

II. LITERATURE REVIEW

This chapter presents the theories used in the research. It covers a number of aspects; i.e. review of previous research, reading, reading comprehension, teaching reading, strategies in teaching reading comprehension, narrative text, reciprocal teaching technique, the advantages and disadvantages of reciprocal teaching technique, teaching reading comprehension through reciprocal teaching technique, theoretical assumption, and hypothesis.

2.1 Review of Previous Research

Reading is one of the important skill which is needed by the students from elementary school up to university. They will get much information and knowledge by reading that is beneficial to themselves. But, many students have difficulties in reading which are mostly written in English. To overcome this, many researchers who have conducted research through RTT to resolve any problems that occur in the teaching reading.

Yulianti (2010) finds out that RTT can increase the students' reading comprehension at the second grade of SMPN 1 Gedongtataan. This can be seen from the difference of the students' mean score in pre-test (54.50) to post-test

(76.55) with gain 22.053 point. She also said that the students might be more concentrate in their study by using the four instruction strategies of RTT.

Sari (2012) has conducted RTT in the classroom action research and finds out that RTT can be used to improve the teaching learning process in term of students' activities. It can be seen from the increase of students' participation during the learning process increased from cycle 1 to cycle 2. It was found that there were only 25 students (75.3%) who involved in the activities in cycle 1, but there were 30 students (88.3%) who involved or were active in the activities in cycle 2. It means that there is significant increase from cycle 1 to cycle 2.

Chodija (2011) finds out that there is significant difference of students' reading comprehension achievement between those taught through RTT and those taught through ordinary (lecture) technique at the second grade of SMPN 15 Metro. The mean difference is 12.37, meaning that the experimental class 1 gained 12.37 scores, higher than experimental class 2 in post-test. It means that RTT is more effective than ordinary (lecture) technique.

Considering the previous research above, it can be stated that Reciprocal Teaching Technique can be used to increase the students' reading comprehension acheivement in junior high school significantly. So, the researcher wants to know whether implemeting Reciprocal Teaching Technique can help students to increase their reading comprehension achievement significantly not only in junior high school but also in senior high school.

2.2. Reading

In conducting the research, the researcher uses some theories concerning with reading. The theories used in this research is the theory which has correlation with reading. Reading is one of the major aspect of language skill. By reading, people will be able to get much information because reading is the window of knowledge. Reading can be said as active process in which people try to get the message that will be conveyed by the author.

Clark and Silberstein (1987: 21) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. It means that readers interact with print and try to understand the meaning of the text written by the author. Nuttal (1984: 14) states that reading as the meaningful interpretation of printed or written verbal symbol. The readers have to comprehend the collection of symbol, if they want to convey a meaning. In reading, there are functionally related aspects to reading. They are perceiving written symbols, a visual activity, describing a meaning to, or comprehending the meaning of symbol.

Stuffer in Petty and Jensen (1980: 207) mention that there are five definitions of reading: (1) reading is a complex process, (2) reading means to get information from printed page, (3) reading is the ability to pronounce and comprehend the printed words, (4) reading is interpreting sign, letters, symbols, by assigning meaning to them, (5) reading is receiving ideas and impression from the author via the printed page. In other hand, Louisa (1999) states that reading is the

fundamental skill upon which all formal education depends. It means that reading is very influential in the success of student learning. The students from elementary school to university need to read because they will get much information in reading text. How the students will success in their academic if they don't have good ability in reading.

Harris and Sipay (1980: 9) define reading as the act of responding with appropriate meaning to print or written verbal symbol. It means that the readers know the author's idea and they will gain the information from the text that they have read. Then, Grabe (1997) states that there is an interaction between reader and text in reading. He also adds that reading needs effecient knowledge of world and a given topic also an efficient knowledge of the language.

From the explanation above, it can be concluded that reading is an active process in which the reader try to interpret sign, letters, symbols of text, so they will gain the information of the text. Reading is also one of important skill that students need because the sudents will success in their academic if they have good ability in reading.

2.3 Reading Comprehension

There are many definitions of reading comprehension. One of them is proposed by Simanjuntak (1988: 4). She states that the first point in to be made about reading process is comprehension and the meaning is the basic element for comprehension. In reading process, the first point that the readers should do is

comprehension of the text, so the readers can interpret the meaning from the text. Brown (2001) also states that reading comprehension is primarily a matter of developing appropriate efficient comprehension strategies for the majority of second language learners who are already literate in their native language.

According to Rubin (1993: 4) reading comprehension is a complex intellectual process involving a number of abilities. The two major of abilities involve word meaning and verbal reasoning. Without word meanings and verbal reasoning, there could be no reading comprehension; without reading comprehension; there would be no reading. Meanwhile, there are four elements in reading comprehension. The four elements mainly deal with the vocabulary, the specific information, the main idea, and the ability to infer or imply-the ability to gain meanings that are not explicitly stated in the context of reading materials (Brown,1983: 32).

Smith (1981) also states that there are four distinctive and fundamental characteristics in reading, namely: purposeful, selective anticipatory, and based on comprehension. He explains that reading is based on comprehension because despite an ever-present possibility of ambiguity, the act (if not the content) rarely leaves us confused. Understanding is the basis not the consequences of reading. Moreover, Dallman states that reading is more than knowing what each alphabet stands for; reading involves more than word recognition; that comprehension is an essential of reading, without comprehension no reading took place.

Kustaryo (1998:2) states that there are three levels categorizes of comprehension.

They are:

1. Literal Comprehension Level

Literal comprehension level is level of understanding the ideas and information explicitly stated in the passage. There are three abilities that the readers are needed, as follow: (1) knowledge of word meaning, (2) recall of the details directly stated or paraphrased in own words, (3) understanding of grammatical clues subject, pronouns, verb, conjunction, and so forth. In this level, the readers are required to recall the main idea explicitly stated and knowledge of the sequence of information presented in the passage.

2. Interpretative Comprehension Level

Interpretative comprehension level is different from Literal comprehension level because the understanding the ideas and information sometimes is not explicitly stated in the passage so that the reader has to do the process of inferring beyond literal meaning. The abilities needed by readers are: (1) reason with information presented to understand the author's tone purpose and attitude, (2) infer factual information, main ideas, comparison, cause effect relationship that not explicitly stated in the passage, and (3) summarizing of the story content. The readers are required to more thinking on one's part because one must depend on the author and more on personal insight.

3. Critical Comprehension Level

Critical comprehension level refers to level of analyzing and personally reacting to information presented in the passage. When the reader reads the text, critical reading contains an inquiring mind with active, creative looking, for false statements automatically. The readers need some abilities in this category, such as: (1) personally reacting to information in a passage indicating meaning to the reader, (2) analyzing the quality of written symbol of information in the terms of some standards. Besides that, the readers must be able to differentiate the text, whether it is important or meaningful for them or not and whether it is fact or just opinion. The active reader is questioning, comparing, and evaluating the ideas found in the material.

Instead of the level, Nuttal (1985) states that the reader should master five sort reading skills to comprehend the text deeply, that as follow:

1. Determining main idea

The main idea is the most important information the author wants you to know the concept of that paragraph. Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words (Kelly R., 2004).

2. Finding the specific information or part of text

In this section, the reader only focus on scanning or looking for the relevant part(s) and ignore the irrelevant. When the reader has a very specific goal in mind, it is very useful to know what she/he is looking for in the text. In addition, the

specific information develops the topic sentence by giving definitions, such as: facts, an incidents, comparison, analogy, cause and effect, etc.

3. Finding reference

References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. Hence, finding reference means interpreting and determining one linguistic expression to another.

4. Finding Inference

Inference is a good guess or predicting about something unknown based on logic of passage. In this section, the reader infer the sentence/ passage understand and conclude it logically.

5. Understanding Vocabulary

Understanding vocabulary means comprehend what the words mean. It is very useful for readers when they have good mastery of the vocabulary, because they will be deeper to comprehend the text.

Based on the explanation above, it can be concluded that reading comprehension is the ability of the readers to find information and to understand what has been read. There is no reading without comprehension, because comprehension is fundamental to reading. According Nuttal (1985) the reader should master five sort reading skills to comprehend the text deeply, as follow: determining main idea, finding the specific information or part of text, finding reference, finding inference and understanding vocabulary. Hence, the researcher will use those

reading skills in the reading comprehension test because they are very essential for the students to improve their reading comprehension ability.

2.4 Teaching Reading

Teaching reading is important in the language learning because reading is one of key factors of mastering language. The goal of teaching reading is helping the students to be able to make sense of ideas conveyed in the text. Hedge (2003) states that any reading component of an English language teaching may include a set of learning goals for:

1. The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
2. Building knowledge of language that will facilitate reading ability.
3. Building schematic knowledge.
4. The ability to adapt the reading technique according to reading purpose (i.e. jigsaw, STAD, RTT, etc.).
5. Developing an awareness of the structure of written texts in English.
6. Taking a critical stance to the contents of the texts.

It is important to build up students' ability to adapt the reading technique according to reading purpose as goal in teaching reading.

According to Alyousef (2005: 143) in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and last- reading stages. The pre-reading stage helps in activating the relevant

schema or background knowledge. For example, the teacher can encourage the students to predict about what the students think what will come next in the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge. For example, the teacher can encourage the students to generate an appropriate questions for the passage and to identify what makes a given text difficult and seek an understanding of difficult new vocabulary. The last-reading includes activities, which enhance learning comprehension using exercises, close excercises, cut-up sentences, comprehension questions or the teacher can ask students to identify and intergrate the most important information by using summarizing.

The aim of teaching reading is to develop students' skill that they can read English text effectively and efficiently. To be able to do so the readers should have particular purpose in their mind before they interact with the texts. Effective and efficient reading is always purposeful of reading is implemented into the development of different reading techniques: scanning, skimming, Reciprocal Teaching, etc. These can be real when students read and interact with various types of texts, i.e. functional and monologues text.

In teaching reading, the teacher should provide technique to the students with purpose for reading to anticipate different type of reading texts. Hence, reading technique should be matched to reading purpose to read efficiently and effectively. There are two major reasons for reading (1) reading for pleasure; (2)

reading for information (in order to find out something or in order to do something with the information readers get) (Suparman, 2005:1).

The researcher assumes that in teaching, appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension. RTT as reading technique is possible to be applied by the Senior High School students in their reading, e.g. students can be able to comprehend a reading text such as main idea of the text and predict what will be discussed on the text easily by using four systematic section or activities of RTT.

2.5 Strategies in Teaching Reading Comprehension

As mentioned previously, there are four skills that must be mastered by the learner namely: Listening, Speaking, Reading and Writing. Reading is the most important skill for students because they are be able to access much information from reading. Simajuntak (1989: 4) states that the first point to be made about reading process is reading comprehension. In reading comprehension, the teacher needs reading strategy which is suitable with the students' characteristics and can improve the students' reading comprehension.

Many reseachers have been conducted in relation with strategy and technique in teaching reading comprehension. Milkulecky (1990: 2) states that there are two processing strategies to comprehend the text which he calls as 'human information processing system'. They are:

1. Top-down process/ concept-driven.

In the top-down process, this strategy will be encouraged the reader to focus primarily on what is already known in trying to comprehend a text.

2. Bottom-up process/ data-driven.

In this second strategy, the readers rely primarily on textual information comprehend/ understand a text. They will use their background knowledge to comprehend the authors' idea.

Meanwhile, Brown (2001: 306), proposes that there are some strategies related to bottom-up procedures and contribute the top-down process which can be applied in the classroom setting. The first strategy is identifying the purpose in reading. It is important for the learners to know the purpose of reading because by doing so, they will know what they are looking for. The second strategy is using graphemic rules and patterns to aid in bottom-up decoding (for beginning level learners). The third strategy is using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels). The teachers can help the learners to increase efficiency by teaching a few silent reading rules, so students need not be speed readers for intermediate to advanced levels.

The fourth is skimming the text for main idea. In the skimming process, the readers are given the advantages of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. The fifth is scanning the text for specific information. In the scanning exercises, students may be required to look for names or dates to find a definition of a key

concept, or list a certain number for supporting details. It can take out specific information without reading through the whole text.

The sixth is using semantic mapping or clustering. This strategy will help the readers some order to chaos. The seventh is guessing if you are not certain. By using guessing, the learners can guess the meaning of the word, guess the grammatical relationship, guess a discourse relationship, infer implied meaning, guess about a cultural reference, and guess message. The eighth is vocabulary analysis. There are some techniques which are useful in vocabulary analysis: looking for prefixes that may give clues, looking for suffixes that may indicate what part of speech it is, looking for grammatical contexts that may signal information, and looking at semantic contexts for clues.

The ninth is distinguishing between literal and implied meaning. The application of sophisticated top-down processing skills is required in this strategy. Last, the tenth strategy is capitalizing on discourse markers to process relationship. In English signal relationship, there are many discourse markers between ideas as expressed through phrases, clues, and sentences. The learners' reading efficiency can be enhanced greatly if there is a clear comprehension of such markers. Based on some strategies above, it means that there are some strategies which relate to bottom-up and top-down process and can be applied in the classroom setting by teacher. So, they might be able to help the students to comprehend the text in reading comprehension.

Wedman et al (1996: 112) in Hararit (2007: 12) propose another technique, that is a *group work*. In this technique, the learners construct meaning through events that occur among groups of people rather than between a person and a thing. Therefore, a group of people has opportunities for verbal exchanges that lead to decision making, reflection and interdependent and autonomous learning when learning occurs. In other words, readers are expected to discuss what they read with other people in a group so they have better comprehension of a text. It means that after the readers share information using their background knowledge/perspectives, their understanding is hopefully established.

2.6 Narrative Text

Narrative text is a text that retells the story in the past. There are various kinds of narrative such as fairy stories, mysteries, science fictions, romance, horror, etc. The purpose of narrative text is to entertain the readers about the story. According to Longarce (1983: 5) and Larson (1984: 336), narrative text is an account of events; it means that narrative text is text that contains the series of events.

The generic structures in narrative, as follows:

1. Orientation: it is about the opening of the paragraph in which the characters, setting and time of the story are established.
2. Complication or problem: a series of events where the problem of the story developed.
3. Resolution: the ending of the story in which the problem is solved.

4. Re-orientation: it is optional. Stating personal comment or personal note of the writer.

Narrative text has some language features, as follow:

1. Using the action verb.
2. Using the behavioral and verbal processes (saying verb/ speaking verbs) such as said, told, promised.
3. Using the relational process and mental process (thinking verb)
4. Using time connectives and conjunctions such as then, before that, soon.
5. Using the past tense.
6. Using the direct and indirect speech.
7. Focusing on specific or individual participants.

Here is the example and the organization of narrative text:

The Monkeys and The Cap Seller

Orientation

Once, a cap seller was passing through a jungle. He was very tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head.

Complication

The cap seller had a sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there. When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap on its head. They had evidently done it to imitate him. He decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he began to make gesture, the monkeys also imitated him.

Resolution

At last he found a clever idea. " Monkeys are a great imitator," he thought. So he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away.

2.7 Reciprocal Teaching Technique

Reciprocal Teaching Technique was originally developed by Palinscar in 1982. It refers to an instructional strategy that takes place in the form of a discussion between teachers and students regarding segments of text which is structured by the use of four strategies: predicting, questioning, clarifying, and summarizing. He also states that during Reciprocal Teaching, the teacher and the students take turns assuming the role of the teacher in leading discussion, which leads to an interesting group learning experience. Later, Palinscar and Brown in 1984 refined and conducted RTT. It refers to instructional strategy based on teacher modeling and guiding practice and students practicing reading task by taking turns leading and conducting discussion in small group in order to bring meaning to the text (Palinscar and Brown, 1984).

According to Alverman and Pheleps (1998), Reciprocal Teaching has two strategies 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.

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. Therefore, Reciprocal is considered useful technique which is not only help in the decoding text (reading) but also it teaches how to comprehend what one reads. Oczuks (2003), Reciprocal Teaching is a research-

proven technique for teaching multiple comprehension strategies. Oczuks also said that there is strong evidence to support Reciprocal Teaching as an effective instructional technique that can increase the kind of reading comprehension that is necessary for improved test scores

According to Foster and Rotoloni (2005), Reciprocal teaching is a cooperative learning instructional approach designed to increase reading comprehension through scaffold instruction, which includes predicting, questioning, clarifying, and summarizing. Reciprocal teaching involves the use of those four instructions in ongoing discussion between teacher and students or students and students in whole-class instruction or small group activities. After the four instruction strategies are taught, the teacher gradually fades her support and guidance, and students take turns as discussion leaders.

2.7.1 Four Main Strategies of RTT

Palinscar and Brown (1984) propose an approach to teaching reading comprehension called Reciprocal Teaching. They identified four basic strategies that may help students recognize and react to signs of comprehension breakdown. The four basic strategies are used to increase reading comprehension. In specific order, each strategy was selected as follow:

1. **Predicting**- this first strategy is to provide a background knowlegde to students about what they have gathered from the text such as the topic or concept. With background knowledge, the students will know what the

author will discuss next in the text. Furthermore, it will give the opportunity for the students to link between the new knowledge acquired through reading and knowledge they already process.

2. **Questioning**- this second strategy is to help students identify important information, themes, and ideas from the text. With questioning, the students will be able to explore deeply ideas and information students got from the text.
3. **Clarifying**- this strategy is particularly important for the students who have a history of comprehension difficulty. Clarifying will help them to identification and clarification of unknown words, phrases or sentences from the content of the text.
4. **Summarizing**- this is the last strategy which is designed to find the important information, themes and idea in the text, and then integrating these into a clear paragraph.

2.8 Advantages and Disadvantages of RTT

Here are some following advantages and disadvantages of RTT according to Palinscar and Brown (1984):

2.8.1 Advantages of RTT

There are some advantages of using RTT:

1. RTT makes the students enjoy learning to read because they can work in group, allows them to help each other fathom the text and reflect directly on their own and other performances.

2. RTT helps the students to develop a positive attitude towards reading. It improves the students' motivation to read since it guided them how to achieve the meaning of the text. Furthermore, through this technique the students can learn to concentrate on important ideas rather than translate meaning word, it forces them to be more critical.
3. RTT improves students' accuracy and fluency of oral reading and makes gain in word identification and comprehension. Finally, it builds on students' knowledge and experience, makes students spend the majority of their time in academic discussion and enhance students' inherent ability.

2.8.2 Disadvantages of RTT

There are some disadvantages of RTT, as follow:

1. RTT can be time consuming because it needs longer time to implement the whole strategy instructions included in Reciprocal Teaching Technique.
2. The class might be noise because dialogue or discussion happens during learning for all groups in class
3. The class needs more control from the teacher because teacher do not teach directly or just monitor.

Based on explanation above, RTT might be able to help the students in teaching reading comprehension, because it makes the students enjoy learning to read, improve the students' motivation to read and makes the students to gain in word

identification and comprehension. But, RTT also has disadvantages which have to be considered and also be solved in order to make students' reading comprehension mastery improve such as, the teacher should try to implement RTT with proper preparation and planning and then the teacher should be more control the class and not just monitor it.

2.9 Teaching Reading Comprehension through RTT

The researcher proposes the procedures of teaching reading through RTT as follow:

1. Pre- activity

- a. The teacher greets the students
- b. The teacher checks the students' attendance list.
- c. The teacher introduces about the technique and procedure that will be applied.
- d. The teacher asks the students to make some groups.
- e. The teacher asks the students to do first step instruction;

1. Predicting

In the first steps, the teacher encourages the students to predict about what the students think regarding what will be discussed next in the text.

The main questions can be:

- Based on the title and pictures on the page. Can you predict the topic of the text?
- After we have seen at the title and pictures on the page, what do you think may happen next in first paragraph?

When predicting:

- Use the prediction languages;

I predict..., I think..., I image..., I suppose...

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

(Learning logs is a written documentation of learning used by the students to notice what they have done in each steps/strategies of RTT during the process of learning).

- i. The teacher checks the predictions after reading to see if they make sense or not
- j. The teacher asks the students to read the first paragraph or section.

2. While activities

- k. The teacher asks the students to do the second step instruction;

2. Questioning

In the second step instruction, the teacher encourages the students to generate an appropriate questions for the passage to monitor how deep their comprehension is.

The main questions can be:

- Based on the text, would you make some questions! (such as main idea, detailed- oriented questions and inferential questions)

When questioning:

- Use the wh-questions:

who, what, where, when, why, and how.

- Ask some questions that can be inferred.

l. The teacher asks the students to write their questions in the learning logs.

m. The teacher asks the students for the third step instruction

3. *Clarifying*

In this step instruction, the teacher encourage the students to identify what makes a given text difficult and seek an understanding of difficult new vocabulary, unclear reference words or unfamiliar words.

The main questions can be:

- After reading the text, what parts were hard to understand?
- What words or ideas you do not understand and need clarifying?

When clarifying:

- Reread the sentence and look for key ideas to help you understand the word
- Look for prefix or suffix in the word
- Break the word apart into smaller words.
- Identify difficult words for pronunciation and meaning.

n. The teacher asks the students to question and clarify again, using all the paragraphs or sections in the passage.

3. Post activities

o. The teacher asks the students to do the last step instructions

4. *Summarizing*

In the last instructions, the teacher asks for students to indentify and intergrate the most important information (idea and message) in the text.

The main questions can be:

- What is the message of the text?
- What is the most important idea in this paragraph?

When summarizing:

- Use the language summarizing:

The most important ideas of this text are....

- Reread to summarize main events or important ideas from the text.
 - Contain only main events or important ideas.
 - Tell main events or important ideas in order.
- p. The teacher asks the students to summarize again, with all the paragraphs or sections in the passage.
- q. The teacher gives the students a quiz based on the text.
- r. The teacher asks the students about the difficulties on the lesson.
- s. The teacher close the meeting.

2.10 Theoretical Assumption

From all the literature above, reading is very important in learning language. In reading process, reader needs comprehension because comprehension is an essential of reading. By using reading comprehension, readers can comprehend the text and can help them to understand main idea of the text and predict what will be discussed on the text. There are many technique that can be used to increase the reading comprehension ability, but the researcher assumes that RTT might be the most suitable technique for teaching reading comprehension. RTT has been found highly successful to help first language poor readers improve their

level of reading comprehension. Moreover, RTT can help the student to comprehend the reading text deeply. It also can make the students active, because it will give opportunities for students to learn to monitor their own learning and thinking. Therefore, it may seem that RTT can increase the students reading comprehension ability, especially in narrative text.

2.11 Hypothesis

Based on the theories and the assumptions above, the hypothesis can be formulated as teaching reading through RTT can increase students' reading comprehension achievement in narrative text in the reading aspects: determining main idea, finding the specific information or part of text, finding reference, finding inference, and understanding vocabulary.