

Chapter II

Theoretical Foundation

2.1 The Definition of Cooperative Intergrated Reading and Composition (CIRC)

For the definition of CIRC method, there are several opinion based on the experts there is of Cooperative Learning Technique According to Wendy (2007:120), there are five key steps to implement cooperative learning.

Step 1 Class cohesion, the activities include understanding class friendships, getting to know you activities, class-building activities, learning how to be a friend, class meetings. The step 2 Team-building includes, getting to know each other, beginning to work, working together, reflecting and reviewing. The step 3 being able to resolve conflict, the activities are, procedures for conflict resolution, understanding body language, peace path. The next, step 4 teaching the skills, includes: teamwork skills builder exercises, levels of cooperative learning skills (four-stage rocket), stages in teaching the skills. And the last, step 5 Incorporating cooperative learning into lessons, the activities includes: partner work, choosing appropriate lessons, lesson planning, selecting cooperative learning structures, assessing cooperative group work.

This Cooperative Integrated Reading and Composition (CIRC) learning model can be categorized as integrated learning. According to Fogarty (1991), based on the nature of cohesiveness, integrated learning can be grouped into:

- 1) A model in a scientific discipline that includes a connected model and a nested model
- 2) Interdisciplinary models that include sequenced models, shared models, webbed models, the added models and integrated models;

3) Models in cross students.

This is steps of CIRC method. The learning steps are as follows:

1. Form heterogeneous groups of 4 students.
2. The teacher gives discourse / clippings according to the learning topic.
3. Students work together to read each other and find the main ideas and respond to discourse / clippings and written on sheets of paper.
4. Present / read out the group results.
5. Teacher and students make conclusions together.
6. Closing.

Another opinion about CIRC that is the one of the techniques offered within the Cooperative Learning method according to Slavin, (1996: 21) He furthermore explains that the members of the group share their perspectives, argue their points of view, and very often modify their opinions. Students are not assigned to do something as a team but to learn something as a team.

Therefore, students can achieve the goals of learning only when they work together. Two heads are better than one to help each other in learning. As with any instructional alternative, teachers who use this technique need to be good presenters, insightful in developing worthwhile team assignments and able to monitor teamwork, diagnose problems, and prescribe remedies. CIRC is derived from research and development by Slavin and his colleagues at Johns Hopkins University (Stevens, et.al. 1987, p. 435).

Indeed, a major objective of the CIRC is to design, implement and evaluate a writing process approach to the writing/language arts which makes extensive use of peers (Stevens, et. al., 1987, p. 438). According to Tinajero and

Lazarowitz, (1992, p.85) propose that the expected outcome of CIRC is to promote higher student achievement by promoting more social and academic interactions. Through using CIRC, students are introduced to new patterns of thought when they engage in dialogues with their peers.

According to Palincsar (1987) and Vygotsky (1978) the verification of ideas, the planning of strategies for task completion, the protocols of politeness, consensus seeking, compromising, and the symbolic representation of other intellectual acts are enacted through peer communications, as cited in Calderón, Tinajero & Hertz-Lazarowitz, 1992, p. 85).

CIRC learning model steps are divided into 5 phases based on 68 learning methods book, there is:

First phase, Orientation. In this phase the teacher provide initial knowledge to students, about the material that to be provided and also explained the learning objectives that will be given to the students. Second phase, Organization, the teacher divides students into groups by paying attention to academic heterogeneity.

The teacher provide reading material about the material that will be discussed to students. In addition, explaining the mechanism of group discussion and the tasks that must be completed during the learning process.

Third phase, concept recognition by introducing a new concept that refers to the findings during exploration. This introduction is obtained from the teacher's information, textbooks, film, clippings, posters or the other media.

Fourth phase is publication phase.

Students communicate the findings, prove, demonstrate the material being discussed, both in groups and in front of the class. Fifth phase, strengthening and reflection phase. in this phase the teacher provides reinforcement that related to the material learned through explanations or provides real examples in everyday life. Furthermore students are given the opportunity to reflect on and evaluate the results of their learning.

Learning method has advantages and disadvantages according to (Saifulloh, 2003) are as follows:

The advantages of an integrated learning model or (CIRC) include:

1. The experiences and learning activities of students will always be relevant to the level of child development;
2. The activities chosen are appropriate to and depart from student interests and children's needs;
3. All learning activities are more meaningful for students so that the learning outcomes of students will be able to last longer;
4. Integrated learning can foster children's thinking skills;
5. Integrated learning presents activities that are pragmatic (useful) in accordance with problems that are often encountered in the child's environment;
6. Integrated learning can foster student learning motivation toward learning that is dynamic, optimal and appropriate;
7. Fostering children's social interactions such as cooperation, tolerance, communication and respect for other people's ideas;

8. Generate motivation to learn, broaden the insight and aspirations of teachers in teaching.

The weaknesses of the CIRC learning model are as follows:

In this learning model can only be used for subjects that use language, so this model cannot be used for subjects such as: mathematics and other subjects that use the principle of counting.

2.2 Tenses

To understanding of English structure, tenses is the one of important thing that we should know to learn and mastering the sentences goes through to the meaning. Tenses also is not the easy one for student to be understand without practicing.

According to Brown (2001) tenses competence as a major component of communication has an important position and tenses which are considered as the most difficult skill to learn for the Indonesian students. In tenses, the language learners or the writers have to combine and relate some parts of grammar, like subject, adverbs, articles, auxiliary verbs, objects, adjectives, verbs, conjunction and so forth.

One of the grammars components that has to be learned and mastered by the Indonesian students' as the English language learners is tenses. There are sixteen tenses divisions in English language with their own complexity on specific verb form changes and uses in sentences or utterances. It is different from Indonesian language that there are no tenses and no specific verb form changes and uses in sentences.

2.2.1 Present tense

In English, Present Tense or Simple Present Tense is used to declare events or events, activities, activities and so on that are happening right now. Present Tense is also used to state a fact, or something that happened repeatedly in the present. Remember, PRESENT means now, now.

The formula:

Positive: S + V1 (s / es)

Negative: S + DO / DOES + NOT + V1

Question: DO / DOES + S + V1

Examples of Positive Sentences:

I drink coffee

She drinks coffee

We drink coffee

- Present Tense Negative Sentences

Negative form, meaning that states NO. Then according to the Present Tense formula, after SUBJECT added DO or DOES, then NOT, then add the first form of the verb without S or ES again. S or where's the ES? Already at doES earlier. For i, we, you, they added do, for she, he, it, muflī, ellen added does.

Examples:

I don't drink coffee.

She does not drink coffee.

John Scoping does not learn english.

Look at She does not drink coffee. The drink doesn't use S anymore, move to does. Get used to it, this Simple Present Tense seems complicated but if you understand then it's really good. Just repeat reading from the top 10 more times, so it sinks in

- Sentence Question Present Tense

The question sentence for Present Tense is according to the formula above, or I write it again like this:

Question: DO / DOES + S + V1

Same partner. For I, we, you, they use do, for she, he, it, mufl, ellen use does. For example:

-The positive sentence: I drink coffee

-The question sentence becomes: DO you drink coffee?

-Positive sentence: She drinks coffee

-Question sentence: DOES She drink coffee?

-Question sentences like the above are also called YES / NO Question. Because the answer is indeed Yes or No. Do you drink coffee? "Yes I do," he replied. Or it can be answered in full: "Yes, I do drink coffee". DO is also eliminated may, be a positive sentence again: "Yes I drink coffee".

2.2.2 Present Continuous Tense

The Present Continuous Tense is used to state, say (or whatever the name suggests) that is happening right now, is happening right now. For example: I am writing now, you are currently reading the Present Continuous Tense lesson that I wrote, I am in love, etc. There is

The formula:

Positive: S + Tobe + Ving

Negative: S + Tobe + Not + Ving

Question: Tobe + S + Ving

○ Negative Sentences For Present Continuous Tense

Negative sentence, just add NOT after Tobe. the formula: S + Tobe + Not + Ving.

The sentence above is a negative sentence:

- I am NOT writing now
- You are NOT reading my article at present
- She is NOT waiting for you

○ Sentence Sentence Continuous Tense

- Are you writing now? (Are you writing now?)
- Are you reading my article at present? (What does it mean?)
- Is she waiting for you.

2.2.3 Present Perfect Tense

If in the Present Tense the emphasis is on facts, recurring or habitual events, and the Present Continuous Tense emphasizes "being" happening, then the Present Perfect Tense emphasizes the PERFECT. Perfect doesn't mean "perfect". So, emphasizing the "ALREADY" then use this Present Perfect Tense. The most striking example is: He just left (She has just gone).

The Present Perfect Tense formula is like this:

Positive: S + have / has + V3

Negative: S + have / has + Not + V3

Question: Have / has + S + V3

Now, after Subject (S) then use "have" or "has" according to their partner. Have in this context the meaning is: already, already, just now. The strange thing in English is Have + ES, not Haves, but HAS. So the partner is like this:

He, She, It, John, Merry, Mufli: Has

You, We, They, Ellen and Budi: Have

Example of Present Perfect Tense

Positive: She has gone (He just left)

Negative: She has not gone

Question: Has She gone?

Remember, not she has go, not she has going, not She has goes. "Go" is a verb whose third form is "gone". The order of changing the verb tenses for Go is: Go-went-gone.

Another example:

-I have written english lesson for 30 minutes

-You have read my lesson since 2 PM

Watch the verb changes:

Write - write - written

Read - read - read

-I have written english lesson for 30 minutes.

Meaning:

I have written English lessons for 30 minutes.

In the sentence above, the "has" was emphasized and now it's done, no longer writing. But if your emphasis is on "the past 30 minutes" then you use Past Tense which is more suitable.

Another example, positive sentences:

-I have cleaned the floor

-He has drunk milk

-You have just broken the glass

the negative sentence

- He has not drunk milk

The question sentence in Present Perfect Tense is left behind according to the formula above. Remember do not forget their partners to "Have" and "Has".

-Has she drunk milk?

Source:

<http://ipmeastlombok.blogspot.com/2012/05/tenses-present-tense.html>

2.3 Simple Present Tense

The understanding of English structure is not easy for beginner, especially for junior high school students'. The students' have to be understand of what they said, they read and they wrote in English language. So in this research, students' have to be understand the form about simple present tense. Simple present tense is the one of important thing in students' speaking and writing activity.

According to Azar (2006) in general, the simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future. The researcher found the form of simple present that stated by Swan (2000) said that the form of the simple present tense is as follows:

2.3 Table 1. Forms of the Simple Present Tense

| Affirmative | Question | Negative |
|-----------------|----------------------|-------------------------|
| I work | Do I work? | I do not work |
| You work | Do you work? | I do not work |
| He/she/it works | Does he/she/it work? | He/she/it does not work |
| They work | Do they work? | They do not work |

2.3 Table 2. Spelling of Third Person Singular Forms

| | |
|----------------------|--------------------|
| Most verbs: | Work -----□□ works |
| Add -s to infinitive | Sit -----□□ sits |
| | Stay -----□□ stays |

| | |
|---|---|
| Verbs ending in consonants + y: change y to <i>i</i> and add <i>-es</i> | Cry -----□□cries Hurry -----□□hurries Reply -----□□replies |
| Verbs ending in <i>-s, -z, -ch, -sh,</i> or <i>-x</i> : add <i>-es</i> to infinitive | Miss -----□□misses Buzz -----□□buzzes Watch -----□watches Push -----□□pushes Fix -----□□fixes |
| Exceptions: | Have -----□has Go -----□ goes Do -----□ does |

From the table 1 and table 2, it is clear that the form of simple present tense is marked or indicated by the changing and adding the letter “s” or the letters “es” at the final or the end of the infinitive but most of the verbs are added by “s”. The addition and change of the final infinitive depend on the final letter of the infinitive. If the verbs end with consonants + y: change y to *i* and add *-es* and when verbs end in *-s, -z, -ch, -sh,* or *-x*: add *-es* to infinitive.

The change of the final letter of infinitive also depends on the subject of the verb itself. When the subject comes from the singular third subject, the final verb has to be changed by “s or es”.

2.4 Descriptive Text

According to Kane (2000: 35), Description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds perception. Descriptive text is a text which says what a person or a thing is like. Its purpose to describe and reveal a particular person, place or thing, based on our experience and sense.

Another explanation According to Wardiman (2008), descriptive text is a part of factual genres. It has social function which is to describe a particular person, place or thing. Descriptive gives sense of impression, as in feel, sound, taste, and look of things through words. Its aim also to inform the readers about how something or someone looks like. The characteristics features of a person, an animal or a particular thing are the focus of descriptive text.

2.4.1 Generic of Descriptive Structure

Every kind of text has a pattern in writing, it is usually called as generic structure of the text. Hammond (1992), explained the generic structure of descriptive text as follows:

a. Identification

Identification identifies phenomenon to be described. It is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the readers. Besides, it can give the readers brief detail about the when, where, who, or what of the subject described.

Identification usually answers the following questions:

1. What is the topic of the text?
2. What is the text about?

b. Description

Description can be the explanation about a physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or the special aspects that the subject has. Detail information about something to manipulate the readers as they feel or see the thing that the writer is trying to describe. It can be the location, size, colour, etc of the “thing”.

2.5 Teaching Equipments

According to Suhadi, (2007: 24). Teaching Equipments are a number of materials, tools, media, instructions and guidelines that will be used in the learning process. From this description it can be stated that the teaching equipment is a set of media or means used by teachers and students in the learning process in the classroom, a series of teaching equipments that must be prepared by a teacher in the face of classroom learning.

Following in this paper we limit learning devices only to: Lesson Planning (RPP), Student Books (BS), Teacher Handbook (BPG), Student Activity Sheets (LKS), and Learning Outcomes Test. (Suhadi. 2007. *Petunjuk Perangkat Pembelajaran*. Surakarta: Universitas Muhammadiyah).

2.5.1 Syllabus

In this research, the researcher follows the material of learning process based on syllabus. According to Yulaelawati (2004: 123) the understanding of the syllabus is a set of plans and implementation of learning and assessment arrangements made for a system that contains all the components having a relationship with the aim of mastering basic competencies.

2.5.2 Lesson plan

Similar like syllabus, lesson plan also as a guide in learning process. Lesson study is a model of coaching (training) the teaching profession through the study of collaborative and sustainable learning based on the principles of collegiality and mutual learning to build learning communities (Sumar Hendayana, et al, 2009: 5)

2.5.3 Teaching Material

In this research, the material that would be taught at the class is related with the title in this research is about simple present tense in descriptive text. According to Sumarsono et al, in *Students' Needs to Develop English Writing Materials* (2017), good teaching material should be informative (informs the learner about the target language), instructional (guides the learner in practicing the language), experiential (provides the learner with experience of the language in use), eliciting

(encourage the learner to use the language), and exploratory (helps the learner to make discoveries about the language).

2.5.4 Students' Work Sheet

Then, Trianto (2010), student's worksheet is a guide for students in developing cognitive aspects as well as guidelines for the development of all aspects of learning in a form of instructions for investigation activities or problem-solving activities according to the learning indicators that must be achieved.

In making good worksheet, there are things to consider. Based on *Depdiknas* or the Ministry of National Education in 2008, the worksheet components consisted of, title, learning instruction, to be achieved, subject matter, supporting information, task and work steps and evaluation.

2.5.5 Learning Media

In this research, the teacher have to prepare the learning media to support teaching process. According to Rohmat (2010) classified learning media into four groups:

1. Media from Printed Technology

Media consisted of printed technologies include text, graphics, photos, or photographic representations. Major example from this media is book, whether it is book with images or not. It is still printed anyway.

2. Media from Audio-visual Technology

Audio-visual technology conveys material with mechanical and electronic machinery characterized by the use of hardware during the learning process, such as movie projector machines, tape recorder, wide visual projector. Example for this media is a projector, which can be used in classroom to play specific material in front of the class. So, students are able to hear and see the material in a theatrical way.

3. Media from Computer-based Technology

Computer-based technology is a way of generating or conveying material using resources that are based on micro-processors. Mainly using computer as the media, so students operate the computer themselves in learning activities.

4. Media from Combination between Printed and Computer Technology

Combined technology is a way to produce and convey material that combines the use of several forms of computer-controlled media. An advanced form from computer-controlled media means the source will be in form of digital, electronic book is an example of it.

2.5.6 Evaluation

During the research, the researcher also using evaluation and assesment as the last parts to know the result of the material test that has given by the researcher as the teacher to the students'. Evaluation and assesment are the best component to know how the learning process and also the students' ability of understanding the simple present tense. In this

part, the researcher would like to give the definition based on some expert that related with evaluation and assesment in learning process.

According to Kumano (2001), evaluation is an assessment of data collected through assessment activities. Meanwhile according to Calongesi (1995) evaluation is a decision about value based on measurement results. The statement also supported by Zainul and Nasution (2001) they stated that evaluation can be stated as a decision making process by using information that obtained through measuring learning outcomes and also both using test and non-test instruments.

Outline the definition, it can be stated that evaluation is giving value towards the quality of something. Apart from that, evaluation can also be seen as the process of planning, acquiring, and providing very information needed to make decision alternatives. Therefore, Evaluation is a systematic process for determining or make decisions to what extent the teaching goals have been achieved by students (Purwanto, 2002).

According to Arikunto (2003) revealed that evaluation is a series of activities aimed at measuring the success of the education program. Tayibnaxis (2000) in this matter is more reviewing understanding of program evaluation in the context of objectives, namely as a process of assessing to what extent education goals can be achieved.

Based on the objectives, there is an understanding of summative evaluation and evaluation formative. Formative evaluation is expressed as an attempt to obtain feedback program improvement, while summative

evaluation is an effort to assess the benefits of the program and making decisions (Lehman, 1990).

The relation of evaluation and assessment are stated by Yulaelawati (2004) she revealed that assessment is part of the evaluation. When we talk about evaluation, then the assessment is included. To further clarify the relationship between tests, measurements, and evaluations.