

CHAPTER II

READING COMPREHENSION BY USING RECIPROCAL TEACHING STRATEGY

A. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is process to make sense of the information and text what they read then they get meaning of the text well. Duke and Pearson (2011:1) states that “Effective comprehenders not only make sense of the text they are reading, they can also use the information it contains”.

Collins and Smith (1980:2) described that reading comprehension is usually taught in school in two methods are; students read the text then students answer the questions, through answering the question, students should answer the question related to the text, so students answers prove that the students’ understanding of the text and the other method is the reading group, teacher usually helps students when they has some difficulties. Grellet (2010:3) states that on is the understanding a written text means extracting the required information from it as efficiently as possible”.

Reading comprehension cannot be separated with the other skill because in the employing the skills are mutually related with each other. There are; reading and writing e.g summarizing, note taking. Reading and listening, e.g. comparing an article and a news bulletin, matching opinions and text etc. reading and speaking, e.g. discussion, debates etc.

So reading comprehension is read the text by understanding the word meaning to get information as efficient as possible.

2. Types of Reading Comprehension

Reading Comprehension is the ability to easily and efficiently read text for meaning. It is the last step of the reading process taught to children, after they’ve learned phonics, fluency, and vocabulary.

Five levels of reading comprehension can be taught to children :

- 1) Lexical Comprehension : Understand key vocabulary in the text.
- 2) Literal Comprehension : Answer who, what, when, & where questions.
- 3) Interpretive Comprehension : Answer what if, why, and how questions.
- 4) Applied Comprehension : Relate story to existing knowledge or opinion.
- 5) Affective Comprehension : Understand social and emotional aspect.

3. Aspect of Reading Comprehension

According Collin & Smith (1980:34) reading comprehension has five aspects this clarify actually concerned with reading comprehension as they are elaborate like the following :

1) Main Idea

Main idea is called the topic sentence. It tells the content of the paragraph. In the word, the main idea is the important ideas that's developed by the writer throughout paragraph and sometimes are available in key words and explicit or implicit message.

2) Specific information

Specific information or supporting idea is developed from the main idea by giving the specific conditions, examples, facts, comparison, cause and effect that is related to the topic sentence.

3) Reference

References is the words or phrases that is used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words of phrases. It means that such words are used to be a signal to the reader to find the meaning elsewhere in the text or sometimes is called pronoun.

4) Inference

When a reader adds information that he or she already knows to what is stated, the reader is making an inference. In other words, the readers can make conclusion after reading the text.

5) Vocabulary

Barnhart (2008:697) states that stock of words are used by person, class of people, profession is called vocabulary. Concerning with the statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading.

4. Advantages and disadvantages of Reading comprehension

Reading comprehension has some advantages and disadvantages like following:

1) Advantages

- Reading is good exercise for the brain
- Reading is relaxing

2) Disadvantages

- Reading is boring
- Reading is a time waster

5. Step of reading comprehension

Reading Comprehension has some step to improve students reading comprehension. Here is a step by step guide that can help the students improve their reading comprehension significantly like following:

- 1) Discuss Reading Comprehension
- 2) Practice what you preach
- 3) Discuss each assignment
- 4) Urge thinking before reading
- 5) Teach goal setting
- 6) Urge thinking while reading
- 7) Urge note taking
- 8) Tell them to plan ahead
- 9) Recommend visualizing
- 10) Assign summaries

B. Reciprocal Teaching

1. Definition of Reciprocal Teaching

Reciprocal teaching is activities of reading with four steps, they are summarizing, questioning, clarifying and predicting. These steps do directly in one text. Palinscar & Brown (1984) states that “The teacher modeled the key activities of summarizing (self-review), questioning (making up a question on the main idea), clarifying, and predicting. The teacher thereby demonstrated the appropriate activities; the students were encouraged to participate at whatever level they could. The teacher could then provide guidance and feedback at the appropriate level for each student”.

Reciprocal teaching is a strategy to teach reading comprehension because reciprocal itself have four strategies that help students to read carefully, so it helps students to constructing meaning well. Pressley in Choo et al (2011) assert that reciprocal teaching will made students more active role in leading group dialogue, and help more meaning to the text at personal cognitive level.

There are some benefits of reciprocal teaching. First, Defiana (2012) states that reciprocal teaching motivating the students to help and support each other in mastering the material that taught by teacher. Second, Palinscar and Browns’ statement (1984) that studying naturally occurring interactive and mimic their essential feature, become able to understand the learning.

Third, Nugraha statement (2011) that “by reciprocal teaching, students become more active joining and pay attention to the lesson”. Fourth, Rosenshine & Meisters’ statement (1993:5) that “the amount of support provided was determined by the individual needs of students as they progressively took on more responsibility in the strategies to the reading text”. Fifth, Palinscar & Browns’ statement (1984) that mature learners are capable in interrogative critical role for themselves. Sixth, Young et al statement (2006) state that when leader explain the procedure of reciprocal

teaching, students are not passive but instead they encourage to engage in discussion.

Seventh, Palinscar & Brown's statement (1984) that "the procedure provides an opportunity for the students to make overt their level of competence". Eighth, Young et al statement (2006) that reciprocal teaching is based on active socialization between student in group and student with leader that constructed the knowledge from their negotiating or communicating.

2. Steps of Reciprocal Teaching

According to Palinscar & Brown (1984:3) Reciprocal Teaching is reading activity by four steps, to be successful teaching reading, four steps should be done in one text directly. So, the result of teach by using reciprocal teaching will be known by students. These are the steps of reciprocal teaching:

a. Summarizing

Students efforts to focus on the sentences then they interpret to draw out the summary about the text. This step provides students to identify and integrate the most important information of the text. Palinscar & Brown (1983:4) states that "Monitoring one's progress while reading, to test whether one can pinpoint and retain important material, provides a check that comprehension is progressing smoothly". If students cannot made a synopsis of what they read, so they must read the text again until they can understand what the story tells about.

b. Questioning

To maintaining the prior knowledge about the text and reinforce the summarizing. So, students are able to make some questions for other students and themselves to make more understanding about what they read.

c. Clarifying

When students still have misunderstanding or confuse about the text especially the vocabularies, so students should be able to clear up the unknown word or vocabularies to reinforce their understanding.

d. Predicting

After all of summarizing, questioning and clarifying have done by students, furthermore students are able to make the prediction about the next what happens in the next paragraph by comparing with their background knowledge. So, the students' understanding will be completed.

3. Advantages and disadvantages of Reciprocal Teaching Strategy

In some English Learning Strategy must have Advantages and Disadvantages about this strategy like following :

1) Advantage of Reciprocal Teaching

- I. Reciprocal teaching technique helps students to learn and internalize these strategies to improve their summaries with practice and work more independently than the students who do not use this teaching strategy.
- II. Reciprocal teaching technique is easily understood and mastered by both of teachers and students. Teacher use it which include guided practice and modeling the strategy, think aloud during the process, and give students guided practice and independent practice.
- III. Reciprocal teaching technique develop the new definition of reading that describe the process of reading as interactive, in which readers with the text as their prior experience is activated.

2) Disadvantages of Reciprocal Teaching

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

4. Implementing of Reciprocal Teaching

According Young (2006) state that Reciprocal Teaching is the best technique to teach the students reading ability. The strategy involved predicting, clarifying, questioning and summarizing. The result of study shows that the use of reciprocal teaching strategy is capable to improve students' reading comprehension.

Just as importantly, reciprocal teaching also allows teachers to circuit around the room freely, coaching student and gaining a better understanding of where each one falls in terms of comprehension. This added information makes it possible for teacher to offer more support to those students who need it.

There are steps to implementing the reciprocal teaching:

Steps 1:

Teacher explains what will be taught in the class, example the narrative text. Then teacher explains the narrative text explicitly. Teacher makes groups, one group consist of four students then teacher asks them to choose the role of reciprocal teaching. One student has one role. Then teacher administers the first paragraph of the narrative text. Teacher as a model must give them some example about the steps of reciprocal teaching then leads them to do the first step of reciprocal teaching. The first step is summarizing. Before doing the summarizing, students must read the paragraph focus on the topic and the sentences to interpret and make summary about the paragraph.

Steps 2:

Next, after make summary about the first paragraph, the teacher leads and gives them example to do second step. The step is questioning, students are able to make some questions then ask these questions to themselves and other peer. Students must be cooperative with each other to get the complete understanding.

Steps 3:

The third step is clarifying. Teacher leads and gives them some example about clarifying. Students clear up the unknown word or unfamiliar words, students can use the dictionary or other media to help their difficulties.

Steps 4:

The last step is prediction. Teacher leads and gives them some examples about the prediction. Students make prediction about the next paragraph. The prediction will complete if the three steps done well by students. So, it makes well prediction for next paragraph.

Steps 5:

For the next various narrative texts, teacher should lead them to do all steps of reciprocal teaching. The role will be changed based on the agreement in group. Every student has one role and in each paragraph, students have different role. When the students have done all of these steps of reciprocal teaching, it means students have finished all steps of reciprocal teaching. Teacher must lead and ensure that four steps can work successfully.

C. Narrative text**1. Definition of Narrative**

Narrative text is sequences events that tell about the human activity in the past and it has purpose to entertain, to persuade, to inform to audience. Literacy & Numeracy (2010) states that “A narrative is a time-ordered text that is used to narrate events and to create, entertain and emotionally move an audience”.

2. Generic Structure of Narrative

The generic structures of narrative are:

a. Orientation

Orientation is the paragraph that explains about introducing the characters, time and place.

b. Complication

Complication is the paragraph that shows the conflict or the problems of the story.

c. Resolution

Resolution is closing paragraphs about the solution of the problems or shows the situation which the problems have been resolved.

3. Language Features of Narrative

Grammatical structures of narrative text are:

- a. Focus on specific participants
- b. Use simple past tense
- c. Use temporal conjunction
- d. Use saying verb and action verb

D. Relevant Studies

The first previous study, according Robertus umi irawan research is aimed to find out whether Reciprocal Teaching Technique effective in teaching reading narrative text. This research was conducted to eighth graders of SMPN 11 Sepauk in 2014/2015. The population is 68 students with class VIII A of 32 students as sample by using cluster sampling. The researcher conducted a pre-experimental research. The data was collected by using measurement technique. Essay test was used in collecting data. Data was collected by administering pre-test, giving treatment, administering post-test, and analyzing the test result with t-test score (7.47) was higher than t-table (1.69) at 0.05 confidence level. The result showed mean score of pre-test was 35.15 and post-test 55.78 and difference scores pre-test and posttest was 20.63. It means the Alternative Hypothesis (Ha) that saying the use of reciprocal teaching technique is effective in teaching reading narrative text to the eight grade students of SMPN 11 Sepauk is accepted.

The second previous study that was by Hamzah A. Omari, he is as department of curriculum and instruction of Faculty of Education Science from the University of Jordan, Amman and Hani A. Weshah, she is as Department of curriculum and instruction of Faculty of Education Science from the University of Jordan, Amman. They conducted the research by the title "Using the Reciprocal Teaching Method for students at Jordanian Schools." In this research had the purpose to investigate the degree to which Jordanian students at the public

schools. The sample of the study consisted 523 students. The instruments used in this study was a 30 items questionnaire which was developed by the researchers to collect the data of the study. Validity and reliability of this instrument were established prior to implementation. Means, standard deviations, T-test and one way ANOVA (Analysis of Variance) were used to analyze data. The result of this research is the reciprocal teaching technique there were statistically significant ($\alpha < 0.05$). it means that reciprocal teaching technique is success and helping Jordanian students realize the importance of learning the reciprocal teaching technique in the schools.

The Third previous study is the research about Effectiveness of Using Reciprocal Teaching on The Reading Comprehension (An Experimental Research of The Second Grade Students at MTs N Pulosari Tulungagung In The Academic Year 2012/2013) was conducted by Defiana (2012). She stated that using reciprocal teaching in teaching reading is effective. It can be seen from the total mean score of 30 students before taught by using reciprocal teaching is (75.00) after getting treatment, the mean score of reading comprehension is (82.17). The difference between this research and Defiana's research is about target population. This target population of this research is students in Senior High school, while target population in Defiana's research is students in Junior High School. The similarity of this research with the defiana's research is the research design is pre-experimental and using reciprocal teaching on teaching reading especially teaching narrative text. In Defiana's research, the implementation of reciprocal teaching started with modeling the all steps of reciprocal teaching from summarizing, clarifying, questioning and predicting. Then teacher lead the class in using reciprocal teaching to problem-solve their way through a piece of challenging classroom text. Students can follow this procedure in cooperative groups, students trade off assuming the role of "teacher" in their groups, as they lead their classmates. Then the students "teacher" ask some questions, clarifying what the confusing sentences. Finally "teacher" summarize and make prediction.

The fourth, Choo, Eng, and Ahmad (2011) had a study by teaching sixth-form student by reciprocal teaching and traditional teaching. Experimental group

taught using reciprocal teaching, and control group taught without treatment. The students were taught eight periods of English per week. The finding showed that a significant impact on the reading comprehension of the students after teaching used reciprocal teaching.

The last, Freihat and Al-Makhzoomi (2012) did a study on 50 students of university in Jordan. They taught students by reciprocal teaching procedure (RTP) to investigate the effectiveness of reciprocal teaching procedure in improving students reading comprehension behavior in a university setting. They compared the students score of pre-test and post-test. The result showed that there was improvement on student reading comprehension behavior. Students also were convinced that reciprocal teaching procedure gave them some advantages.

In brief, those studies show that reciprocal teaching can help students in improving students' reading comprehension. It makes the researcher confident in teaching using reciprocal teaching to improve students' reading comprehension in SMP N 1 Selimbau. The researcher also believes that reciprocal teaching will help students in improving their reading comprehension.