

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some related literature about the nature of reading, definition of reading comprehension, students' reading problem, teaching reading comprehension, assessing reading, narrative text and reciprocal teaching and review of previous study.

A. The Nature of Reading

1. Definition of Reading

Reading is process thinking to interpreting the sentence of the written text, to get a lot of knowledge or information. Sulisty (2011:20) states that " The process of uncovering the writer's messages in the written text is commonly called reading". Reading is complicated activities from thinking to get meaning. Reading is about communication between reader and writer. Writer writes the information or ideas on text form then reader reads and interprets the ideas from the written text. Reading is an active skill because reading involves of guessing, predicting, checking and asking oneself questions. It is to develop the students' powers or to introduce question which encourage students to anticipate the other texts.

According to Hood, et al in Stephenson & Harold (2002:4) reading is a daily life's tool to get information and communication to each other for enjoy the life and reading is based on the context what the situation which is probably to learn these knowledge. Mikulecky (2008) explains that the reading is the conscious and

unconscious thinking to get meaning of the information then comparing with their prior knowledge and background knowledge. Grellet (2010:7) states that “Reading is a constant process of guessing and what one brings to the text is often more important than what one finds in it”.

Considering those explanations above, reading is conscious and unconscious thinking of reader to read and interpret the written text by comparing the information and the prior knowledge to get new information and knowledge to communicate for daily life.

2. Theories of Reading

There are three theories of reading; the bottom-up theory, the top-down theory and the interactive theory.

a. The bottom-up theory

Readers read from the bottom – the text – to readers’ eyes. Readers identify the text then identify the pattern of the words, sentence and text. Last, readers identify the meaning of the text. Readers interpret the text by hierarchical and analytical process. Sulistyono (2011:25) states that “reading starts with a readers’ identification of letters as printed representations of elements of language”.

b. The top-down theory

Opposite from the bottom-up theory, reader connected their prior knowledge with the text, and then readers read the written text to make prediction in making meaning of the text. Then the readers compare their prior knowledge with their prediction. Sulistyono (2011:27) states that “with their prior knowledge, readers play a kind of a prediction in making meaning out of the text”.

c. The interactive theory

This theory combines the bottom-up theory and the top-down theory. In one side, reading involves getting of meaning and the other side reading is the role of knowledge. When reader evaluate their understanding on the writers' meaning, they use their knowledge to clear up their understanding and then readers analyzing language features and their organization in the text to know what the relationship between the meaning and their prior knowledge. So the interactive theory is about the interaction between the reader and the written text. Sulisty (2011:28) states that "the interactive process of reading emphasizes the interaction between a reader and a written text".

3. Types of Reading

There are two types of reading; extensive reading and intensive reading.

a. Extensive Reading

Day (2003:21) states that "Extensive reading is based on the well-established premise that we learn to read by reading". Teacher encourages students to read our first language as well as foreign language. In foreign language extensive reading is approach students to read, read and read more. When student read extensively, they become fluent readers and can increase their vocabulary and become better writer. So students can develop their attitudes and increase their motivation.

Harmer (2007:283) states that "Extensive reading materials is one of the fundamental conditions of a successful extensive reading programme is that students should be reading material which they can understand". The main goal of

this activity is if they can understand of every word so they can hardly reading for pleasure.

Extensive reading is reading for pleasure, students can choose what they want to read, so students can read the text more and more and mainly global understanding. Allowing students to select what they want to read is the key to read extensively.

b. Intensive Reading

Nation in Gonzalez (2011:38) states that “Intensive reading involves the detailed reading of texts with the two goals of understanding the text and learning language features through a deliberate focus on these items”. At least intensive reading is a reading focus on specific text. Grellet (2010:4) states that “Intensive reading is reading shorter text, to extract specific information. This is more an accuracy activity involving reading for detail”. So, intensive reading is reading a short text by focus on the content of the text.

B. Definition of Reading Comprehension

Comprehension is about the heart work. If the heart is not working so the human will be die, so the comprehension is a heart in reading. Without comprehension, reading has not the meaning. Reading and comprehension is the unity of the work thinking to get information by the meaning. Richardson & Morgan (1990:156-157) states that “Comprehension is the heart of reading. The analogy works well when one considers the intricate relationship that human heart enjoys within the body”.

Reading comprehension is process to make sense of the information and text what they read then they get meaning of the text well. Duke & 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 & 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 the 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 “Reading comprehension 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’s meaning to get information as efficient as possible.

C. Students’ Reading Problem

Students’ reading problem in EFL are lack of vocabularies and it makes students have little confident in reading. So the students have little information or knowledge which is makes them left behind other students. Gillet & Temple

(1986:234) states that “many poor readers have such low instructional levels, small sight vocabularies and undeveloped comprehension strategies and so little confidence in their reading ability”.

Collins & Haviland (1979:1) made considerations why the students have problem in reading are; the first point is children have early language experience and it is different from the reading itself. The second point is children often develop incorrect hypothesis because they have lack of prior knowledge. The third point is the school system which encouraged students to decoding skill than engage students in variety of reading. The fourth point is no foundation has been laid for reading textbooks of following instruction.

D. Teaching Reading Comprehension

There are some strategies in teaching reading to be successful learning in EFL:

1. Activating Prior Knowledge

Before starting the lesson and introducing the topic what will be taught, teacher must lead the students to active in presenting their prior knowledge or students' knowledge about the topic, so during teaching and learning process, students able to comprehend the text because they have balancing of prior knowledge and the topic. And it will motivate of students to continue the reading.

2. Cooperative Learning

Comparing ideas by each other can increase their knowledge, so students should discuss their ideas with peers and it made the positive classroom environment. Good cooperative is good interaction. Felder & Brent stated that “The term *cooperative learning* (CL) refers to students working in teams on an

assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project”. George in Faryadi (2007) defines cooperative learning as the process of acquiring knowledge in a socially packed environment by one or two small groups of students.

According to Davis (1999) “Collaborative group work requires careful planning on the part of the instructor, and is not without its difficulties for students”. Jbeili in Faryadi (2007) states that “As such, learners improve their critical thinking and intellectual skills by learning from one another”. According to George in Faryadi (2007) “There are five important value added principles of cooperative learning. Firstly, Interdependency among the learners, they learn together and learning is part and parcel of each other, they work in a small group and plan to finish a product together.”

3. Using Graphic Organizers

Using media in order to make simple understanding about the text. Graphic organizers help students to organize information and identify how ideas are related to each other and it can help students to be able to construct the meaning from text.

4. Visualizing

Creating imagination of the text and can help students better recall what they have read.

5. Asking and Generating Question

By asking and generating question, students will be active to read the text because it emphasizes the students to know the answer of the question and motivates them to continue to read. It can help students to develop active thinking while they are reading and monitoring their own comprehension.

6. Recognizing Text Structure

By introducing and teaching the description, sequence, comparison-contrast, cause-effect, and problem solution, can help students to construct the meaning from the text and provide them with valuable clues to comprehension.

7. Summarizing

Summarizing can helps students to identify the main ideas, topic sentences, integrate ideas and improve their memory of what they read.

8. Monitoring Comprehension

When readers read the text, they surely know what they do not understand and what they do have understood, and then they clear up the understanding text to solve the problem. Then they will construct the meaning from the text well.

E. Assessing Reading

Assessing reading is needed by teacher to evaluate the students' reading comprehension and to know how far the students understanding of written text. One of the reading aspects as an active skill is communicative function, so that the exercises must be meaningful and correspond and usually answer question after reading a text. Reading comprehension should be suitable with the texts and have reasons for reading them and the purpose of reading must be clearly distinguished

between teaching and testing. So, one of test which can be used for reading comprehension is the multiple choice test.

Multiple choices are the items of question related the text mention before to measure knowledge outcomes. Beside the multiple choices, teacher can be using a true false, matching items etc. Zimmaro (2004:11) states that “Multiple-choice items can be used to measure knowledge outcomes and various types of learning outcomes. They are most widely used for measuring knowledge, comprehension, and application outcomes”. Generally, standardized reading test which accepted is multiple choices. According to Hughes and Heaton in Allison (1999:126) designing multiple choice is not easy, and the authenticity the task is questionable. But the employing multiple choice in class setting to help teacher and learner to understood the certain features of texts.

F. 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

G. 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.

Young et al (2006) states that “Reciprocal teaching consist of three main components; the teaching and learning of specific reading comprehension strategies, the dialogue between a instructor and students, the appropriating of the role the instructor by the students”. According to Young et al (2006) the general methodology of reciprocal teaching is the instructor and student in small group, reading in a section of the text, the instructor lead and modeling a discussion and then student begin to lead their group as well as their instructor.

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’s 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

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. Implementing of Reciprocal Teaching

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.

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.

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

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.

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.

H. Review of Previous Study

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 second previous study related to using reciprocal teaching is a study entitled *The Use of Reciprocal Teaching to Improve Students' Reading Comprehension (A classroom Action Research at Eight Grade of SMPN 19 Surakarta in 2007/2008 Academic Year)* was conducted by Nugraha (2011). He states that using reciprocal teaching in teaching reading is effective. It can be seen from the total mean score of pre-test on 40 students improves from 5.6 to 5.8 in

post test 1 and it also improves to 7.3 in post-test 2. The difference between this research and Nugraha's research is about research design and target population. In Nugraha's research used action research design and used Junior High School. But this research used pre-experimental research and used Senior High school. In Nugraha's research, the implementation of reciprocal teaching started with writer wrote on the board a title of text then students guessing or predict. The writer asked several questions to makes students easily to guess. Then, writer distributed the text to students. After students read for two minutes, the writer clarified the unfamiliar word or unclear vocabulary. Finishing the discussion, the writer continued to summarize the text, writer asked the students to identify and integrate important information. Then, one of the students read the summary front of the class.

The third previous study about reciprocal teaching is research conducted by Utami (2013) entitled Using Reciprocal Teaching to Improve the Reading Comprehension of Grade VIII Students of SMP N 13 Yogyakarta. He states that using reciprocal teaching is effective. It can be seen from the total mean score of pre-test is (4.63) and post-test (6.30). The difference between this research and Utami's research is research design and the target population. Utami's research used action research design and the target population is Junior High School. While this research used pre-experimental research design and the target population is Senior High School. In Utami's research, the implementation of reciprocal teaching started with phase 1: teacher demonstrations, teacher models how to use the strategy (predicting, clarifying, questioning and summarizing).

Then in phase 2: giving direct instruction and guided practice, teacher teaches each of the strategies in more depth one per lesson. Phase 3: teacher-student groups, teacher leads discussion about the text in small groups, prompts students to use the strategies and provides support and feedback as needed. In Phase 4: students-led groups, students lead the discussion about the text and prompt their friends in group to use the four strategies. The last phase: students' independent use of strategies, students use the four strategies and monitor their own comprehension, they also monitor and give feedback on their friends' comprehension through the discussion. Teacher will guide the students from guided.