

## **II. FRAME OF THEORIES**

### **A. Concept of Reading and Reading Ability**

Actually, 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.

An expert, Nuttal (1984: 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 is perceiving written symbols, a visual activity; the other is describing a meaning to, or comprehending the collection of symbols.

Afterwards, 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 is 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 (1986) 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 abilities. 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.

### **B. Concept of Reading Comprehension and Reading Comprehension Ability**

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 word, without comprehension, there is no reading. As defined by Partnership for Reading (2005). 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; without reading comprehension, there would be no reading.

Whereas, Simanjuntak (1984: 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 (1983: 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 (1983: 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.

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.

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

### 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 inference 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.

After all, it comes to the conclusion that reading comprehension is a complex construction process in which reading comprehension ability is needed. Actually, the researcher tries to cover all these skills and levels especially literal comprehension as first basic level.

### **C. Concept of Teaching Reading**

Teaching reading should be focus 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.

The researcher will adapt the pre activities above, intensive and silent reading activities below. Basically, there are four major activities. They are as follow:

#### 1. Intensive reading

It refers to the kind of work done in the reading class, for example studying for exam. As Murcia stated that for our purposes, intensive reading consist of short selection which can be read and discussed in one class period..... Extensive reading assignments should generally involve longer selections which are read outside of class (Marianne-Celce Murcia, 1978: 150).

#### 2. Extensive reading

As Murcia's statement above, extensive reading is reading activity outside the class to add their knowledge.



### 3. Silent reading

In silent reading, reader uses our eyes and his/her ability to comprehend the meaning of the written sign. Thus, comprehending the text will be given more emphasizes.

### 4. Reading aloud

In reading aloud, reader changes the written form (sign) into oral sign giving meaning. The most important characteristics of oral reading are pronunciation, tone, speed, and pauses. Reading aloud to children helps them develop and improve literacy skills -- reading, writing, speaking, and listening.

## **D. 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

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

### 3. Language Feature of Recount Text

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

(<http://allaboutenglish-zone.blogspot.com/>).

### **E. The Nature of Reciprocal Teaching Technique**

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

The technique had positive outcomes. Since then, the use of strategies like summarizing after each paragraph have come to be seen as effective strategies for building students' comprehension. The idea is that students will develop stronger reading comprehension skills on their own if the teacher gives them explicit mental tools for unpacking text.

According to Alverman and Phelps (1998), reciprocal teaching has two major features: (1) instruction and practice of the four comprehension strategies—predicting, question generating, clarifying, and summarizing and (2) a special kind

of cognitive apprenticeship where students gradually learn to assume the role of teacher in helping their peers construct meaning from text.

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

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

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

As teaching technique, reciprocal is considered useful because it is not only help in the decoding text (reading) but also it teaches how to comprehend what one reads. Klinger and Vaughn (1996) has been used reciprocal teaching to improve the comprehension of students who are able to decode, but display difficulties with the comprehension of text.

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

- **Predicting** occurs when students hypothesize what the author will discuss next in the text. In order to do this successfully, students must activate the relevant background knowledge that they already possess regarding the topic. The students have a purpose for reading: to confirm or disprove their hypotheses. Furthermore, the opportunity has been created for the students to link the new knowledge they will encounter in the text with the knowledge they already possess. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.
- **Question generating** reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. Question generating is a flexible strategy to the extent that students can be taught and encouraged to generate questions at many levels. For example, some school situations require that students master supporting detail information; others require that the students be able to infer or apply new information from text.
- **Clarifying** is an activity that is particularly important when working with students who have a history of comprehension difficulty. These students may

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

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

## **F. Procedure of Teaching Reading Comprehension through Reciprocal Teaching Technique**

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

### **1. Pre activities**

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

- a. The teacher greets the students
- b. The teacher checks the students' attendance list.

- c. Firstly, the teacher introduces about technique that they will apply.
- d. The teacher asks the students to make some groups.
- e. The teacher delivers visual clues, cue card and learning logs.
- f. The teacher asks the students to do the first step by looking at the cue card;

1<sup>st</sup> step: Predicting (determining main idea)

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

The leading questions can be:

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

What do you think may happen next in first paragraph?

During prediction:

- Use the prediction languages:

I predict ....

I think.....

I imagine....

I suppose....

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

I predict ... because...

- g. The teacher asks the students to write their prediction in learning logs.
- h. The teacher checks the predictions to see whether it makes sense or no.
- i. The teacher delivers the first paragraph text.
- j. The teacher asks the students to read the first paragraph or section.

## 2. While activities

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

2<sup>nd</sup> step: Questioning (finding specific information and part of text)

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

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

During questioning:

- Use the wh-questions, such as who, what, where, when, why and how.
- Ask some questions that can be inferred.

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

3<sup>rd</sup> step: Clarifying (finding reference, inference and understanding vocabulary)

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

The leading questions might be:

- What parts were hard to understand?
- What words or ideas do not you understand?
- Do you know, what does the sentence mean?
- What word can replace the original word?

During clarifying:

- Reread, reread and reread the sentence and look for the key ideas to help you understand the word.
- Look for prefix or suffix in the word or break the word apart into smaller words.
- Read on for clues / illustration.
- Check the part of the word you know.
- Try another word.
- Use the clarifying language:

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

- Identify words that are difficult to pronounce.

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

4<sup>th</sup> step: Summarizing

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

- What is the message of the text?
- What does the author want us to remember or learn from this passage?
- What is the most important information in this passage/ paragraph?

During summarizing:

- Use the language for summarizing:
- The most important ideas in this text are....
- Reread to summarize main events or important ideas from the text.
- Include only main events or important ideas.
- Tell main events or important ideas in order.



- Use some vocabularies from the text.

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

### **3. Post activities**

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

b. The teacher encourages the students to use reciprocal teaching technique in their reading.

c. The teacher closes the meeting.

### **G. The Nature of Ordinary (Lecture) Technique**

Ordinary (lecture) technique is a technique of delivering information and knowledge orally for a number of student that are usually passive Unless the teacher delivers the lesson orally to the students, the teacher has been said giving lecture. Lecture technique is the most popular technique for many teachers because it is very easy to control and organize the class. It is a traditional technique that is applied by the teacher in a long time.

It is a way of teaching learning where the material is taught in monologue way by the teacher so it is one way communication. The students keep attention to what the teacher explains. The students listen carefully, take a note and observe the lesson. For the students that have limited ability in these activities, they are given a chance to answer questions or ask questions that they do not understand (A.S. Makmun, 2003).

Generally, in lecture technique students just take a note, the concept or the main point of the lesson. They remember the concept what the teacher explains. The students are not given a chance to find out their own concept of the material. In this technique, the media are not needed in the learning process and it is easy to be held. It does not need much budget.

It also had strength like the teacher will be easier to monitor the students' attention in observing the lesson, because they do the same activity. So if the students had another activity, automatically the teacher realizes it. Soon after that the teacher will warn them and they will keep attention again. Their attention will be not divided so the teacher can explained the material well.

But in this technique, the teacher does not really know the comprehension of the students about the material. So, the task is given in the last session to know their mastery of the material.

## **H. Procedure of Teaching Reading Comprehension through Ordinary (Lecture) Technique**

### **1. Pre reading activity**

The class is opened by greeting and the students respond to it. Next, the teacher checks students' attendance list. Later, teacher distributes the text.

## **2. While reading activity**

Teacher reads the text fluently and the students listen carefully. Then, teacher asks some students to read the text individually. The teacher explains the content of the text. After that, the teacher gives the students a chance to ask one or more questions the difficult part/words that they do not understand. Thus, the teacher clarifies it. If there are no difficulties anymore, the students are asked to answer some questions related to the text. After finishing it, the teacher asks the students' answer to be collected and delivered to others. The students answer one by one randomly choosing by teacher. When the student's answer is wrong, the teacher asks another student to do it. The difficult questions that can not be comprehended by the students will be clarified by the teacher.

## **3. Post reading activity**

The teacher asks the students whether they have difficulty about the lesson. Finally, the teacher closes the meeting.

### **I. The Strengths of Reciprocal Teaching Technique**

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

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

- b. Students can gain an improved understanding of complex text in content areas.
- c. Students can improve language skills.

Students will improve their language skills in the activities, such as reading skill by reading the text, speaking skill by leading the group activities in

English, writing skill by writing the answers in learning logs, and listening skill by listening to leader instruction in guiding the activities.

- d. Students enjoy working together and being "teacher/leader" of groups.
- e. Students improve leadership skill by being the leader of group.
- f. Students can increase cooperation between students in group.
- g. Students are actively engaged in process of learning. Dialogue happens during the activities between leader and groups.

#### **J. The Weaknesses of Reciprocal Teaching Technique**

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

#### **K. The Strengths of Ordinary (Lecture) Technique**

- a. Teacher can control the class easily because teacher is the center of the whole class.
- b. Teacher can explain much material. The students just listen, take a note and observe what the teacher explains.
- c. A large number of students can follow the class.
- d. It is easy to be done. Media are seldom to be used.

### **L. The Weaknesses of Ordinary (Lecture) Technique**

- a. Students get low motivation because of monotonous teaching learning strategy.
- b. Students can not enjoy the learning process during the class. They feel bored.
- c. Students are more passive in the class. They just listen to the teacher.
- d. Not all students understand the material especially for the students who have limited ability in listening and writing.
- e. It is difficult to control how far students master the material.
- f. Teaching process becomes verbalism (word definition).

### **M. Theoretical Assumption**

As the frame of theories above, it can be assumed that reading is extremely important in learning language. Christian and Mary (1976) mentioned that reading is the most important skill of all for the most students of English through the world. In reading process, reader needs comprehension, because no comprehension means any reading. Dallman (1982: 23) said that reading is more than knowing what each letter of alphabet stands for; reading involves more than word recognition; that comprehension is an essential of reading; that without comprehension no reading takes place.

At least, appropriate teaching technique is needed to improve reading comprehension ability. Researcher assumes that reciprocal teaching technique is the most suitable technique for teaching reading comprehension. It has been found highly successful in helping first language poor readers improve their level of

reading comprehension (Palinscar & Brown, 1984). Moreover, reciprocal teaching has systematic steps that help students to comprehend the reading text deeper. It is also an active process and collaborative because dialogue/ discussion between students are required during learning process. It provides opportunities for students to learn to monitor their own learning and thinking. Students with variety levels share their knowledge. Finally, students reading comprehension ability will increase.

## **N. Hypothesis**

The researcher proposed the hypothesis as follows:

H<sub>0</sub>: There is no significant difference of students' reading comprehension between students who are taught through reciprocal teaching Technique and those who are taught through ordinary technique

H<sub>1</sub>: There is a significant difference of students' reading comprehension between students who are taught through reciprocal teaching Technique and those who are taught through ordinary (lecture) technique.