Chapter – 2

Review of Related Literature

2.0 Introduction

2.1 Review: Meaning and Need

2.2 Theoretical Review: Cooperative Learning

2.2.1 Defining Cooperative Learning

2.2.2 Elements of Cooperative Learning

2.3 Theoretical review of Cooperative Integrated Reading and Composition

2.3.1 The History of CIRC Method

2.3.2 Principles of CIRC

2.3.3 The major components of CIRC

2.3.4 Development of Self Confidence and Motivation to Learn

2.3.5 Promoting Student Achievement in Content knowledge and skills

2.3.6 Development of Social Skills

2.3.7 Challenges faced during implementation of Cooperative Learning

2.4 Reading Comprehension

2.4.1 Process of Reading

2.4.2 Types of Reading

2.5 Writing skills

2.5.1 Process of Writing

2.5.2 Writing Assessment

2.6 Learning Awareness

2.7 Reviews of Past Studies

2.7.1 Studies in the area of Reading Comprehension

2.7.2 Past Studies in the area of Cooperative Learning

2.7.3 Review of past researches on co-operative learning

2.7.4 Review of past researches on CIRC

2.8 Uniqueness of the Present Study
Chapter-2

Review of Related Literature

2.0 Introduction

In the present chapter researcher has presented the review of related literature, first researcher has presented the theoretical review on cooperative learning, cooperative integrated reading and composition, reading theory and writing. In the second part researcher has presented the abstracts of previous researcher done in the area of the study, its review and uniqueness of the present study.

2.1 Review: Meaning and Need

The Review of related literature involves the systematic identification, location, and analysis of documents containing information related to the research problem. The term is also used to describe the written component of a research plan or report that discusses the reviewed documents. These documents can include articles, abstracts, reviews, monographs, dissertations, other research reports, and electronic media. The literature review has several important purposes that make it well worth the time and effort. The major purpose of reviewing the literature is to determine what has already been done that relates to the topic, This knowledge not only prevents researcher from unintentionally duplicating another person’s research, it also gives researcher the understanding and insight which is needed to place topic within a logical frame. Put simply, the review tells, what has been done and what needs to be done. Previous studies can provide the rationale for present research hypothesis, and indications of what to be done can help to justify the significance of the study. Another important purpose of reviewing the literature is to discover research strategies and specific data collection approaches that have or have not been productive in investigations of topics similar to researcher. This information will help researcher to avoid other researchers’ mistakes and profit from their experiences. It may suggest approaches and procedures that the researcher previously had not considered. Being familiar with previous research also facilitates interpretation of our study results. The results can be discussed in terms of whether and how they agree with previous findings. If the results contradict previous
findings, researcher can describe differences between their study and the others, providing a rationale for the discrepancy. If the results are consistent with other findings, the report should include suggestions for the next step; if they are not consistent, the report should include suggestions for studies that might resolve the conflict. Beginning researchers often have difficulty determining how broad their literature review should be. Researcher must understand that all literature directly related to their topic should be reviewed; they just don’t know when to quit! They have trouble determining which articles are “related enough” to their topic to be included. Unfortunately, there is no formula that can be applied to solve the problem; we must base our decisions on our own judgment.

The following general guidelines, however, can assist researcher to understand it:

• Avoid the temptation to include everything that is find in the literature review, Bigger does not mean better. A smaller, well-organized review is definitely preferred to a review containing many studies that are more or less related to the problem.

• When investigating a heavily researched area, review only those works that are directly related to the specific problem. There will be plenty of references and should not have to rely on less-related studies. For example, the role of feedback in learning has been extensively researched for both animals and human beings, for verbal learning and nonverbal learning, and for a variety of different learning tasks. If researcher were concerned with the relationship between frequency of feedback and chemistry achievement, he/she would probably not have to review feedback studies related to animal learning.

• When investigating a new or little-researched problem area, review any study related in some meaningful way to the research problem. Researcher need to gather enough information to develop a logical framework for the study and a sound rationale for the research hypothesis. A common misconception among beginning researchers is that the worth of a topic is a function of the amount of literature available on it. This is not the case. For many new and important areas of research, few studies have been published; the effects of high-stakes
testing is one such area. The very lack of such research often increases the worth of its study. On the other hand, the fact that a thousand studies have already been done in a given problem area does not mean there is no further need for research in that area. Such an area will generally be very well developed, and subtopics that need additional research will be readily identifiable.

2.2 Theoretical Review: Cooperative Learning and CIRC

There was once a time when it was taken for granted that a quiet class was a learning class, when principals walked down the hall expecting to be able to hear a pin drop. Today, however, many schools are using programmes that foster the hum of voices in classrooms. The quality of education that teachers provide to students is highly dependent upon what teachers do in the classroom. Thus, in preparing the students of today to become successful individuals of tomorrow, teachers need to ensure that their teaching is effective. Teachers should have the knowledge of how students learn and how best to teach. Changing the way we teach and what we teach is a continuing professional concern. Efforts should be taken now to direct the presentation of lessons away from the traditional methods to a more student-centered approach. The curriculum for secondary school has been designed so as to provide students with the knowledge and skills to enable them to solve problems and make decisions in everyday life. The Gujarati curriculum as well as other subjects in the primary school curriculum also seeks to inculcate noble values and love for the nation.

Despite good intentions and directions, teacher-centered teaching practices still take center stage. Two pedagogical limitations have been identified as the major shortcomings in traditional primary education: lecture-based instruction and teacher-centered instruction. Lecture-based instruction emphasizes the passive acquisition of knowledge. In such an environment, students become passive recipients of knowledge and resort to rote learning. The majority of work involves teacher-talk using either a lecture technique or a simple question and answers that demands basic recall of knowledge from the learners. Lecture-based instruction dominates classroom activity with the teacher delivering well over 80 per cent of the talk in most classrooms.
Generally, only correct answers are accepted by the teacher and incorrect answers are simply ignored. Students seldom ask questions or exchange thought with other students in the class. The traditional classroom is also characterized by directed demonstrations and activities to verify previously introduced concepts. Instruction is therefore not for conceptual understanding but rather for memorizing and recalling of facts. It must be noted that students who develop conceptual understanding early perform best on procedural knowledge later. Furthermore, students with good conceptual understanding are able to perform successfully on near transfer tasks and develop procedures and skills they have not been taught. In the traditional teacher-centered education, the dominance of the teacher takes centre stage. The students rely on their teachers to decide what, when, and how to learn. This approach to instruction works relatively well.

However, it is not clear that students are learning at higher, conceptual level of thinking. How students perceive each other and interact with one another is a neglected aspect of instruction. Much training time is devoted to helping teachers arrange appropriate interactions between students and materials (i.e., textbooks, curriculum programs) and some time is spent on how teachers should interact with students, but how students should interact with one another is relatively ignored. How teachers structure student-student interaction patterns has a lot to say about how well students learn, how they feel about school and the teacher, how they feel about each other, and how much self-esteem they have. There are three basic ways students can interact with each other as they learn. They can compete to see who is "best," they can work individualistically toward a goal without paying attention to other students, or they can work cooperatively with a vested interest in each other's learning as well as their own. Of the three interaction patterns, competition is presently the most dominant. Research indicates that a vast majority of students in India view school as a competitive enterprise where one tries to do better than other students. This competitive expectation is already widespread when students enter school and grows stronger as they progress through school. Cooperation among students—who celebrate each other’s successes, encourage each other to do homework, and learn to work
together regardless of ethnic backgrounds or whether they are male or female, bright or struggling, disabled or not, is still rare.

Even though these three interaction patterns are not equally effective in helping students learn concepts and skills, it is important that students learn to interact effectively in each of these ways. Students will face situations in which all three interaction patterns are operating and they will need to be able to be effective in each. They also should be able to select the appropriate interaction pattern suited to the situation. An interpersonal, competitive situation is characterized by negative goal interdependence where, when one person wins, the others lose. In individualistic learning situations, students are independent of one another and are working towards set criteria where their success depends on their own performance in relation to established criteria. There is a difference between simply having students work in a group and structuring groups of students to work cooperatively. A group of students sitting at the same table doing their own work, but free to talk with each other as they work, is not structured to be a cooperative group, as there is no positive interdependence. Perhaps it could be called individualistic learning with talking. For this to be a cooperative learning situation, there needs to be an accepted common goal, on which the group is rewarded for its efforts.

2.2.1 Defining Cooperative Learning

Researchers have put forth various definitions of cooperative learning. Slavin (1992) defines it as a process by which learners work together in groups to ‘master material initially presented by the teacher’. Similarly Kanga, M. S (1992) regards cooperative learning as learners working together in small groups on a structured activity. The most comprehensive definition of Cooperative Learning is given by Johnson and Johnson (1991) is “Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning.” According to Johnson and Johnson, in order for cooperative learning groups to be effective and to maximise the results, certain principles (positive interdependence, promotive interaction, individual accountability, interpersonal and small group skills, group processing) must be present.
2.2.2 Elements of Cooperative Learning

It is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Those conditions are:

1. Clearly perceived positive interdependence
2. Considerable promotive (face-to-face) interaction
3. Clearly perceived individual accountability and personal responsibility to achieve the group’s goals
4. Frequent use of the relevant interpersonal and small-group skills
5. Frequent and regular group processing of current functioning to improve the group’s future effectiveness

All healthy cooperative relationships have these five basic elements present. This is true of peer tutoring, partner learning, peer mediation, adult work groups, families, and other cooperative relationships. This conceptual "yardstick" should define any cooperative relationship.

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(1) Positive Interdependence
The first principle for an effectively structured cooperative lesson is positive interdependence which means that learners believe that they ‘sink or swim together’.
Within cooperative learning situations, learners have two responsibilities firstly to learn the assigned material, individually and, secondly, to ensure that all the members of the group learn the assigned material. Positive interdependence exists when learners perceive that they are linked with their fellow group members in such a way that they cannot succeed unless their fellow group members do (and vice versa) and that they must coordinate their efforts with the efforts of their fellow group members to complete a task. All cooperative learning groups, foster positive interdependence but they do so in different ways:

(1) Positive role interdependence

Group members can take on a variety of rotating roles to help their group succeed. Role interdependence can be created among learners when complementary roles are assigned such as reader, recorder, and checker of understanding, encourager of participation and elaborator of knowledge. Such roles are vital to high quality learning. The role of checker, for example focuses on periodically asking each group member to explain what is being learned.

(II) Division of labour and learning material

Through the division of labour and learning materials, the learners are given a clear message that each learner has an important contribution to make toward the completion of the group’s task.

(III) Positive identity interdependence

Positive identity interdependence exists when a mutual identity is established through a group name or motto. According to Johnson and Johnson (1989) positive interdependence provides the context within which promotive interaction takes place within a cooperative learning group. Besides these there can be positive reward interdependence, positive resource interdependence also.

(2) Promotive Interaction

The second element is promotive interaction which may be defined as individuals encouraging and facilitating each other’s efforts to complete tasks in order to reach the group’s goals. Learners are shown how to help each other overcome problems, and complete whatever task has been assigned. This may involve peer
tutoring, temporary assistance, exchange of information and material, challenging of each other’s reasoning feedback, and encouragement to keep one another highly motivated.

(3) Individual Accountability

The third element of cooperative learning is individual accountability, which exists when the performance of individual learners is assessed, the results are communicated to the individual and the group, and the learner is held responsible by the other group members for contributing his or her fair share to the group’s success. It is important that the group knows who needs more assistance and encouragement in completing the assignment.

(4) Interpersonal and Small Group Skills

The fourth essential element of cooperative learning is the appropriate use of interpersonal and small group skills. In order to coordinate efforts to achieve mutual goals, learners must get to know each other, communicate accurately, accept and support each other and resolve conflict constructively.

(5) Group Processing

The fifth component of cooperative learning is group processing. Effective group work is influenced by whether or not groups reflect on the process and on how well they are functioning. Group processing may be defined as reflecting on a group session to, firstly, describe what member actions were helpful and unhelpful, and, secondly, make decision about what actions to continue or change. The purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the group goals.

To summarize, for groups to be cooperative, the members must have clear positive interdependence, members must promote each other’s learning and success face-to-face, hold each other personally and individually accountable to do a fair share of the work, use appropriately the interpersonal and small group skills needed for co-operational efforts to be successful and process as a group how effectively the members are working together. These five essential components must be present for small-group learning to be truly cooperative.
Characteristics of Cooperative Learning Groups

Cooperative learning groups can be made more effective and productive if apart from the above mentioned five elements they also have the following characteristics-

**Heterogeneous grouping**

Cooperative learning is based on the belief that the most effective groups are heterogeneous in terms of social background, skill level, physical capabilities and gender (Johnson & Johnson, 1992). Cooperative learning groups allows for valuable teacher time, for individual or group consulting functions, and for observation of learning in action, and thereby gathering information about how individual learners are doing. Working in heterogeneous groups may benefit low-ability learners because they are able to observe the strategies of high-ability learners. Similarly, high-ability learners may learn new strategies by teaching other learners in the group. Webb (1991) found that groups with equal numbers of boys and girls promoted more explaining among, learners than did same-sex groups. However, one can argue that if teachers determine the composition of the group, learners could end up with other learners whom they do not prefer to work with. Kagan (1992) defends this by saying that since one of the social purposes of cooperative learning is to overcome prejudices, learners should at least on occasion be persuaded to work at group relationships despite personal likes or dislikes.

**Group Size**

The second characteristic is group size. According to Biott (1999) there should be no fixed rules about group size. He suggests that 3-5 learners are satisfactory since any decision made needs to be dependent on the classroom context. In contrast Kagan (1989) is very clear about group size, since it will have a marked impact on the opportunity for, and the nature of learner interaction. He points out that the number of learners in a group will determine the number of lines of communication, and hence states that teams of 4-5 are ideal.
Reward structure

The effectiveness of cooperative learning is also based on the reward structure for learners. According to Slavin (1983) the success of cooperative learning is highly dependent on the underlying incentive or reward structure. The reward structure can be divided into three forms:

- Individual rewards for individual achievement (learners are assigned individual rewards based on the quality or quantity of their personal performance or products and achievements)
- Group rewards for group achievement
- An interdependent reward structure

These reward structures have been proven to be most effective (Slavin, 1983). When learners’ success as individuals is dependent on the success of the other group members, learners are more likely to work to ensure that their peers learn the material. However, Kohn (1991) thinks that reward undermines intrinsic motivation. Kohn believes that a carefully structured cooperative environment that offers challenging learning tasks and that allows learners to make key decisions about how they will perform these tasks and that emphasizes the value (and skills) of helping each other learn is a sufficient extrinsic motivation. Not only does knowledge and the presence of these characteristics enhance cooperative lessons but also knowledge of the way to implement cooperative learning groups.

Supporting Foundations for the Cooperative Learning

One reason why the Cooperative Learning is so popular in the educational circle is that it has sound scientific bases. But theories of the Cooperative Learning on different subjects are somewhat different. So different kinds of the Cooperative Learning lay stress on different theoretical bases. This section intends to seek for the theoretical support for the Cooperative Learning from the perspectives of social psychology and cognitive psychology.
Group Dynamics Theory

A group is a dynamic whole in the sense that the interdependence between the members can change. As has been said, first, the nature of a cooperative group is the interdependence of the members that leads to the group becoming “a dynamic whole”, in which any member’s change will lead to the other members’ change; second, the nervous inner condition of the members can encourage the group to reach expected purpose. Levin also did experimental research on group aims and individual aims. The result shows that in cooperative groups individuals have strong motives. They can encourage each other and make allowance for each other. The information communication between the individuals can go on fluently. The work efficiency of cooperative groups is obviously higher than that of non-cooperative groups.

Developmental and Constructivist Learning Theory

The basic supposition of the developmental theory is that the interaction for the proper task can promote their mastery of important concepts. Children’s cognitive and social development has grown through companions’ interaction and association. Vygotsky, a famous psychologist of former Russia, presented “Zone of Proximal Development (ZPD)” in which he stressed the difference between the actual developmental level that enables children to solve the problem alone and the latent developmental level with the guidance of adults or cooperation of a better companion. Making ZPD in teaching, he said, is not only necessary in the teacher’s teaching, but also necessary in the cooperation with better companions. Vygotsky believed that “what the learner is able to do in collaboration today; he will be able to do independently tomorrow”.

Enlightened by Vygotsky’s ZPD, the later scholars discussed the cognitive function of the companions’ association from two aspects. One is that the companions teach each other. That is, students with better abilities work as teachers. The other is that the companions cooperate with each other. That is, the students communicate with each other equally and cooperate with each other.
Similarly, Piaget, a Swiss developmental psychologist, thought that social experience and knowledge—language, value, rules, morality and sign system can be acquired through the interaction with others. Many supporters of Piaget appeal for schools to use more cooperative activities. They think that students’ interaction for the learning task can improve their achievements. And they can learn from each other through interactions. For the discussions in the interaction, there must be cognitive struggles. And because of the cognitive struggles, the insufficient deduction must come into being. At last through cooperation a better understanding will be reached.

Constructivist learning is an active constructive process. Learners are not passive to accept the external information, but active to choose the external information according to the former cognitive structure in order to construct the meaning of the present situation. The process of the construction is two ways. On one hand, learners construct the meaning of present things to trace the given information; on the other hand, the original knowledge is not taken out unchangeably, but it will be constructed according to the variation of the concrete situation. Learners’ constructions are pluralistic, that is, each learner’s constructions are different from each other’s.

It is not only a revolution of learning psychology, but also a leap of epistemology from behaviourism to constructivism. Behaviourists think that human understanding is determined totally by the property of stimulus. The subject of understanding is passive, just as a mirror reflects an object, while constructivists think that man, as the subject of understanding, does not simply reflect reality. In the process of understanding the individuals make choice and choose methods, and they also give reality special meaning. So understanding does not come from reality itself, but comes from the interaction between subjects and objects.

Constructivism stresses the subject’s conscious activity, and does not take learners as passive recipients. It considers teaching a process in which students construct their knowledge actively. And the construction takes place through interaction with others. In teaching the teacher, who is no longer the original
authority, has become a co-operator who constructs knowledge with the students, and the companions have become constructive co-operators from the original competitors. Based on the constructivist theory, Cooperative Learning takes students as the main body of teaching and the active constructors of knowledge. The students are no longer the passive receivers of outside stimulus or the objects of knowledge inculcation.

**Behaviourism**

Behaviourism as a theory was most developed by B. F. Skinner. It loosely includes the work of such people as Thorndike, Tolman, Guthrie, and Hull. What characterises these investigators is their underlying assumptions about the process of learning. In essence, three basic assumptions are held to be true. First, learning is manifested by a change in behaviour. Second, the environment shapes behaviour. And third, the principles of contiguity (how close in time, two events must be for a bond to be formed) and reinforcement (any means of increasing the likelihood that an event will be repeated) are central to explaining the learning process. For behaviourism, learning is the acquisition of new behaviour through conditioning.

The Cooperative Learning has sound theoretical bases from the perspectives of social psychology, cognitive psychology and language acquisition. Among them, the constructivist learning theory is the most important for the Cooperative Learning, which advocates that learners, during the process of learning, are active to choose the external information according to the former cognitive structure in order to construct the meaning of the present situation. Besides, group dynamics theory holds that in cooperative groups, when individuals get together for the common goal, they unite as one, respect and encourage each other to guarantee the success of their group. Also, the developmental theory indicates that the learners interacting for the proper task can promote their mastery of concepts. Vygotsky, a famous psychologist of former Russia, presented “Zone of Proximal Development”, in which he stressed the difference between the actual developmental level that enables learners to solve the problem alone and the latent developmental level with the guidance of adults or cooperation of a better companion. Whether the teaching will facilitate students’
development or not greatly depends on whether the teacher will constantly create ZPD for students and transform it to the present situation.

**Cooperative Learning Strategies**

There are many different forms of co-operative learning, but all of them involve having students work in small groups or teams to help one another learn academic material. Cooperative learning usually supplements the teacher’s instruction by giving students an opportunity to discuss information or practice skills originally presented by the teacher. Sometimes cooperative methods require students to find or discover information on their own. Cooperative learning has been used and investigated in every subject at all grade levels.

Cooperative learning methods fall into two main categories. One set – “Structured Team Learning” - involves rewards to teams based on the learning progress of their members, and they are also characterized by individual accountability, which means that team success depends on individual learning, not group products. A second set – “Informal Group Learning Methods” - covers methods more focused on social dynamics, projects, and discussion than on mastery of well-specified content.

**Cooperative Learning Strategies**

<table>
<thead>
<tr>
<th>Method/ Strategy</th>
<th>Researcher-Developer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Instruction</td>
<td>Cohen</td>
</tr>
<tr>
<td>Constructive Controversy</td>
<td>Johnson &amp; Johnson</td>
</tr>
<tr>
<td>Cooperative Integrated Reading and Composition</td>
<td>Stevens, Slavin &amp; Associates</td>
</tr>
<tr>
<td>Cooperative Learning Structures</td>
<td>Kagan</td>
</tr>
<tr>
<td>Group Investigation</td>
<td>Sharan &amp; Sharan</td>
</tr>
<tr>
<td>Jigsaw</td>
<td>Aronson &amp; Associates</td>
</tr>
<tr>
<td>Learning Together</td>
<td>Johnson &amp; Johnson</td>
</tr>
<tr>
<td>Student Teams Achievement Divisions</td>
<td>Slavin</td>
</tr>
<tr>
<td>Teams-Games-Tournament</td>
<td>DeVries &amp; Edwards</td>
</tr>
<tr>
<td>Team Assisted Individualization</td>
<td>Slavin &amp; Associates</td>
</tr>
</tbody>
</table>
Structured Team Learning Methods

The following strategies fall under the category of structured team learning:

Structured or Student Team Learning (STL) techniques were developed and researched at Johns Hopkins University in the United States. More than half of all experimental studies of practical cooperative learning methods involve STL methods. All cooperative learning methods share the idea that students work together and are responsible for one another’s learning as well as their own. STL also emphasizes the use of team goals and collective definitions of success, which can only be achieved if all members of the team learn the objectives being taught. That is, in Student Team Learning the important thing is not to do something together but to learn something as a team.

Student Teams-Achievement Divisions (STAD)

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

Students’ quiz scores are compared to their own past averages, and points are awarded based on the degree to which students can meet or exceed their own earlier performances. These points are then summed to form team scores, and teams that meet certain criteria earn certificates or other rewards. The whole cycle of activities, from teacher presentation to team practice to quiz, usually takes three to five class periods.

STAD had been used in a wide variety of subjects, from mathematics to language arts and social studies. It has been used from grade 2 through college. STAD is most appropriate for teaching well-defined objectives, such as mathematical computations and applications, language usage and mechanics, geography and map skills, and science facts and concepts. Typically, it is a cooperative learning programme in which students work in 4-member heterogeneous teams to help each
other master academic content and teachers follow a schedule of teaching, team work, and individual assessment. The teams receive certificates and other recognition based on the average scores of all team members on weekly quizzes. This team recognition and individual accountability are held by Slavin (1995) and others to be essential for positive effects of co-operative learning.

**Teams-Games-Tournament (TGT)**

Teams-Games-Tournament uses the same teacher presentations and teamwork as in STAD, but replaces the quizzes with weekly tournaments. In these, students compete with members of other teams to contribute points to their team score. Students compete at three-person “tournament tables” against others with a similar past record in mathematics. A procedure changes table assignments to keep the competition fair. The winner at each tournament table brings the same number of points to his or her team, regardless of which table it is; this means that low achievers (competing with other low achievers) and high achievers (competing with other high achievers) have equal opportunity for success. As in STAD, high performing teams earn certificates or other forms of team rewards. TGT is appropriate for the same types of objectives as STAD. Studies of TGT have found positive effects on achievement in math, science and language arts.

**Team Assisted Individualisation (TAI)**

Team Assisted Individualisation (TAI; Slavin et al. 1986) shares with STAD and TGT the use of the four-member mixed-ability learning teams and certificates for high-performing teams. But where STAD and TGT use a single pace of instruction for the class, TAI combines cooperative learning with individualised instruction. Also, where STAD and TGT apply to most subjects at grade levels, TAI is specifically designed to teach mathematics to students in grades 3-6 or older students not ready for a full algebra course.

**Informal Group Learning Methods**

**Jigsaw**

Jigsaw was originally designed by Elliot Aronson and his colleagues (1978). In Aronson’s Jigsaw method, students are assigned to six-member teams to work on
academic material that has been broken down into sections, (for example, a biography might be divided into early life, first accomplishments, major setbacks, later life, and impact on history). Each team member reads his or her section. Members of different teams who have studied the same sections then meet in “expert groups” to discuss their sections, after which the students return to their teams and take turns teaching their teammates about what they have learnt with the others sharing the same section material.

**Learning Together**

*David Johnson and Roger Johnson* at the University of Minnesota developed the Learning Together models of cooperative learning. These involve students working on assignment sheets in four- or five-member heterogeneous groups. The groups hand in a single sheet and receive praise and rewards based on the group product. Their methods emphasise team-building activities before students begin working together and regular discussions within groups about how well they are collaborating.

**Group Investigation**

Group Investigation, developed by *Shlomo Sharan and Yael Sharan* (1992) at the University of Tel-Aviv, is a general classroom organisation plan in which students work co-operatively in small groups with inquiry, group discussion, and shared planning and project realisation. In this method, students form their own two- to six-member groups. After choosing sub-topics from a unit being studied by the entire class, the groups further break their sub-topics into individual tasks and carry out the activities necessary to prepare group reports. Each group then makes a presentation or display to communicate its findings to the entire class. A study in Israel by Sharan and Shachar (1988) found positive effects of Group Investigation on achievement in language and literature.

2.3 **Theoretical review of CIRC**

**Cooperative Integrated Reading and Composition (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 of 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.

1. **The History of CIRC Method**

Robert Slavin was a director of Elementary School Programs. He has contributed a lot in the subject of collaborative or cooperative learning. There's no doubt that collaborative or cooperative learning is a great way of building and teaching students. Students learn in groups in a much better way that they do it individually. Cooperative learning is not relatively new but it traces its history back to early 18th century. Cooperative learning not only encourages students on learning the group's tasks and activities but also helps them in building a social personality in them. The instructor of the group is a very important personality or entity that directs the movements of groups. From the statement above, we know that the research and the development of cooperative learning was start since 18th century. It means cooperative learning helped many of teachers in class problem since a long time.

The result of research and development of cooperative learning was kinds of method, one of them was CIRC. “CIRC developed in Baltimore city on 1987; it was one of alternative method to improve students reading and writing”. In this time, CIRC method is used by teacher and researcher in the entire world to solve problems, especially class of reading, writing, and language arts.

“The development of CIRC proceeded from an analysis of the problems of traditional reading, writing, and language art instruction” . In other words, it was result of problems and conventional learning.
(1) **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 meta cognitive 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.

(2) 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 Super teams and receive attractive certificates, those meeting an average criterion of 80 percent are designated Great teams 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 paragraph 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 list 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 points 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.

Benefits of Cooperative Learning

Most classroom practice has been predominantly “talk and chalk” or “teacher centred”, and this may have slowed down some learners’ achievement levels and brought down their creativity and motivation to learn. Often, the result has been low levels of motivation, and competition rather than cooperation during learning. Research now strongly supports the advantages of Cooperative Learning over competition and individualistic learning in a wide range of learning tasks. Consequently, it is strongly recommended that teachers adopt techniques and activities that enhance Cooperative Learning as a way of maximising pupils’ learning achievement, motivation and development of skills. A few of the advantages of
Cooperative Learning are listed below. For convenience, they have been categorized in three categories as under-

(4) **Development of Self Confidence and Motivation to Learn**

- Learners are known to learn more when they are driven intrinsically (from within themselves). Cooperative Learning enhances learner driven (intrinsic) motivation.
- Cooperative Learning increases the number of ideas, quality of ideas, feelings of stimulation, enjoyment, creativity of expression and involvement. It therefore enhances creative thinking.
- The teacher constantly monitors progress and rewards effort during Cooperative Learning. Activities every success the learner achieves is positively rewarded.
- Low achieving learners can contribute to the group and experience success (inclusive learning) during Cooperative Learning. Since the achievement of the group is shared among group members, no one feels left out.
- Cooperative Learning provides support and care for each member of the team. Children’s confidence is enhanced and psychological stability provided for.
- Cooperative Learning increases learners’ self esteem and personal worth. By associating themselves with group achievement, learners gain high self-esteem.

(5) **Promoting Student Achievement in Content knowledge and skills**

- All learners increase their understanding of ideas by explaining them to others. This is ensured because individuals work in pairs/groups to accomplish a task.
- Learners who work with others at a task better understand the steps in finding the solution. This improves their practice and retention of the new material.
- Success associated with Cooperative Learning drives the learners to learn better. As a result of participating actively their achievement levels also rise.
- Cooperative Learning allows for ongoing evaluation by learners and teachers both during and after group activities. The process is a joint effort of the two parties and the reason for lack of progress is easily identified; and corrective measures can be instituted.
• The processes learners go through sharpen their intellect and new ideas are generated by individuals and the whole group when they are at task. The urge to get the solution to the problem results in highlighting the level of reasoning (Metacognition).

• Active learning experience is provided through the activity. The ‘practice’ aspect keeps learners alert throughout the task.

• The inability of some learners to perform well in some subjects, it argued, stems from attitude especially coupled with fear. Cooperative Learning eliminates fear for many individuals and builds positive attitude.

(6) Development of Social Skills

• Learners get to know and trust each other. The arrangement forces learners to work with each other and in so doing; the pupils gain a high level of companionship, trust, understanding and feeling for each other.

• Activities are structured such that every member of the group/pair has a role to play. The skill of taking turns and playing roles is therefore developed.

• Learners are assigned to others to form pairs or work in groups. Each member is expected to work within their group. The social skill of identifying and belonging with a group is enhanced.

• Cooperative Learning encourages optimal use of resources. The learners use materials in groups/pairs, so the skill of sharing is developed.

(7) Challenges faced during implementation of Cooperative Learning

Loss of Control -

Cooperative learning is a structured approach that requires instructor support and guidance. In order for cooperative learning to be utilized in the classroom, instructors must receive training to be proficient in implementing the techniques. Maximum learning will only emerge if proper training is received by the instructor and then transferred to the student.
**Group Work**

Depending on the age level, students may resist using cooperative learning in their classrooms. Lecture does not require much interaction and participation from the students; therefore, they can get as much or as little from the class as they like. Being required to work in a group may ruffle a few feathers with the students because now they are being asked to participate and contribute to their learning. In addition, they are also asked to learn new concepts and taught how to work in a group. They may not be accustomed to working in a group, and therefore, may be unsure of the dynamics involved in group work.

**Time Requirements**

With cooperative learning, the textbook is used only as an instructional supplement, so it is necessary for instructors to create additional materials for the students. Usually these materials are made from scratch because many instructors' manuals offer limited suggestions for group activities. Creating these new materials can be very time consuming. So, not only are instructors spending a large amount of time implementing this new way of learning, but they also have to create the materials to go along with it.

Nevertheless the benefits of cooperative learning outnumber the limitations which can be overcome with a little planning and effort. To evaluate the effectiveness of the same in Indian conditions with small children in Science classroom the same was implemented by the researcher.

**2.4 Reading Comprehension**

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. So, by reading comprehension, a reader understands as much as possible the message that the writer puts into the text. When read a text, a reader is not just saying the words, but moreover able to identify the main idea. Therefore, when he reads, he recognizes the words and attaches meaning to them, from this oral knowledge about the materials. Comprehending is a written text means extracting the required information from text.
as effectively as possible. Therefore, to comprehend written materials, readers must use various skills. For example, readers must be able to draw conclusions, identify main ideas, and recognize details from the texts. These skills can be identified important in the comprehension of written material. This statement is equal to what Alexander (1988:160) says, ‘successful comprehension involves the reader’s discovering the meaning needed to achieve the particular purposes set for, or by, him. It may be finding a particular piece of information, solving a problem through reading, working to understand an idea, or following a set of directions. It is important to note that these kinds of mental abilities are not those measured by under standardized reading comprehension test.

Reading comprehension involves taking meaning to a text in order to obtain meaning from the text. An individual may be said to comprehend a text fully when he can:

1) Recognize the words and sentences of the text and know these words and sentence mean.
2) Associate meaning, both denotative and connotative from personal experiences with the printed text (obtain inferential meaning),
3) Recognize how all this meaning and/or his perception of them fit together contextually and
4) Make value judgments about, and based on, the reading experience.

The ability to decode or translate printed symbols to understood language, prerequisite for comprehension. Reading comprehension is a construction process because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the readers’ mind. Comprehension can be improved by deep processing of text material and generally, comprehension increases when readers create images for the information they get while reading. Reading is the ability to get the meaning from the printed page and interpret this information appropriately. Grabe. W and Stoller (2002:9) states Reading is always purposeful not only in the sense that the readers read in different ways based on of differing reading purposes, but also in the sense that any motivation to read a given
text is triggered by some individual purpose or task, whatever imposed internally or externally. Reading is also comprehension process.

The notion of comprehending is both obvious and subtle. It is obvious in that any person can say that understanding a text is the purpose for reading, it is less obvious with respects to the ways that such understanding might be carried out by the readers. Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routine that makes comprehension a seemingly effortless and enjoyable activity for fluent readers. In fact, the many process described here all occur in working memory, and they happen very quickly unless there are comprehension problems. So roughly, in the space of any two second of reading time, fluent readers accomplish numerous operations.

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as multifaceted process affected by several thinking and language ability (Heilman 1981:242). According to Sousa (2005:97) Reading comprehension is a complex interactive process that begins with identifying words by using knowledge outside the text, accessing word meaning in context, recognizing grammatical structure, drawing inferences and self-monitoring to ensure that the text is making sense. Text comprehension is improved by direct, explicit instruction that helps readers use specific technique to make sense of the passage. These techniques represent the purposeful steps that enable readers to reader’s technique whenever they counter barriers to understanding what they are reading.

Text comprehension occurs when readers derive meaning as a result of intentionally interacting with the text. Such information is enhanced when the readers and experiences and can construct mental representation in theirs memory. Hence, good readers are both purposeful and active. Purposeful mean that they may read to find out how to use computer, read a magazine for entertainment, read a classic novel for enjoyment, read a guidebook to gather information about a tourist spot, or read a text book needed for a course. Good readers are active in that they get
the most out of reading by using their experience and knowledge about the world, their understanding of vocabulary, and language structure, and their knowledge of reading technique. When problems with reading occur, they know how to solve them.

Based on the quotation above, reading is an active process of interacting with printing and monitoring comprehension to establish meaning. The ability to read is acknowledged to be the most stable and durable of the second language modality. In others words, learners may use their productive skill, yet still able to comprehend text with some degree of proficiency. Reading involves the readers, the text, and the interaction between the readers and text. Readers do not read word for word but readers use their background knowledge, technique such as predicting and conforming to comprehend text. Because the reading process is essentially unobservable, teachers need to make significant efforts in the classroom to understand their student behaviour and be able to help student understand those behaviour as well.

2.4.1 Process of Reading

Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the bases of the reader’s expectation. As this partial information is processed, tentative decision is made to be confirmed rejected or refined as reading progresses (Goodman, 1970:260). According to Mackay and Mountford (1979), from this statement inferences can be drawn which are important in the preparation and use of second language reading materials; First, the definition assumes that reading is an active process. The reader forms a preliminary expectation about the material, and then selects the fewest, most productive cues necessary to confirm or reject that explanation. This is a sampling process in which the reader takes the advantage of his knowledge of vocabulary, syntax and the real world. The second inference closely tied to the first, is that reading must be viewed as twofold phenomenon involving process comprehending and product-comprehension. Third, reading involves an interaction between thought and language. The reader brings to the task a formidable amount of information and ideas, attitudes and beliefs. This knowledge, coupled with the ability to make
linguistic predictions, determines the expectation the reader will develop as he reads. Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world. Widdowson (1979) mentions that recent studies of reading have represented it as a reasoning activity whereby the reader creates meaning on the basis of textual clues. This view of how meanings can be negotiated in discourse is consistent with Goodman’s comments on the reading process. Furthermore, what Goodman is describing is a general discourse processing strategy of which reading is simply a particular realization. Accordingly, reading is an act of participation in a discourse between interlocutors. It seems to follow from this that reading efficiency cannot be measured against the amount of information contained in a text. This is incalculable since it depends on how much knowledge the reader brings to the text and how much he wishes to extract from it. Rather, reading efficiency is a matter of how effective a discourse the reader concrete form the text, either in terms of rapport with the writer or in the of his purpose in engaging in the discourse in the first place. In fact, in this view, reading is regarded not as reaction to a text but as interaction between writer and reader mediated through the text. Alderson & Urquhart (1984) assert that is possible to view reading both as product and as process. Research has tended to focus upon the product rather than the process. But this is inadequate because of the unpredictable and normal variation in product, and because knowing the product does not tell us what actually happens when a reader interacts with the text. The process underlies the product (which will vary from reader to reader, purpose, time to time and so on).

The value of concentrating on process in research and teaching is that if processes can characterized, they may certain elements that are general across different texts, and learners can learn in order to improve their reading. The basic rationale behind attempts to describe process is that an understanding should lead to the possibility of distinguishing the processing of successful an unsuccessful reader. This view is dynamic rather than static- that is, it emphasizes a reader’s progression through a text rather than as a product.
2.4.2 Types of Reading

Reading types are various behaviors adapted by the reader during reading activity. Four reading styles are delineated in the literature: skimming, scanning, intensive and extensive reading.

1 Skimming

Skimming is quick selective reading to get the gist of the selection. Here, the reader is concerned with finding out what the text is about: for this reason, he moves his eyes rapidly throughout the page selecting only few parts to read (Grellet, 1981). Skimming is to know the general meaning of a passage and how the passage is organized, the structure of the text and to get an idea of the intention of the writer. Skimming is a tool in which authors sequence can be observed. Skimming is a technique where you gloss over an article to see whether or not it contains information that is of interest to you. This technique makes it possible for students to quickly evaluate and understand the message of the reading by looking at the main aspects like

- the title/name of the book
- the sub–title/ names of chapters
- the introduction
- first line of each paragraph
- pictures
- conclusion

2 Scanning

Scanning is a quick reading, focusing on locating specific information. Scanning involves quick eye movements. Baudion (1997) advises to follow few steps when scanning a text for specific information:

- The reader limits the targeted datum clearly, before starting looking for it Uses an appropriate source
- Lets readers eyes run over the print skipping all unnecessary words
- Stops only at the information needed and picking it up without going beyond.
3 Extensive reading

It is the view of Palmer (1964) that “extensive reading” is considered as being reading rapidly. The readers read books after books. Its attention is paid to the meaning of the text itself not the language. The purpose of extensive reading is for pleasure and information. Thus, extensive reading is also termed as “supplementary reading”.

4 Intensive reading

The work of Palmer (1921) notes that “intensive reading” means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.

Baker and Brown (1984) argue that reading involves CIRC as well as cognition. Skilled readers do not just decode the reading materials by using cognitive and CIRC reading strategies while reading. Baker and Brown (1984: 353) analysed that CIRC strategies encompass “checking the outcome of any attempts to solve problem, planning one’s next move, monitoring the effectiveness of any attempted action, testing, revising and evaluating one’s strategies for learning”.

The success of” Narrow Reading” on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted. Intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself. The classic procedure for intensive reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence. Used on suitable texts and following useful principles, this can be a very useful procedure .Intensive reading courses equip students with basic reading strategies to enable them to achieve fluency and competence in the areas of vocabulary recognition and to develop critical thinking skills. The objectives of intensive reading courses are usually achieved through the following activities
1) Using a variety of reading strategies for comprehension of Gujarati texts.
2) Identifying connections among ideas that involve examples, comparison/contrast, cause and effect.
3) Interacting with a variety of texts for different purposes.
4) Deducing meaning from context.
5) Identifying synonyms, antonyms, homonyms, multiple meanings of words.
6) Distinguishing fact from fiction.
7) Using inference.
8) Understanding the author’s purpose.
9) Distinguishing a variety of text types and genres.
10) Distinguishing facts from opinions.
11) Guessing and predicting the content of a text.
12) Skimming - quickly looking through a text to get an idea of what the text is about.
13) Scanning - locating specific information in a text, also in charts, diagrams, timetables, etc.
14) Developing dictionary usage skills.
15) Framing and answering questions.

According to explanations above, we can conclude that intensive reading has limitation in doing it. The limitations are time, word/phrase and meaning consensus. We can give a time limit of, say, five minutes for vocabulary enquiry, whether this involves dictionary use, language corpus searches, or question to the teacher. Meaning consensus can get students to work together to search for and find word meaning.

**The Strategies in Teaching Reading**

Reading comprehension is primarily a matter of developing appropriate, efficient, comprehension strategies. Some strategies are related to bottom-up procedures, and others enhance the top-down process. Following are five such strategies, each of which can be practically applied in the classroom:
a. **Identify the purpose of reading**

Efficient reading consists of clearly identifying the purpose in reading something. And as a learner should make sure the purpose in reading something. In identifying the purpose of reading text the teacher should make sure by asking the students what the purpose the text that they are reading. And help the students by giving another example that there is correlation with the text so the students know what they are looking for and can weed out potential distracting information.

b. **Skim the text for main idea**

Skimming consists of quickly running one’s eyes across a whole text (such an essay or article). Skimming gives the advantages of being able to predict the purpose of passage, the main topic, or message in the written text. This strategy can be apply by training students to skim passages by giving them, say, thirty seconds to look through a few pages of material, close their books, and then tell to the teacher what they learned.

c. **Scan the text for specific information**

Scanning or quickly searching for some particular piece or pieces of information in a text. And the purpose of scanning is to extract specific information without reading through the whole text. In using this strategy, the teacher can ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

d. **Use semantic mapping and clustering**

Readers can easily be overwhelmed by a long string of ideas or events. This strategies help reader to provide some order to chaos. For this strategy the teacher can show a first attempt by a small group of students to draw a semantic map of an article. For example: The Planet, “an article about a total solar eclipse”.

e. **Guess when we aren’t certain.**

The teacher can help learners to become accurate guessers by encouraging them to use effective guessing in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them. The strategies above are obviously the key to all teaching methodology in teaching reading in classroom.
By now, teacher may be able to profess at least some strategies above to teaching reading and have a beginning of an understanding of how these strategies enlighten or will enlighten in classroom practice.

**Taxonomy of Reading Comprehension**

In 1972, Barrett developed taxonomy of reading comprehension according to the readers’ purposes in reading (cited in Alcantara, 2003: 92).

- **Literal comprehension**: reading in order to understand, remember or recall information explicitly appeared in a passage.
- **Inferential comprehension**: reading in order to find information that is not explicitly contained in a passage and to use the reader’s experience to infer information.
- **Critical or evaluative comprehension**: reading in order to get information in a passage which is based on the reader’s personal knowledge as well as values.
- **Appreciative comprehension**: reading in order to obtain an emotional or other kind of valued response from a passage. Anderson (1991: 460) claims reading strategies are “cautions and cognitive measures adopted by the reader for acquiring, storing and amending new information”.

**Students Achievement in Reading Comprehension**

The level of students’ ability in an instructional process is known from their achievement. An achievement is a process of developing skills or knowledge, measurable, and a more stable cognitive trait. According to Bloom (1982) states that the achievement is the process of capability development in someone is categorized into three aspects, namely: cognitive, affective, and psychomotor. Cognitive covers the knowledge, comprehension, application, analysis, synthesis, and evaluation. Affective covers acceptance, participation, rewards, value organizing, experiences. Psychomotor covers movement perception, movement readiness, guiding movement, normal movement, complex movement, communicative movement and creativity.
The most common type of achievement is a standardized progress in developing the measurable skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom interaction. An achievement test is related directly to classroom lesson, units, or even a total curriculum (Brown: 2004). An achievement test are limited to particular material addressed in a curriculum within a particular time frame and offered after a course has focused on the objective of questions. Achievement test can also serve the diagnostics role of indicating what a student needs to continue to work on in the future, but the primary role of an achievement test is determine whether course objectives have been met and appropriates knowledge and the end of a period of instruction that shown by score given by a teacher.

Reading comprehension is regarded as an interactive process of communicate. The interaction between the writer and the reader is made possible via text. It is through the text that the writer encodes his message, and it is also through the text that the reader gets the meaning of the message by decoding it (Meri Yun: 1993).

According to Harris and Hodges (1995:39) define reading comprehension is the construction of the meaning of a written communication through reciprocal, holistic interchange of ideas between the interpreter and the message. Means, meaning resides in the intentional problem solving and thinking process of the interpreter. The content of meaning is influenced by the person’s prior knowledge. It also suggests that reading comprehension requires an action on the part of the reader. That action involves the use of the existing knowledge that the reader has on the topic of the text as well as itself in order to create meaning. The problem is solved by intentional action of the reader, which includes the purpose for reading as well as the ability to draw upon prior knowledge that is relevant to the text.

Moreover, Bras hell (2008:18) states that reading comprehension occurs when a reader is able to act on, respond to, or transform the understanding. When a reader is able to engage in an intelligent discussion about a text with the others, a reader is demonstrating comprehension of the passage. When a reader is able to relate text to real event, the reader is demonstrating comprehension/When a reader is able to apply information from a text to a new situation, the reader is demonstrating
comprehension. When a reader is able to transform a narrative story into a poem, play, newspaper article, critical review, insightful essay, entertaining advertisement, visual image, musical score, or dance movement, the reader is demonstrating a sophisticated level of understanding of text.

Nuttal (1982) reading comprehension is regarded both as product and process. As product reading is considered as the activity to understand the message or interpret the meaning of a text, and the reader is said to have comprehended a text if he has got the message the writer wants to share. In relation to the explanation above, it can be concluded that reading comprehension is a deliberate process of looking at and understanding of the written language. Reading is the process of recognition, interpretation, and perception of written or printed material. Meanwhile, comprehension is the understanding of the meaning of the written material and covers the conscious strategies that lead to understand. The process of reading deals with the language form, while comprehension, the end of product, deals with language content. Reading is a process of communication from the writer to the reader. It involves the recognition of letters, words phrase, and clause, and some respects, it can be considered a simpler process than comprehension.

Students’ achievement in reading comprehension is concerned with the mastery and proficiency of students in area of reading comprehension. Reading comprehension is the skill of constructing meaning from the text and the goal of reading instruction is ultimately targeted to help the reader in comprehending a text and constructing an approximate understanding of the writer’s message. In Educational Unit Oriented Curriculum 2006 (Curriculum Tingkat Satuan Pendelikon). The objectives of reading instruction in junior high school is to develop the students’ reading skill in order they can read English texts effectively and efficiently. The aspects of the curriculum content consists of: getting of general information, finding specific information, finding explicit meaning of the mind idea, finding detail information, getting implicit information, and interpreting meaning of words, phrase, and sentences based on the contexts. In conclusion, students’ achievement in reading comprehension is determined by their ability to mastery and proficiency in this area.
2.5 Writing skill

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

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.

2.5.1 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 Emit 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.

2.5.2 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.
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.

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.

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.

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.

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

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.

2.6 Learning Awareness

Learning awareness blends a) content about language, b) language skill, c) attitudinal education and d) CIRC opportunities, which allow the student to reflect on the process of language acquisition, learning and language use. All four of these aspects of learning awareness need to be integrated into the existing subject areas.

There are many activities that can be done as class to help students increase their own language awareness. Some of them include:

**Open Discussion:** Students are asked how many languages they speak and how well they speak each of them. This icebreaker can lead into a discussion about how many languages there are in the world. To further this discussion, the teacher can give the students a concrete example to think about and tell them about a place like the West African nation of Cameroon where, with a population of 16 million, over 235 languages are spoken. Like Canada, Cameroon’s two official languages are English and French. This might lead students into a discussion in which they compare this situation to that found in their own country.

**Synonyms and Expressions:** This activity will ask students to look at the various meanings a word can have, depending on the context and culture in which the word is being used. Below is a very specific example, but this activity can be adapted for any language and based on what resources are available to the teacher.

Students are shown two cartoons. One shows a cowboy stranded in the desert beside his pick-up truck, the truck having a flat tire. The other shows a gentleman
dressed in a suit inside the living room of his apartment. The text beneath both of them read "I'm mad about my flat". Students are asked to read the texts silently and then to read them aloud imitating the expression they imagined each would have. A discussion about synonyms for 'mad' and 'flat' may follow, as may identification of the locale of each of the men in the cartoons. The purpose of this example is to show how the meaning of the words ‘mad’ and ‘flat’ change whether they are used in a different context.

2.7 Review of Past Studies

The review of past studies gives the researcher an understanding of the research methodology which refers to the ways the study is to be conducted. The advantage of the related literature is also to provide insight into the statistical methods through which validity of results is to be established. The final and important specific reason for reviewing the related literature is to know about the recommendation by previous researcher listed in the studies for further research, which also helps avoid unintentional duplication of well-established findings.

In order to present the studies reviewed for the present research in a comprehensive and systematic way, the studies have been broadly categorised under following headings:

- Studies in the area of Reading Comprehension
- Studies in the area of Cooperative Learning
- Studies in the area of Cooperative Integrated Reading Comprehension

Studies in the area of Reading Comprehension

Study - 1


Title: A study of Reading Ability in relation to certain Cognitive and Non-Cognitive Factors

Objectives: To examine the role of some of the personal, cognitive and non-cognitive factors in reading ability

Procedure : A sample of 400 grade IX students (200 males and 200 females) was selected. Personal data blank, Krishna’s Battery of Reading
Ability Tests, Jamuar’s Study Habits Inventory, Mohsin’s Bihar Test of General Intelligence, Nafde’s Non-verbal Test of Intelligence, Sinha and Krishna’s Revised Version of Comprehensive Test of Anxiety, Eysenck’s Personality Inventory, Bengalee’s Youth Adjustment Analyser and Worchel’s Self-Activity Inventory were used. Two way analysis of variance was employed for data analysis.

Findings
1. Males and females differed significantly in reading ability, study habits, academic achievements, neuroticism, extraversion, parental attitude and ideal self (females scored higher than males only on reading ability and academic achievement).
2. Males and females differed significantly in terms of their frequencies on high and low reading ability scores.
3. High and low reading ability groups among males differed significantly in ordinal position, economic status and father’s or guardian’s educational level; and among females they differed significantly in father’s or guardian’s educational level.
4. High and low reading groups did not differ statistically in caste and father’s or guardian’s occupation.
5. ANOVA results indicated that the main effect of sex was significant in study habits, academic achievement, verbal and non-verbal intelligence, anxiety, neuroticism, parental attitude and ideal self.
6. Personal and cognitive factors were more meaningful in the context of reading ability scores than the non-cognitive factors considered in the study.

Study – 2
Investigator: Dhanger, S.S. (1985)
Title: A Comparative Study of the Reading Ability of the B.C and Non B.C Pupils of Grade X in the context of their Intelligence, Anxiety, n-Ach and Certain Demographic Variables
Objectives:
1. To compare the reading ability of the backward class (B.C) pupils with the non B.C pupils.
2. To compare the reading ability of the B.C. and non B.C. pupils from rural areas with that of the B.C. and non B.C. pupils from urban areas.
3. To compare the reading ability of the B.C. and non B.C. pupils having intelligence with that of the B.C. and non B.C. pupils having low intelligence.
4. To compare the reading ability of the B.C. and non B.C. pupils having low anxiety.
5. To compare the reading ability of the B.C. and non B.C. pupils having high n-Ach with that of the B.C. and non B.C. pupils having low n-Ach.
6. To compare the reading ability of the B.C. and non B.C. pupils from small families.
7. To compare the reading ability of the B.C. and non B.C. pupils with that of the B.C. and non B.C. pupils in relation to their 1st, 2nd and 3rd birth order.
8. To justify the effect of interaction among the various independent variables and the dependent variables incorporated in the study.

Procedure
The Motibhai Patel’s General Ability Test, Boxall’s Test of School Anxiety (adapted), the adapted Smith’s n-Ach Measure and Trivedi and Patel’s Test of Reading Ability were used for collecting the data. 1811 pupils of grade X of 79 secondary schools were selected as the sample. The analysis of variance was used to arrive at conclusions.

Findings:
1. There was a significant difference between the mean scores on the reading ability test given to B.C. and non B.C. pupils and it was in favour of non B.C. pupils.
2. The pupils from urban areas were significantly better in their reading ability than those from rural areas.
3. The pupils having high intelligence were significantly better in their reading ability than those having low intelligence.

4. The pupils having low anxiety were significantly better in their reading ability than those having high anxiety.

5. The pupils having high n-Ach were significantly better in their reading ability than those having low n-Ach.

6. The pupils from small families were significantly better in reading ability than those from large families.

7. The pupils who were first in birth order were significantly better in reading ability than those second in birth order, and the pupils who were second in birth order were significantly better in reading ability than those third in birth order.

**Study – 3**

**Investigator:** Srinivasa Rao, R. (1986)

**Title:** Nature and Incidence of Reading Disability among School Children

**Objectives:**

1. To examine and analyse the reading disability cases.
2. To identify the reading disability cases in a typical school population.
3. To examine whether rural / urban differences existed in reading ability of school children.
4. To examine sex differences in reading disability of children.
5. To examine relationship between language deficiency and reading disability in school children.
6. To identify the factors operating in specific cases of reading disorders.

**Procedure:** The study had been organised to be carried out in three phases -

- **i. General diagnosis**
- **ii. Analytical diagnosis**
- **iii. Case study analysis**

In the first phase of the study, a general diagnosis was made to identify disabled readers and borderline cases by administering a standardized reading
achievement test, Raven’s Progressive Matrices Test, and a Test of Achievement in Mathematics suitable to the standards of the students. The formula suggested by Monroe and others was used to identify the disabled readers and borderline cases. The sample size for the first phase of the study was 600 students. In the second phase of the study, the children identified as disabled readers and also borderline cases constituted the sample for detailed investigation. The size of the sample for this second phase of the study was 100. A reading diagnostic test was administered to the sample of students to examine the language deficiency of the child. Five cases were selected from the 100 disabled readers for the third phase of the investigation in which a detailed case study method was followed to identify the contributing factors of the reading disability.

Findings
1. Reading disability was found in about 20 per cent of students in primary schools.
2. Sex differences were not significant with regard to reading disability.
3. Students in rural areas were significantly backward when compared to the students in urban areas in reading skills.
4. The reading disability was closely related to language deficiency in school children.
5. The disabled readers were found to be very poor in the sub-skills of language development, namely, word meanings in isolation and context, and word synthesis; in some grammatical aspects of the language; and in paragraph comprehension.
6. Besides the language deficiency poor socio-cultural background of the family, poor study habits and lack of motivation for reading were found to be the causal factors of reading disability.
7. Low reading achievement was found not to be the evidence of low reading potential, and the reading deficiency of children in several cases could be improved by remedial teaching and constant practice.
Study - 4


Title: Development of Strategies for Improvement of Reading Skills in English at Middle School Level

Objectives:
1. To identify the tasks involved in reading and comprehension.
2. To develop strategies, which would help students perform the tasks, involved in reading and comprehension.
3. To develop the skills of reading and comprehension through these strategies.
4. To find out the effectiveness of the strategy by an experiment.

Procedure:

A survey-cum-experimental design was adopted for the study. A stratified random sample of 937 students of both sexes, drawn from 11 schools from both urban and rural areas was used for the survey to determine the level of reading and comprehension ability. The sample for the experimental study consisted of 58 top ranking and 56 low ranking students in the reading and comprehension test. The tools used for the study were Mental Ability Test, Part I (NCERT), Kuppuswamy’s Socio-Economic Status Scale, Achievement Test in English and Reading and Comprehension Tests (I to VII) constructed by the investigator, based on Barrett's taxonomy (literal comprehension, reorganization, inferential comprehension, evaluation and appreciation). One of the imported strategies used for the development of reading skills was ‘easy frication’, others being schematic presentation, intermittent comprehension, use of short form and motivating through puppet show and dramatization.

Findings
1. There was a significantly higher reading ability score for boys, students with English as the medium of instruction and students from urban areas.
2. The intervention strategy helped to improve the reading ability of the students both the high and low groups, the increase in the low group being higher than that in the high group.
3. The increase in the achievement of reading ability as a result of intervention strategy was significantly high in literal comprehension and in inferential comprehension for both high and low group students.

4. The increase in the achievement of reading ability as a result of intervention strategy was significantly high in appreciation and reorganization levels in the low group students.

**Study - 5**  
**Investigator:** Vimala Devi, P. (1986)  
**Title:** Strategies for Developing Critical Reading Ability in Higher Secondary Students in English  

**Objectives:**  
1. To find out the critical reading ability level of students of standard XI.  
2. To identify the tasks involved in critical reading.  
3. To develop a strategy which would help students to perform the tasks involved in critical reading.  
4. To find out the efficiency of the strategy through an experimental study.  

**Procedure:**  
Variables namely intelligence, anxiety, socio-economic status, divergent thinking ability, syntactic and semantic proficiency, students’ self-rated reading skills and achievement scores in English were considered for their effect on the development of critical reading. The tools used were Cattell’s Non-verbal Intelligence Test for the age group of 16 plus, Dutt’s Personality Inventory, Kuppuswamy’s Socio-economic Status Scale, a rating scale to measure the perceived thinking in semantic and syntactic units and a cloze test in English. Besides, five critical reading tests were designed by the investigator. The sample for the study was 1042 students drawn from 19 schools. For the experimental study, the sample consisted of students who had secured the lowest mean value in the final reading comprehension test. The strategies that were designed and refined were tried out on students for promoting critical reading ability. A total of 60 instructional hours, spread over a period of one month was spent in improving critical reading ability of the students of the target group.
Findings
1. The students of the target group were able to improve their critical reading ability through the strategy implemented, which proved the effectiveness of the strategy.
2. The total improvement of the critical reading skill was 11.41 per cent.
3. The inter-correlation almatrix revealed that there was a relationship between achievement scores and critical reading achievement.
4. The four factors identified in the factor analysis revealed that critical reading skill was highly related to the four main abilities, namely, interpretative, inferential, evaluative and creative.
5. Students of class XI were below 41 per cent level in their critical reading achievement.
6. The difficulty level of the students study in English medium schools under different management did not differ.
7. There was a difference in the difficulty level of the students in boys’ schools and in girls’ schools in Tamil medium. Girls experienced less difficulty than boys.

Study – 6
Title: Relationship between Reading Ability and Father’s Profession and Birth Order.
Objectives To find out relationship between
   1. Children’s reading ability and their father’s profession.
   2. Children’s reading ability and their birth order.
Procedure Data were gathered with the help of the reading ability test, an instrument developed and standardized especially for the study. The 95 - item standardized reading ability test was administered on a sample of 200 children studying in classes III and IV from a randomly selected set of six schools in Patna city. The hypotheses were tested by subjecting the data to the technique of analysis of variance and by means of t-test and F-test.
Findings
1. Father’s profession did not bear any influence on reading performance.
2. As a generalized fact, the eighth-born children appeared to be superior in reading ability whereas the first-born children appeared to be weaker than others except the sixth-born children.

Study – 7
Investigator: Kantawala, N.N. (1980)
Title: Investigation into the Reading Attitudes of High School Students of Kaira District

Objectives
1. To provide the secondary schools with a valid and reliable verbal attitude scale towards reading.
2. To study the reading attitudes of the secondary school students.
3. To study the relationship between the reading attitude and some demographic variables such as sex, area, size of family and birth order.
4. To study the relationship between the reading attitude and the study habits of pupils.

Procedure
A reading attitude scale was constructed on the basis of equal appearing intervals. The reliability of the scale was established by parallel form, test - retest and split - half method. The reliability co-efficient as determined by these methods for class VIII ranged from 0.60 \( \pm \) 0.09 to 0.87 \( \pm \) 0.05. For class IX it was between 0.09 \( \pm \) 0.13 and 0.34 \( \pm \) 0.058 and for class X it was between 0.60 \( \pm \) 0.09 and 0.89 \( \pm \) 0.04. The concurrent validity obtained for Forms A and B for class VIII was 0.50 \( \pm \) 0.14 and 0.70 \( \pm \) 0.19, for class IX it was 0.60 \( \pm \) 0.125 and 0.81 \( \pm \) 0.67 and for class X it was 0.52 \( \pm \) 0.143 and 0.89 \( \pm \) 0.067.

Findings
1. Reading attitude was a function of grade.
2. The scale did not indicate significant relationship with cultural settings, sex, differences, age groups and birth order.
3. The higher the SES, the better was the reading attitude. This was true irrespective of the grade level.
4. Between reading habits and reading attitude, there was significant positive relationship.
5. Students of small size families had a more favourable reading attitude than those of large-size families.

**Study - 8**

**Investigator:** Koppar, B. (1970)

**Title:** An Enquiry into Factors Affecting Reading Comprehension (in English)

**Objectives:**
1. To study the level of reading comprehension of standard XI students of Gujarati medium schools.
2. To study the relationship of reading comprehension with attitude towards reading, anxiety, academic motivation, socio-economic status and dependence.
3. To undertake a deep study of reading comprehension in English of few students.

**Procedure**

The sample comprised 555 students of class XI of nine Gujarati medium schools of Baroda. Ten students were selected at random from the sample of 555 students for in depth case studies. The tools for data collection used in this study were the Silent Reading Comprehension Test in English for S.S.C. pupils constructed by Patel, the Reading Attitude Scale of Patel, Junior Index of Motivation Scale of Frymier, Test Anxiety Scale for children constructed by Nijhawan, the Socio-Economic Status Scale constructed by Mehta and Pre-Adolescent Dependence Scale developed by Pareet and Rao. Descriptive statistics and product moment correlation were used for data analysis.
Findings
1. Reading Comprehension was related positively to reading attitude.
2. Dependence was related positively to reading comprehension.
3. Anxiety was related negatively to reading comprehension.
4. Some other factors related to reading comprehension were found to be
   a) Reading readiness
   b) Academic motivation
   c) Attitude towards the study of English
   d) Quality of classroom teaching
   e) Presence or absence of proper direction
   f) Educational status of parents
   g) Social and economic compulsions

Study - 9
Title: A Comparative Study of some Personal and Psychological Variable and Reading Comprehension
Objective: To compare intergroup differences in subject scores on Trivedi and Patel’s Reading Comprehension Test with respect to six personal variables, namely, sex, grade, age, parental income, parental education and parental occupation as well as three psychological variables, namely reading rate, intelligence and meaning vocabulary.

Procedure: The sample consisted of 412 pupils of eighth and ninth grades drawn from four different secondary schools of Bhavnagar city.

Findings
1. No difference existed in reading comprehension between boys and girls.
2. There was significant difference between two grades as well as median age groups.
3. There were significant differences in frequencies of high and low group pupils on the variables of parental income, parental education and parental occupation.
4. There were significant differences in frequencies of three different groups of pupils on all the three psychological variables, viz., reading rate, intelligence and meaning vocabulary. Correlation values of the last three variables with reading comprehension indicated positive relationship between them.

B) FOREIGN STUDIES

Study - I

Investigator: Lucia Maria (1991)

Title: The Role of Early Linguistic Awareness in Children’s Reading and Spelling

Objectives: To investigate the possibility of two met linguistic factors, one operating at the level of the word, namely phonological awareness and the other operating at the level of the syntactic and semantic constraints of sentences which may interact in the initial stages of reading.

Procedure To investigate this possibility a two-year longitudinal study comprising 60 children from the age of 4 – 11 was setup. The children were seen in five different testing sessions and given phonological, syntactic and semantic awareness tasks before they began to make progress in reading. They were also given standardized intelligence and vocabulary tests. Short - term verbal memory was also measured.

Findings

1. Children’s knowledge of the alphabetic codes develop gradually and that incomplete knowledge of word spelling may interact with sentence level information to help children read unfamiliar words.

2. Phonemic awareness is the met linguistic factor affecting word level processes.

3. Contribution of the syntactic and semantic awareness measures was specific to the use of contextual information in reading.
Study - II

Investigator:  Timothy V. Rasinski (1992)

Title:  Relationships among Teacher Attitudes, Teacher Theoretical Orientation to Reading, student Attitudes towards Reading, and Student Reading Achievement in Urban Elementary Grades

Objectives:
1. To determine if relationships existed among teacher attitudes toward instruction and reading, teacher theoretical orientation to reading, student attitudes toward reading, and student reading achievement.
2. To investigate whether theoretical orientation to reading, teacher attitudes, and student attitudes combined were predictors of reading achievement in urban elementary grades. Procedure This study focused on one standardized measure of reading achievement and four self-reported variables:
   a. Teacher theoretical orientation to reading
   b. Teacher attitude toward instruction / educational decision making
   c. Teacher attitude toward reading / reading instruction
   d. Student reading attitude  Data collected from over 60 urban elementary teachers and 800 of their students.

Findings
1. Direct relationships were found between teacher attitudes and student achievement.
2. No relationships were found for theoretical orientation.
3. No direct relationships were found between student attitudes and teacher attitudes.

Study – III

Investigator:  Ronald Taylor (1992)

Title:  Family Support of Children’s Reading Development in a Highly Literate Society

Objectives:  To investigate family support on children’s reading development among Icelandic families. The Icelandic society has demonstrated universal literacy for over two centuries.
Procedure  Fifty - five Icelandic families completed a questionnaire assessing frequency in their homes of nine family support practices demonstrated by reading research to be related to children’s literary acquisition. These practices included family activities, library usage, parental modelling, practical reading, shared reading, support of school, talking, television use and writing.

Findings
1. Several family support sub-scales demonstrated important inter-correlations among families of higher educated mothers.
2. Urban / non-urban comparisons resulted in statistically significant variance only in television use.
3. Mother’s education level revealed variations in quality of family support practices.
4. Language development, intellectual development and leisure reading were closely linked with literate behaviour.

Study- IV
Investigator: Naji Ibrahim (1996)
Title: Factor causing Reading Difficulties for Saudi beginning students of English as a foreign Language

Objectives:
1. Exploring the reading difficulty which Saudi male beginning EFL students perceive that they face when reading English as a foreign language.
2. Investigating some of the cultural, schematic, linguistic and attitudinal factors that could cause reading difficulty for Saudi beginning EFL students.
3. Helping ESL/EFL teachers, ESL/EFL text book writers and concerned educational establishments understand some of the reading difficulties and factors which affect Saudi EFL students.
4. Helping Saudi beginning EFL students understand some of the reading difficulties which they could face in reading English as a foreign language, and to be aware of factors causing these reading difficulties.
Procedure

A survey questionnaire was developed, translated into Arabic, and piloted on a sample of Saudi students. The revised Arabic version of the questionnaire was administered by the research to a randomly selected population of 140 Saudi middle and high school senior students in Saudi Arabia. This study employed qualitative and quantitative statistical tools in analysing and presenting the responses of the subjects of the study.

Findings

1. High percentage of students reported that they face difficulties when reading English as a foreign language.

2. Most of the reading difficulties reported by the students were attributed to linguistic factors.

3. Majority of the students have positive attitudes toward EFL reading in particular and learning English in general.

Study – V

Investigator: Rosalie White way A (1996)

Title: A Study of the Interrelationships among fifth grade students’ concepts of Parental Relationships, Peer Relationships, Readers’ ‘Self’, Gender, Reading Attitude and Comprehension

Objective: To investigate the interrelationships among various self-concepts, gender, reading attitude, and reading comprehension in a group of grade five students.

Procedure The testing instruments that were used in this study were the Self - Description Questionnaire - 1 (SDQ-1) to measure the various self-concepts, the Elementary Reading Attitude Survey (ERAS) to measure reading attitude and the Gates - Macinitie Reading Test to measure reading comprehension. This study was conducted with 58 grade five students, 25 boys and 33 girls, who were of varying reading ability and attended a three - stream school in St. John’s. Regular co relational analyses using the Pearson Product Moment
Method were performed to examine inter-correlations among the three self-concept scores, the three reading attitude scores and the one reading comprehension score. T-tests were performed to determine the influence of gender on the various self-concepts, reading attitude and reading comprehension.

**Findings**

It was confirmed that there are significant relationships among reading attitude, self-concept and reading comprehension.

**Study – VI**

**Investigator:** Jean Grant (1993)

**Title:** A Study of Parental Support of Reading Behaviours and First Grade Reading Readiness

**Objective:** To explore parental involvement in their children’s education in order to determine if such involvement is related to Reading readiness in the first grade. The researcher looked at Reading readiness and age, Reading readiness and gender, and gender and parental support.

**Procedure** By using the Cognitive Skills Assessment Battery Test and the first grade readiness test children were assessed as either ‘ready’ or ‘not ready’ for first grade instruction. Surveys were given to a group of one hundred and fifty parents of first grade students designated as either ‘ready’ or ‘not ready’ according to this test. The survey information was analyzed using chi-squares, frequency and percentages.

**Findings**

1. There was a significant positive relationship between Reading readiness and parental support and parental support and gender, favouring girls over boys.
2. There was not a significant relationship between Reading readiness and gender.
Study – VII

**Investigator**: Ranfen (1996)

**Title**: Home Environment and Chinese Children’s Reading Achievement.

**Objectives**

1. To study low variations in the home environment explain the variability in the reading achievement of Chinese children in the United State.
2. To examine family’s status, structural and educational process as they relate to reading achievement.
3. To explore how family status and structural characteristics influence on children’s reading achievement.

**Procedure**

One hundred and fifteen Chinese families with children in the 4th and 5th grades were involved in the study. Data regarding home environmental characteristics were collected through a close-ended questionnaire to the parents of Chinese children in schools. The information about reading achievement was obtained from school records of children whose parents agreed to participate in the study. The data were analyzed using regression and structural path models.

**Findings**

Parents with higher educational backgrounds provided more educational experiences and reading opportunities at home, which in turn affected the higher reading achievement of their children.

Study - VIII

**Investigator**: Sylvia Macy (1997)

**Title**: Impact of Parental Involvement and Selected Demographic Variables on Students Achievement

**Objective**

1. To examine the influence of parents’ gender, ethnicity and level of involvement on the academic performance of elementary students on reading, writing and mathematics.
2. To study the influence of gender and ethnicity on the academic performance of elementary students.
Procedure

A 2 $\times$ 2 $\times$ 3 factorial design and a 2 $\times$ 3 factorial design were employed to collect and analyze the data for this study. 240 elementary parents and 210 elementary students were randomly selected from a school district in an urban area in Southeast Texas to participate in the study. A parent profile sheet, students’ records, and the TAAS (Texas Assessment of Academic Skills) were used to collect the data. The data were treated through the application of the three-way analysis of variance and the two-way analysis of variance.

Findings

1. Parents’ ethnicity has an effect on the reading, writing and mathematics scores of elementary students.
2. Level of involvement of the parents influenced the reading score of elementary students.

CONCLUSION

The following observations are made from the studies of Reading comprehension collected from Indian universities and abroad. Most of the Indian studies are found to be survey in nature, however the foreign studies are mostly experimental. Another important feature noted in Indian studies is that Reading comprehension is not the prime focus in many, though they aim at studying the language abilities developed in English. In the process of investigating the problem, many of the investigators have developed their own tools for assessing the skills of comprehension. Nevertheless the validated tools are not found to be very helpful for the present investigation, as many of the items in them are culture based. A noteworthy feature identified in the Indian studies is that they have studied Reading comprehension along with several background variables, influencing the language ability of the students at the secondary level of schooling. This has greatly assisted the present investigation to fix on environmental variables not yet much investigated. Moreover in many of the Indian studies, Reading comprehension was not studied in relation with psychological variables as such. The only psychological factor often studied is the Cognitive style of the subjects. Some of the Indian studies have established the
relationship between Reading achievement and gender; and Reading achievement and Cognitive style. In the case of foreign studies, environmental variables such as Reading problems, library use, Reading habit, skill based instruction and reading programmes are found to have been used often Reading skills as such were studied in greater depth. Due to this, varied psychological variables such as Reading attitude, motivation cerebral investigation, self-concept etc., were studied as factors affecting one’s skill of Reading comprehension. This has made the investigator to fix certain psychological variables for the skill of Reading comprehension in the present study. Thus the studies reviewed, helped the investigator in several ways to design and carry out the investigation on scientific lines.

**Past Studies in the area of Cooperative Learning**

**Study – I**


**Title:** The effects of inter-group similarity and co-operative vs. competitive orientation on inter-group discrimination.”

**Objective:** To check the effectiveness of Cooperative vs. Competitive methods of learning.

**Procedure:** Two experiments with 268, 12-13 years old were conducted to contrast the prediction that inter-group similarity would lead to less differentiation and more attraction to a hypoesthesia from social identity theory that predicts the opposite outcome. In Exp.-I (102 Ss) Ss expected to interact co-operatively with one another. The perceived character of the out-group was varied in a design. The independent variables were out-group status (higher Vs same Vs lower relative to the in-group) and its prevailing attitudes. Evaluations of anticipated performance and liking clearly supported the similarity-attraction hypothesis. But in the prisoner’s Dilemma Measures, more competition was observed against the similar group, as predicted by social identify theory. In Exp=II (166 Ss), using a similar design a 3rd independent variable was incorporated the nature of the task (Co-operative Vs
competitive). The factor had few effects in isolation and its similarity interaction with similarity was not observed. But further analysis revealed that subjective goal orientation might be an important variable. Similarity led to inter-group attraction only for non-competitive Ss, for competitive Ss the reverse was true. It is concluded that similarity may perform different function in different contexts.

**Study - II**

**Investigator:** Ahlgren, Andrew (1983)

**Title:** Sex differences in the correlates of co-operative and competitive school attitudes.

**Objective:** To study the attitude of male and female towards co-operation and competitive school

**Procedure:** Reports of sex difference in cooperative and competitive attitudes have assumed that these constructs are the same for boys and girls previous findings that attitudinal correlates of these attitudes are different at different grade levels suggest that there might by sex difference in the attitudinal pattern in which co-operation and completion are embedded in this study, subscales of the Minnesota school Affect Assessment were administered to a systematic sample of 2432 2nd -12th grades.

**Findings**

Attitudes toward co-operation and competition in school were correlated with other school attitudes separately for males and females. Significant sex differences were found in correlation patterns at all grade level. Males progressively lost completely the negativistic correlates that competition had in lower grades, whereas females retained same. In senior high school, females finally showed positive correlation of competition with self-worth and internal motivation, whereas males almost lost the correlation between co-operation and self-worth.
Study - III


Title: “Co-operation, competition and the structure of student peer groups”.

Objective: To investigate effects of cooperative and competitive experience on the structure of student peer group

Procedure: The effects of co-operative and competitive experience was investigated on the structure of student peer group with 117 4th, 5th, and 6th graders in 7 classes were randomly assigned to co-operative group learning, competitive group learning, competitive group learning or control learning treatments for a 6 week program.

Findings: Result supports the hypothesis that competitive group experience would increase strong dyadic relationships and breakdown pre-existing peer groups. the potential for designing classroom intervention that improve inter-group relations between naturally occurring peer groups in the elementary classroom is discussed, and theoretical linkages between previously unrelated research traditions are suggested.

Study - IV

Investigator: Pare, Udai and dixit Narrendra.(1974)

Title: “Effects of co-operation and competition upon interpersonal Relationship”

Objective: To study the effect of competitive and cooperative learning style on interpersonal relationships in terms of Competition, Cooperation, Trustworthiness, forgiveness, repentance etc.

Procedure: They used the maximizing difference game to study co-operative behaviour. The game was played dynamically with the players not visible to each other’s. Ss were preadolescents, 20 boys and 20 girls, 23 independent variables were employed. Results indicate that 3 of the independent variable correlated positively with the dependent variable at a significant level, and 20 of them correlated significantly in a negative direction. Further in another study they had administered 150
preadolescent school children a co-operative and competitive disposition inventory and a co-operative and competitive proneness inventory. Ss also participated into 2 person games where each subject wants either to maximum the difference in gain between partner and self or to play so that partner gets equal points. The variable measured included co-operation, competition, co-operative proneness, competitive proneness, trust, trustworthiness, forgiveness, repentance, between the different variables are discussed and suggestion are given for further studies.

**Findings:** This study revealed that cooperation behaviour shows positive effects on interrelationship of persons and it shows trust, forgiveness, and trustworthiness with the person rather than competitive behaviour.

**Study - V**

**Investigator:** Blanchard, Flentchor A; Addman, Leonard and cook, stutart W. (1975)

**Title:** “Effect of group success and failure upon interpersonal attraction in co-operation interracial group”.

**Procedure:** The effects of group success and failure upon interpersonal attraction co-operating interracial group were investigated in a 22222 factorial designed experiment. The level of participation in the group’s decision-making (high or low) and race (Black or white) served as the additional independent variable.

**Findings** 18-21 years old white male Ss from small southern Vs towns exhibited significantly greater attraction for group-mates under the success as opposed of the failure condition. No main effects for the race of the group member being evaluated or the level of participation in decision-making were obtained, nor were their interactions among any of the 3-independent variables. Separate analysis of the attraction rating given the white and the black group mates further revealed that whatever elevated depressed the rating for the other. A general satisfaction and
dissatisfaction interpretation was offered to explain the effect of
group’s success failure on interpersonal attraction

Study - VI

Investigator: Johnson, David W. and Johnson Roger T (1985)

Title: To Study the Effectiveness of Inter group Co-operation and Inter group

Competition

Objectives: To determine whether
1. Inter-group co-operation and competition promote different levels to cross
ethnic interpersonal attraction.

2. Majority and Minority Ss react differently to co-operative learning experiences

3. Inter-group co-operation and competition promote different interaction
patterns between minority and majority students.

Procedure: participated for 55 min/day for 10 days. in the inter-group co-operation
(ICO) condition emphasis was placed on how well the entire class
achieved. In the inter-group competition (ICP), emphasis was placed
on which group achieved the highest measures of achievement,
interpersonal attraction and interaction showed that there was more
cross ethnic social interaction in ICO than in the CIP condition.

Majority of Ss task management, social, cross-ethnic statements than
did minorities.

Findings: It is concluded that minority Ss reacted differently to the two
conditions than did majority Ss; minority Ss responded more positively
to co-operative group experiences and more satisfaction in their
group’s work.

Study - VII


Title: “Study on co-operation, competition and the effects of time pressure in
Canada and india”.

77
Procedure: He studied the effects of time limitation on bargaining behavior in 3 experiments with 20 male and 20 female dyads of Indian undergraduates (Exp, -II) and 24 dyads of Indian male undergraduates(Exp,-III)

Findings of the study indicated that Canadian males reacted to time limits imposed by one of bargainers in a manner consistent with the way North American males typically react to threat by becoming very competitive and resisting yielding when the time limits were imposed by E; however these same groups reacted co-operatively. Canadian females and Indians of both sexes were all relatively co-operative, regardless of the source of time limitation. Indian females, however, were more passive than the other groups.

Study-VIII
Title: “Influence strategy, perspective taking and relationships between high and low power individuals in co-operative and competitive context (1984).
Objective: To study the relationships between high power and low power individuals in co-operative and competitive context
Procedure 64 undergraduates negotiated an exchange of resources in dyads. They were assigned either high or low power relative to the other and negotiated within a co-operative or competitive context.

Findings Results indicate that within a competitive context unequal-power relationship resulted in the high power Ss attempts to negotiate. Both high and low-power Ss perceived their relationship to be dominated by egocentric focus on one’s own goals and attempts to control the other to meet one’s need. Within a co-operative context, however, both high an low power Ss were highly inducible each other’s influence, needed resources were provided to each other, high trust and liking occurred between Ss and Ss were more accurate in understanding each other’s
perspectives, It is concluded that unequal power seemed to undermine negotiations within a competitive context while not detracting from effective working relationship within a co-operative context.

**Study – IX**

**Investigator:** Shimiza, Jan (1973)

**Title:** “co-operative and competitive orientations of 20 groups of male college students”

**Procedure** Examinations were done by means of the matrix game which 5 blocks of the experimental groups were exposed to 5 levels of expectation of successful group performance. Ss were instructed perform either co-operatively or competitively in order to maximize the amount of reward.

**Findings** Result indicates the group-oriented or co-operative behaviour prevailed when the group output was perceived as lower than the group goal. Individual-oriented or competitive behavior prevailed when the group output was obviously successful or close to success, or when the group output was remarkably below the group goal.

**Study – X**

**Investigator:** Hagmen, Joseph D and John. F(1986)

**Title:** Effectiveness of Cooperative Learning in promoting Individual Achievement of Military Trainees

**Objective:** To study the effect of co-operative learning to promote individual achievement

**Procedure:** Exp.-I compared the performance to 280 trainees after they had completed practical exercises under co-operative or individual learning. Results reveal that co-operative learning improved individual test scores when composed with a group reward contingency and significant benefit occurred once group size reached 4members. Exp. II employed 80 trainees to determine why group reward was necessary for obtaining enhanced individual achievement under co-operative
learning. Two potential hypotheses were tested; 10 group reward effects are caused by increased individual trainee motivation to learn resulting from group pressure to perform; and 20 group reward encourages group-mates to shore information and this peer tutoring facilitates individual learning.

**Finding**
Results support the peer tutoring hypothesis of the study which indicates that co-operative learning helps in promoting Individual Achievement.

**Study – XI**

**Investigator:** Gouren, Dennis S and Baird, shon E (1972)

**Title:** “An analysis of distribution and sequential structure in problem-solving and informal group discussions”.

**Procedure:** Studies 26 undergraduates who were divided into 4 groups of 6 or 7 members all of whom participated in both a problem-solving and an informal discussion statements were classified into 5 categories initiating theme, agreeing or disagreeing and giving or asking for information.

**Findings**
Results showed that initiation of new themes was more prevalent in problem-solving groups while question asking was proportionately greater in informal groups. Greater structure in types of statement was not found in problem-solving groups as expected, while a higher degree of structure theme might be expected was found in informal groups. Both days of groups seemed to process a low tolerant for conflict, however, disagreement informal groups tended to be personal and opinionated rather than a questioning of statements of facts.

**Study - XII**

**Investigator:** Sharman, Lawrence W. (1986)

**Title:** “Co-operative versus competitive educational psychology classroom”

**Objective:** To study the comparative effect of Cooperative versus competitive educational psychology classroom
Procedure  Researcher form introductory educational psychology classes with 137 students were differently taught, 3 with a co-operative goal structure and the other with an individually competitive goal structure. A 2-way repeated measure analysis of variance (ANOVA) design was used to examine per and post-test learning by treatments with Ss.

Findings  All 4 groups obtained significant gains on their post-test scores as contrasted with their pre-test scores. No significant differences were encountered among the 4 groups, indicating significantly more negative perceptions being associated with the competitive group as contrasted with the co-operative groups. The data suggested that students prefer a co-operative goal structure.

Review of past researches on co-operative learning:-

Form the study of past researches of co-operative learning various results have been obtained. In various experiments at different levels done in different countries, comparison of co-operative learning approach with other learning strategies students have preferred co-operative learning approach. It reveals that similarity performs different functions in different contexts like overcoming communication barriers in classroom. the result of sex differences in co-operative and competitive attitudes showed that Ss lost completely the negativistic correlates. Further it helped in increasing strong dyadic relationships and breakdown pre existing peer groups. while examining the effects of co-operation and competition upon interpersonal relationships significance was observed partially among the variables. the study on majority and minority Ss revealed that majority of Ss made more task management; social, cross-ethnic statement than did minonties. Minority Ss responded more task management; social, cross-ethnic statement than did minonties. Minority Ss responded more positively to co-operative group experience and more satisfaction their group’s work certain results support the peer tutoring hypothesis and that co-operative learning improved individual test scores. On observing the small group behaviour, co-operative subject’s revealed significantly more instrumental communication ( opinion and information) and fewer consummator communications (
tension and antagonism) in general co-operation result in better individual motivation, friendliness and group productivity.

In Slavin’s team assisted individualization, Ss gained more their control counter parts on every achievements measure in every study. His studies also revel that group reward and individual accountability is help to be essential to the instructional effectiveness of co-operative learning method. A study of effects of co-operative learning on performance, attitude and group behaviours in technical learning environment suggest that a highly structured, co-operative learning strategy group interaction behaviours. Classroom learning in small group provides for the acquisition of social skills needed for sustaining co-operative interaction with peer. It also appears to create social norms supporting peer co-operation. These behave co-operatively during the learning process without preaching them to cooperate mutual assistance fair distribution of speaking privileges collective decision-making and sharing responsibility in task performance become accepted and expected patterns of behaviour in the classroom, sanctioned by teachers and pupils.

**Review of past researches on CIRC**

**Study – I**

**Investigator:** Slavin, Robert e; And others  
**Title:** Effectiveness of CIRC approach to reading and writing instruction for grade 2 through 8  
**Objective:**

**Procedure:** This studies describes the cooperative Integrated reading and composition (CIRC) program, a comprehensive approach to reading and writing instruction for grades 2 through 8. This studies activists the three principal elements of the program; story-related activities, direct instruction elements of the program; story related activities, direct instruction in reading comprehension, and integrated writing/language arts. In all of the activities that comprise the program described in paper, students work in heterogeneous learning teams. And the activities follow a regular cycle that involves teacher presentation, team practice, testing, and team recognition. This study
also discusses implementing CIRC. A list of 27 basal series, 4 materials for teachers, and 90 novels are attached.

**Findings**

Result shows the positive effects of CIRC approach in reading and writing skills of 2nd through 8th grade students. It also supports the inculcation of group learning skills and social skills in the group. This indicates students will develop skills through direct exposer of assignment given in the CIRC approach.

**Study - II**

**Investigator:**

**Title:** Effects of cooperative integrated reading and composition (CIRC) technique on reading-writing skills

**Procedure**

The aim of this study was to analyze the effects of the cooperative integrated reading and composition (CIRC) technique and the traditional reading and writing pedagogical methods for primary school student. The study group was composed of 45 7th grade students enrolled at a primary school at the centre of Giresum province in the 2009/2010 academic year. “Pre-test-post-test control group” model was adopted in the present study. Experimental and control group were randomly assigned: 24 student were grouped into experimental group and 21 students into control group. Written Expression Achievement test (WEAT) and Reading comprehension achievement test (RCAT), both developed by the researcher, were used to collect data rated to the study, groups writing skills and reading comprehension skills, respectively. Results were analyzed via 2 way ANOVA test in the SPSS program. WEAT and RCAT were applied as pre-post- and retention-test to the control and experimental groups.

**Findings**

It was revealed that there was a statistically significant difference between the reading and writing skills of the experimental and control groups in terms of academic achievement and retention. This
difference was discovered in favour of the cooperative integrated reading and composition technique.

**Study – III**

**Investigator:** Mayuni, L. R. (2014)

**Title:** Teaching Reading Comprehension through Cooperative Integrated Reading and Composition to the Eighth Grade Students of SMPN 3 Sukawati in Academic Year 2013/2014.

**Objective**
To study the effectiveness of CIRC in context to developing reading skills of Eight Grade students of SMPN 3

**Procedure**
Reading is an important language skill because someone cannot know about a lot of information in the form without a good reading skill. However, some problem can be seen from reading especially in reading comprehension. The undertaking of the present classroom action research was mainly intended to figure out whether CIRC Technique can improve the subjects reading comprehension. The subjects of the present study was the eighth grade students of SMPN 3 Sukawati in Academic Year 2013-2014 that consisted of 23 males and 19 females. Based on the result of the pre-test which was carried out in the pre-cycle, it pointed out that the subjects ability in reading comprehension was categorized low. The present classroom action research was then carried out through implementing CIRC Technique in two cycles.

**Findings**
The result of the post-test in each cycle obviously showed that there was significant improvement concerning the subjects ability in reading comprehension. Furthermore, this research showed that there was changing learning behaviour as the result of the positive responses concerning the technique applied in improving the subjects ability in reading comprehension. To sum up, the present classroom action study proved that CIRC Technique could improve reading comprehension of the eighth grade students of SMPN 3
Sukawati in academic year 2013-2014; in addition, the subjects also responded positively the implementation of CIRC Technique.

**Study - IV**

**Investigator:** Atik Hidayati

**Title:** The Implementation of Cooperative and Composition (CIRC) Method to develop Reading Skill (A Classroom Action Research At the 8th grade students of MTs Roudlotusyubban Tawangrejo - Winong – Pati in the Academic Year of 2011/2012

**Procedure**

Reading takes a very significant role in our lives. By reading, people get many advantages. We will get knowledge and experience. In teaching English, especially teaching reading the teacher emphasizes on cognitive strategies in transferring knowledge to the students. In order to teaching reading does not become monotonous, so it is needed a learning method. By this, learning method is expected to produce the maximum interaction and involvement of students in learning. In reality, especially second grade of Junior High School of MTs Roudlotusyubban Winong Pati the students find difficulty. They are confused of distinguishing descriptive text and recount text. Beside that the teacher used teacher centered. Students are passive in learning activities because they were given a little chance such as asking question, giving opinion, to be active in learning process thus they only focus on listening and writing. So the teacher needs a method to improve student’s reading skill. One of methods is Cooperative Integrated Reading and Composition (CIRC). A Cooperative Integrated Reading and Composition is a comprehensive reading and writing program for students. It includes story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities.
The subject of the research is the students at 8th grade of MTs Roudlotusyubban Tawangrejo - Winong – Pati. They are consisted of 22 students. The research method is classroom action research. The writer conducted this research through three cycles that consist of pre-cycle, second cycles and three cycles. The methods of data collection in this research are documentation, observation and test.

Findings

The results of the study are there were the improvement of student’s achievement in studying descriptive text. 27.2% or 6 students had passed the test in the pre cycle. 50% or 11 students had passed the test in the first cycle. 63.6% or 14 students had passed the test in the second cycle. And the last cycle 21 students had passed the test or 95.5% or amount. This result had reached the indicator of students’ achievement that had been determined with passing grade is 69. The students’ achievement must be 80%. Beside that there were 11 students having very active and active participation or amount 50%. In the seciond cycle, it was improved by 14 students or amount 50%, in the third cycle there were 19 students or amount 87%. This result had reached the indicator that had been determined which was 75%.

Study- V

Investigator: Ulya Himawati

Title :“The Use of Cooperative Integrated Reading and Composition to Improve Students’ Ability in Composing Narrative Writing (A Classroom Action Research with 8th Grade, MTs Negeri Kudus in The Academic Year 2010/2011).

Objective: To investigate the students’ Ability in writing a narrative text, to apply CIRC in teaching learning activity to improve students’ from aspect: Content, Organization, Vocabulary, grammar, and mechanic.

Procedure In conducting this study, the researcher collected data from students of 8th grade, MTs Negeri Kudus in the academic year 2010/2011. The method of data collection used here were
observation, and test. The data were obtained by employing test, and observation. The test used to measure students’ proficiency in writing narrative text. Meanwhile, the observation was administered to know the students’ engagement during the teaching in order to investigate the students’ responses towards the teaching and learning by means of CIRC. Then, the result of the observation was interpreted. Hopefully, the teacher of English subject can be more creative in creating the new idea to teach English writing.

This research was done in three phases; pre-test, teaching learning activity by using CIRC consisted of three cycles. The topic of pre-test was daily activity because the students had been familiar with them, the topic of first cycle was Beauty and The Beast, the topic of second cycle was The Stingy and Generous, the topic of third cycle was Takatuliang the Woodcarver. In the pre-test, the average of the students’ achievement was 35.8, the average of students’ test result in the first cycle was 54.25, the average of students’ test result in the second cycle was 76.3, the average of students’ test result in the third cycle was 80.6. So that, there is an improvement before and after students get the teaching.

**Findings**

Students improve their writing efficiently and effectively by using CIRC. The advantage of CIRC is students know that one’s performance is generally caused by one self and one member of a team. This method give much time to students to be active in the English teaching and learning process Beside that, they can develop critical thinking and learn to solve the problem. They feel proud and jointly celebrate when a group member is recognized for achievement. In the other hand, CIRC has disadvantages they are this teaching need a long time from the preparation, acting and evaluating. The class’s condition becomes crowded. There some students do not want to join certain students.
Study – VI

Investigator: Amalia, Karlina.

Title: The Implementation of Cooperative Integrated Reading and Composition (CIRC) to Improve Students’ Writing Skill at the Eleventh Grade Students’ of MAN 2 Ponorogo Academic Year of 2011/2012

Objectives
1. To master both written and oral communication in English of Eleventh Grade students
2. To prepare students represent their knowledge about language

Procedure

Writing is one of the most difficult things to do because the process was started from words to sentences, from sentences to paragraphs; it is sometimes very difficult to get an idea. To overcome these problems, Cooperative Integrated Reading and Composition was recommended to be applied in teaching writing. To get ideas easily, the students had to group and integrate their reading with their team mates before doing the writing activities.

CIRC one of cooperative learning model, is used in classroom elaborately with classroom action research. After the researcher designed a lesson plan, she acted as English teacher and collaborator observed during the teaching and learning process. The research was conduct in three cycles. Cycle one consisted of three meetings, cycle two consisted of two meetings, and the last cycle is one meeting. The subjects were 39 students of XI IPS 3 of MAN 2 Ponorogo in academic year of 2011/2012. The instruments used to collect the data were questionnaires, observation checklist, portfolio and test. During the implementation of the action, the researcher introduced CIRC and its application in prewriting activities. Students shared their ideas and knowledge before doing writing activities, next continued by how to revise and edit their draft with their teammates. Then, in test they had to produce the hortatory text individually which engaged writing stages: planning, drafting, editing, revising.
Findings

The result of research showed that CIRC successfully overcome and improve students’ writing skill. The minimum mastery criteria (KKM) were 75. In cycle one 16 students passed the KKM, in cycle two, 32 students reached the KKM, because the KKM could not be reached, the researcher continued to the next cycle. Then in applying CIRC in their writing class.

Review of Past Studies

From the study of past researches of reading comprehension, co-operative learning and CIRC, various results have been obtained. In various experiments at different levels done in different countries, comparison of co-operative learning approach with other learning strategies students have preferred co-operative learning approach. It shows that Cooperative Learning Strategies and group learning approaches helps students to develop various skills in varied domains namely psychomotor, cognitive and affective domains irrespective of their age level, grade level and gender. Through Cooperative Learning, interpersonal skills and the emotional balance is also maintained. It supports the self-motivation, self-esteem and self-concept of an individual. The past studies revealed that group learning approaches are helpful as there is less competitive environment and more cooperative bonding between the students. It reveals that similarity performs different functions in different contexts like overcoming communication barriers in classroom. Studies related to reading comprehension includes the reading disabilities, reading attitudes, comprehension level, spelling errors and factors affecting reading comprehension. Researcher has studied past studies and tried to control the variables. All studies related to reading comprehension and group learning shows that group task help students to develop their reading as well as writing skills.

2.8 Uniqueness of the Present Study

While reviewing the literature related to cooperative learning and CIRC it was found that numbers of studies were conducted in the different areas of education at different levels all over the world but in India it is not so wisely practiced. Fewer studies were reported in India. Although now gradually Cooperative Learning is
gaining grounds and people have started experimenting with it. This was one of the reasons the researcher felt the need of understanding research in this particular field as lot can be done in this area. Cooperative learning has not only academic achievement to its credit but it also has social benefits as it not only focuses on cognitive outcomes, it also given due emphasis and importance to affective outcome as well. Cooperative learning is a powerful instructional format that helps students to attain academic skill, motor skills and social goals of education. Past studies related to reading comprehension were mainly done in English language but no studies in India were reported in improving Gujarati language. This attract researcher to conduct the study in improving Gujarati language as the researcher herself from the Gujarati background and very well aware about the problems of students studying in Gujarati schools. Cooperative Learning has many strategies but for the language development Cooperative Integrated Reading Comprehension (CIRC) is mainly used for the language development so in the present study researcher has used CIRC approach to develop reading and writing skills of students in Gujarati language.