A. Reading

Reading is one of the four language skills besides listening, speaking, and writing. Reading is a developmental, interactive, and global process involving learned skills. Reading does not mean just looking at words but also more than an interaction between a reader and a text.

Nuttal in Ginting (2007: 6-7) defined reading as the meaningful interpretation of printed writer verbal symbols. It means that reading is a result of interaction between the perception of graphic symbols that represent language and reader’s language skills, cognitive skills, and the knowledge of the world.

Widdowson in Correll, Deville and Askey in Nurlela BR Ginting (2007:7) give definition that reading is a process of combining textual information with the information a reader bring to the text. In this view, the reading process is not simple matter or extracting information from the text but it can be said that reading is a kind of dialogue between reader and the text.

1. The Importance of Reading

Reading is important to develop our knowledge, learning without reading is impossible to success, students who only confide in
what in his teacher give at class without having an effort to read much reference will not pass in the time and success. Ramelan (1990: 1), reading is a good activity for the learners, reading also something crucial and indispensable since success of their study depends for greater part on their ability to read. It means that students must have good ability in reading because if their reading skill is low, they will get the difficulties in their study.

If their reading is poor they are very likely to fail in their study, or at least they will have difficulty in making progress. On the other hand, if they have good reading ability, they will have better chance in their study at school. “Ramelan also says” Even after learning school, reading will be of much use for the students, by reading a lot of literary work an various kind of subject their mind will be more developed in maturity. More reading means more knowledge. From the statement above the reader know the importance of reading, students at school and and after they graduated their study at school.

Widiyanto (1995:62) says that there are some points in the impotence of reading as way to successful study. They are:

a. Reading is the most full learning resources,
b. Reading is the cheapest learning resources,
c. Reading is easiest learning resources,
d. Reading is the most speed learning resources.
It shows that by reading, we can get a lot of information and it
does not need a lot of fund, so it is very easy to be done by everyone.

2. **The Aims of reading**

Tarigan (2008: 9), there are some aims of reading:

a. **Reading for detail of the fact**
   
   People read to get or know the invention that have been done
   by the writer or solve the problem of the writer.

b. **Reading for main ideas**
   
   People read the text to know “why is the topic good or
   interest, then the problems of the story and make sumaries of the
   story”.

c. **Reading for sequence or organization**
   
   People read the text to know what is happening in each part
   the story in every episode, and solve the problems of the story.

d. **Reading to classify**
   
   People read the text to classify some information or action of
   the writer in the text paragraph.

e. **Reading for inference**
   
   People read in order to find out the conclusion from the
   action or ideas in the text.

f. **Reading comparison or contrast**
   
   People read to compare one each other information.
The writer conclude that the reading has a lot of purposes, if someone wants to know the contents of a text or story they should read first. Through reading, the people are able to understand the information given in the text and able to explore their knowledge well. Besides that, the most important thing are they can memorize and recall the valuable information from the text in a long time period.

3. The ways of reading

Krashen and Tarrel in Nurlela BR Ginting (2007:8-9) distinguish at least some types of reading technique. They are scanning and skimming. The description of the technique are follows:

a. Skimming

Skimming is reading quickly by running one’s eyes over a text to get the gist of it. There are some activities is skimming. They are compare values, find and compare events, select a title, draw, inference, decide the question, and create the title.

b. Scanning

Scanning is reading quickly through a text to find a particular piece of information. There are some activities in scanning. They are finding new words for old, locating grammar features, finding a specified advertisement comparing details, checking dates, shopping lists, making word sets, and newspaper headlines.
B. Reading Comprehension

Reading comprehension is reading with understanding or silent reading. The aims are to get information’s, to understand and to draw something from the text. The primary purposes of reading comprehension is to improve the students ability to understand English as it is used in written material.

Nuttal defines reading comprehension just as it quoted in Anton (1995: 24) as follows: “Reading comprehension means reading comprehension lesson that have traditionally centered on a passage of the text followed by questions.”

Reading comprehension is the process of understanding and constructing meaning from a piece of the text. From view points above, it can be concluded that reading comprehension understanding a written text.

Leu and Kinzer (1987: 30-37), there are six major components of reading comprehension;

1. Decoding knowledge
   Knowledge used to determine the oral equivalent of written word.

2. Vocabulary knowledge
   The knowledge one has about word meaning used to determine the appropriate meaning for a word in particular context.

3. Discourse knowledge
   It is the knowledge of language organization of units beyond the single sentence level. It includes knowledge of structural organization of different type of writing.
4. Readiness aspect

Traditionally, it refers to the student ability to benefit from initial reading instruction. It also refers to the students ability read and understand a particular selection.

5. Affective aspect

In reading comprehension, affective aspects include a readers and interest. These increase motivation and facilitate reading comprehension.

6. Syntactic knowledge

The major components of reading influenced someone in comprehending the text. Readers have different interpretation based on their understanding the text. The readers will comprehend the text perfectly (it means that the reader understand what the writer means in the text) if they understand well of the major component of reading.

C. Cooperative Learning

1. The Definition of Cooperative Learning

Cooperative learning is a model of teaching with a set of common attributes and features. It has several variation, the following are its essential features: students work in team to master academic materials, teams are made up of high, average, and low achievers and are racially and sexually mixed, reward system are group-oriented rather than individually oriented (Arends, 1994: 344).
Cooperative learning is learning together, helping each other in learning, and certaining each of the students in a group to reach the aim or the task that is determined before (Isjoni, 2009:6).

From all the definition above, it can be concluded that cooperative learning is collaborative learning essentially involves students have to do with social mediating activity and interaction with others, each member of a team is responsible not only for learning what is taught but also for helping teammates learn. Cooperative learning make students easy in getting information from the material or lesson because they can cooperate with their friends. It also help students who have less comprehension before they ask to their teacher.

2. The Elements of Cooperative Learning

Roger and David (Suprijono, 2012 : 58-61) in cooperative learning there are 5 elements that must be apply, there are:

a. Possitive interdependence

In this stage students will help and motivate each other in their team in comprehending materials and exercises depend on the role of the materials. Each group member’s effort are require and indispensible for group success. Each group member has unique contribution to make the joint effort because of his or her resources and task responsibilities.
b. Personal responsibility

The students have responsibilities themselves and their team to improve their knowledge because the scoring is taken from individual score and team score average.

c. Face to face promotive interaction

Every one in team can communicate and interact face to face each others without looking at the differences in each students. The students orally explaining how to solve the problems and teaching one’s knowledge to other. It make positive relationship among students are closer.

d. Interpersonal skill

Social competence is create intentionally between students, they must support and believe each other, so they can solve the team problems. This stage students will learn some social skills such as leadership, trust-building, decision-making, communication, and conflict-management skill.

e. Group processing

Group members discuss how well they are achieving their goals and maintaining effective working relationship. The students describe which one member actions are helpful or not, make decision about what behaviors to continue or change.

These five elements are essential to all cooperative systems, these five elements must be carefully implemented and maintained.
3. The Advantages and Disadvantages of Cooperative Learning

Ormrod (2004), there are some advantages of cooperative learning.:

a. Advantages

1. Students have a higher self-efficacy about their chances of being successful, express more intrinsic motivation to learn school subject matter, participate more actively in classroom activities, and exhibit more self-regulated learning.
2. This allows students to engage in pro-social behaviors, perspectives of others, divide task equally, resolve interpersonal conflicts, and provide encouragement and support to each other.
3. Students will have an increased number of friendships with racial groups, ethnic groups, and persons with disabilities.
4. Cooperative learning concepts provide an array of learning tasks and are preferred over competitive and individualized learning.
5. Cooperative learning concept is effective and allows students to tutor each other on information being studied (North Central Regional Education Laboratory, 2004).

b. Disadvantages

1. One study showed that in groups of mixed ability, low-achieving students become passive and do not focus on the task
2. Students are become independent and able to think by themselves, without the help of others.
3. It is difficult for the teacher to be sure that the groups are discussing the academic content rather than something else.

4. Higher ability students may not experience the stimulation or challenge that they would with other higher ability students.

5. Lower ability students may feel perpetually in need of help rather than experiencing the role of leader or expert relative to the others in their group.

D. Inside Outside-Circle

1. The Definition of Inside-Outside Circle

Inside-outside circle (Kagan–1994) is a summarization technique that gets students up and moving. It provides a way to get students who normally would not talk to interact with others. On the other hands, inside outside circle is a kinesthetic activity that involves all students in the class and that facilitates short exchanges between students.

“Inside Outside Circle Strategy” as suggested by Kagan (1999) is one of the strategies that make the students’ response in comprehending the text that will improve, students are actively engaged in thinking, it will encourage community building among students while incorporating movement and interaction, the students will find a new thing about the text that they have read when they meet their new partner in the discussion process. It expect can solve the students’ low ability in comprehending recount text (Dewi, Purwanti, M. Syarf: academic journal).
The inside-outside circle is a technique in which students move around and interact with each other. It can be used as a cooperative strategy and a summarizing strategy. After students read a section of a recount text, the teacher divides the group. One group forms a circle facing outward, the others find one person in the circle to stand opposite, and so there are two circles of the people facing each other. Information can be shared and reviewed and outer circle can move easily to generate more responses or discuss new information. Teacher need to prepare or select the material before conducting teaching and learning process. The teacher should find the interesting and update material about recount text that will give to the students in order they can enjoy and understand the lesson.

2. The Process of Inside-Outside Circle

In Inside-outside circle technique there are seven steps:

a. Teacher gives a recount text to the students and asks the students to read and comprehend the text.

b. Teacher divides students into several groups consisting of five students or more.

c. Students makes two circles with group A on the inside circle and partner B on the outside circle. Partners face each other.

d. Students give some question from recount text that they have read, for example a question from a recount text with the title “My Holiday”, they can make a question “what did the writer do last holiday?” and the answer is “He went to Bromo”. Student in group A give a question
tostudentin group B, then group B answer the question from group A. After that students in group B give a question to student in group A, and student in group A should answer the question from student in group B, exchange information until the teacher signals to move, giving each student a new peer to talk.

e. Direct either the inside circle or the outside circle to rotate clockwise or counter clockwise.

f. Once the students have rotated they have a new partner and steps 2-3 are repeated.

g. In the end of discussion teacher ask for some students about whatever they are talking about.

By using inside-outside-circle technique students are expected to be more active and not feel bored in class because inside-outside circle technique requires students to interacts each other.

3. The Purposes of Inside-outside Circle

There ere some the purposes of teaching reading use Inside-outside circle technique:

a. Providing time to improve the ability of students in comprehending the text.

b. Students become actively involved in discussing and sharing the information about the text according to their own knowledge.

c. Students are active speaking and listening and make them more easier to understand text’s contain.
d. Inside-outside circle is easy to use in small or large class.

4. **Advantages and Disadvantages of Inside-outside Circle**

   Lie (2004:47) every technique of teaching learning has advantages and disadvantages, strengths and weaknesses of the following methods-inside-outside circle:

   a. **Advantages of Inside-Outside Circle:**

      1. Get different information at the same time.
      2. Students are active and confident to share information or their own idea.
      3. There is clear structure and the students will have no only one pairs but some pairs.
      4. Improve their result of learning.
      5. Teach students to work in pairs.

   b. **Disadvantages of Inside-Outside Circle:**

      1. Too long so do not concentrate and abused for jokes.
      2. Can be very noisy.

   To overcome the disadvantages of Inside-outside circle technique in reading class, the teacher should manage the time effectively and choose text recount that interesting for the students. One of effective technique is Inside-outside Circle that believe can make students active and improve their ability or their result in learning with some pairs although it need more time to apply in the classroom.
E. Basic Assumption

Because Inside-outside circle technique is implemented to the students to share information one another, so Inside-outside circle can be implemented in reading class in comprehending recount text. In comprehending recount text, the essential problem faced by the students is how to improve their ability in memorize the points that they will share with friends. By implementing Inside-outside Circle, the students will understand content of text and share it one another. Inside Outside Circle technique is one of technique which can help the students to improve their problem in reading.

F. Hypothesis

The hypothesis of this research is that Inside-outside circle can improve students reading ability in comprehending recount text.