

II. LITERATURE REVIEW

2.1 Concept of Reading

Reading as the meaningful interpretation of printed or written verbal symbols (Nuttal,1982) as stated in Simanjuntak (1988:3Christian and Mary (1976) mention that reading is the most important skill for the most students through the world.

Moreover Clark and Silberstein (1987) define reading as follows

An active cognitive process of interaction with the print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension the information and ideas communicated.

It means that when a reader interacts with the ideas printed, his prior knowledge combines with visual (written) information result in comprehending the message.

Therefore, reading is a sort of communication between a writer and a reader.

Mackay (1979:15) asserts that Reading is an active process because it involves an interaction between thought and language. It means that the reader brings to the task a formidable amount of information and ideas, attitude and beliefs.

Finichiaro and Bonomo (1973:199) state that reading is bringing and getting process meaning from the printed or written materials. Tarigan (1984:7) defines

that reading is a process, which is conducted by the reader in order to get the message, which is sent by the writer through printed language.”

Based on the quotations above, the writer can infer that reading is a complex activity which is very important involving language and thought in order to get meaningful message, science or information sent by the writer through printed language such as graphic symbols, written verbal symbols.

2.2 Reading Comprehension

Nuttall (1982: 42) defines reading as the meaningful interpretation of printed or written verbal symbols. Finichiaro and Bonomo (1973: 199) state, reading is bringing and getting meaning from the printed or written materials. Joyce (2006:2) says that reading is an active skill, where the reader interacts with the text, and to some extent the writer. Smith (1982: 5-6) says reading certainly implies comprehension, and reading is something that makes sense to the reader. The readers try to understand and get the meaning and information in the written texts in form symbols, letters, graphs, etc. thus they grasp the writers' messages from the texts.

Reading is a construct process of guessing (Grellet, 1985), reading is an active process of deriving meaning” (Goodman, 1976, Smith, 1978). Mackey (1979: 15) says Reading is an active process because it involves an interaction between thought and language. Reading as an active skill, where the reader interacts with

the text, and to some extent the writer. It means if a reader finds a reading passage is interesting, his/ her mind is fully engaged in trying to understand the reading.

In addition, Howart (2006: 1) cites that reading is, of course, just as communicative as any other form of language. It means that in reading there is an interaction between the writer and the readers through the texts. The writer tries to encode the message to the readers. Then the readers try to decode the message that sent by the writer.

Finocchiaro and Bonomo (1973 : 132) suggest that reading comprehension is ability which depends on the accuracy and speed of grapheme perception, that is, perception of written symbol, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues, and recognition of cultural allusions.

Smith (1982: 15) cites that comprehension in reading as a matter of “making sense” of text, of relating written language to what we know already and to we want to know. Comprehension can be regarded as a condition where certainty exists. We comprehend when we have no doubt about alternative interpretation or decisions in our mind. In addition, Dallman (1982: 23) states that reading is more than knowing what each letter of alphabet standing for, reading involves more than word recognition, that comprehension is an essential of reading that without comprehension no reading takes place.

Referring to the definition above, it can be said that in comprehending the texts the students have to know their technique in reading. One aspect that becomes essential in students' reading is the reading technique. It has direct "link" in comprehension and strategy or technique. The writer assumes that reading comprehension is students' reading competence in comprehending the specific information, words and surface meaning in texts which is described by students' score with the appropriate technique.

2.3 Concept of Schemata

Schemata theory consists of linguistic schemata and content schemata. Linguistic schemata refers to knowledge of grammatical, syntactic and semantic system. While content schemata refers to the prior experience and background knowledge. Anderson (1977) have defined the three functions of the content schemata. First, schemata provides the basis for filling the gap in a text: no message ever completely explicit and schema permits a coherent interpretation through inferential elaboration. Second, schemata contain the reader's interpretation of an ambiguous message. Third, it is establishing correspondence between things known as represented by schemata, and the given in a message, that readers monitor their comprehension and know whether they have understood the text. Perhaps the central function of schemata is in the construction of an interpretation of an event, object, or situation. Nuttall (2002) also describes the role of schemata, saying that the kinds of assumption we make about the world depend on what we have experienced and how our minds have organized the knowledge we have got

from our past experiences. Nunan (2001) thinks schema theory suggests that our knowledge will strongly affect our ability to understand new information by providing a framework within which that new information might fit. The basic principle behind schema theory is that text themselves, whether spoken or written, do not carry the meaning. Rather they provide signpost, or clues to be utilized by listeners or readers in constructing the original meaning of speakers or writers. Reading comprehension is thus an interactive process between the readers and the text, in that reader is required to fit the clues provided in the text to his or her own background knowledge.

2.4 Concept of Advance Organizers

According to Ausubel (2010) advanced organizers represent one strategy to address subsumption theory. Subsumption theory suggests that learning "is based upon the kinds of superordinate, representational, and combinatorial processes that occur during the reception of information." When new knowledge is created that is substantive and non-verbatim, and is related to existing knowledge, retention and learning are primed. Forgetting occurs when new knowledge becomes integrated into existing knowledge, and loses its individual identity.

While Mayer (2003) state that an advance organizer is information that is presented prior to learning and that can be used by the learner to organize and interpret new incoming information. Advance organizers that serve to make appropriate prerequisite knowledge available to the learner by providing new information are called expository organizers. Advance organizers that serve to

build external connections with existing knowledge that is relevant to the new information by reminding the learner about prior knowledge are called comparative organizers

Therefore, advance organizers can be as simple as a teacher's background discussion before introducing a new concept or a list of tasks to be done by the learner; alternatively, they can be as complex as a detailed flow diagram that pictures many components of a multi-component task and their organization. Advance organization can be provided by words (spoken or written), diagrams and charts, photographs, or actual models of finished products. Advance organizers are cognitive strategies that help to make complex concepts or tasks clear, and also to relate known information to new or unknown information. They may be designed to facilitate orientation to new information, sequential organization through a task, elaboration of a concept, thematic or dramatic or other forms of cognitive organization.

Thus, advance organizers not only facilitate understanding of new information and completion of complex tasks, they also improve learning and memory at the levels of encoding new information, storing it, and subsequently retrieving it.

2.5 Concept of Five Reading Aspects

In reading there are five aspects which help the students to comprehend the English text, there are:

1. Main Idea

In line with Mc Whorter (1986:36) the sentence which states this main idea is called the topic sentence. She adds that the topic sentence tells what the rest of the paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that the author develops throughout the paragraph.

2. Specific Information

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, incidents, comparison, analogy, cause and effect and quotation.

3. References

According to Latulippe (1986:20) defines that references are words or phrases used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader to find the meaning elsewhere in the text.

4. Interference

In relation to make inferences, Kathleen (1983:31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draws between what he observes or knows and what he does not know.

5. Vocabulary

According to Wallace (1987:30) says that vocabulary is the stock of words used by the people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

Above all, reading comprehension is about getting main ideas, specific information, references, interference and vocabulary.

2.6 Strategies in Teaching Reading Comprehension

As mentioned previously that the use of reading strategy will contribute toward reading. If the teacher can apply the most appropriate reading strategy which is suitable with the students' characteristics, it will increase the students' comprehension to the text and vice versa.

Many researchers have been conducted in relation with strategy and technique in teaching reading comprehension. According to Mikulecky (1989:2) in Hararit

(2007) there are two processing strategies to comprehend the text. First, a concept-driven or top-down mode, in which readers focus primarily on what is already known in trying to comprehend the text. Second, data driven or bottom-up mode in which the readers will combine these two strategies to understand the text. They will use their background knowledge to understand writers' idea.

Another technique proposed by Wedman et al (1996:112) in Hararit (2007:12) is a group work. It is a technique in which learners construct meaning through events that occur among groups of people rather than between a person and a thing.

Therefore learning occurs when groups people gave opportunities for verbal exchanges that lead to decision making, reflection and interdependent and autonomous learning. In other words, to have better comprehension of a text, readers are expected to discuss what they read with other people in a group. This happens because among the readers share information using their background knowledge. On the other hand, their understanding is hopefully established after they share perspective based on the text they have read.

In this technique, strategies are taught through a series of dialogues between teacher and students. The teacher is the discussion leader in the initial dialogues. First, the teacher gives a reading text with the visual clues and learning logs to the students. Learning logs is written documentation of learning used by the process of learning. Then, the teacher comes to the first and second instruction: begins by offering or asking the students for predictions regarding what will come next in the text and then ask them to write down their prediction in learning logs.

Students base their predictions on their prior knowledge of the topic, clues that are provided in the text, or perhaps just what they hope the author will address.

Then, for the second instruction the teacher begins the discussion with questions about the main content of the text. Students respond to this question, raise, additional questions and the case of misunderstanding, the students reread the text. Furthermore, in this stage of clarification, teacher and students seek clarify words or concepts they do not understand. The teacher may lead students to discover words meanings or prompt them to use context for identifying the meaning of unfamiliar words. And for the last instructions the teacher lead the students to summarize of identifying the gist of their reading and their discussion throughout the dialogue, the teacher modeling is how to go about applying the instruction when reading. Finally, the teachers changes from model to coach as the position of discussion leader from teacher to students. Students rotate leading the discussion, initially with the considerable assistant from the teacher in the form of feedback encouragement. Overtime, as students gradually acquire proficiency in instruction use, teacher involvement fades and control of the discussion passes to the students.

2.7 Concept of Reciprocal Teaching Technique

According to (Palincsar & Brown, 1984) reciprocal teaching is a cooperative learning method of improving reading comprehension that can also be used in individual tutoring/teaching. In reciprocal teaching a teacher/tutor and a group of students take turns leading discussions about specific segments of text using reading strategies of questioning, clarifying, summarizing and predicting. Instructional techniques involved are: demonstrate, or model and explain, practice with feedback, dialogue or "simple conversation with a purpose" (Palincsar, Ransom & Derber, 1988), scaffold or provide students with temporary support and take turns leading text dialogues. The combination of these techniques leads to student self-regulation or self-management of reading comprehension (Hartman, 1994).

Reciprocal teaching is a strategy used to help pupils develop a better understanding of what is presented in any given text. It encourages interactive dialogue or discussion between teacher and learners and is mostly used with pupils who have adequate reading ability. A benefit of reciprocal teaching includes helping pupils to read and strategically learn textbook material in a systematic manner. The developmental stages and ages of pupils determine the role that the teacher plays in modeling the strategy or actively facilitating the interactive dialogue or discussion.

The Four Principles of Reciprocal Teaching:

Predicting

Pupils further discuss the selection in the text and make predictions about what will follow in the text. Pupils rely on prior knowledge at this point and attempt to make meaningful connections related to what they are reading and what they already know.

Question Generating

After reading and summarizing the selection in the text, questions are formulated related to the information. These questions are meant to help pupils further understand the selection that has been read.

Clarifying

Any concepts or vocabulary that is troublesome or difficult to understand is discussed. Attempts are made to clarify the concepts or words either by the teacher or by utilizing available resources to help bring meaning and clarification to the passage or selection in the text.

Summarizing

Pupils tell or explain what they have read from any given selection from a text.

Pupils summarize and highlight (can be in the form of an outline) the important information in the text.

2.8 Criteria for Choosing Reading Materials

One of the most important aspects of teaching reading is the selection of the reading materials. English teacher generally find themselves in one of two

situations: either they are trying to adopt a textbook to suit the needs, or they are trying to find readings and write their own exercises to fill gap in their curriculum. (Long and Richards, 1987).

The most important consideration for the teacher in selecting the materials is that the materials can arouse students' interest. Bond and Tinker (1996:13) state:

- The materials must be suitable in level difficulty
- The materials should be suitable in type.
- The materials must be in appropriate level of interest and format.
- The materials must be abundant.

Choosing the materials which have the characteristics like those is rather difficult.

The teacher should find them from a lot of sources. Concerning with the selection of reading materials, Paulston and Bruder (1970:159) state that

One of the most important aspects of teaching reading is the selection of reading text. The reading text or reading selection should have high interest values to the students and the simplest way of establishing this by asking the students their opinion of the reading and then eliminating low interest low interest selections from future curricula.

Long and Richards (1987:237) state that there are two factors that is need to be considered before reading is taken into classroom. First, is the reading selection appropriate to both the proficiency level and interest of the students? Both aspects of reading that are linguistic difficulty and semantic relevance should be weighted before it is selected for use. There is evidence to suggest that relevance is more important criterion than difficulty in selecting readings. A student with prerequisite amount of knowledge and interest in a subject is more likely to force himself through a relatively easy selection in which he has no interest. Second, can the selection be made to provide practice in the skills which we need to reinforce? Given the demands of day to day teaching, it is easy to fall into the trap of using a particular type of exercise because it is easy and enjoyable. by varying

the tasks students are expected to perform. We do not only make classes interesting, but also show students that skills can be used with a wide range of materials and that the same reading might profitably be attacked several ways.

2.9 Procedures of Teaching Reading Comprehension through Reciprocal Teaching Technique.

Based On the procedures of teaching reading comprehension through reciprocal teaching technique(Palinscar and Brown,1984), the teacher modify the activities of teaching learning process.

The procedure are as follows:

1. Pre-activities:

Pre-reading used to prepare students for reading. During pre-reading, the teacher:

- a. Greets the students
- b. Checks the students' attendance list
- c. Explains the students about teaching technique they will use.
- d. Conveys the objective of teaching learning
- e. Assigns the students to their group
- f. Gives the students a reading text with learning logs
- g. Asks the students to do the first step instruction:

Predicting

In the first instruction, the students are encouraged by the teachers to predict about what the students think regarding what will come next in the text.

Encourage the students to think on the following lines:

Let's look at the title and all the picture what do you think you will be reading about?

Thinking about what we have seen at the title and picture, what do you think might happen next?

When predicting:

Use the prediction languages I predict....i think.....

Check predictions after reading to see if they make sense.

1. Asks the students to read the first paragraph or section:
2. Asks the students to write their prediction in learning logs.
 - h. Asks the students to do the second step instruction:

2. While –activities

In while activities, the teacher:

Questioning

In the second instruction, the students are encouraged by the teachers to generate an appropriate questions for the passage.

Encourage the students to think on the following line:

What questions(s) can ask about what you have read, make some questions that have answers in the text.

When questioning:

Use the questions words *who, what, where, why, and how*

Ask some question that can be inferred.

i. Asks the student to write their questions in learning logs.

j. Asks the students to do the third step instruction.

Clarifying

In this instruction, the students are encouraged by the teachers to identify what makes a given text difficult and seek an understanding of difficult vocabulary.

Encourage the students to think on the following lines:

Where there any parts that were hard to do understand?

What words or ideas need clarifying for you?

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 and look for smaller words.
- Identify words that are difficult to pronounce or understand.

k. Asks the students to do the last step instruction

Summarizing

In the last step instruction, the students are encouraged by the teachers to identify and integrate the most important information in the text.

Encourage the students to think on the following line:

- What is the most important information in this passage?

When summarizing:

Use the language of 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 in order

l. Asks the students to do predicting, questions, clarifying and summarizing again, with all the paragraphs or sections in the passage:

m. Post- Activities

- answering reading test individually
- Asks the students to discuss whether they have some difficulties on lesson or not
- Encourages the students to use reciprocal teaching technique in their reading.
- Closing the learning process.

2.10 Advantages and Disadvantages of Reciprocal Technique

Advantages

1. Students using reciprocal teaching improved their summaries with practice and worked more independently than the students not using this teaching strategy. Additionally, the reciprocal teaching classes saw fewer disruptive student behaviors, possibly because the students were more cognitively engaged in the material.
2. Reciprocal teaching has also been shown to help students develop interpersonal communication skills since they have to interact with other students and the teacher. Since students team and help each other, this teaching strategy involves students helping and teaching other students. This is thought to boost student self-efficacy and self-esteem.

Disadvantages

1. Reciprocal teaching requires time and practice to implement successfully. Trying to implement this strategy without proper preparation and planning will not likely have the proposed benefits for the students. Additionally, reciprocal teaching requires more classroom time than traditional teaching methods.
2. Since the students are collaborating with each other and sharing the teaching of the material with the teacher, it is possible that students will provide incorrect feedback to other students. With larger groups of students, it will be difficult for the teacher to monitor all of the communications between the students, and misinformation may be passed through the class.