

II. FRAME OF THEORIES

This chapter discusses about the concept of reading, concept of reading comprehension, concept of teaching reading, the nature of recount text, concept of reciprocal teaching technique, the strengths and weaknesses of reciprocal teaching technique, theoretical assumption and hypothesis.

2.1 Concept of Reading

Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and or constructing meaning. Written information is received by the retina, processed by the primary visual cortex, and interpreted in human brain. There have been several expert who propose the definition of reading.

Nuttal (1982: 14) defines that reading as the meaningful interpretation of printed or written verbal symbols. To convey a meaning readers perceive the symbols and try to determine what they mean, either while perceiving them or shortly thereafter. For the reader there are functionally related aspects to reading. One of the aspects perceives written symbols, a visual activity; the other is describing a meaning to, or comprehending the collection of symbols.

Furthermore, Smith (1978) says that reading is an active process of deriving meaning. It means that the reader forms a preliminary expectation about material, and then selects the fewest, most productive cues necessary to confirm or reject the expectation. This is a sampling process in which the reader takes advantages of his knowledge in syntax, discourse and the real word.

Besides that, reading is one of the important skills which are needed by the students from elementary school to University and even kindergarten. Then, reading as one of the language skills to be taught, is a process of constructing or developing meaning for printed text (Cooper et al, 1988: 3).

Moreover, reader should have reading ability which is utilized in reading process. Grabe (2000) stated that reading is the ability to recognize vocabulary and syntax automatically, the ability to read at reasonably rapid rate, the ability to grasp the main idea and scan for piece of information and the ability to adjust rate and adapt strategies for careful analytic reading and critical evaluation. Brown (1982: 6) describes that in the reading process, a reader utilizes (1) vision which refers to the ability to see the print with sufficient clarity to be able to read; (2) perception, which refers to the ability to construct meaning from the information received through the visual sense; (3) comprehension which refers to intellectual process to construct meaning as an attempt to understand the author's message from the printed text; and (4) reaction which refers to the emotional touch.

In addition, Krashen and Terrell (1988: 134) distinguish four types of reading skills. They are: (1) scanning by which a reader is making a quick overview of a passage, looking for a specific information; (2) skimming by which a reader

concentrating on specific information; (3) extensive reading by which a reader is doing a rapid reading for main ideas of a large amount of text; and (4) Intensive reading by which a reader is reading for complete understanding of an entire text. Based on the statements above, it can be concluded that reading is a complex process in which reader and text are interacted involving a number of abilities especially comprehension. It is the basic and vital ability which cover the aim of reading and as primary reading ability.

From the various definitions above, it can be summarize that: First, the object of reading activity is graphic symbols. Second, Reading is an interpreting of graphic symbols, which involves an interaction between the writer and the reader. Third, in reading process, there are two essential aspects involved, i.e. word recognition and comprehension. The first one refers to the ability to give meaning to a printed symbol. The second refers to the ability to understand and apply the material.

To achieve the maximum result, teacher should build the student's interest in reading and makes appropriate reading materials so they will want to read.

2.2 Concept of Reading Comprehension

In reading process, the reader needs comprehension to follow the flow of the passage. By comprehension ability, reader gets the point of the reading text. In other words, without comprehension, there is no reading. Reading comprehension is understanding a text that is read, or the process of constructing meaning from a text. Comprehension is a construction process because it involves all of the

elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.

Rubin (1993: 194) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meanings and verbal reasoning. Without word meanings and verbal reasoning, there could be no reading comprehension.

Meanwhile, Simanjuntak (1989:4) states that the first point to be made about reading process is reading comprehension. Comprehension is a process in which readers use their formal schemata (rhetorical structure of language knowledge) and content (background knowledge of context) in order to get meaning of printed symbol. Moreover, Gunning (1992: 188) states that comprehension is a constructive, interactive process involving three factors: the reader, the text, and the context in which the text reads. In reading process, reader utilizes vision, perception, comprehension, and reaction (Brown, 1982: 6).

Brown (1982: 32) discusses 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. In addition, Brown (1982: 32) and Cooper et al. (1988: 25) classify that there are four categories of comprehension skills. The elements are as follows: (1) meaning vocabulary, (2) literal comprehension, (3) inference, and (4) critical reading/ thinking.

Based on Kustaryo (1998: 12), categorizes comprehension into three levels. They are:

1. Literal Comprehension Level

Literal comprehension level is level of understanding the ideas and information explicitly stated in the passage. In this level, the abilities needed by the readers are: (1) knowledge of word meanings, (2) recall of the details directly stated or paraphrased in own words, (3) understanding of grammatical clues subject, pronouns, verb, conjunction, and so forth. Finally, 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 level of understanding the ideas and information not explicitly stated in the passage. Inferences are ideas the readers receives when s/he goes beneath the surface to sense relationship, put the facts and ideas together, draw conclusions, and make generalization and also detect the mood of the materials. 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) summarization of the story content. Making inferences requires more thinking on one's part because one must depend less on the author and more on personal insight.

3. Critical Comprehension Level

Critical comprehension level is level of analyzing and personally reacting to information presented in the passage. Critical reading contains an inquiring mind with active, creative looking for false statements automatically when the reader reads the text. In this category, readers need abilities, such as: (1) personally reacting to information in a passage indicating meaning to the reader and (2) analyzing the quality of written symbol of information in the terms of some standards. In other word, 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. Furthermore, reader must know it is a good or bad writing according to writing standard. In addition, the active reader is questioning, comparing, and evaluating the ideas found in the material.

According to Nuttal (1982), there are five types of reading comprehension which can through be explained bellow :

1. Determining main idea

The main idea is the most important piece of information the author wants you to know about 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

It is only scanning or looking for the relevant part(s) and ignore the irrelevant. It is very useful when you know exactly what you are looking for in a text since you have a very specific goal in mind.

3. Finding reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other.

Finding reference means interpreting and determining one linguistic expression to another.

4. Finding inference

Inference is a good guess or conclusion drawn based on logic of passage.

Finding inference means the reader imply the sentence/ passage understand and conclude it logically.

5. Understanding vocabulary.

Understanding vocabulary means comprehend what the words mean.

When vocabulary mastery improves, comprehension will be deeper. Since comprehension is the ultimate goal of reading, the reader cannot overestimate the importance of vocabulary development.

Based on the statements above, it can be concluded that reading comprehension is a complex construction process in which reading comprehension ability is needed. Finally, the writer tried to cover all these skills and levels especially literal comprehension as first basic level.

2.3 Concept of Teaching Reading

Teaching reading should be focused on helping the students to be able to make sense of ideas conveyed in the text. To achieve these goals, the teacher must arrange the activities before reading class begin as follows:

1. Preliminary activities

These first activities consist of sharing knowledge and experience by the students in preparation for a particular reading task. It might occur before the students look at the text. First, students discuss the topic generally and then come to the specific ideas of the text.

2. Brainstorming

Brainstorming is when teacher provides a cue associated with a text and what impressions from students any words or phrases that come into mind. The cues can be key words or phrases, headlines, general topics, pictorial or other contextual clues. Some students, especially when first using this activity may need further prompt, such as where, who and what. These phase allow the students to use their experience to formulate questions to be answered by reading.

3. Headlines and titles, pictorial, and contextual clues

These parts of the text can help to prepare students for what they are going to read by providing important clues to meaning. They allow the students to use their experience to work out the possible content and to formulate questions to be answered by reading.

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 classroom.
2. Building a knowledge of language which will facilitate reading ability
3. Building schematic knowledge
4. The ability to adapt the reading technique according to reading purpose
5. Developing an awareness of structure of written texts in English
6. Taking a critical stance to the contents of the texts.

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

Furthermore, Alyousef (2005:143) says that teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures ; pre-, while-, and post- reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teacher can asks students question that arouse their interest while previewing 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. Post-reading includes activities, which enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences and comprehension questions.

The aim of teaching reading is to develop students' skills that they can read English texts effectively and efficiently. To be able to do so the reader should

have particular purposes in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading techniques. These can be real when the students read and interact with various types of texts.

2.4 The Nature of Recount Text

1. Definition of Recount Text

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.

2. Generic Structure of Recount Text

- ✓ Orientation : Introducing the participants, place and time.
- ✓ Events : Describing series of event that happened in the past.
- ✓ Reorientation: It is optional, stating personal comment or personal note of the writer.

3. Language Feature of Recount Text

- ✓ Introducing personal participant ; I, my group, we, etc
- ✓ Using chronological connection ; then, first, suddenly, etc
- ✓ Using action verb or material process ; looked, went, changed, etc
- ✓ Using simple past tense pattern

2.5 Concept of Reciprocal Teaching Technique

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

The technique has positive outcomes because the technique makes students focus on the subject and students more enthusiasm in learning process. 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 Palincsar 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 is selected as follows:

- 1. 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.

2. **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).
3. **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 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.

4. 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 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:

1. Direct teaching strategies, rather than reliance solely on teacher questioning
2. Student practice of reading strategies with real reading, not with worksheets or contrived exercises
3. Scaffolding of instruction; student as cognitive apprentices
4. Peer support for learning.

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). It 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.

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.

2.6 Procedure of Teaching Reading Comprehension through Reciprocal Teaching Technique

Based on Palincsar and Brown (1984), the procedures of teaching reading comprehension through reciprocal teaching technique are as follow:

➤ Pre activities

- a. The students greet the teacher
- b. The students' attendance list is checked by the teacher.
- c. Firstly, the teacher introduces about technique that they will apply.
- d. The students are grouped consist of 4 students.
- e. The students are delivered visual clues, cue card and learning logs
- f. The students do the first step by looking at the cue card;

Cue Card:

These cards are given to the students in order to make them easier in doing the steps of reciprocal teaching technique.

<p>Predicting</p> <p>I think</p> <p>I bet.....</p> <p>I wonder.....</p> <p>I predict.....</p>	<p>Predicting</p> <p>Look at the title and the visual clues on the page. What do you think we will be reading about?</p> <p>Thinking about the title and visual clues. What do you think might happen next?</p>
<p>Clarifying</p> <p>This is confusing to me. I need to(reread, slow down, look at the pictures, try to figure out this word, etc.</p> <p>What I'm thinking is.... but that isn't making sense. I need to.....</p>	<p>Questioning</p> <p>One question I had was.....</p> <p>What question(s) can you ask about what you read?</p> <p>What do you know about.....?</p>
<p>Questioning</p> <p>I wonder.....</p> <p>I'm curious about</p> <p>What? When? Where? Why? Who?</p> <p>How?</p>	<p>Questioning</p> <p>One question I had was.....</p> <p>What question(s) can you ask about what you read?</p> <p>What do you know about.....?</p>
<p>Summarizing</p> <p>In my own words, this is about</p> <p>The writer wanted me to remember.....</p> <p>The main point was.....</p>	<p>Summarizing</p> <p>What is the message or conclusion of the text?</p> <p>What does the author want us to remember or learn from this passage?</p> <p>What is the most important information in this passage?</p>

Learning logs:

These logs are given to the students to help the teacher cross check their answer and their comprehension.

Reciprocal Learning Logs	
Group:	Date:
Predict: What do you think you will read by looking at the title and visual clues?	
Clarify: What parts were hard to understand? Find words that are difficult to understand!	
Questions: What question(s) can you ask about what you read? Make some questions based on the text!	
Summarize: What is the most important information in the passage? Write only main events or important ideas in order!	

➤ **While activities**

1st step : Predicting

The students are encouraged to predict what the author will discuss next in the text by looking at the visual clues.

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 clues or illustrations from the text to support prediction:

I predict ... because...

- a. The students write their prediction in learning logs.
- b. The students' predictions are checked by the teacher to see whether it makes sense or no.
- c. The students are delivered the text.
- d. The students read the text.
- e. The students do the second step instruction by guiding with cue card:

2nd step : Clarifying

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 are hard to understand?

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.
- f. The students write their clarifying in learning logs.
 - g. The students' clarifying are checked by the teacher to see whether it makes sense or not.
 - h. The students do the third step instruction:

3rd step: Questioning

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.*
- i. The students write their questions in learning logs.
 - j. The students' questions are checked by the teacher to see whether it makes sense or not.
 - k. The students do the last step instruction by looking at cue card:

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 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.
- l. The students write their summary in learning logs.
 - m. The students' summary are checked by the teacher to see whether it makes sense or no.
 - n. Asks the students to do the predicting, questioning, clarifying, and summarizing again, with all the paragraph or sections in the passage.

➤ **Post activities**

- a. The students discuss whether they have some difficulties on lesson or not.
- b. The students are encouraged by the teacher to use reciprocal teaching technique in their reading.
- c. The teacher closes the meeting.

2.7 The Strengths and Weakness of Reciprocal Teaching Technique

2.7.1 The Strengths of Reciprocal Teaching Technique :

- Students get greater knowledge of the theme of text.

- Discussing the topic firstly in predicting will give students more knowledge about the topic.
- Students can gain an improved understanding of complex text in content areas.
- 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.
- Students enjoy working together and being "teacher/leader" of groups.
- Students improve leadership skill by being the leader of group.
- Students can increase cooperation between students in group.
- Students are actively engaged in process of learning. Dialogue happens during the activities between leader and groups.

2.7.2 The Weaknesses of Reciprocal Teaching Technique :

- It can be time consuming because of the complex steps of activities.
- The class might be noisy because dialogue or discussion happens during learning for all groups in class.
- The class needs more control because teacher do not teach directly or just monitor. Actually, the teacher position is changed by leader of each group.

2.8 Theoretical Assumption

As the frame of theories above, it can be assumed that reading is extremely important in learning language and the writer assumes that reciprocal teaching technique is a suitable strategy in teaching reading, particularly in improving students' comprehension. By applying reciprocal technique reader can be actively involved in reading lesson. Reciprocal teaching requires the activeness of students during the process. 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 will increase. Therefore, the writer assumes that reciprocal teaching technique is applicable to increase the students' reading comprehension.

2.9 Hypothesis

The writer proposed the hypothesis as follows:

- H₀: There is no difference in students' reading comprehension score before and after being taught through reciprocal teaching technique.
- H₁: There is any difference in students' reading comprehension score before and after being taught through reciprocal teaching technique.