

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer discusses: Previous Study, Review on Reading (The Nature of Reading, Level of Comprehension, Principles in Teaching Reading, Problems in Reading, and Assesing Reading) , Review on Reciprocal Teaching (The Nature of Reciprocal Teaching, Benefit of Reciprocal Teaching, The Advantages and Disadvantages of Reciprocal Teaching, and Principles in Using RT in Teaching Reading).

#### **A. Previous Study**

In this chapter, some literatures related to study are reviewed as means to clarify the present study. There are some previous studies which having similar topic to the writers study.

First of all, Aditya Nugraha studied about *The Use of Reciprocal Teaching to Improve Student's Reading Comprehension*. The writer used Classroom Action Research (CAR) as his method . The result of this research are teaching reading comprehension by using reciprocal teaching technique can improve students' reading comprehension, increase their vocabulary, encourage them to be active, and enhance their cooperative skills. Through this technique, the students are involved in the teaching learning process. They can share their knowledge and help each other in understanding the lesson material. The students not only learn from the teacher's explanation, but also learn from their friends who also learn the same thing. This technique provides

opportunities for the students to understand the lesson material more by asking other group member without being ashamed and afraid, since the students are usually afraid to ask the difficulties to the teacher. Therefore, the teaching learning process can run well.<sup>21</sup>

Then, Hari Sukrawan studied about *The Effect of Reciprocal Strategy and Learning Style on Reading Comprehension of the 10th Grade Students of SMAN 3 Amlapura*. The writer used Quasi-experimental. He said the study concluded that the use reciprocal strategy significantly improve students' reading comprehension of the 10th grade students of SMA Negeri 3 Amlapura. The study concluded that the use reciprocal strategy significantly improve students' reading comprehension of the 10th grade students of SMA Negeri 3 Amlapura. Reciprocal strategy is also significantly improve visual-dominant students in reading comprehension. There was no significant difference in students' reading comprehension between the two groups of students who were dominant in Kinesthetic learning style treated with learning style. Reciprocal strategy is also significantly improve visual-dominant students in reading comprehension.<sup>22</sup>

Third, Kadek Suparna study entitled, *Improving Reading Comprehension Through Reciprocal Technique to the Tenth Grade Student of SMK PGRI 4 Denpasar in Academic year 2013/2014*, The writer used Classroom Action Research (CAR) focused of Planning, acting, observing,

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<sup>21</sup>Aditya Nugraha, *The Use of Reciprocal Teaching To Improve Students' Reading Comprehension*, Surakarta, Marc 2011

<sup>22</sup>Hari Sukrawan, *I Made The Effect of Reciprocal Strategy and Learning Style on Reading Comprehension of the 10th Grade Students of SMAN 3 Amlapura*, Language Education Study Program, Post Graduate Program, Ganesha University of Education., 2012.

and reflecting. The study concluded that the application of the reciprocal technique can improve the students' reading comprehension to the tenth grade student of SMK PGRI 4 Denpasar.

Then, Eka Fajar Rahmani et al study entitled, *Improving Reading Comprehension on Narrative Text Through Reciprocal Teaching Technique*. The writer used Classroom Action Research (CAR) which was conducted in two cycles. The data was collected using observation checklist, fieldnote, and test. The data was interpreted by describing the observation checklist and fieldnote. It also used mean score and percentage to scoring the test. The result of the study Reciprocal Teaching technique has improved the students' reading comprehension on narrative text, especially in finding the main idea and moral value, on the second grade student of SMA Negeri 10 Pontianak in academic year 2012/2013.

Finally, Atiek Nur Aini study entitled, *Improving Reading Comprehension Through Reciprocal Teaching Technique*. The writer used Classroom Action Research (CAR) as her method. In this research, the writer used two types of collecting data: qualitative and quantitative data. In collecting quantitative data, the writer takes the note from the description of students' activity, teacher performance in the classroom and interview to be given for the teacher. And in collecting quantitative data, the writer used pre-test and post test. The analysis qualitative data that is used in this study is observation of the students' activities during teaching learning process, and the interview before and after Classroom Action Research (CAR). The writer

collected all data that she has got. The result of this research is the reciprocal teaching technique success in improving students' reading comprehension. The students could improve their reading comprehension through reciprocal teaching technique.<sup>23</sup>

For the first study, it was different from this study. He conducted the study focused to find out whether reciprocal technique can improve students' reading comprehension or not and also identifies the phenomena taking place when teaching students' reading comprehension by using reciprocal teaching. In this study, the writer conduct the study writer conduct the study to find out the effect of reciprocal teaching strategy on students reading comprehension of the tenth grade students of MA HidayatulInsanFiiTa'limiddin Palangkaraya. In Aditya's study, He use classroom action research conducted is an attempt to improve students' reading comprehension. The subject of this research is the students of class VIII A of SMP Negeri 19 Surakarta. While, in this study, the writer will use quasi-experimental design, and the subject of this study is the students of class X-A and X-B of MA HidayatulInsanFiiTa'limiddin Palangkaraya.

The second study, it was different from this study. In Hari's study designed in an quasi-experimental design called Post test only control group design since the objectives of this research were to find out the significant difference in reading comprehension between students who were taught by reciprocal strategy and by conventional strategy, and to find out the

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<sup>23</sup>NuruliaDwiFerbiani, *Improving Reading Comprehension Through Reciprocal Teaching Technique*, Thesis. Jakarta: Syarif Hidayatullah University, December 2011

relationship between the implementation of strategy in teaching reading comprehension, learning style in learning English. The subject in his study was 108 of the tenth grade students of SMA N 3 Amlapura. So, it was different to this study. In this study the writer will use Quasi-experimental design, and the subject of this study is the students of class X-A and X-B of MA HidayatulInsanFiiTa'limiddin Palangkaraya.

The third study, it was different from this study. In Kadek's study is aimed to find out whether teaching reading through reciprocal technique can solve the problem and improve the students' reading comprehension. While, in this study writer conduct the study to find out the effect of reciprocal teaching strategy on students reading comprehension of the tenth grade students of MA HidayatulInsanFiiTa'limiddin Palangkaraya. In Kadek's study used CAR as his method while in this study writer use pre-experimental design.

The fourth study, it was different from this study. Eka Fajar Rahmani et al's study was carried out to improve the students' reading comprehension on narrative text, especially main idea and moral value through Reciprocal Teaching technique. While, in this study writer conduct the study to find out the effect of reciprocal teaching strategy on students reading comprehension of the tenth grade students of MA HidayatulInsanFiiTa'limiddin Palangkaraya. Their study use CAR, while in this study writer will use Quasi-experimental design.

The last study, it was different from this study. In Atiek's study described the way reciprocal teaching can be implemented to improve reading

comprehension and to describe the key aspects of reciprocal teaching when it is implemented in reading class. In this study the writer conduct the study to measure the students' reading comprehension at tenth grade students of tenth grade students of MA HidayatulInsanFiiTa'limiddin Palangkaraya after given reciprocal teaching have better than those given another teaching technique. In Atiek's study, she used Classroom Action Research (CAR), the subject of her research was the students of class VIII D of SMPN 13 Surakarta. While, in this study the writer will use Quasi-experimental design and the subject of this study is the students of class X-A and X-B of MA HidayatulInsanFiiTa'limiddin Palangkaraya..

The similarities of this study and study above are; we are focus on reading comprehension and reciprocal teaching.

## **B. Reading**

### **1. The Nature of Reading**

There are some definitions of reading that are expalined from some resouces, namely, according to Anderson in Delima states that reading is means to assist personal development, then to provide entetainment and information.<sup>24</sup> Thus, Smith in Fauziati say that reading more pragmatically as an undersatanding a massage conveyed by the writer through visual and non visual information.<sup>25</sup> This insight will be the point of departure in the discussion on the theories of reading. Meanwhile, Godman states that based on

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<sup>24</sup>Delima, *The Effectivenes of Using Whole lnguage Approach in Teaching Reading English Descriptive Text at Eight Grade Students Of SMPN 1 Cempaga*, Palangka Raya: STAIN Palangka Raya, Thesis Sarjana, Unpublished, 2012, p. 17

<sup>25</sup>Endang Fauziati, *Teaching of English as A Foreign Language*. Surakarta: muh. Amir Press, 2002, p. 139

a modern psycholinguistic perspective, reading is considered as “a psycholinguistic guessing game”. This activity involves an interaction between thought and language. The reading processes are cycles of sampling, predicting, testing, and conforming. By guessing, the readers predict, test, and confirm the content of the text. This implies that the learner’s background knowledge is important to help understand the text.<sup>26</sup>

Catherine Wallace defines reading as interpreting means reacting to a written text as a piece of communication intent on the writer’s part which the reader has some purpose in attempting to understand.<sup>27</sup> Reading is an active process in which readers relate information in the text what they already know. Knowledge of the language allows readers to identify the printed words and sentences. Knowledge of word allows them to comprehend these words and sentences. Good readers read for meaning. They do not decode each letter or each word. Instead, they take in chunks of the text and relate it to what they know.

Research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is readers understand what they read because they are able to make a stimulus beyond its graphic representation and assign it membership to an appropriate group of concept already stored in their memories.<sup>28</sup>

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<sup>26</sup>*Ibid*, p. 139

<sup>27</sup>Aditya Nugraha, *The Use of Reciprocal Teaching To Improve Students’ Reading Comprehension*, p.16

<sup>28</sup>H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, New York: Addison Wesley Longman, Inc., 2001, p. 299.

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>29</sup>

Base on the explanation above, the writer concluded that reading is is interactive process doing by the reader in reading a text and to understand the meaning from the text. And reading comprehension is a process of understanding written text that involves both perception and thought.

## **2. Level of Comprehension**

Teacher need to be aware that there are actually three main levels or standart of comprehensionm, literal, interpretive and critical comprehension.

### **a. Literal Comprehension**

Literal comprehension, is the most obvious. Comprehension at this levels involves surface meaning. At this level, teacher can ask students to find information and ideas that are explicitly stated in the text. In addition, it also appropriate to test vocabulary. According to Karlin in Mukhlis Padilah, “being able to read for literal meaning is stated ideas in influenced by one’s mastery of word meaning in context”.<sup>30</sup>

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<sup>29</sup>Yeni Ratnasari, *The Implementation of Jigsaw Model of Cooperative...*p.41

<sup>30</sup>Mukhlis Fadilah, *The Effectiveness of Direct Method in Teaching Teading at The Eight Grade Students at SMA muhammadiyah 1 Palangka Raya*, Palangka Raya: STAIN Palangka Raya, Thesis Sarjana, Unpublished, 2012, p. 18.



b. Interpretive or Refential Comprehension

At this level, student go beyond what is said and read for deeper meanings. They must be able to read critically and analyse carefully what they have read. Students need to be able to se realtionships among ideas, for example how ideas go to gother and also see the implied meaning of these ideas. It also obvious that before our students can do this, they have to first understand the ideas that are stated (literal comprehension). Interpretive or refential comprehension includes thinking processes such as drawing conclusion, making generalations and predicting outcomes. At this level, teacher can as more challenging questions such as asking students to th following:

- a) Re-arrange the ideas or topics discussed in the text.
- b) Explain the author's purpose of writing the text.
- c) Summarize the main idea when its is not explicity stated in the text.
- d) Select conclusions which can be deduced from the text have read.

c. Critical Comprehension

The third level of comprehension is critical reading where by ideas and information evaluated. Critical evaluation occurs only after our students have understood the ideas and information that the writer has presented. At this level, students can be tested on the following skills:

- a) The ability to differentiate between facts and opinions.
- b) The ability to recognize persuasive statements.

- c) The ability to judge the accuracy of the information given in the text.<sup>31</sup>

In this study the writer chose the literal and interpretive or refential of comprehension. This level is suitable to the students in MA or SMA level because literal level of comprehension is the most simple. The students only attempt to answer the questions related to the text.

### 3. Principles in Teaching Reading

Related to teaching reading, Harm er. suggests five principles in teaching reading. It purposes to make efficient teaching reading. The five principles are:<sup>32</sup>

1. Reading is not passive skill.

The teacher should motivate the students to be active in reading.

For example, the teacher asks the student to guess what the word means, see the picture and understand arguments. Then, lets them work work out in order to they do not forget quickly.

2. The student needs to be engaged with what they are reading. Students who are not engage with the reading text and not actively interested in what they are reading will get no benefit from it hence, the teacher should selected interesting topic.
3. The student should be encouraged to respon to the content of reading text, not just to the langage. In studying reading text, the students not

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<sup>31</sup>, p.19

<sup>32</sup>Rahmawati, *Teaching Techniques of Reading Skill for The Eight-Year Students of MTsNI Model Palangkaraya*, Palangka Raya : STAIN Palangka Raya, Thesis Sarjana, Unpublished, 2013, p.30

only study the number of paragraph but also the meaning and the message of the text.

4. Prediction is a major factor in reading.

Before we read, we often look at the blurb. It may contain the summary, a photograph and headline. It affects us to predict what we are going to read. The teacher's role here is giving the students 'hint'. So they can predict what is coming.

5. Match to the topic.

The teacher should select the reading tasks. For examples, if the topic is restaurant menu, the task then can be a list of the ingredients.

Another task can be asking questions, filling a puzzles, game, etc.

According to Burn there are twelve principles in teaching reading, as follows:<sup>33</sup>

1. Reading is a complex act with many factors that must be considered.
2. Reading is the interpretation of the meaning of printed symbols.
3. Learning to read is continuing process.
4. There is no correct way to teach reading.
5. Student should be taught word recognition skills that allow them to unlock the pronunciations and meaning of unfamiliar words independently.
6. The teacher should diagnosis the students's reading ability and use diagnosis as a basis for planning instruction.

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<sup>33</sup>Atiek Nur Aini, *Improving Student's Reading Comprehension Using Reciprocal Teaching*, Surakarta: Sebelas Maret University ,p.28-29

7. Reading and the other language arts are closely interrelated.
8. Reading is an instructional within the educational program.
9. The student need to see why reading is important.
10. Enjoyment of reading.
11. Readiness for reading.
12. Reading should be taught in a way that allows each experience success.

According to William , there are three main phases that were needed in teaching reading activity :<sup>34</sup>

1. Pre-Reading

A teacher who startsthe lesson in this way is likely to motivate the learners. The phases of pre-reading tries to introduce and arouse interest in the topic, motivate the learners by giving a reason for reading, and provide some language preparation for the text.

2. While-Reading

The aims of this phase is to help learners understand the writer's purpose, text srtructure and to clarify the content of the text. While-reading work should begin with general or global understanding of the text, and then move smaller units such as paragraph, sentences, and words. The learners may ask to find the answers to questions given atthe text.

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<sup>34</sup>*Ibid*, p.29-30

### 3. Post-Reading

The aims of this phase are; consolidate or reflect upon what has been read and relate the text to the learners' own knowledge, interest and views. Post-reading may also include any reactions to the text and the while-reading work, for example, learners say whether they liked it and found it useful or not.

The three phases approach respects and makes use of the students' own knowledge of language and uses this as a basis of involvement, motivation, and progress. It also leads to integration of the skills in coherent manner, so that reading session is not simply isolated.

### 4. Problem in Reading

The obstacle in teaching reading comes from combination factors. There are several problems which appear in teaching learning process.

#### A. The Learner's factor

Callahan in Rahmawati has stated, *"All teachers should know about different kinds of problem learners, to recognize those who can be helped in regular classes and those who need special treatment"*.

<sup>35</sup>Thus, learners have numerous individual differences, but almost all can be helped to improve.

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<sup>35</sup>Ramawati, *Teaching Techniques of Reading Skill.*, p. 24

Furthermore, Jacobovits stated, *“The student’s intelligence influences the student’s ability in learning a foreign language. Who has high intelligence will be easier to learn the new lesson”*.<sup>36</sup> It means the students with high intelligence will understand about reading quickly because they must have a good background of knowledge.

There are four problems faced by learners as follows:

- 1) Slow reader may be slow learners. The instruction should feature spaced repetition and adequate explanation. Work should be planned for small groups or individuals who need encouragement. Slow students respond to the teachers who show patience and understanding. It can overcome the social or emotional problems acquired as a result, perhaps, of unfavorable comments by previous teacher to other students work on more difficult material.
- 2) Able retarded learners work below their capacity. Building interests is fundamental and can be done connecting reading with activities in which they are successful. The variety of materials plus encouragement can help them build their confidence and achievement.
- 3) Although bright or gifted students may not be taught of as problem learners, may have poor reading and study habits.

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<sup>36</sup>*Ibid*, p. 25

- 4) Retarded student with emotional, visual auditory and neurological problems require individual diagnosis and treatment. Teacher should be alert to the need to identify such students and to guide them to those specialists who can provide help.

### **B. The Environment Factors**

These environment factor influence the students in masterin an in learning English. According to Finocchiaro

Someone who lives in environmental with the society that has high educational and has good attitude toward English will support heer ability to master English that has been learned at school can be applied functionally out side school.<sup>37</sup>

On the otheer hand, someone who lives in an environment hat has reading habits will be supported by her environment inderectly. And it happens not only in learning reading but also in learning english, without practice and applied it aoutside school he will not understand English perfectly.

### **C. The teacher's Factor**

The teacher's skill and personality are the instruments that create the condition for learning. The teaching skill depends on both her proficiency and her knowlwedge of the technique of language teaching.

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<sup>37</sup>*Ibid*, p. 26

There are several problems faced by the teacher in applying the technique of teaching reading.

#### 1) Teachers' Qualification

The teachers' qualification can include their educational background, their experience in teaching, and their mastery in linguistic and reading skill. A teacher with a good qualification will play her role well, and will be able to deal with the linguistic or non linguistic stances in teaching as well.

#### 2) Selecting the materials

The teaching material are a key componen in most language program. Whether the teacher uses a textbook, institutionally prepared material, or her own materials generally serve as for much of the language practice that occurs in classroom.

There are some problems in selecting materials of reading:

a) The text does not have appropriate level for a particular group of students. It can influence students' motivation in learning reading.

b) The text is not interesting for the students.

Although, the text is simply nough it may not encourage students to learn. In addition, complex



texts and long texts make the students get difficulty to understand.

- c) The students cannot discuss the text widely because they do not have any cultural background of the text. So their knowledge becomes limited.

### 3) A big number of students

According to Brown, “Language classroom should have no more than dozen people or so”.<sup>38</sup> This is based on reason that the students should be enough to participate and get individual attention in a classroom reading activities.

Furthermore, a big class possibly invites the problems such as:

- a) Proficiency and ability vary widely across students.
- b) Attention of individual teachers-students is minimized.
- c) Teacher’s feedback on student’s written work is limited.
- d) Student’s opportunities to speak are lessened.

To overcome those problems, Brown give some suggestions as follows:<sup>39</sup>

- a) Try to make each student feel important by learning names and using them
- b) Assign student as much interactive work as possible, including plenty get acquainted activities at the

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<sup>38</sup>*Ibid*, p.28

<sup>39</sup>*Ibid*, p.29

beginning so that they feel a part of community and are not just lost in the crowd.

- c) Optimize the use of pair work and small group work to give students chances to perform in English. In grouping, consider the variation in proficiency level.
- d) Use peer editing, feedback, evaluation in written work whenever appropriate.
- e) Give the students a range of extra-class work, from a minimum that all students must do to challenging tasks for students with higher proficiency. Do not collect written work from all of your students at the same time; spread it out in some systematic way both to lighten your load and to give students the benefit of speedy return of their work.
- f) Set up small centers in your class where students can do individualized work.
- g) Organize informal conversation groups and study groups.

#### **D. The Material Factors**

Callahan has stated, “*The criteria’s to choose the materials in teaching reading skill*”.<sup>40</sup> These are follows :

- a) Material is in accordance with the students’ way of thinking.

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<sup>40</sup>*Ibid*, p. 30

- b) The material is in accordance with the need to learn English technology.
- c) The material is useful to develop English language skills.
- d) The material can be self-developing.
- e) The material becomes the basis to develop more advanced abilities.
- f) The material is in accordance with the function and level of English in Indonesia.
- g) The material is in accordance with the student's language skill.

## 5. Assessing Reading

Assessing comprehension is fraught with challenges, because it can be difficult to determine how much students really know and what they are actually thinking (as we attempted to do in the preceding example). Traditional measures tend to focus on straight recall or literal understandings, but there is much more to comprehension than this.<sup>41</sup>

Klingner also confirms reading comprehension assessment has different purposes.<sup>42</sup> One of these is to compare students' comprehension levels to those of students in a norming sample. Another is to find out if students have met reestablished criteria for their grade level. A third purpose is to inform instruction by determining when students understand what they read and how

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<sup>41</sup>Klingner et al, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York : The Guilford Press, 2007 ,p.14

<sup>42</sup>*Ibid.*

efficiently they use which comprehension strategies. Similarly, an important purpose is determining why a student may be struggling.<sup>43</sup>

Understanding the purposes of assessment and approaching the process as a teaching and learning tool can relieve some of this pressure. In line with current trends toward authentic, formative assessment, we embrace the view that appraising students' knowledge and skills is as elemental in the educational process as delivering purposeful instruction.

On the other hand Pang et al in Putri Dian states there are two forms of reading assessment. The first is to find out how well children are reading in order to help them improve (diagnosis). Diagnostic assessment is about giving feedback and assistance to learners. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension.<sup>44</sup>

Assessment is very important to know the ability of students, and also measure their potential in study. To support this statement Cohen et al. describe the purposes of a test are several, for example to *diagnose* a student's

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<sup>43</sup>A.A.A Putri Dian Purnami Karang, *Improving Reading Comprehension Through KWL Strategy at The Eight Grade Students of SMPN 1 Amlapura*, Denpasar: Mahasaraswati Denpasar University Thesis, Unpublished, 2014 .p.27

<sup>44</sup>*Ibid*

strengths, weakness and difficulties, to measure *achievement*, to measure *aptitude* and *potential*, to identify *readiness* for a program.<sup>45</sup>

In this study, the writer uses multiple-choice test to assess the student's ability. The writer thinks that multiple-choice test can be constructed to measure most educational objectives; it is less difficult to construct a test fitting the table of specification by using multiple-choice questions than any other type of question. Furthermore, multiple-choice scoring is fast and can be done by someone not familiar with the subject area.

Here is the outline of reading comprehension based on the students' level. Adopted from Farr in Djiwandono:<sup>46</sup>

**Table 2.1**  
**The Outline of Reading Comprehension Ability Based on The Students' Level**

| No. | Level        | The Ability   |
|-----|--------------|---|
| 1.  | Beginner     | 1. Understanding the meaning of the vocabularies based on the text                |
|     |              | 2. Familiar with the generic structure and coherence of the text                  |
|     |              | 3. Familiar with main idea based on the text                                      |
|     |              | 4. Able to answer the questions explicitly based on the text                      |
| 2.  | Intermediate | 1. 1-4 in beginner level  |
|     |              | 2. Able to answer the questions even the answer is expressed with different words |
|     |              | 3. Able to conclude content of the text   |

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<sup>45</sup>Cohen et al., *Research Method in Education (Sixt Edition)*, Ney York: Taylor & Francis e-Library: 2007.p.418

<sup>46</sup>M. SoenardiDjiwandono, *TesBahasa*, p. 117.

|    |         |  |
|----|---------|--|
| 3. | Advance | 1. 1-3 in intermediate   |
|    |         | 2. Able to be familiar and understand the words and idioms to comprehend the literature. |
|    |         | 3. Able to be familiar and comprehend the purpose and the passage of the author .        |

Because of senior high school students include in intermediate level, the writer choose the ability of reading comprehension for intermediate level.

## 6. Teaching Reading in Senior High School Level

Teaching and learning process of English in Senior High School is based on the school based curriculum. Based on curriculum (KTSP 2006) the target of teaching English in Senior High School is to gain all of skills function, those are listening, speaking, reading and writing. It means that the target of education is to make students be able to communicate oral or written to solve their problems in their daily life. From the quotation above, the purpose of teaching English in Senior High School is the ability of communication with their mastering in four skills.

The scope of English material in Senior High School includes many competences. First, Discourse competence are the ability tounderstand and/or produce spoken and written texts which are realized into four basic skill; those are listening, speaking, reading and writing integrated to reach the informational literacy level. Second, The ability to understand and to create short functional, monologue and essay texts in procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking. Third, Supporting competence, those are linguistic competence includes grammar, vocabulary,

phonology, and morphology. Socio-cultural competence includes using expression and simple oral language accurately, smoothly and acceptably in daily life context.

To reach the purpose of English lesson, students are hoped have the competence which is stated in standard competence and basic competence of English lesson in Senior High School. This research focuses on the reading skill based on the syllabus that is used at tenth grade in MA Hidayatul Insan Fii Ta'limiddin Palangkaraya. Standard competence and basic competence that should be reached are:<sup>47</sup>

**Table 2.2**  
**Standard Competence and Basic Competence of Reading Skill**

| Standard competence   | Basic Competence   |
|---|--|
| <p><b>5.</b> Understanding the meaning of the written text of simple functional form of short essay in the form recount, <i>narrative</i> and procedure in the context of daily life and to access knowledge.</p> | <p>5.1 Responding the meaning of the short functional text (announcement, advertisement, invitation, etc.). Official and unofficial uses of written language variety accurately, fluently and acceptable in the context of everyday life and to access knowledge.</p> <p>5.2 Responding the meaning and rhetorical steps or essay written text accurately, smoothly and appreciate to the context of daily life and access knowledge in text form recount, <i>narrative</i> and procedure.</p> |

Teaching reading for Senior High School has purpose. First, English has function to reach informational level because they are prepared to continue their education to higher level. The material for them does not reach epistemic

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<sup>47</sup>Syllabus of English language from MA Hidayatul Insan Fii Ta'limiddin Palangka Raya.

literacy, because this level is considered as too high level for Senior High School students. Second, English has function to create the aware of students about the important of English to improve the nation competition power in the world.<sup>48</sup> In this case, the English is important to be thought to the students.

### C. Reciprocal Teaching

#### 1. The Nature of Reciprocal Teaching

According to Timothy and Cerdic, Reciprocal teaching (RT) is a process involving four distinct activities (questioning, clarifying, summarising and predicting) employed in a student-led, team approach to develop readingcomprehension skills among primary students.<sup>49</sup>

Reciprocal teaching is an instructional strategy based on modeling and guided practice, in which the instructor first models a set of reading comprehension strategies and then gradually cedes responsibility for these strategies to the students.<sup>50</sup> Reciprocal teaching is a researcher-develop instructional technique designed by Palinscar and Brown<sup>51</sup> to promote reading comprehension abilities in students. Reciprocal teaching has four main strategies that teachers and students employ together to comprehend text: predicting, questioning, clarifying, and summarizing.

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<sup>48</sup>Standar Isi untukSatuanPendidikanDasardanMenengah, StandarkompetensidanKompetensiDasar SMA/MA, Jakarta: BadanNasionalPendidikan, 2006, p. 125.

<sup>49</sup>Timothy Cooper and Cedric Greive, The Effectiveness of The Methods of Reciprocal Teaching, Research &Scholarship, Teach, p. 45

<sup>50</sup>Peter E, Doolittle, david Hisk, and cheri F. Triplet, *Reciprocal Teaching for Reading Comprehension in Higher Education: A Strategy for Fostering the Deeper Understanding of Texts*, International Journal of Teaching and Learning in Higher Education, Volume 17, Number 2, p.1

<sup>51</sup>Jennifer R. Seymoura,, Helena P. Osana, *Reciprocal Teaching Procedures and Principles :Two Teachers'Developing Understanding*, Teaching and Teacher education 19(2003) 325-344



In addition, based on Carter's description, Reciprocal teaching technique is as a dialogue that is conducted between the teacher and the students and the result in students' learning how to construct the meaning when they have tests or assignments in the classroom. Here, the teacher will give the instruction to the students to follow the steps of reciprocal technique, there are predicting, questioning, clarifying and the last is summarizing.<sup>52</sup> Thus, reciprocal teaching technique is a technique in teaching by using dialogue between the teacher and the students which include four steps there are questioning, predicting, clarifying and the last is summarizing.

Each reciprocal teaching strategy has an important role in the reading comprehension process. The four strategies are part of a comprehensive reading comprehension program that is based on all the strategies that good readers use, such as previewing, self-questioning, visualizing, making connections, monitoring, knowing how words work, summarizing, and evaluating.

Reciprocal teaching is an instructional strategy based on modeling and guided practice, in which the instructor first models a set of reading comprehension strategies and then gradually cedes responsibility for these strategies to the students. Specifically, reciprocal teaching consists of three main components, (a) the teaching and learning of specific reading comprehension strategies, (b) the dialogue between a instructor and student where the instructor models why, when, and where to use these reading

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<sup>52</sup>Carolyn J. Carter, *Why Reciprocal Teaching*, Educational Leadership, March, 1997, p.66

comprehension strategies, and (c) the appropriating of the role of the instructor by the students, that is, students begin to model the reading comprehension strategies for other students. Thus, the goals of reciprocal teaching are for students to learn the reading comprehension strategies, and learn how and when to use the strategies, and become self-regulated in the use of these strategies.

The general methodology of reciprocal teaching involves the instructor and students, usually in small groups, reading a section of text. The instructor then leads a discussion of the text, while modeling appropriate reading comprehension strategies. During this dialogue and modeling process, the instructor encourages students to ask questions of both the text and strategies.<sup>53</sup>

The instructor uses this dialogue to foster both reading comprehension and strategies cognition. This general process of reading, dialoguing, and clarifying, continues throughout the length of the text. However, as students become more facile with the dialogue process and the reading comprehension strategies, the instructor begins to have students take the role of instructor or dialogue leader. As students begin to lead the dialogue process, the instructor assumes the role of guide or facilitator, rather than leader:

The instructor models and explains, relinquishing part of the task to novices only at the level each one is capable of negotiating at any one time.

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<sup>53</sup>A. Annemarie Sullivan Palincsar and Ann L. Brown, *Reciprocal Teaching of Comprehension Fostering and Comprehension-Monitoring Activities*. *Cognition and Instruction*, 1984 1.(2), p. 117-175

Increasingly, as the novice becomes more competent, the instructor increases her demands, requiring participation at a slightly more challenging level.<sup>54</sup>

1. *Questioning*: Questioning involves the identifications of information, themes, and ideas that are central and important enough to warrant further consideration. The central or important information, themes, or ideas are used to generate questions that are then used as self-tests for the reader. Questioning provides a context for exploring the text more deeply and assuring the construction of meaning.

2. *Summarizing*: summarizing is the process of identifying the important information, themes, and ideas within a text and integrating these into a clear and concise statement that communicates the essential meaning of the text. Summarizing may be based on a single paragraph, a section of text, or an entire passage. Summarizing provides the impetus to create a context for understanding the specifics of a text.

3. *Clarifying*: Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts. Clarifying provide the motivation to remediate confusion through re-reading, the use of context in which the text was written and/or

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<sup>54</sup>*Ibid*, p.13

read, and the use of external resources (e.g., dictionary or thesaurus).

4. *Predicting*: predicting involves combining the reader's prior knowledge, new knowledge from the text, and the text's structure to create hypotheses related to the direction of the text and the author's intent in writing, predicting provides an overall for reading – to confirm or disconfirm self-generated hypotheses.<sup>55</sup>

## 2. Benefit of Reciprocal Teaching

Palinscar and Brown stated that, while student and teacher apply reciprocal teaching procedures, its purpose that, "The teacher prompts and shapes the students' participation by using corrective feedback".<sup>56</sup> It means that the teacher, as guidance to maintain the activity and to give respond correctively in the classroom.

By implementing reciprocal teaching, learner will make substantial gains in their comprehension skills. The benefits of reciprocal teaching that learners get are :<sup>57</sup>

1. Greater knowledge of the topic
2. Improved skills.

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<sup>55</sup>Peter E. Doolittle, David Hisk, and Cheri F. Triplet, *Reciprocal Teaching for Reading Comprehension in Higher Education: A Strategy for Fostering the Deeper Understanding of Texts*, International Journal of Teaching and Learning in Higher Education, Volume 17, Number 2, p. 106-118

<sup>56</sup>Nurulia Dwi Febriani, *Improving Reading Comprehension Through Reciprocal Technique*, Thesis Sarjana, Unpublished, Jakarta: Syarif Hidayatullah University, 2011, p.21

<sup>57</sup>More about Reciprocal Teaching, Dept of Education, p.1

3. More positive attitudes when extracting, organising, and recording information.
4. More self confidence and motivation to read.
5. Improved leadership skills.
6. Increased co-operation and greater initiative.

The strategy training allows them to gain more self confidence and motivation to read and even expertise as they apply four strategies to a variety of text. The predicting strategy makes student activate their prior knowledge in order to construct hypotheses of what will be discussed in the text. By attempting to clarify the sources of their difficulties, students become familiar with a range potential comprehension blocks in the text. Questioning important information in the text, helps students distinguish between information and detail. While constructing summary encourages them to see the text coherent whole.

The interaction between students during the process reciprocal teaching in discussion of the text increase cooperation and greater initiative. Furthermore, it can improve their leadership skill as they play the role as discussion leader. Moreover, it can also increase student's awareness of the target language when they debate ideas and interpretation during the process of using that language.

Based on Cotterall description in Vesi Sarwenda, that the four strategy of reciprocal teaching technique training them confidence in the class, and then the instructions can make them focus on discussing in their groups. It means that, using the reciprocal teaching technique, students can build their

confidence in the classroom and making them concentrates in identifying the text from the teacher.<sup>58</sup>

In addition, Cotterall assume that in the clarifying step, it gives the students experience for asking and at the same time as it will removes obstacles to comprehend. Then, in the summarizing section, it will develop their ability to summaries the text. It means that in the clarifying step, it will train the student to ask to the teacher bravely and confidently and in the summarizing steps, the students are trained to summaries nicely.<sup>59</sup>

### **3. The Advantages and Disadvantages of Reciprocal Teaching**

The advantages and disadvantages of Reciprocal Teaching are as follows:<sup>60</sup>

#### **1. The Advantages of Reciprocal Teaching**

- a) Students who use reciprocal teaching can improve their summaries with practice and works independently.
- b) Because the students are more cognitively engaged in the material, Reciprocal Teaching classes see fewer disruptive student behaviors.

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<sup>58</sup>Vesi Sawendra, *The influence Reciprocal Teaching Technique toward Students' Reading Comprehension*, Jakarta: Syrif Hidayatullah University, 2014, p.15

<sup>59</sup>*Ibid.*

<sup>60</sup>Umi Yawisah, *Reciprocal Teaching: One of Th Method For Poor Comprehenders*, Pedagogy Vol. 1, No. 1, 2013, p. 27-28

c) Reciprocal Teaching has also been shown to help students develop interpersonal communication skills because they must interact with other students and the teacher.

d) Because student team helps each other, this teaching strategy involves students helping and teaching other students. This is thought to encourage student self-efficiency and self-esteem.

## 2. The Disadvantages of Reciprocal Teaching

a) Because the students are collaborating with each other and sharing the teaching of the material with the teacher, it is possible that students will provide wrong feedback to other students while discussing the material.

b) With larger groups of students, it is sometimes hard for the teacher to monitor all of the communications between the students, and misinformation may be passed through the class.

## 4. Principles in Using Reciprocal Teaching in Teaching Reading

Reciprocal teaching is a cooperative learning instructional method in which natural dialogue models and reveals learners' thinking processes about a shared learning experience. Teachers foster reciprocal teaching through their belief that collaborative construction of meaning between themselves and students leads to a higher quality of learning. They are not just passive receivers of information. They cognitively interact with new information, based upon what they already know.

One of the ways to discuss text deeply and to give students experiences is through social interaction. Oczkus in Aditya confirms that reciprocal teaching builds on the cooperative nature of learning that causes one's reading comprehension to be deepened through social interactions.<sup>61</sup> This implies that when an individual solve his problem in isolation, he uses his own understanding and therefore involves limited perceptions. In opposite to this, social interaction is an effective problem solving. It is so because the interaction involves others to contribute ideas and perceptions for solutions to a problem. When one individual gives response to the problem, it stimulates further analysis by another member of the group. As well as, this will lead third person to refine their thinking by proposing further additions and insights.

The interaction may be described as students talking to each other-discussing text, questioning and sharing points of view. Consequently, from the interaction they can gain and assimilate knowledge and at last find solution for the problem.

Summarized from Pressley and Woloshyn, for teacher who wish to try this approach, there are, in our view, for key ingredients:<sup>62</sup>

1. Teach student to (a) make prediction about what is going to be in text, (b) generate question about the text content, (c) seek clarification of points that are not well understood or are confusing, and (d) summarize what has been read.

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<sup>61</sup>Aditya Nugraha, *The Use of Reciprocal Teaching*..p.28

<sup>62</sup>*Ibid*, p.29



2. Encourage students in interaction to discuss text as they apply strategies to text. That is, encourages students to share their prediction with one another, ask questions of one another about the text, seek clarification about the text from fellow students, and summarize the text for one another.

3. Have a student leader whose role is to orchestrate the discussion rather than “play teacher” as conceived in the original reciprocal teaching intervention.

4. Teach students how to ask questions, since not knowing how to generate questions is a bottleneck that can undermine the effectiveness of the approach.

Finally, all the above principles are in line with the heart of reciprocal teaching which is composed of four strategies, namely predicting, clarifying, questioning, and summarizing to promote students comprehension.