

Chapter Two

Literature Review

In this chapter, the researcher discusses some theories related to reciprocal teaching technique in improving reading comprehension. The contents of this chapter are the reading skill, narrative text, reading comprehension, reciprocal teaching technique and the advantages of using reciprocal teaching technique.

Reading Skill

Reading is one of the four skills in language learning. This skill is used to facilitate the learning process of the students. Many reading experts present their view and their opinions about reading. Since everyone has his/her own view and opinion about something, reading can be defined in many ways depending on the one who give the definition about reading. According to Patel (2008), reading is a process of understanding, and reading is certainly an important activity for increasing knowledge of a language. Reading is not only a source of information, but also combining and extending the knowledge of the language. He adds that there are three stages in reading process. The first stage is recognition stage; this stage depends on the differences between the writing of the learner's mother tongue and English also between the spelling conventions of the two languages. The second stage is structuring stage; this stage is the relationship of the items and understanding of the structural meaning of the syntactical units. The last stage is interpretation stage; this stage is the highest level in the process of reading. The learner comprehends the significance of a word, distinguishes between a statement of fact and a statement of opinion. In this stage, a person really reads for information or for pleasure.

In addition, Qanwal and Karim (2014) state that the definition of reading is based on three categorizations namely linguistics level, discourse level, and cognition level. On the linguistics level, reading is defined as an interpretative or decoding skill. On the discourse level, reading is defined as an interactive skill, whereas on cognition level, reading is defined as an active, cognitive, and thinking process.

Regarding linguistics level, it is similar to Cline (2006) who states that reading is the process of decoding and understanding written texts. Decoding is the ability to translate the symbols of writing system into spoken words which they represent. The ability of understanding is one of the most determined in the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. Therefore, reading is the process to get meaning from the text and the conversation between the writer and the readers. Paran (1996) states that reading is an activity involving constant guesses that are later rejected or confirmed. It means the readers do not read all the sentences from the text but they find some clues or keywords to get the meaning. Furthermore, Grabe and Stoller (2001) define reading as the ability to draw meaning from the pronated pages and interpret the information appropriately. It means that the readers should select the appropriate information that they get from the text.

In conclusion, reading is an active process and thinking process that involves interpretation of the implicit and explicit meaning of written texts. In reading activities, the readers get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers.

Students-Centered Teaching

There are many experts who give their opinions about students-centered teaching, one of them is Rogers and Frieberg (1994) who states that students-centered teaching is a teaching technique which is used in the classroom to make the students become more active than teacher. It means, the students are facilitators for the operations in the classroom management. Additinally, Garrett (2008) mentioned some advantages of students-centered teaching such as leadership is shared in the classroom, students are fasilitators for the operations of the classroom, all of the students have the opportunity to become an integral part of the management of the classroom, and students responsibility are shared in the classroom. The purpose of the students-centered teaching is to encourage students to increase their responsibility in regulating their own behavior through problem solving and peer mediations program (Bloom, Perlmutter, & Burrell, 1999). Regarding to the purpose of students-centered teaching Bishop (2013) also states that students-centered teaching aims to develop students' autonomy and independence by putting responsibility for the learning path in the influence of the students. Students-centered teaching is focused on the skills and practices that allow lifelong learning and independent problem-solving.

In conclusion, it can be said that students-centered teaching is focused on students' interest first, then students' opinion as a central of the learning experience. In students-centered teaching, the students select what they will learn, how they will learn, and how they will assess their own learning. Besides that, the teacher also easy to recognize individual differences in learners. On the word, the students-centered teaching emphasizes the students' interests, abilities, and learning styles individually. The role of

teachers in classroom as a facilitator of learning for individuals rather than for the class as a whole.

Teacher-Centered Teaching

Teacher-centered teaching is a teaching technique which is the discipline comes from the teacher and the teacher makes the roles and posts them to the all students in classroom (Brown, 2003). It means, teaching based on teacher-centered, the teacher take full responsibility in classroom management since the role of teachers itself as a leader in the classroom. According to Pazzaglia (2015) there are some roles in teacher-centered teaching such as the discipline comes from the teacher, teacher takes responsibility for all the paperwork and organization in the classroom, students are allowed limited responsibilities, and consequences are fixed for the all students. Pazzaglia also argues that teacher-centered learning is easier to implement because the teacher used some strategies in teaching such as lecturing which is teacher takes an active role and presents information to the entire class while the students' main role is to listen to listen to the new information being provided. Recitation which is in the classroom interaction follows the specific pattern of teacher initiates a question, then student responds and teacher evaluates the response of the students. Drill and practice in which the teacher provides a series of independent task to reinforce a concept. Regarding to the strategies that the teachers used in teaching based on teacher-centered Roth (2015) also suggested the strategies that the teacher used in the classroom such as demonstration, assignment and homework, memorizing, reviewing, questioning, and discussion. It means, by implemented teacher-centered teaching, the teacher as a

guidance in the classroom since the teacher helps the students learn by showing them how to use materials and special tools, or how to accomplish a particular task.

In summary, the purpose of using teacher-centered teaching is to foster active engagement and experiential learning in the classroom. In teacher-centered teaching technique, the teacher is a primary communicator of knowledge and the teacher directly manages the pace and sequence of the instructions in the classroom.

Narrative Texts

Narrative text is one of the text in English. According to Pharr (2005), a narrative is a chronology of events that happened in every life both small and large. It means, the reader need to analyze the chronology of events that happened in narrative text. The reader also need to know the sequences of events that can make the reader understand the story of the text. In addition, Anderson and Anderson (2003), state that “Narrative is a text that tells a story and entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotion” (p. 3). Regarding the purpose of narrative text Dietsch (2006) state that narrative text has general purpose to entertain the reader and narrative has two categories are fact and fiction. Commonly, the fact narrative can be used to persuade the audience or the reader. The fiction can be used to amuse the reader.

In conclusion, it can be said narrative is one of the story style that consist of chronology of events and time sequences by the purpose to entertain the readers. Furthermore, the purpose of narrative text can be reflect, inform, or persuade the

audience or the reader. It can be fiction or true and there are morals values and experience.

Reading Comprehension

Reading comprehension is one of the ability that the learners should have in reading. Comprehension is an aspect which cannot be separated from reading activity since reading comprehension allow the students to read proficiently and learn effectively (Grabe & Stoller, 2001). It means that reading comprehension is the important aspect in reading since it helps the students build their prior knowledge and experience and develop their language skills. Reading is a construction of meaning and comprehension is a product of reading (Pinnell & Fountas, 1996). Similarly Mikulecky and Jeffries (2004) state that reading comprehension is the process of making connection between what we are reading and what we already know. In addition, Nunan (1989) mention that background knowledge is the important factor in reading comprehension as the grammatical knowledge. It means, the good readers should be able to relate the text and their own knowledge efficiently, so reading comprehension can be achieved.

Similarly, Pinnel and Fountas (1996) state that the definition of reading comprehension is making predictions and anticipating by using the experience of the readers. In reading comprehension, the readers use their imagination and experience in the reading process. Another definition of reading comprehension comes from National Assessment Governing Board. A report of RAND (2002) defines reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction with written language. It consists of three elements: the reader, the

text and the activity or purpose for reading” (p.11). Similarly, Maria (1990) defines reading comprehension as “holistic process of constructing meaning from written text through the interaction of (1) the knowledge the reader brings to the text, i.e. word recognition ability, word knowledge, and knowledge of linguistic conventions; (2) the reader’s interpretation of the language that the writer used in construction the text; and (3) the situation in which the text is read” (p. 14).

In conclusion, reading comprehension helps learners’ develop their language skill. It means, reading comprehension is important for the learners because reading comprehension is the aim of reading. In reading comprehension, learners can improve their knowledge as grammatical knowledge and they can get the information in text.

Mikulecky and Jeffries (2004) mention some important reading comprehension that can be applied in language learning to assist students for reading comprehensively.

Previewing. The previewing is the activity that the reader usually does in order to find what they wants to read before they actually read. It can make the difference in how well they understand the text as the reader get the main ideas in the text. An example of doing previewing is when we receive a letter; we usually look first at the sender address to find out who sent it, then we try to guess what the letter will be about. Another example is when we look at the headline while reading a newspaper or a magazine to get some ideas of what the article talks about.

Scanning. Scanning is a technique of reading which is used to find the particular information in the text. It is used by readers when they are interested in some information. This technique is actually used to assess the value and relevance of the

reading. To scan a reading text, the learners start at the top text to the bottom. This technique is helpful when the readers are looking for the answer of questions.

Skimming. Skimming is reading rapidly for gaining the general ideas without seeing every word. By using skimming technique, the readers enable to quickly evaluate and understand the message in text by considering the main aspect. Thus, the readers will get the general understanding of what has been written even if they do not remember every detail of the text.

Using vocabulary knowledge for effective reading. It also becomes consideration in reading comprehension. When the readers cannot understand the words in the text, the strategy is guessing the words. It makes the readers stay focused on general sense of what they read and it helps the readers improve their vocabulary knowledge.

Making inferences. The good readers constantly make inferences by looking for clues in text as they read. They use these clues to guess the writers' ideas. Making inferences is important especially to help the readers improve their vocabulary and sentence structure knowledge.

Finding topics. The readers use this strategy to connect what they are reading to the previous knowledge in order to understand the text. Readers need to know the topic of the text to make connection. If the readers want to understand the text, they should find the topic of the text, it help the readers understand the text easily.

Summarizing. Summarizing is the process of retelling the essential parts of a text in shorter form. Making summary is a difficult skill for students for a variety of

reasons. In summarizing, the students must identify the genre of the text and the students must be able to discriminate between trivial details and important ideas. If the readers can make summarizing from the text, it means they can comprehend the text.

In summary, reading comprehension is the important role in improving students reading skill since it is the goal of reading. The learner can comprehend the text by using these steps in reading comprehension. These steps above are helpful the learners' to improving their reading comprehension.

Reciprocal Teaching Technique

Reciprocal teaching technique was developed by Palinsar and Brown (1984). They state that reciprocal teaching technique is the interaction between teacher and student in which taking turns in the role of dialogue. The structured dialogue is using questioning, summarizing, clarifying and predicting strategies. Regarding these strategies, Palinsar and Brown selected each of these strategies in order to help the students construct meaning from the text and monitor their reading to make sure that they understand what they have read.

Questioning. In this step, the students generate questions. They must identify the kind of information that is appropriate or significant enough to a question. Besides, they must identify the significant information. It means that the questions should relate to the information, and check to make sure they can answer their own questions.

Clarifying. When teaching and learning process occurs, the students should do clarifying. It means that they may ask for clarification to make sense the text if the text is difficult to understand. This strategy helps the students understand the meaning of the

words and if the students know the meaning of the words, they can understand better.

By using clarifying strategy, the students learn how to construct word meanings through context and knowledge of the word structure.

Predicting. This step requires the reader to have a hypothesis about what the author might discuss next. This provides a purpose for reading to confirm the hypothesis. This step gives the students ability to link new knowledge that they will encounter in the text with the knowledge they already possess. Students also learn text structure such as headings, subheadings, and questions embedded in the text which are useful for anticipating what might occur text.

Summarizing. This strategy provides the students opportunities to restate what they have read into their own words. It means that the students find the most important information in the text and then they summarize in the sentences or paragraph but they should focus on larger units of the text.

Similarly, Palinsar and Klenk (1991) state that reciprocal teaching is a procedure in which teachers and students take turn in leading discussions about shared texts. The purpose of these discussions is to achieve the students' understanding about text using four strategies, namely, prediction, clarification, summarizing, and question generation. Furthermore, Harmin and Toth (2006) state that in reciprocal teaching technique, the teacher asks the students to sit in small groups, rotate around the group, each student has a turn being the student teacher. They add that the purpose of reciprocal teaching technique is to help students learn from text material and also facilitate a group effort between teacher and students as well as among students in the task of bringing the

meaning of the text. Also, this technique can help students learn actively with or without teacher. Reciprocal teaching technique does not only promote reading skill, but also provide the opportunities for the students to do dialogue and interaction with their group members. All students can participate in the new relationship between students at different ability levels afterwards. Moreover, Slavin (2006) states that reciprocal teaching technique is a small group teaching method based on principles of question generation through interaction and model. In the reciprocal teaching technique, the teacher monitors metacognitive skill primarily to improve the reading performance of students who have poor skill.

In addition, Taylor and Lorretta (2008) state that reciprocal teaching technique is a method that applies cognitive theories to reading instruction. This technique also provides models, requires interaction, and gives feedback to engage learners reconstructing the meaning of the text. They add that reciprocal teaching has two purposes. Firstly, it teaches the students how to maintain a balance of rights between individual, groups and teacher. Secondly, it teaches the students to monitor their own reading skill.

In summary, reciprocal teaching technique is important to the students because by using this technique, it is expected that the students can develop their reading skill using four strategies. By using these strategies the students are expected to be able to learn with or without the teacher since this technique may be able to build the ability of students to interact with their group members.

The Advantages of Using Reciprocal Teaching Techniques

Palinscar and Brown (1984) argued that reciprocal teaching technique is effective in teaching reading since the objective of this technique is to improve the ability of the students in reading comprehension using four comprehension strategies namely predicting, questioning, clarifying, and summarizing. It also supports the four strategies by modeling, guiding, and then applying these strategies while reading and students become metacognitive and reflective in using the strategies. By using reciprocal approach, the students can monitor their reading comprehension skill (Cooper & Greive, 2009). Furthermore, Park (2008) adds that reciprocal teaching technique is to strengthen instruction in a variety of classroom setting such as class sessions, guiding reading groups, and literature circles. In addition, Laughlin and Allen (2002) argue that the last objective of this strategy is to be a part of the framework of comprehension strategies that comprises previewing, self-questioning, making connections, visualizing, knowing how words work, monitoring, summarizing, and evaluating. Reciprocal teaching is an effective teaching technique that can improve the kind of reading comprehension (Ghorbani, Gangeraj, & Alavi, 2013). Reciprocal teaching technique is not only for improving test scores, but also it is can enrich the students' information. It means that by using this teaching technique, the students begin to understand the reading text whether it is in the context of pleasure reading, classroom reading, social studies text, science text, or even in math word problem. Thus, the learners' level of reading comprehension can be improved dramatically. Reciprocal teaching technique can make the learners more confident and motivated in working in the group. It is also collaborative learning between teachers and students.

Review of Related Studies

Reading is important to support the process of teaching and learning in the classroom, especially in teaching and learning English. Thus, there are several studies that are related to the topic of this research. First, the study was conducted by Palinscar and Brown (1984) at University of Illinois. The title of this study was “Reciprocal Teaching of Comprehension-Fostering and Comprehension Monitoring Activities”. The research design in this study was experimental research design in which the researcher gave the pre-test and post-test to the experimental group and control group. The participants of this study were thirty-seven students. The result of this study suggested that reciprocal teaching technique was effective in comprehension-fostering and comprehension monitoring activities. The researcher can use this study to support her research since the study use experimental research and this study use reciprocal teaching technique as the treatment.

Another study is conducted by Harjono, Sumarsono and Imran (2013) at Faculty of Language and Art Education, IKIP Mataram. The title of this study was “The Effectiveness of Reciprocal Teaching Technique in Teaching Reading Skill: An Experimental Study At-Second Year Student of MA AL-Masyudien NW Kawo in Academic Year 2013/2014”. The participants of this study were 60 students in two classes. The researcher used reciprocal teaching technique as a treatment and the researcher gave the pre-test and post-test to the students. In this study, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It means the reciprocal teaching technique is effective in teaching reading at second-year student.

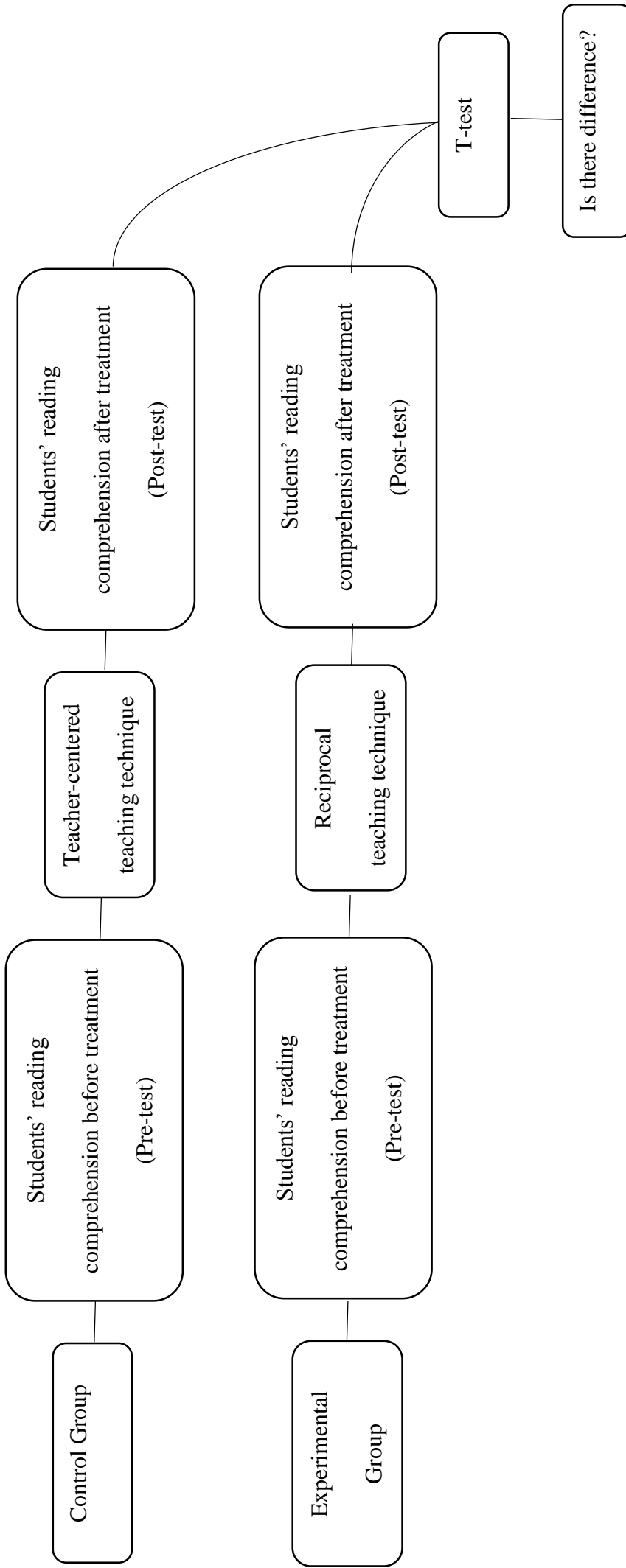
The researcher can use this study as the foundation to see the effectiveness of reciprocal teaching technique as the treatment.

The third research is conducted by Nugraha (2011) at Sebelas Maret University. The title of this study was “The Use of Reciprocal Teaching to Improve Students Reading Comprehension”. The participants of this study were 40 students in which the researcher gave the students pre-test and post-test and reciprocal teaching technique was given to the experimental group. The result of this study was effective and there is difference of the students before and after using reciprocal teaching technique. The result of this study can be used as the foundation of this research in order to see the effectiveness of reciprocal teaching technique in improving reading comprehension skill.

(Palinscar and Brown (1984); Harjono, Sumarsono and Imran (2013); Nugraha (2011)) state that reciprocal teaching technique was effective to teach the students reading skill at several context. Reciprocal teaching technique has produced many encouraging results. It does not only increase students’ motivation, confidence, and interest, but also improves students’ reading ability. Therefore, the researcher can use these studies as a foundation and references to complete her research regarding the effectiveness of reciprocal teaching technique in improving reading comprehension skill at SMP Muhammadiyah 1 Gamping. In some points, this research is similar to these studies in using reciprocal teaching technique as a treatment, but the difference is the context of this research, that is, at SMP Muhammadiyah 1 Gamping and this research consist of large amount of participants, which are 72 participants.

Conceptual Framework

In learning English, the learners should master all the skills in English. One of them is reading. Reading is important to students since by reading the learners can get meaning intended and get a lot of information. Reading comprehension is the goal in reading because the students should understand the text. It means reading comprehension is important part in reading since the readers uses their previous knowledge in understanding a text. According to Palinscar and Brown (1984), the readers' prior knowledge and the content of the text are the factors that influence in reading comprehension. In comprehending the text, the students use their background knowledge as grammatical knowledge in order to understand the text. They further state, in improving students' reading comprehension, the students need reading strategies such as summarizing, questioning, clarifying, and predicting in which these strategies can help the students understand the text better. This research, therefore suggests the readers to use reciprocal teaching technique in improving reading comprehension skill and applying these strategies in reading. Furthermore, the researcher wants to know how is the students are reading performance before and after using of reciprocal teaching technique as a treatment.



Hypothesis

The hypotheses in this research is as follow:

1. Null Hypothesis (Ho)

Reciprocal teaching technique is not effective in improving reading comprehension in comprehending narrative texts at SMP Muhammadiyah 1 Gamping.