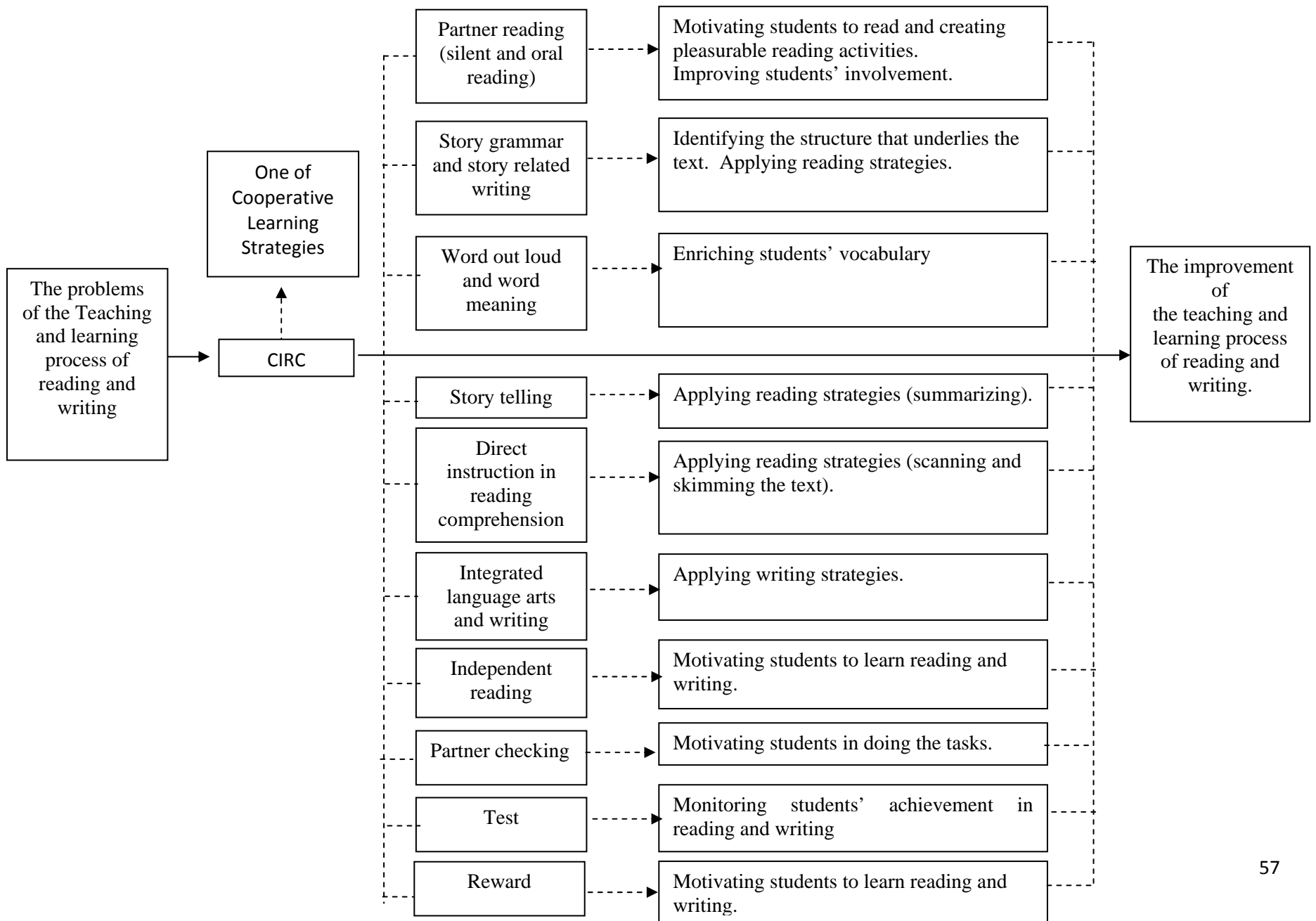


Figure 1: The Schema of the Conceptual Framework of the Study