

## **TEACHING TO READ SPOOF TEXT BY USING COOPERATIVE INTEGRATED READING AND COMPOSITION**

**Sutri Ariani Putri<sup>1)</sup> Khairul Harha<sup>2)</sup> Adzanil Prima Septy<sup>2)</sup>**

<sup>1)</sup>MahasiswaJurusan Pendidikan Bahasa Inggris FKIP Bung Hatta

sutriarianiputri@yahoo.com

<sup>2)</sup>StafPengajarJurusanPendidikanBahasa Inggris FKIP Universitas Bung Hatta

English DepartmentThe Faculty of Teacher Training and Education  
Bung Hatta University

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### Abstract

The purpose of writing this paper aims at describing teaching to read spoof text by using cooperative integrated reading and composition. Teacher should try to use attractive technique to attract students' interest to read actively. One of the techniques that can be used by the teacher in teaching learning process, especially in reading process is cooperative integrated reading and composition. The writer explains about introduction. The writer reviews some related literature from the experts. Based on the review of related literature definition of reading is about understanding written text. Reading comprehension is defined as the level of understanding of a text/message. Cooperative integrated reading and composition (CIRC), one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills. And then the advantages of CIRC are improving students' ability to solving the problem in learning reading text. The procedure of teaching reading spoof text by using cooperative integrated reading and composition consists of pre-teaching activities, whilst-teaching activities, and post-teaching activities. Pre-teaching activities the activity done at the beginning of the study, in whilst-teaching activities the teacher intructs and asks them to do some activities, and post teaching activities is done during discussing teaching material.

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**Keywords:** Reading, Reading Comprehension, Spoof text, CIRC

## **INTRODUCTION**

In this chapter the writer, discusses background of the problem, the purpose of writing paper and the last organization of writing paper.

### **1.1 Background of the Problem**

English is one of foreign languages used internationally beside other languages, like: Arabic, Chinese, Japanese, etc. As a matter of fact, English is used as a means of communication in many aspects of life such as diplomacy, socializing, international trade and tourism. Jin (2009:1) states that English as an international language that is regarded as a very important means of communication.

Learning English like other languages deals with the mastery of four basic language skills, and reading is one of the most important skills in learning language beside listening, speaking, and writing. Damayanti (2013:2) state that reading is a key skill for most students in a foreign language and it should take a place to develop of the other three skills of language: listening, speaking and writing.

Reading is a process to understand sign, word, and assign to the written symbols in that text. The writer tells his or her messages into the texts and hopes the reader gets the meaning of the message by identifying the meaning of texts. Through

reading we can get information. Samuel (2011:1) states that reading is a process that is carried and used by the reader to get the message that the author tries to convey through words in written language. A process that requires the reader to understand the written word is an integral and visible in a glance, and the meaning of these words can be known. We can improve our knowledge from reading. World can be small by reading. It means that we can know what happens in the other side of the world through reading activity. In addition, reading is a bridge to understand scientific books or other books which they have to read.

Based on Curriculum KTSP (2013), there are some kinds of texts that the students have to learn at senior high school such as Narrative, Descriptive, Recount, Hortatory Exposition, Procedure, News Item, Report, Explanation, Spoof, and Anecdote. However, based on the writer is observation, she found that some students of senior high schools are not good enough at reading. For example: in reading activity, the students are expected to be the active reader. In fact, there are some difficulties faced by students. First, students still get difficulty in preparing special time to read. They still consider reading activities spend their time and need much time to get the idea in the text.

Secondly, reading long sentences or paragraphs which build the whole of the text makes students feel bored, especially when they have to get an idea from the text given.

Brown in Wichadee (2005:2) states, Cooperative learning involves students working together in pairs or groups, and they share information. There are many types of Cooperative technique. One of them is Cooperative Integrated Reading and Composition (CIRC). According to Slavin (2008: 16), cooperative integrated reading and composition is a comprehensive program for teaching reading and writing in schools where students are assigned in their team to learn.

## **REVIEW OF THE RELATED LITERATURE**

In this chapter the writer, discuss definition of reading, principles of teaching reading, spoof text, cooperative integrated reading and composition

### **2.1Defenition of Reading**

Reading is about understanding written text. It is a complex activity that involves both perception and mind. Reading is a complex behavior which involves conscious and unconscious of various strategies. It means in reading, the readers need to comprehend the text well.

According to Perego and Boyle in Permatasari (2012), reading is a set of skills that involves making sense and deriving meaning from the printed word. It means that reading is readers' comprehension when they look at the text and assign to the written symbols in the text.

Suwandi (2013:2), states that reading is translating password or symbols presented in the writing form in terms of certain symbols and interpret it. It means that reading is readers' comprehension when they look at the text and assign to the written symbols in the text.

### **2.2 The Concept of Reading Comprehension**

In English reading we must asses our comprehension in order to make our reading improved. Based on Wikipedia (2013) Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text / message. In other words, by reading comprehension we can see the understanding of the students about text. It includes how the students read the text and also the value of the text in the process.

Curtis (2005:9) says that reading comprehension is the process of

constructing meaning from what is read. To comprehend, a reader must decode words and associate them with their meanings.

According to Boardman (2007:2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Furthermore, since reading is verbal transferring information, this activity needs fluency in order to make the reader can catch the idea from the writer clearly. Curtis (2005:6), explained that without fluency, readers attend more to decoding than to understanding the meaning of what they are reading. Fluency promotes comprehension by freeing cognitive resources for interpretation. Fluent reading also signals that readers are pausing at appropriate points to make sense of the text. We can say that if the reader wants to be fluent in reading, he must read as many as possible books in order to get more information. It means although reading is vital activity in transferring any source language to target language it doesn't mean reading is an activity that stand lonely. It still needs combination of many kinds of knowledge.

### **2.3 Principles of Teaching Reading**

Nation (2009:6) explains the principles of teaching reading. They are as following:

1. Practice and training in reading should be done for a range of reading purposes. A reading course should cover these purposes-reading to search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write.
2. Learners should be doing reading that is appropriate to their language proficiency level. The course should include reading simplified material at a range of levels, particularly extensive reading of graded readers.
3. Reading should be used as a way of developing language proficiency.
4. Reading is a process of getting meaning from printed word symbol. It is not merely a process of making conventionalized noises associated with these symbols.
5. A certain technique, practice, or procedure is likely to work better with some children than with others. Hence, the teacher must have a variety of approach of teaching reading.

## 2.4 Spoof Text

Spoof text is kind of text which tells about the past event with chronological order. According to Wahidi (2009:6) Spoof text is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story. The purpose of spoof text is to tell event with a humorous twist. Besides that the story gives any moral messages for the readers to share with others a real story of which the ending is funny to amuse the audience or readers. In conclusion, spoof is a text that has humorous with unpredictable and its social function is to entertain the reader.

Spoof has generic structure that consists of orientation, events and twist. Triyanti (2013:1) states that spoof has three schematic structure. They are orientation, events and twist:

### 1. Orientation

Orientation means the introduction of the story. By giving the orientation, reader will recognize, for the first time, who involves in the story.

### 2. Events

This structure of spoof tells us several events explored in chronological way which enables the writer to arrange the story read with nice.

### 3. Twist

Twist is final series of the events which happen in the story. It is unpredictable event/thing way which amuses the reader. Readers even do not predict that it would be.

Language features of spoof text are noun, action verbs, adverb of time and place, simple past tense and connective.

## 2.5 CIRC

Cooperative integrated reading and composition (CIRC), one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills. According to Durukan (2011:103), Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading and writing/language Arts.

Suprijono (2009) says that Cooperative Integrated Reading and Composition is a comprehensive program for teaching reading and writing in schools where students are assigned in their team to learn in. CIRC can motivate students to read and understand the contents of a discourse. Slavin (2008:104), say that the development of CIRC proceeded from an analysis of the problems of traditional

reading, writing, and language arts instruction.

The main focus of the activities of the CIRC as basic story is to make use of the follow-up time to be more effective. The students who work in cooperative teams of these activity are coordinated with the teaching of reading groups, in order to meet the objectives in other areas. The purpose of the learning model CIRC is the use of cooperative teams to help students learn and practice skills in reading comprehension can be widely applied. Slavin (2008:105), state that a major objective of CIRC is to use cooperative teams to help students learn broadly applicable reading comprehension skills.

According Slavin in Suyitno (2005:3-4) the components of cooperative integrated reading and composition has eight components: teams, placement test, student creative, team study, team score, teaching group, facts test and whole class units.

According to Slavin in Safitri (2011:6) advantages the cooperative integrated reading and composition as follows:

1. CIRC is absolutely a good strategy for improve students' ability in solving the problem.
2. The dominance of the teacher in the learning reduced.

3. Students are motivated on the results carefully because it works in group.
4. The student can understand the meaning of each question and check job.
5. Helping poor students.
6. Improve learning outcome especially in finish matter in the form of problem solving.

Suprijono (2009:103), states that the steps of employing cooperative technique in the learning CIRC is as follows:

1. Form a group whose members are 4 people who are hiterogen.
2. The teacher gave a text according to the learning topic.
3. Students work together reading to each other and find the main idea and give a response to the text and written on a sheet of paper.
4. Students present or read the results of the group.
5. Teachers make conclusions together.

## **THE PROCEDURE OF TEACHING SPOOF TEXT BY USING CIRC**

In this chapter, the writer will explain about procedure of teaching reading spoof text by using CIRC. The procedures consist of preparation and classroom procedure. In classroom procedure consist of pre- teaching activity,

whilst teaching activity and post teaching activity.

### **3.1 Preparation**

There are many things that teacher has to do in teaching reading spoof text by using cooperative integrated reading and composition. They are as follows:

a. Selecting material

It is very important for the teacher to select the material that will be used or taught for the students. The selected material will help the teacher to achieve the teaching learning goal.

b. Lesson plan

The teacher need to make lesson plan after preparing material and media in order to guide them during teaching and learning process. When creating the lesson plan, the teacher should write subject, school, class, semester, the skills to be taught, topic and time. The lesson plan should also include standard competence and basic competence.

c. Learning the material

The teacher has to read and comprehends the material before using them in teaching

reading. The teacher should understand about the material, moreover the teacher knows how to teach the material to the students.

- d. Preparing the teaching material
- Choosing the topic of the technique, the teachers link this topic with syllabus and curriculum. The lesson or materials are presented in interested technique such as cooperative integrated reading and composition, and the teacher should use the technique. Cooperative integrated reading and composition can make the students interesting in teaching learning process.

### **3.2 Classroom procedure**

In teaching reading, the material is presented in systematic way. There are three teaching reading activities namely, pre-teaching activities, whilst-teaching activities, and post-teaching activities.

#### **3.2.1 Pre- Teaching Activities**

The teachers build the students knowledge about spoof text. The purpose is to remind the students about the topic which has been learned. The teacher also asks some language focus of spoof text.

Before the class beginning, the teacher should prepare the class and students first.

- a. Before the lesson start, the teacher asks the students to pray according to their belief.
- b. Checks the student's readiness to study
- c. The teacher checks students' attendance.
- d. Reviews the previous lesson to remind the students about the last lesson by asking questions and build knowledge of students.
- e. The teacher introduces the topic, the topic is the phone is off where the teacher announces the topic to the students by writing it on the board.
- f. Brainstorms the students related to the materials.
- g. The teacher shows a picture of the text and asks them to guess what would happen in that picture.
- h. The teacher asks the students to think and express ideas that might be related to the topic.
- i. The teacher gives important information about spoof text.
- j. The teacher explains about cooperative integrated reading and composition.
- k. The teacher explains about the rule of technique to make them

understand and do not find difficulties while the use this technique to learn spoof text.

### **3.2.2 Whilst- Teaching Activities**

In whilst teaching activity, the teacher leads the students to the main activity in teaching reading spoof text by using cooperative integrated reading and composition. Below are conducted by the teacher.

1. The teacher asks students make groups consist of 4 members heterogeneously.
2. The teacher gives a text according to the learning topic.
3. Students cooperation read to each other, find main idea, and give opinion to text. At the end, the students write the result on the paper. The teacher asks students to read the text, finding the generic structure, language features and write the result on paper.
4. Make presentation or read to the result from group's discussion. The students presented in front of the class result discussion. The other group attentions group that presentation.
5. Making summary together. After finishing presentation, the students make summary together.



6. Closing.

### **3.2.3 Post Teaching Activities**

#### **1. Review**

Post-teaching is intended to review the material they have got in whilst teaching.

#### **2. Exercise**

After the teacher reviews about the lesson, the teacher should give the students exercise or homework for the students. By to do homework, the students can study and review again about the lesson at home.

#### **3. Evaluation**

Evaluation is something important to do because by evaluating students' work, the teacher knows how far the students understood about the topic given. Before evaluating the students' work, the teacher may give exercise. Teacher concludes the lesson today by asking students feedback.

## **CONCLUSIONS AND SUGGESTIONS**

### **4.1 Conclusions**

The reading is understanding of a message, symbol, letters, words, sentence and meaning. Reading is a process or activity to make the readers understand what the writer means. In reading process the reader hopefully gets the points and does not misunderstand about the contents

or points of the text. Cooperative Integrated Reading and Composition the teacher serves as a facilitator. Students comprehend reading text collectively. The students are divided into several groups and then are assigned the copies of English text to be read. Then, they are asked to present their answers in front of the class to elicit other students' response.

### **4.2 Suggestion**

The followings are suggestions to use Cooperative Integrated Reading and Composition (CIRC) to help teachers for having a good enjoyable class situation:

1. The teacher should use Cooperative Integrated Reading and Composition (CIRC) to make class atmosphere become more effective and interesting.
2. The teacher should divide students into groups of four.
3. The teacher should keep in control the students activities in their own groups.
4. The teacher should present reading material in an enjoyable and relaxed way.

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