II. REVIEW OF THEORIES

2.1 Review of Previous Research

The previous research proved that Reciprocal Teaching Technique was an effective technique for reading comprehension. Palincsar and Brown (1984) conducted a series of studies to determine the effectiveness of reciprocal teaching technique. In their experiment, the improvements were reflected in the regular classroom as the experimental students' percentile rankings.

Miller and Rose (1998) study found out that students taught using Reciprocal Teaching Technique score significantly higher on a multiply-choice reading comprehension test.

On the other side, previous research has been done by Maulida (2005) at SMA Taman Siswa Teluk Betung, she made an experiment using Contextual Teaching and Learning (CTL) to investigate whether it might increase students' reading comprehension. She found the students' scores within experimental class increased significantly from 58.65 to 70.85 point while the increase of the students' score within control class were only from 56.95 to 59.87 point. She convinces that Contextual teaching and Learning (CTL) techniques carries benefits toward students' reading comprehension.

Considering the previous research above, it can be stated that if it was compared with the other technique, the use of Reciprocal Teaching Technique and CTL in learning process can increase the students' reading comprehension achievement significantly. So the researcher was interested in comparing the two of techniques to investigate whether there was a difference of reading comprehension achievement between students who are taught through the two of the techniques and which one was more effective to help students improve their reading comprehension.

2.2 Review of Related Literature

2.2.1 Concept of Reading Comprehension

There are two kinds of reading activity, namely reading aloud and silent reading. Reading aloud is to change the written sign (form) into oral sign giving meaning. The most important characteristics of reading aloud (oral reading) are pronunciation, tone, speed and pause. What we are doing in silent reading is to use our eyes and our ability to understand the meaning of the written sign, thus comprehending the text will be given more emphasizes in silent reading.

Smith (1978:2) states that reading is a matter of making sense of written language rather than decoding print to sound. It means that reading is not simply makes sound of text, but it is about comprehending the idea of the text itself. In other words, it can be said that there will be no reading without comprehension. Frank Smith (1978:15) says that reading certainly implies comprehension – as when we ask if someone is enjoying reading a book and sometimes it does not – as when

they reply that they have been reading the book for two hours and scarcely understood a word. Smith also states that comprehension can be regarded as a condition where no uncertainty exists. Then, he also says that Comprehension in reading as a matter of "making sense" of text, of relating written language to what we know already and to what we want to know.

Clark and Silberstein (1987:21) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. While Finochioro and Bonomo (1973:119) state that reading is bringing and getting meaning from the printed or the written materials. Moreover, Nuttal (1985) states that reading as the meaningful interpretation of printed or written verbal symbols. These concepts basically, state that reading always deals with printed materials, which stress on the grasping meaning from the printed language. It seems that reading activity is the interaction between the perception of graphic symbols that represent the language and the readers' language skill, cognitive skills and the knowledge of the world. In this process, the reader tries to create the meaning intended by the writer.

At the same time, Richard (1986) in Ellyana (1999:8) defines comprehension as the process by which the person understands the meaning of the written or spoken language. Furthermore, Williams (1981) in Ellyana (1998:8) says that comprehension is mind's act or power of understanding what has been written. From these statements, the writer concludes that comprehending is the process of mind's act understanding the meaning of written or spoken language.

According to these views, it is clear that reading and comprehension are regarded as one activity which cannot separated, and each program is depend on the progress of activity of mind. In other words, reading comprehension is an activity to grasp the meaning of written materials with fully understanding.

In relation to this, Eskey (1986:9) says that schemata play a major in reading comprehension. Comprehension means relating to what we do not know or new information, to what we already know. To make any sense of information thus acquired the good reader must relate it to what he already knows about the subject at hand and in combining two. Therefore, in comprehending a text, the reader relates new information from the text being read to his previous knowledge that he has stored in his mind.

Reading the words of a composition is one thing, but comprehending is the vital point for the reader. Reading the words has no benefit if the reader does not comprehend what is being read. In reading process a reader utilizes vision, perception, comprehension and reaction (Brown, 1982:6). Rubin (1993:94) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meaning and verbal reasoning. Without words meaning and verbal reasoning, there could be no reading comprehension. Without reading comprehension, there would be no reading.

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's

words and then using background knowledge to construct an approximate understanding of the writer's message.

Here the researcher sees that in reading comprehension, it is important that the reader should be able to interpret what they read and associate with their experience, not only see and identify the symbol in front of them. This is necessary because when a reader reads a text, the communication process between the reader and writer has happened. The reader tries to interact with print, his/her prior knowledge combined with the visual (written) information result in his comprehending the text. In short, we can say that reading comprehension is a combination of recognition intellect and emotion interrelated with prior knowledge to understand the massage communicated.

2.2.2 Concept of Reciprocal Teaching Technique

Reciprocal teaching is a technique used to develop comprehension of expository text in which teacher and students take turns leading a dialogue concerning sections of a text. Four activities are incorporated into the technique: predicting, questioning, clarifying, and summarizing. It is based on Palinscar and Brown (1984) who developed a technique called reciprocal teaching that taught students to predict, summarize, clarify, and ask questions for sections of a text.

The technique had positive outcomes. Since then, the use of strategies like summarizing after each paragraph have come to be seen as effective strategies for building students' comprehension. The idea is that students will develop stronger

reading comprehension skills on their own if the teacher gives them explicit mental tools for unpacking text.

According to Alverman and Phelps (1998), reciprocal teaching has two major features: (1) instruction and practice of the four comprehension strategies predicting, question generating, clarifying, and summarizing and (2) a special kind of cognitive apprenticeship where students gradually learn to assume the role of teacher in helping their peers construct meaning from text.

According to Rosenshine and Meister (1994), there are four important instructional practices embedded in reciprocal teaching:

o   Direct teaching strategies, rather than reliance solely on teacher questioning

o   Student practice of reading strategies with real reading, not with worksheets or contrived exercises

o   Scaffolding of instruction; student as cognitive apprentices

o   Peer support for learning

Reciprocal teaching involves a high degree of social interaction and collaboration, as students gradually learn to assume the role of teacher in helping their peers construct meaning from text. In essence, reciprocal teaching is an authentic activity because learning, both inside and outside of school, advances through collaborative social interaction and the social construction of knowledge (Alverman and Phelps, 1998).

As teaching technique, reciprocal is considered useful because it is not only help in the decoding text (reading) but also it teaches how to comprehend what one

reads. Klinger and Vaughn (1996) has been used reciprocal teaching to improve the comprehension of students who are able to decode, but display difficulties with the comprehension of text.

According to Palinscar and Brown (1984), the purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text. Each strategy was selected as follows:

- *Predicting* occurs when students hypothesize what the author will discuss next in the text. In order to do this successfully, students must activate the relevant background knowledge that they already possess regarding the topic. The students have a purpose for reading: to confirm or disprove their hypotheses. Furthermore, the opportunity has been created for the students to link the new knowledge they will encounter in the text with the knowledge they already possess. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.

- *Question* generating reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. Question generating is a flexible strategy to the extent that students can be taught and encouraged to generate questions at many levels. For example, some school situations require that students master

supporting detail information; others require that the students be able to infer or apply new information from text.

- *Clarifying* is an activity that is particularly important when working with students who have a history of comprehension difficulty. These students may believe that the purpose of reading is saying the words correctly; they may not be particularly uncomfortable that the words, and in fact the passage, are not making sense. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts). They are taught to be alert to the effects of such impediments to comprehension and to take the necessary measures to restore meaning (e.g., reread, ask for help).

- *Summarizing* provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across sentences, across paragraphs, and across the passage as a whole. When the students first begin the reciprocal teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the paragraph and passage levels.

According to the explanation above, the researcher resumes the strengths and the weaknesses of Reciprocal Teaching Technique. The strengths of Reciprocal Teaching Technique are as follows:

a. Students get greater knowledge of the theme of text.

Discussing the topic firstly in predicting will give students more knowledge about the topic.

b. Students can gain an improved understanding of complex text in content areas.

c. Students can improve language skills.

Students will improve their language skills in the activities, such as reading skill by reading the text, speaking skill by leading the group activities in English, writing skill by writing the answers in learning logs, and listening skill by listening to leader instruction in guiding the activities.

d. Students enjoy working together and being "teacher/leader" of groups.

e. Students improve leadership skill by being the leader of group.

f. Students can increase cooperation between students in group.

g. Students are actively engaged in process of learning. Dialogue happens during the activities between leader and groups.

The weaknesses of Reciprocal Teaching Technique are as follow;

a. It can be time consuming because of the complex steps of activities.

b. The class might be noisy because dialogue or discussion happens during learning for all groups in class.

c. The class needs more control because the teacher does not teach directly or just monitor. Actually, the teacher position is changed by leader of each group.

2.2.3 Concept of Contextual Teaching and Learning (CTL)

Contextual Teaching and Learning (CTL) helps us relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires. Contextual Teaching

and Learning (CTL) is combination between school-based teaching and learning and community-based teaching and learning." Students learn in the field of their interest, often providing a service to the community during the learning experience. It promotes the development of the knowledge and skills for success in the real world. In this process, CTL is connecting educational theoretical knowledge to community practical applications.

According to Department of National Education, there are seven elements of CTL:

1. *Constructivism*

   Constructivism is the philosophical base of contextual approach that means that learners increase knowledge little by little since the knowledge is not a set of fact, concepts or rules that come accidentally. In this approach, the students are actively involved in learning process based on the previous knowledge (entry behavior). They will try to predict the rhetorical of the text by previewing and constructing the provisional map. In other words, students preview the title and predict what they believe the text will be cover. The students should construct the knowledge by themselves through the direct involvement of the students in teaching-learning activity. The students become the main center of the activity, not the teacher.

2. *Inquiry*

   Inquiry is a cycling of observing, questioning, investigating, analyzing and concluding (Depdiknas, 2002). Knowledge and skills that the students have are not a result of memorizing but as result of finding by themselves. Moreover,

during reading activity students will realize whether their prediction and

locating the schemata are correct or not.

3. *Learning Community*

Learning Community is a group of people who share them knowledge in

learning. The principle of learning community is that learning in-group will

give better result than learning alone. In doing the tasks students will interact

with one another in sharing the information/ideas that they get from the text so

the could help each other in order to increase their achievement in reading

comprehension.

4. *Questioning*

In CTL, questioning should not be dominated by the teacher. The teacher

should provide or create situation that make his students to have curiosity. If

the students are curios in something, automatically they will ask more about it

to the teacher or his classmates. If this situation happens, the teaching learning

process will be alive and the students will be motivated in learning (Flora

2004).

5. *Modeling*

In the Contextual Teaching and Learning, the model is not only the teacher.

Model can be organized by involving the students. In short, the teacher can ask

the students to give the model to his/her friends about how to spell and

pronounce a difficult word that they find in reading text.

6. *Reflection*

Students and teacher review the respond of the event, activities and experience.

They also record what they have learned, how they feel, and the new ideas

appeared. For example, the students pronounce the word 'sick' incorrectly, and the teacher corrects it by demonstrating. From the model is given by teacher , the students realize that what they have done is wrong and try to pronounce it correctly by imitating like what the teacher has done.

7. Authentic assessment

Teacher who wants to know the students' development in learning should collect the data from the real activity while the students learn. The data are taken from the students' activity when they are listening whether it happens in the class or not, and the data of this model is called Authentic data. Authentic assessment is a process of gathering the data that can give information about the students' development. It aims at evaluating students' abilities in real world context. It is used to describe students' real competence to the subject matter. In other words, the aim of authentic assessment is to provide valid and accurate information about students' progress and what they know and are able to do.

For the CTL approaches to be effective in students learning, teacher must plan, implement reflect upon and revise lessons. Such plans are based on CTL principles and approaches that require teacher to serve in the following roles: facilitator, organizer of the teaching/learning/assessment process, role model, learning mentor, content specialist and knowledge dispenser.

According to the explanation above, the researcher resumes the strengths and the weaknesses of CTL. The strengths of CTL are as follows:

1. It builds up the students' creativity; the students are not only seated as passive learners

2. CTL gives the real examples of structure to the students by relating to the real world of them so they will organize around real world experiences

3. Self-discovery of the rules keeps retention longer than when accepted passively from the teacher

4. CTL teaches students to monitor and direct their own learning so they become self-regulated learners.

5. It encourages students to learn from each other and together

The weaknesses of CTL:

1. Self-discovery will not occur if the whole students in one group consist of weak students

2. It spends much time during the teaching learning process.

2.2.4 Concept of Recount Text

According to School Based Curriculum (KTSP), there are several types of text can be implemented for teaching, namely narrative, descriptive, recount, procedure and report. Narrative and recount in some ways are similar. Both are telling something in the past so narrative and recount usually apply PAST TENSE; whether Simple Past Tense, Simple Past Continuous Tense, or Past Perfect Tense. The ways narrative and recount told are in chronological order using time or place. Commonly narrative text is found in story book; myth, fable, folklore, etc while recount text is found in biography. The thing that makes narrative and recount different is the structure in which they are constructed. Narrative uses conflicts among the participants whether natural conflict, social

conflict or psychological conflict. In some ways narrative text combines all these conflicts. In the contrary, we do not find these conflicts inside recount text. Recount applies series of event as the basic structure

Recount is a text which retells a series of events or experiences in the past. Its purpose is to inform or retell something that happened in the past or a series of past event.

To achieve the purpose of recount text, the students should move through a different set of stages:

a. Orientation   : Introducing the participants, place and time.

b. Events   : Describing series of event that happened in the past.

c. Reorientation   : It is optional, stating personal comment or personal note of the writer.

Beside generic structure, recount text also has language features (lexico grammatical features). The following ate the language features of recount text:

a. Introducing personal participant: I, my group, we, etc

b. Using chronological connection: then, first, suddenly, etc

c. Using action verb or material process: looked, went, changed, etc

d. Using simple past tense pattern

The following is the example of recount text.

Going to Sanur Beach

Orientation   : Last holiday our family went to Bali to have a picnic. We went there by plane. We were in Bali for six days, so we had to stay in a

hotel because we didn't have any relatives there. We stayed in Bali Beach Hotel near Sanur Beach.

Event 1   : When we came to the hotel, we didn't come to our room directly, but we have to check in first. We were received by the receptionists who were friendly and kind, and then we were helped by a room boy who took us to our rooms.

Event 2   : On the second day we visited Sanur Beach. We just took a walk, because the beach is in front of the hotel. We walked along the seashore, played water and sand. Actually we also wanted to swim in the beach but the lifeguard didn't allow us.

Event 3   : Besides doing many activities we also watched some foreign tourist's activities. They were lying on the beach, while others were having message or surfing.

Reorientation : When we felt tired, we took a rest to have some meals and drinks. And at 2 p.m. we went to the hotel. It was tiring but we were happy.

2.2.5 Procedure of Teaching Reading Comprehension through Reciprocal Teaching Technique

Based on Palinscar and Brown (1984), the procedures of teaching reading comprehension through Reciprocal Teaching Technique are as follow:

1. Pre activities

Pre-reading activities used to prepare students for reading. During pre-reading:

a. The teacher greets the students

b. The teacher checks the students' attendance list.

c. Firstly, the teacher introduces about technique that they will apply.

d. The teacher asks the students to make some groups.

e. The teacher delivers visual clues, cue card and learning logs.

f. The teacher asks the students to do the first step by looking at the cue card;

1st step: Predicting (determining main idea)

The students are encouraged to predict what the author will discuss next in the text by looking at the visual clues. In order to do this successfully, students must activate the relevant background knowledge that they already possess regarding the topic.

The leading questions can be:

"From the title and visual illustration, can you predict the topic of the text?"

"What do you think may happen next in first paragraph?"

During prediction:

- Use the prediction languages:

 I predict ….

 I think…..

 I imagine….

 I suppose….

- Use clues or illustrations from the text to support prediction:

 I predict … because…

g. The teacher asks the students to write their prediction in learning logs.

h. The teacher checks the predictions to see whether it makes sense or no.

i. The teacher delivers the first paragraph text.

j. The teacher asks the students to read the first paragraph or section.

2. While activities

a. The teacher asks the students to do the second step instruction by guiding with cue card:

2nd step: Questioning (finding specific information and part of text)

The students are encouraged to generate appropriate questions from the passage to monitor how deep their comprehension is. The leading questions can be:

Make some questions based on the text! (such as main idea, detailed-oriented questions and inferential questions**)**

During questioning:

- Use the wh-questions, such as who, what, where, when, why and how.

- Ask some questions that can be inferred.

b. The teacher asks the students to do the third step instruction by loking at cue card:

3rd step: Clarifying (finding reference, inference and understanding vocabulary)

The students are encouraged to identify what makes a given text difficult and seek an understanding of new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts.

The leading questions might be:

- What parts were hard to understand?

- What words or ideas do not you understand?

- Do you know, what does the sentence mean?

- What word can replace the original word?

During clarifying:

- Reread, reread and reread the sentence and look for the key ideas to help you understand the word.

- Look for prefix or suffix in the word or break the word apart into smaller words.

- Read on for clues / illustration.

- Check the part of the word you know.

- Try another word.

- Use the clarifying language:

    I don't understand the part about …so that I need to … (reread, slow down, look at the pictures, try out to figure out this word, etc.)

- Identify words that are difficult to pronounce.

c. The teacher asks the students to do the fourth step instruction:

4th step: Summarizing

The students are encouraged by the teacher to identify and integrate the most important information in the text. The leading questions can be:

- What is the message of the text?

- What does the author want us to remember or learn from this passage?

- What is the most important information in this passage/ paragraph?

During summarizing:

- Use the language for summarizing:

- The most important ideas in this text are….

- Reread to summarize main events or important ideas from the text.

- Include only main events or important ideas.

- Tell main events or important ideas in order.

- Use some vocabularies from the text.

d. The teacher asks the students to do predicting, questioning, clarifying, and summarizing again, with all the paragraph or sections in the passage.

3. Post activities

   a. Reviewing what students have learnt

   b. The teacher asks the students to discuss whether they have some difficulties on   lesson or not.

   c. Giving the students exercise for their homework.

2.2.6 Procedure of Teaching Reading Comprehension through Contextual Teaching Learning

Based on Alyousef, H.S: (2005) the steps of this activity are divided into three phases, included Pre Reading, While Reading and Post Reading

The procedures in conducting the treatments in this research are as follow:

1. *Pre Reading*

   a. Teacher asks the students about their daily activities and about the event or experience story (e.g. "Have you ever gone to Sanur beach?")

   b. Teacher asks questions related to the material they will learn (e.g. "Where is the Sanur beach?") (constructivism)

2. *While Reading*

   a. Teacher arranges the students' answers on the whiteboard based on the generic structure and grammatical features of recount text (Modeling).

   b. Teacher explains about the generic structure, grammatical features (Inquiry).

   c. Teacher gives a chance for the students to ask question (Questioning)

   d. Teacher gives the text to the students.

   e. Teacher breaks the class into some groups and asks them to read and discuss a recount text given by the teacher. (Text 1), (Learning community, authentic assessment).

   f. Teacher moves among the students to control their activities and help them if necessary.

   g. Teacher asks the students to do the reading comprehension test (Text1).

   h. Teacher and the students discuss the answer of reading comprehension test together.

   i. Teacher asks the students to read recount text (text 2) individually and answer the reading comprehension test given.

   j. Teacher collects the students, answer sheet and discusses the reading comprehension test.

3. *Post Reading*

   a. Reviewing what students have learnt.

   b. Teacher asks the students the difficulty in understanding the lesson.

   c. Teacher gives the summary of the lesson. (Reflection)

   d. Giving the student exercise for their homework.

2.2.7 Theoretical Assumption

Based on the frame of theories above, it can be assumed that reading is extremely complex in learning language**.** Dallman (1982: 23) said that reading is more than knowing what each letter of alphabet stands for; reading involves more than word recognition; that comprehension is an essential of reading; that without comprehension no reading takes place.

At least, appropriate teaching technique is needed to improve reading comprehension ability. Researcher assumes that reciprocal teaching technique is more suitable technique for teaching reading comprehension. It has been found highly successful in helping first language poor readers improve their level of reading comprehension (Palinscar & Brown, 1984). Moreover, reciprocal teaching has systematic steps that help students to comprehend the reading text deeper. It is also an active process and collaborative because dialogue/ discussion between students are required during learning process. It provides opportunities for students to learn to monitor their own learning and thinking. Students with variety levels share their knowledge. Finally, students reading comprehension ability will increase.

2.2.8 Hypothesis

Based on the theoretical assumption above, the writer formulates the hypotheses as follow:

Ho : There is no significant difference of students' reading comprehension achievement between those taught through RTT and those taught through CTL.

H_1 : There is a significant difference of students' reading comprehension achievement between those taught through RTT and those taught through CTL.