

II. LITERATURE REVIEW

This chapter describes the concepts which is related to the research, such as review of previous research, concept of reading comprehension, concept of reading aspect, concept of reading comprehension strategies, concept of narrative text, concept of reciprocal teaching technique, teaching reading through reciprocal teaching technique, and relationship between reciprocal teaching technique and reading comprehension. This chapter also describes the advantages and disadvantages of reciprocal teaching technique, theoretical assumption and hypothesis.

2.1 Review of Previous Research

The ability to read and to comprehend the text is very important for the students, especially for EFL students. It is better for students to master reading skill. On the other hand, there were some problems which are found in reading comprehension mastery itself. One of the problems is the students have some problems in learning process. There are some research have conducted as follow:

First, Allaydrus, (2011) had investigated whether there was a significant difference of learners' achievement in reading comprehension skill before and after being taught through questioning technique at the second year of SMAN 1

Kotabumi North Lampung. Based on the writer's observation at the second years of SMAN 1 Kotabumi, it was found that the learners lack of interest and ability in comprehending the reading text. The interview with the teacher and some learners showed that learners at this school had problem in reading comprehension. This condition happened because the learners were taught by conventional technique such as GTM. In teaching learning process by using GTM, the teacher only gave a text and asked the learners to read the text and the teacher was seen only feeding up the learners by translating a whole of the text, she never let the learners to work by themselves. As a consequence, this condition affected the learners' ability in reading comprehension.

According to the problems faced by the students above, she assumed that using questioning technique can increase learners' reading comprehension ability. The writer focused on the application of questioning technique three times and compared the result of the pretest and posttest to see the students' achievement in reading comprehension skill before and after being taught through questioning technique. It can be seen from the result of the pretest and posttest in experimental class. Total score of pretest was 2.252 with the mean 56,30. It can be inferred that there was less students who had adequate reading comprehension achievement. It means that the students had low ability in reading. In the posttest result was 2.717 with the mean 67,93. It showed that the students' reading comprehension has improved after being given the treatment using questioning technique.

Second, Khadafi (2011) has investigated whether there was increase of students' reading comprehension achievement of narrative text in intensive reading or not at the second grade of SMA Persada Bandar Lampung. Based on the writer

experience when he took part in the field Practice Program at SMA Persada Bandar Lampung 2009-2010, he found that one of the problems faced by the students was they often found difficulty in comprehending the text. They are unable identify the main idea, specific information, reference and inference. They found many unknown words on the text. As the result their average score of reading was low.

The writer assumed that the students need to be taught with an appropriate technique to be applied in their effort to comprehend the text by using CTL in order to increase the students' reading comprehension ability of narrative text. By using the seven elements of Contextual Teaching Learning, the mean score of students' reading comprehension achievement of narrative text in intensive reading increase 16.82% (10.14 point) from 60.28 in the pretest to 70,42 in the posttest. The result of hypothesis test showed that the hypothesis is accepted ($p < 0.005$, $p = 0.000$) it meant there is a significant increase of the students' achievement.

The last is Irawan (2010) had investigated about the implemented shadow reading by using short stories as the medium is improving students' English pronunciation of friction consonants. Based on the writer observation in SMAN 1 Metro, he found that most of the students do not know how to interpret and how to pronounce phonetic symbols in their English text book correctly. The writer also found that the English teacher has not taught as the English phonology well to the students. Those backgrounds above affect the writer was dealing with the using of shadow reading of short story on the effort of improving students' English pronunciation in friction consonants.

The result of this research showed that the pretest score are unsatisfactory, the lowest score of the pretest is 30.0 and the highest score is 63.5. After the students are given treatment by the writer there was an increase 550 point (44.5%) for the total score. The highest score in pretest is 63.5 also increased significantly to 83 in post test. It can be concluded that the used of shadow reading by using short story can be suitable technique for improving students' pronunciation, because it covers the basic range of the technique in teaching pronunciation.

In view of those researchs above, there was still one issue which had not been investigated, that is, the implementation of reciprocal teaching technique to improve the students reading comprehension achievement. Therefore, the researcher titled the research "The implementation of reciprocal teaching technique to improve the students reading comprehension achievement of SMPN 2 Natar".

2.2 Concept of Reading Comprehension

Reading is a complex activity which is very important involving language and in order to get meaningful message. Furthermore, Kamil et al. (2011:91) state that in reading comprehension, the students tend to understand more when it is in the language they know better and when the text they are reading deals with culturally recognition context. 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 hand, it can be cited that in reading skill there was an interaction between the readers and the author. In finding the message, the readers use their prior knowledge to visualize the information in their comprehension. In this process, the author tries to encode the message to the readers, then the readers try to decode the message that is sent by the author. It is supported by Caldwell (2008:4) who stated that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language.

The researcher agrees that people have a purpose when they are reading. Usually the purpose of the reading passage is to find out ideas from the reading passage. According to Suparman (2005:1) there are two major reasons for reading (1) reading for pleasure; and (2) reading for information. Reading for pleasure it means that the readers read the passage because it can make them feel happy, it is similar that for them reading is their hobby (e.g. reading novel, comic, etc). Reading for information it means that the readers read the passage in order to do something with the information that the readers get (e.g. read newspaper, journal, etc).

Reading comprehension is a process in which students make sense of the written text in order to get information and knowledge from the text. Reading is important because without it reading do not provide the reader with any information. Without comprehension, reading is simply following words on page from left to right when we read it. The words on the page have no meaning. While people read the text, each of them have different reasons, the goal was to get some understanding of what the author was trying to suggest and making conclusion of the text.

In line with the explanation above, it can be concluded that reading comprehension is not only a process in which the reader may create meaning by interacting with the text, but also reading can make the readers find something new which is different rather than before. Reading also gives the reader a pleasure and from it the readers get the new knowledge that they can use for their future.

2.2.1 Reading Comprehension Strategies

A strategy is a plan developed by a reader to assist in comprehending and thinking about the text, when reading the words alone do not give the reader a sense of the meaning of the text. In recent years, reading comprehension strategy instruction has come to the fore in reading instruction at all age and grade levels. It refers to the conscious and flexible plan that students apply and adapt to the text when they face problems while reading. Comprehension process in reading refers to the interrelationship between several parts to understanding how people comprehend the text. It is focused on the online process relate to the text understanding rather than simply what people remember from reading.

The reader has to make inferences on the context of the text or in the end of the story by using information from various sources; the title, the illustration or generally from the previous paragraphs. The reading comprehension process occur when the reader understands the information in the text and appropriately and meaningfully interprets it (Grabe & Stoller, 2002). Reading strategies indicates how the readers understand the text, what was contextual clues they attended to, how they made sense of what they have read, and what they did when they did not understand the reading text. In order to helps students to comprehend

the texts, it is necessary for the teacher to teach reading strategies in the English classroom. According to Cohen (1998) the effective reading process is divided into three stages: (a) pre-reading, in this stage the readers needed to apply specific strategies, including scanning and guessing, to survey the type of the text they are going to read and recognize its difficulties. Then they read and relate it to their schemata, and predict the content. (b) while-reading, in this stage learners also need strategies to comprehend the text such as questioning. The teacher can ask the learners about question of the passage and the teacher also has to clarify the answer to the students. (c) Post-reading, in this stage teacher needs to evaluate the strategy that is used by his students and the quality of their comprehension.

The students also need to make conclusion of the passage which is given by the teacher. It helps them to comprehend the passage and also know the content of the passage. This step of reading process helps students to find solutions for their difficulties when they are confronted with reading problems.

2.2.2 The Concept of Five Aspect of Reading

In reading there are some aspects which help the student to comprehend the English text. The researcher uses five aspects of reading, they are:

1. Identifying Main Idea 1

Main idea is the most important idea stated in topic sentence and developed by supporting sentences in a single paragraph. The main idea is the only idea that should be developed in one paragraph-no more than one main idea in a single well written paragraph. That is the main purpose of comprehension-getting the main idea. There is not reading without understanding the main idea (Suparman, 2012).

2. Determining Causes/Effect 2

A cause-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). There are three criteria that must be met to establish a cause-effect relationship. First, the cause must occur before the effect. Second, whenever the cause occurs, the effect must also occur. Third, there must not be another factor that can explain the relationship between the cause and effect. Two events that are correlated have some relationship with each other. However, when it comes to correlation, one event does not cause the other (<http://education-portal.com/academy/lesson/cause-and-effect-relationship-definition-examples-quiz.html>).

3. Identifying a Main Character 1

Characterization is the way in which author convey information about their characters. Characterization can be direct, as when an author tells readers what a character is like or indirect, as when an author shows what a character is like by portraying his or her actions, speech, or thoughts. Descriptions of a character's appearance, behavior, interests, way of speaking, and other mannerisms are all part of characterization. For stories written in the first-person point of view, the narrator's voice, or way of telling the story, is essential to his or her characterization. Characterization is a crucial part of making a story compelling. In order to interest and move readers, characters need to seem real. Authors achieve this by providing details that make characters individual and particular. Good characterization gives readers a strong sense of characters' personalities and complexities; it makes characters vivid, alive and believable (http://udleditions.cast.org/craft_elm_characterization.html).

4. Using Context Clues 4

Context Clues are hints that the author gives to help define a difficult or unusual word. The clues can be found among the words around the unknown word. They can be used to help you figure out the meaning of unknown words. It is important for reader to be able to recognize and take advantage of context clues (Suparman, 2012).

5. Identifying Reading Purpose 1

When author write the text, it also have a purpose when he write it. The reader also has a purpose when someone read the passage. According to Suparman (2012) author also has a purpose in mind when they write. It may be to describe, instruct, inform, persuade, summarize, and entertain. A proficient and effective reader should be able to identify such kind of purpose in every reading text which is implicitly stated.

2.3 The Concept of Narrative Text

This research used narrative text. Narrative text means categorization of literature containing stories that could happen in the real world, in a time and location that is possible, and with characters that are true to life, yet drawn from the writer's imagination. Larson (1984:366) defines that narrative text is an account of event. A narrative is kind of texts to retell the story that these events are told in chronological order which it happen. Narrative text tells the story with amusing way. It provides an esthetic literary experience to the readers. Narrative text is

written based on life experience and is organized focusing at character oriented. It is build using descriptive familiar language and dialogue.

There are some genres of literary text which fit to be classified as the narrative text. Some of them are; (a) *folktales* is a story or legend forming part of an oral tradition. e.g., *Bawang Merah and Bawang Putih*, (b) *Fables* is a short narrative making a moral point. Often employs animals with human characteristics (power of speech, etc) as the main characters of the story. e.g. *Si Kancil*, (c) *Legend* is traditional tale handed down from earlier times and believed to have an historical basis. e.g. *The Ramayana*, (d) *Myths* are traditional typically ancient stories dealing with supranatural beings ancestors or heroes that serves as fundamental type in the worldview of a people. e.g. *Malin Kundang*, (e) *Mystery* is a story about something that difficult to understand or explain which crimes and strange events are only explained at the end. e.g. *Sherlock Holme*, (f) *Fantasy* is a story about pleasant situation that people imagine but it is unlike to happen. e.g. *Alice in Wonderland*, (g) *Science or Realistic Fiction* is story that science oriented. e.g. *Time Machine*, (h) *Historical Fiction* is a story about people and even that is in or connects to the past. e.g. *Bumi Manusia*

The generic structure of narrative text:

1. Orientation

It see the scene and introduce the participant (it answers the question; who, when, what, and where) it means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term.

2. Complication

It tells the problems of the story and how the main characters solve them. It is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more than one complication where the problems in the story developed.

3. Resolution

The crisis is resolved, for better or worse. It is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters. Where the problems in the story is solved.

4. Re-orientation

The end of the story. It means that stories are not always using this, and usually, it states the conclusion of the events on the author point of view.

Example of the organization of narrative text:

Three Fishes

Orientation

Once, three fishes lived in a pond. One evening, some fishermen passed by the pond and saw the fishes. 'This pond is full of fish', they told each other excitedly. 'We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!' Then the fishermen left.

Complication

When the eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, 'Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!' The second of the three fishes

agreed. 'You are right', he said. 'We must leave the pond. 'But the youngest fish laughed. 'You are worrying without reason', he said. 'We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere - my luck will keep me safe.'

Resolution

The eldest of the fishes left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then. The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him - he too was caught and killed.

Re-orientation

The fish who saw trouble ahead and acted before it arrived as well as the fish who acted as soon as it came both survived. But the fish that relied only on luck and did nothing at all died. So also in life.

Taken from <http://www.belajarbahasainggris.us>

2.4 Concept of Reciprocal Teaching Technique

The reciprocal teaching method has been recognized as a valuable teaching method by many researchers, reading teachers, and educators because it is a form of systematic training in strategies that helps less efficient readers improve their reading comprehension and become independent readers. According to Palinscar & Brown (1984) reciprocal teaching is a cooperative learning method of improving reading comprehension it can be used in individual tutoring/learning.

Reciprocal teaching technique is one of reading instruction methods which cover the necessary reading strategies, they are:

1. Predicting

Predicting is an important strategy that helps students to set a goal before reading.

To achieve this, readers are required to activate their prior knowledge and relate it to the knowledge is found in the text. Teachers can ask prediction question to the

students, but teacher should make sure that he/she encourage students to explain their predictions and give them enough time to reflect on their prediction after. At this time students begin to hypothesize what will be discussed in the text. These hypothesis come from background knowledge which they already process, this helps them predict what they think will come next in the text.

2. Questioning

The questioning strategies reinforce the summarizing strategy by taking the readers' understanding to the next level of reading comprehension. Questioning requires the students to process and identify the information that is presented to students. When students generate question, students identify the kind of information that is significant enough to provide the substance for a question. After that students process this information in question form and self test to make sure that they can answer it. For example, students have to know or master supporting detail, it means that teachers have to ask them some questions about supporting detail of the text.

3. Clarifying

Clarifying is very important for reading comprehension. It is particularly important while teaching with the students who have a difficult in comprehension the text. Students may believe that the purpose of reading is saying the words correctly rather than understanding the underlying meaning of the written text. Clarifying strategy makes the students know of such as difficulties in comprehend the text. Teacher encourages students to take the necessary measures to restore

meaning. For example rereading the text or looking up difficult words or asking for help tends to restore meaning of the previously uncomprehended text.

4. Summarizing

Summarizing is an essential reading strategy that comprises reciprocal teaching because it enables readers not only identifies important information in the text but also to involve the opportunity to make paraphrases and synthesize what has been read (Palinscar & Brown, 1984). In summarizing, readers are required to identify the main idea of each paragraph. A good summary does not include details that are not important. The readers should think of what a paragraph or text is mostly about, find a topic sentence and construct a sentence that reflects the most information in the paragraph.

From the definitions above, it can be concluded that reciprocal teaching is a discussion method that is based on reading comprehension strategies. This instruction allows a teacher to model and give the student enough practice on those main strategies to construct the meaning of a text in a social setting. Reciprocal teaching develops reading comprehension and promotes readers to be better in reading and helps them to find the most important goal of reciprocal teaching and becomes independent readers.

2.5 Procedure of Teaching Reading Using Reciprocal Teaching Technique

Reading comprehension is a complex process in which the reader uses his ability to find information, it means that the reader must be able to comprehend the meaning of the text. There are three stages which effective in reading process they

are pre reading, while reading and post reading. These steps of the reading process help students systematically practice reading strategies. Based on the explanation above, the researcher uses the reciprocal teaching technique which has four strategies. They are predicting, questioning, clarifying and summarizing.

a. Pre – Reading

1. The teacher greets the students
2. The teacher checks the students' attendance list
3. The teacher assigns the student to make group work
4. The teacher constructs their background to get brainstorming knowledge that related to the topic with answering several questions as stimulant. For example:

“Do you know about narrative text?”

“Have you ever read narrative text?”

“What is the function of narrative text?”

It is used to build the students' though before they learn further about narrative text.

5. The teacher shows the students a reading text and its pictures.
6. The teacher asks the students to do the first step (**Predicting**)
7. The teacher asks the students to predict about what the students think they will be discuss based on the title and the picture (**Predicting**)
 - When **predicting**, encourage the students to think on the following lines:

“Let's look at the title and picture, what do you think we will discuss about?”

“How about this picture? Do you know what is his job? And can you relate the second picture and the first picture?”

8. The teacher asks the students to write their prediction in their each paper
(Predicting).
9. The teacher asks the students to read the text

b. While activities

1. The students asks the students to do the second step *(Questioning)*:
2. When *questioning*, encourage the students to think on the following lines:

“Make some question(s) from the text that you have read?”

3. The teacher asks the students to write their questions in their paper
(Questioning).
4. The teacher asks the students to do the third step *(Clarifying)*:
5. When *clarifying*, encourage the students to think on the following lines:

“Are there any that was difficult to understand?”

“What words need to be clarifying for you?”

6. The teacher asks the students to identify the difficult words on the passage and then ask them to seek an understanding of it *(Clarifying)*.
7. The teacher asks the students to write their clarification in their paper
(Clarifying).
8. The teacher asks the students to do the last step *(Summarizing)*:
9. When *summarizing*, encourage the students to think on the following lines:

“What is the most important idea from the text?”

“What is the purpose of this text?”

10. The teacher asks the students to identify and integrate the most important information in this text (*Summarizing*).
11. The teacher asks to the students to write their summary in their paper (*Summarizing*).

c. Post activities

1. The teacher asks the students whether they have some difficulties on lesson or not
2. The teacher asks the students to do their exercise individually
3. The teacher close the meeting

2.6 Relationship between Reciprocal Teaching Technique and Reading Comprehension

Palinscar & Brown (1984) explain that the purpose of reciprocal teaching is to promote the readers' ability to construct meaning from the text and facilitate the monitoring of their path of comprehension. The students monitor their own thinking through the reading process. Reciprocal teaching technique has four main strategies that can help the students to comprehend the text. They are predicting, questioning, clarifying and summarizing. Those four main strategies are used by the successful readers, support both monitoring and developing comprehension. Each strategy are applied when the student have some problems in comprehend the text. Reading comprehension is a process in which students make sense of the written text in order to get information and knowledge from the text. Reading is important because without comprehension, reading does not provide the reader

with any information. Without comprehension, reading is simply following words on page from left to right when we read it. The words on the page have no meaning.

Based on these reasons above, the students who are taught through reciprocal teaching technique are more aware of their own thinking in reading process. Those reasons also build effective reading plans such as a setting of a purpose of the reading, predicting or hypothesizing on what is being read, drawing and testing hypothesis, interpretation, and prediction. Students monitor and control their thinking process and check whether they understand and also student evaluate their own reading process in comprehend the text. Reciprocal teaching develops reading comprehension and promotes readers to be better in reading. It also can improve students' reading comprehension and help them to find the most important goal of reciprocal teaching and becoming independent readers.

2.7 Advantages and Disadvantages of Reciprocal Teaching Technique

2.7.1 Advantages

1. Reciprocal teaching technique helps students to learn and internalize these strategies to improve their summaries with practice and work more independently than the students who do not use this teaching strategy.
2. Reciprocal teaching technique is easily understood and mastered by both of teachers and students. Teacher uses it which include guided practice and modeling the strategy, think aloud during the process, and give students guided practice and independent practice.

3. Reciprocal teaching technique develop the new definition of reading that describe the process of reading as interactive, in which readers interact with the text as their prior experience is activated.

2.7.2 Disadvantage

The weakness of reciprocal teaching technique is the procedure is time consuming, because it needs longer time to implement the whole strategy instruction included in reciprocal teaching technique.

2.8 Theoretical Assumption

According to the previous theories above, the researcher assumed that there was a difference of students' reading comprehension achievement before and after being taught through reciprocal teaching technique. Reciprocal teaching technique is one of the reading instruction methods which cover the necessary reading strategies: predicting, questioning, clarifying and summarizing. The researcher assumed that using reciprocal teaching technique can improve the students' reading comprehension skill and reading comprehension achievement, and become better readers, because this technique had four strategies which would make them understand in reading. Consequently, the students created the new knowledge from what they internalize and develop their reading potential.

2.9 Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypothesis as follows:

Ho: There is no difference of student's reading comprehension ability between the students' who are taught using reciprocal teaching technique and the student's who do not using reciprocal teaching technique.

H₁ : There is a difference of student's reading comprehension ability between the student's who are taught using reciprocal teaching technique and the student's who do not using reciprocal teaching technique.