

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter concerns with some basic theories related to the study. This chapter contains of; definition of reading, the purpose of reading, the advantages of reading, reading comprehension, teaching reading, narrative text and reciprocal teaching technique.

#### A. Definition of Reading

Reading is a fluent process of readers combining information from a text and their background knowledge to build meaning.<sup>1</sup> It means that the reader's knowledge can influence the reading comprehension. According to reading is to look at and understand the meaning of written or printed words or symbols.<sup>2</sup> It means that the reader must be able to interact with the reading material, which includes printed words or symbols.

Reading is a complex activity that involves both perception and thought.<sup>3</sup> In addition, reading is defined as “ the activity of looking at and understanding written words”.<sup>4</sup> From the teaching perspective, the emphasis should be on the word *understanding*. Without understanding, there is no *reading*. Beside that

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<sup>1</sup> David Nunan, McGraw-Hill. *Practical English Language Teaching*, ( New York : Hill Companies, 2003), 68

<sup>2</sup> <http://library-Stainponorogo.net/gdl42/gdl.php>, accessed on March 15<sup>sd</sup>, 2016

<sup>3</sup> Osnova, “What is Reading”, access on April 19, 2016

<sup>4</sup> Judy Tilton Brunner, *I Don't Get it! Helping Students Understand What They Read*, ( United Kingdom: Rowman & Little Education, 2011), p.41.

reading is an exercise dominated by the eyes and the brain. The eyes received messages and the brain then has to work out the significance of the messages.<sup>5</sup>

In summary, reading is the way to get some ideas and information from written text through a continuous process in which the reader can make a decision to confirm, reject, or refine the ideas itself. We can conclude that reading is an important skill in teaching learning. Because by reading it can be a key to achieve the goal of teaching learning especially in English language learning.

## **B. The Purpose of Reading**

When people decide to read, it means that they have a purpose. Even when they read a novel for pleasure, at least they want to get information about the story. People read because they want to get something from the writing; whatever it was, people want to get the message that the writer had expressed.<sup>6</sup> There are many experts who define the purpose of reading. Generally, their definitions state that reading has two main purposes: reading for pleasure and reading for getting information. Here are some reasons below,

Rivers and Temper list the reasons for reading as follows:

1. To obtain information for some purpose or because curious about some topic;
2. To obtain instructions on how to perform some task for work or daily life;

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<sup>5</sup> Jeremy Harmer, *The Practice of English Language Teaching* (UK: Longman House, 1991), p.190.

<sup>6</sup> Phipot, Raymond, Michael F. Graves, *Fostering Comprehension in English Classes*, (USA: Guildford, 2009), p.27.

3. To keep in touch with friends by correspondence or to understand business letters;
4. To know when or where something will take place or what is available;
5. To know what is happening or has happened (as reported in newspapers, magazines, report, etc.);
6. For enjoyment or excitement.<sup>7</sup>

Grabe on his books concludes the purpose of reading into some point, they are:<sup>8</sup>

1. Reading to search for simple information and reading to skim quickly.
2. Reading to learn from texts.
3. Reading to integrate information, writes, and critique texts.
4. Reading to general comprehension.

To summaries up, when the students have purpose in reading materials, it will let the students to be more focus on what they want to get. Whatever the purpose, the students will have new information and will be useful for their needs when the purpose has decided. Moreover, through the suitable technique in comprehending their reading materials, the students will be more focus in the learning process and maximize the information gotten.

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<sup>7</sup> David Nunan, *Second Language Teaching and Learning*, (Baston: Heinle & Heinle Publisher, 1999), p.137.

<sup>8</sup> William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (Oxford: Pearson Education, 2002), p.13-15

### C. The Advantages of Reading

When people read a newspaper, story, or take part in a information directly they improve their knowledge. According to Harmer a large amount of reading some clear aims, then another kind of reading takes places for n pleasure.<sup>9</sup> Learning reading has effect on language ability. So many advantages we will get by reading.

It is why reading is one of the important skills in learning English. There are some pointers for pleasure reading that help people to:

1. Improve their vocabulary
2. Increase their reading speed
3. Improve their comprehension
4. Improve their writing
5. Gain more knowledge
6. Find the examples of many different ways people speak and write.<sup>10</sup>

Based on the advantages above, it is quite clear that reading is very important learning a foreign language. Reading helps student improve their competence, ability, knowledge and information in teaching learning process. For student who live in a non - English spoken country, it can help them to understand about English more. It is very important for them. The advantage for student stated below:

1. Reading helps you to learn how to think in English,
2. Reading can enlarge your English vocabulary,

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<sup>9</sup> Jeremy Harmer, *How to Teach English*, p.200

<sup>10</sup> Mikulecky SB and Jeffries L, *Power Reading for Pleasure ,Comprehension skill, Thinking skill, Reading Faster*, (New York: Pearson Group, 1990), 2<sup>nd</sup> Ed, p.06

3. Reading can help you to improve your writing,
4. Trough reading maybe it is good way to practice your English although you live in non – English spoken country,
5. Reading is good way to find out about ideas and facts.<sup>11</sup>

This is clear enough about reading advantages. When almost all people in the world feel boring with reading, factually reading can help us in teaching learning. Students feel boring because they do not know their aims when they read “what we read and how we read it”.

#### **D. Reading Comprehension**

##### **1. Definition of Reading Comprehension**

There are some explanations and definitions of reading comprehension from many scholars. According to Johnson in, reading is the practice of using text to create meaning; therefore if there is no meaning being created, there no reading takes place.<sup>12</sup> Reading is constantly developing skill, reading will be better if do more practicing. Reading integrates visual and nonvisual information. During the act of reading, the visual information found on the page combines with the nonvisual information. And reading is the act of linking one idea to another.

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<sup>11</sup> Mikulecky SB and Jeffries L, *Power Reading for Pleasure ,Comprehension skill, Thinking skill, Reading Faster*,(New York: Pearson Group,1990),2<sup>nd</sup>Ed,p.10

<sup>12</sup> Swastyastu, L.T,J, “*Improving Reading Comprehension Of The Tenth Grade Students Of SMK N 5 Denpasar In Academic Year 2013/2014 by Using Number Head Together*”,(Denpasar: University Mahasaraswati,2014),p.5

According to Nunan the goal of reading is comprehension.<sup>13</sup>

Comprehension is the ability to understand completely and be familiar with a situation, fact, etc. Comprehension is not a single unitary process. It start from the moving words by using memory and knowledge of latter and sound patterns, matching the resulting pronounciations to meaning, and finally connects these words into idea units.<sup>14</sup> Comprehending what the students read is more than just recognizing and understanding words. The true comprehension means making sense of what they read and connecting the ideas in the text to what they already know. It also means remembering what they have read. In other words, comprehending means thinking while they read.<sup>15</sup>

Based on those definitions above, reading is an important activity used in learning process, but it becomes more useful when the readers can comprehend what they read. Overall, reading comprehension can be conclude as the ability to understand the meaning or idea in the written text completely and chronically. Even though reading comprehension has long process, what the readers get is comparable with the process itself.

Based on those theories, the writer concludes that reading comprehension ability is must for people to have it. Based on the writers' research, the students need to comprehend what they read in order to get academic success. Of course, that reading comprehension is a long

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<sup>13</sup> Nunan, *Practice English Language Teaching*, (New York: McGraw-Hill,2003),p.63.

<sup>14</sup> JoAnne Schudt Caldwell, *Comprehension Assessment-A Classroom Guide*,(New York: The Guildford Press,2008),p.5.

<sup>15</sup> Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power*, (New York: Pearson Education,2007)

activity, but with the appropriate technique for each students/readers, it is not possible that the long activity becomes an interesting long activity that makes the student/reader enjoy and can easily comprehend what they are.

## 2. Reading Comprehension Skill

A good reader is someone who has a purpose for reading whether it is to look for specific information or read for pleasure. Since the reader is involved in a complicated thinking process while reading, he/she should use main skills and sub skills that help him/her become purposeful and active readers. These skills make significant gains in reading comprehension lessons. The use of these skills depends on what readers are reading.<sup>16</sup> Below these are some of the reading skills.

### a) Deduction of the word

Naturally teachers do not expect students to know every word in the text because not all words are equally important. These are two categories of known words: an active vocabulary that he/she recognizes and can respond to but cannot confidently use. Deduction skills are two kinds. The first, one is use context clues or using the meanings of other words such synonyms and antonyms in the same sentence or paragraph or the meaning of unfamiliar words and phrases, for example: in this sentence, “The Indians cut their canoes out of tree trunks by using adze”. The meaning of “adze” can be deduced from the meaning of the whole sentence. It must be a kind of instrument for cutting. The second,

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<sup>16</sup> Judith L. Shrum & Elieen W. Glisan, *Teacher's Handbook: Contextualized Language Instruction* (Boston, MA: Heinle & Heinle, 1994) 112-118.

skill of deduction is using structural information. This refers to word information such as analysis of the stem and affixes of the words can help our students get the meaning of unfamiliar words.<sup>17</sup>

#### b) Reading in Meaningful Units

One of the factors that determine reading speed and comprehension is the number of words the eyes can take at one glance. The more words students can see and comprehend at one glance, the greater will be their comprehension.<sup>18</sup>

Students should be able to read in meaningful units instead of isolated words. i.e., they should have maximum responsibilities for finding the meaning of the text as they move from concrete to increasingly abstract levels of interaction with the text.

#### c) Prediction

According to Nuttall, prediction will greatly reduce the reliance on visual information, increase reading speed, and enhance comprehension.<sup>19</sup> Students can learn to make predictions based on the title, subtitles, and their knowledge of the context, such as diagrams, graphs, tables, pictures, and maps, which serves the same purpose as gestures and facial expressions in conversations. The teacher can help students by asking questions or giving hints or clues to arouse their ability to make prediction about what they are going to read.

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<sup>17</sup> Christine Nuttall, *Teaching Reading Skills in a foreign Language* (Oxford: Heinemann, 1996) 26-28.

<sup>18</sup> Linda Gajdusik & Van Dommelen, *Literature and Critical Thinking* (NY: State University of York Press, 1993) 201.

<sup>19</sup> Ibid., 38.



#### d) Skimming Skill

This skill is useful when we want to determine whether a book or an article merits more careful and thorough reading. Skimming may sometimes be the prerequisite of reading for full understanding. The reader tries to get the general, overall ideas of the whole text.

Therefore, the key to skimming is to know where to find the main ideas of different paragraphs and to be able to synthesize them into an idea of a well-organized paragraph is in most cases, either in the first or the last sentence.<sup>20</sup>

#### e) Scanning Skill

It is a useful skill to locate specific items of information that the reader needs, such as a date, a figure or a name. The focus is on the information wanted. The key to scanning is to decide exactly what kind of information the reader is looking for and where to find it. A useful way to teach this skill is to ask students to search for information such as a definition or the name of a person or a place asking them to start at the same time and see who the first to find it.

#### f) Distinguish between Facts and Opinion

Readers are able to judge the truth and logic of what they read by following the writer's arguments or by using their previous experience. By doing this they can make decisions about the worth of reading materials. The teacher can help students from their own opinions

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<sup>20</sup> Ken Hyland, "Purposes and Strategy: Teaching Extensive Reading Skills" *English teaching Forum*, 1989-1996 (Thomas Karl Editor: 1996) 107.

towards the topics and issues they read through holding discussion and eliciting various points of view.<sup>21</sup>

g) Distinguishing General Statements from specific Details

Ommaggio said that general statements usually contain main ideas and specific details in term of explanations and examples support the general statements. Therefore, general statements are more important for comprehension. Very often they are introduced by signal words such as “in general, above all, in conclusions” and it can be seen that students learn to direct their attention to these single words. They should also learn to identify expression of probability, frequently, and quantity that indicate different levels of generality.<sup>22</sup>

h) Recognizing Organizational Patterns

The logical structure of a passage is often signaled by textual connectors, which are expressing connecting ideas. Nuttal (1996:38) mentioned:

The most common organizational pattern in the textbooks, for example, are cause-effect, definition, sequence of events, spatial geographic, thesis-examples, description, generalization, and hypothesis-evidence, each of which has its characteristic textual connector are the best indicator of ideas, hence most important for reading comprehension. The best way to teach this, is to let students read different passages with different organizational patterns and identify their textual connectors.<sup>23</sup>

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<sup>21</sup> Yetta Goodman & Dorothy Watson, *A sociolinguistic model of the reading strategy instruction*. (Urbana, IL: National Council of Teacher of English, 1998) 115-120.

<sup>22</sup> Alice Ommaggio Hadley, *Teaching Language in Context* (Boston, MA: Heinle & Heinle, 1993) 52.

<sup>23</sup> Nuttal, 38.

### i) Interpreting Texts

Readers are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the writer is employing or suggesting. Successful interpretation of this kind depends to a large extent on shared prior knowledge together with students' knowledge of the world. This helps the reader to get the writer's viewpoint given.<sup>24</sup>

### j) Recognizing the Rhetorical Markers and their Functions

Amer thought that readers gain the meanings from the figurative use of language by knowing how to interpret the special meaning of many common figures of speech or relating information and understanding gained from reading to other experiences they have had. Some figurative forms are contextual. This means that they are understood only in a certain context and have a different meaning in other context.<sup>25</sup>

### k) Inferences and Conclusion

Comprehension involves understanding not only what is stated explicitly but also what is implied. That is to say, the reader has to make inferences based on what is stated to do. So it requires the ability to analyze and synthesize. Raymond stated this example, "In the sentence, (Age affects hearing), we can infer that with age hearing either

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<sup>24</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge, UK: Longman, 1992) 202.

<sup>25</sup> Aly Anwar Amer & Naguib Khouzam. (1992). "The Effect of EFL Students' Styles on their Reading Comprehension Performance". *Journal of Curriculum and Instruction*, pp 1-12.

increases or decreases or to read between the lines, or to conclude what the reader has to summarize stated facts.”<sup>26</sup> The reader can summarize the main and conclude in the light of his/her understanding.

#### l) Evaluation and Appreciation

This is a high level of comprehension skill. The readers not only has to thoroughly understand what he/she has read, s/he also has to analyze and synthesize it so as to form his/her own opinion, and judgments. To evaluate, the reader has to read critically. In other words; to consider what, why and who has the writer has written to, to determine the author’s purpose, consider his/her intended audience, recognize his strengths and weakness, and distinguish his opinion from facts. Fry said that “appreciation is different from evaluation. To appreciate, the reader has to understand the use of figures of speech. Evaluation is a useful skill for reading political and academic essays whereas appreciation is useful in reading literary works.”<sup>27</sup>

#### m) Summarizing

Summarizing is how we take large selection of text and reduce them to their bare essentials: the gist, the key ideas, and the main points that worth nothing and remembering. Raymond calls a summary as a

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<sup>26</sup>Jones Raymond. (2009). *What is Summarizing? Strategies for Reading Comprehension Summarizing*. Reading.Org. Making Social Studies.

<sup>27</sup> Edward Fry. (1991). “Teaching faster Reading.” A manual of Cambridge University: Cambridge University Press.

general idea in a brief form: it is the distillation, condensation, or reduction of a large work into its primary notions.<sup>28</sup>

#### n) Identifying the Topic

Good reader is able to pick up the topic of a written text very quickly. With the help of their own schemata they quickly get an idea of what is being read. This ability allows students to process the text more effectively as it progresses.<sup>29</sup>

From the researcher's point of view, the previously mentioned skills are nearly the main skills needed for students in Palestinian schools. These skills are of different levels of comprehension and that means they reflect the needs of all students in a normal classroom.

The researcher also thinks that the teachers of English should be aware of these skills to help students in achieving the objectives of teaching and learning reading in English as a foreign language.

### **E. Teaching Reading**

Teaching is process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehension the text is one of reading's goals. Teaching reading can be main as facilitate student performance this in comprehending texts, and provide student with many opportunities for practice are encourage in number of comprehension enhancing the best known of which are reciprocal teaching, cooperative

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<sup>28</sup> Jones Raymond, 32.

<sup>29</sup> Harmer, 201.

learning and reading recovery.<sup>30</sup> During teaching reading process we must pay attention about the principles of teaching reading. The principles can be standard to limit teacher when they teach reading. The principles of teaching reading are states below:

1. Reading ins not passive skill
2. Student need to be engaged with hat they are reading
3. Student should to be encouraged to respond to respond to the content of a reading text, not just to the language,
4. Prediction is major factor in reading
5. Match the task to the topic
6. Good teacher exploit reading texts to the full

Teaching reading is not vacuum activity. Student must enjoy during reading process. As we know the advantages of reading, so we must pay attention how to increase reading comprehension in classroom. Teaching reading need more than only read text, according to the definition about reading and reading comprehension, we have three point based on the explanation above, they are:

1. The reader who is doing the comprehending,
2. The text that is to be comprehend,
3. The activity in which comprehension a part.

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<sup>30</sup> Jack, C. Richards, *Approaches and Methods in Language Teaching*, p.207

## F. Narrative Text

There are some kind of text which are learnt at school by the second grade students of senior high school and narrative takes a part. A narrative is a story that is created in a constructive format ( as a work of speech, literature, picture, song, motion, television, video games, theatre, musical theatre, or dance )

Narrative text is a kind of text to retell the story that pats tense.<sup>31</sup> The f purpose of the text is to entertain or to amuse the readers or listeners about the story. Narrative means story or orderly account of event.

According to Barbara Hardy at *Exploring Children Literature Book* argues that narrative is not aesthetic invention but the basic way in which we make sense of our experience. She explain that we use ‘inner’ (in our heads) and ‘outer’ (to outers) storytelling to shape our live; for instance, recalling our dreams and talking about the things that happen to us though they were stories.<sup>32</sup> Narration is any written English text in which the writer want to amuse, entertain people, and to deal with actual or vicarious experience in different ways.<sup>33</sup> Narrative uses conflicts among the participants, either natural conflict or psychological conflict. In some ways, a narrative text combines all these conflicts.

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<sup>31</sup> <http://en.wikipedia.narrative//>, accessed on april,15<sup>sd</sup>, 2016

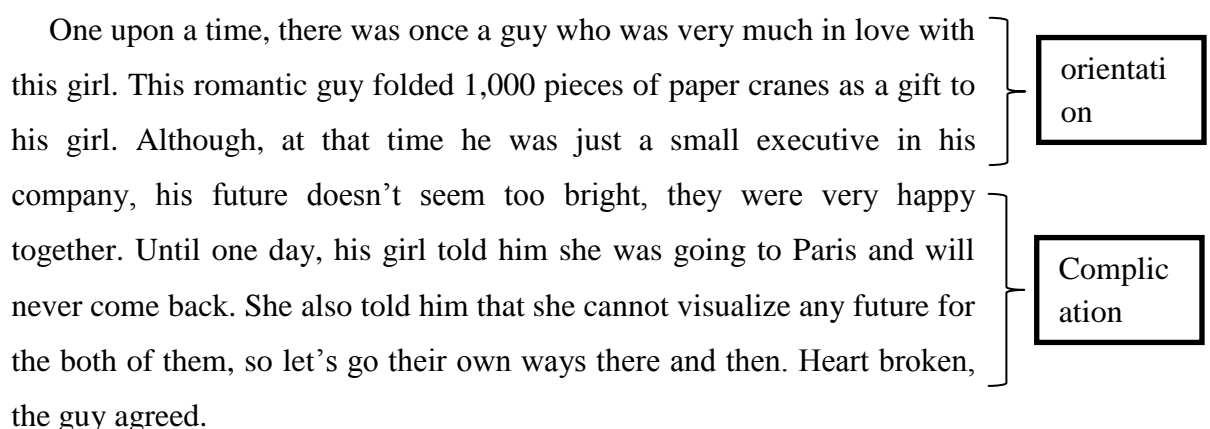
<sup>32</sup> Nikki Gamble and Sally Yates, *Exploring Children Literature*, (London: SAGE Publications, 2002), p.39

<sup>33</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.73.

In addition, there are some steps constructing a narrative text : Orientation, complication, sequent of events, resolution, and coda (an optional step).

1. Orientation includes *WHO* is in the story, *WHEN* the story is taking place, and *WHERE* the action is happening.
2. Complication sets off a chain of events that influences what will happen in the story,
3. Sequent of events tells how the characters react to the complication,
4. Resolution show how the characters solve the problem that created in the complication,
5. Coda provides a comment or moral based on what has been learned from the story (an optional step).<sup>34</sup>

In order to make the generic structure explanation becomes clear, here the example of narrative text includes its generic structure:



<sup>34</sup> Nikki Gamble and Sally Yates, *Exploring Children Literature*, p.40.



When he regained his confidence, he was work hard day and night, just to make something out of himself. Finally with all these hard work and help of his friends, this guy had set up his own company.

“you never fail until you stop trying.” He always told himself. “I must make it in life”. One rainy day, while this guy was driving, he saw an elderly couple sharing the umbrella in the rain walking to some destination. Even with the umbrella, they were still drenched. It didn’t take him long to realize those were his ex-girlfriend’s parents. With a heart in getting back at them, he drove slowly beside the couple, wanting them to spot him in his luxury car. He wanted them to know that he wasn’t the same anymore; he has his own company, car, condo, etc. He had made it in life!

Sequent  
of event

Before the guy can realize, the couple was walking towards a cemetery, and he got out of his car and followed them and he saw his ex-girlfriend, a photograph of her smiling sweetly as ever at him from her tombstone. Her parents saw him. He walked over and asked them why this had happened. They explained that she did not leave for France at all. She was stricken ill with cancer. In her heart, she had believed that he will make it someday, but she did not want her illness to be his obstacle. Therefore she had chosen to leave him.

Resoluti  
on

She had wanted her parents to put his paper cranes beside her, because if the day comes when fate brings him to her again he can take some of those back with him. The guy just wept.

coda

To sum up, narrative can be conclude as a text which is used to amuse and entertain the readers through its story. In addition, some steps to make a narrative text should be paid attention for batter construction. Narrative sounds an interesting kind of text. In line with reading comprehension, it must be easy for students to understand and comprehend narrative text. Although reading

comprehension is the ability that is not easy to do, but by doing this activity continuously in every single leisure time and adding by appropriate technique for students, it is not possible for them to comprehend narrative text easily.

## **G. The Reciprocal Teaching Technique**

### **1. The Definition of Reciprocal Teaching Technique**

Before implementation of reciprocal teaching technique, it is necessary to know how the reciprocal teaching technique is. Based on Farri's description, she stated that:

Developed by Annemarie Pallinsar and Ann Brown (1984), reciprocal teaching is one of the most carefully researched, prominent strategies. In this cooperative learning procedure, the researcher and the students work together to develop an understanding of the text. There are four thoughtfully integrated comprehension strategies at the core of this approach: prediction, questioning, seeking clarification, summarization.<sup>35</sup>

It means that, reciprocal teaching technique is a process to comprehend text by using four steps which is done by the teacher and the students to build their speculation about the text.

Meanwhile, Cambridge Advance Learners' Dictionary defines 'reciprocal' as "a reciprocal action or arrangement involve two people or groups of people who behave in the same way or agree to help each other and give each other advantages".<sup>36</sup> In other words, reciprocal is regarded as an interaction between two people or gain same purpose cooperatively. Meanwhile teaching derived

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<sup>35</sup> Pamela J Farris, et al, *Teaching Reading a Balance Approach for Today's Classrooms*, (New York: The Mc Graw-Hill Company, 2004 ), p.340

<sup>36</sup> Walter, Elizabeth. *Cambridge Advance Learner's Dictionary third Edition*, (Cambridge: Cambridge University Press). p.187.

from word teach, it is defined as “to give someone knowledge or to train someone.”<sup>37</sup> In this sense, reciprocal teaching means an activity consists of two people or groups by giving or training them to reach the same perspective.

Approaching to word technique is defined as “a way of doing an activity needs skill.” It means that knowing one of the skill is the main point to operate an activity. Based on Pamela J. Farris viewed that:

As with other cooperative learning effort, it will take time to learn reciprocal teaching. Careful supervision and the practice will help students to master the steps in educationally interactive dialogue. The benefits of reciprocal teaching in facilitating comprehension are enduring and well worth the effort on everyone’s part.<sup>38</sup>

Because through reciprocal teaching, in this case, teachers demonstrate the process, navigate the students’ work, scaffolds experiences as needed and provide feedback. Based on explanation above reciprocal teaching technique is a technique using four strategies cooperatively. This steps can be implemented during the students and the teacher read a text or story to develop their comprehension about it.

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<sup>37</sup> Ibid.,492.

<sup>38</sup> Pamela J Farris, et al, *Teaching Reading a Balance Approach for Today’s Classrooms*, (New York: The Mc Graw-Hill Company,2004 ),p.341

## 2. The Purpose of the Reciprocal Teaching Technique

Pallinscar and Brown stated that, while students and teacher apply reciprocal teaching procedure, its purpose that “The teacher prompts and shapes the students’ participation by using corrective feedback.”<sup>39</sup> It means that the teacher as guidance to maintain the activity and to give respond correctively in the classroom.

Moreover, Farris researched that, “Careful supervision and practice will help students to master the steps in an educationally interactive dialogue.”<sup>40</sup> In this point, students can develop their understanding the steps within the dialogue between the teacher and the students.

Furthermore, Cotterall said that, “firstly the strategy training allows them to gain confidence and expertise as they apply the four strategies to variety of text.”<sup>41</sup> Using the reciprocal teaching technique, students could build their confidence for many kinds of texts. She also explain that the purpose of this interaction notion is to engage students’ attention to the meaning of the text; it could bring students to identify the kind of problem they are finding, and to seek clarifications in a text. In short, by dialogue between students and the teacher will help the students concentrate and identity the text.

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<sup>39</sup> Annemarie Pallinscar and Anna Brown, “Reciprocal Teaching: A means to a Meaningful End”, in Jean Osborn, et. al. , *Reading Education: Foundations for a Literate America*, (Urbana Champaign: D.C. Heath and Company,1985),p.299

<sup>40</sup> Pamela J Farris, et al, *Teaching Reading a Balance Approach for Today's Classrooms*, (New York: The Mc Graw-Hill Company,2004 ),p.341

<sup>41</sup> Sara Cotteral. “ Reciprocal Teaching: A problem Solving Approach to Reading”, *Guidelines a Periodical for Classroom Language Teachers 12* (New York: The Mc Graw-Hill Company,1991),p.31-39

Meanwhile, Cottrel assumed that “reciprocal teaching involves students in using the target language to debates ideas and interpretations, encouraging them to call on their knowledge of the world, their previous experiences of reading and their knowledge of L2 to help them make sense of the text.”<sup>42</sup> In this sense, reciprocal teaching also invites the students to predict and think in target language as they read in text.

To conclude, the purpose of reciprocal teaching technique is to build comprehension and give corrective feedback used by teacher and students cooperatively in dialogue.

### **3. The Strategy of Reciprocal Teaching Technique**

Knowing how the process of the reciprocal teaching technique is an important point. Palinscar and Brown explained that:

The primary instructional technique employed to teach the four activities is an interactive dialogue in which the teacher explicitly models each of the four activities. The students follow the teacher’s model by engaging in the same activities. The teacher prompts and shapes the student’s participation by using corrective feedback.<sup>43</sup>

Furthermore, Farris stated that the steps consist of four steps as followed:<sup>44</sup>

#### **1. Predicting**

Predicting is a strategy that involves finding clues in the structure and content of passage about what will happen next in

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<sup>42</sup> Ibid.,32

<sup>43</sup> Annemarie Pallinscar and Anna Brown, “Reciprocal Teaching: A means to a Meaningful End”, in Jean Osborn, et. al. , *Reading Education: Foundations for a Literate America*, (Urbana Champaign: D.C. Heath and Company,1985),p.300

<sup>44</sup> Pamela J Farris, et al, *Teaching Reading a Balance Approach for Today’s Classrooms*, (New York: The Mc Graw-Hill Company,2004 ),p.345

the text. Students must active their background knowledge that relates to the topic in the text. For example, students can use the title and some clues in the text to guess what the text about is and what the next in the text. Students will share and discuss their predictions with their group.

## 2. Question Generating

Question generating is erecting important information, rather than unimportant details. Students learn how to find important information by using questioning words like who, what, when, where, how and why. Students try to comprehend a text by asking questions about the main idea from the passage, and questions about important details

## 3. Seeking Clarification

Clarifying involves understanding something that is not clear when there is failure in comprehension and taking steps to restore meaning. In this step, students learn how to be prepared in reading text that they do not understand. If students find a word which they do not know its meaning, they will define the word by reading the sentence or relate it to the topic. Students also learn defining words of reference like it, them, they, which, that, them, etc. which may signal the meaning of unfamiliar word.

#### 4. Summarizing

Summarizing is identifying and integrating the most important information in the text. Students are taught to make one or two sentence which tells the most important ideas contained in a paragraph or a text. Students are instructed to put the topic sentence of the paragraph. If there is no topic, students are taught summarizing by combining the sentence that they have underlined which containing the most relevant ideas. Then students are asked to place the most important details to support the topic sentence and delete unimportant information. Finally, students are instructed to make the main idea and supporting details in their own words.

In short, the four steps of reciprocal teaching technique above explained in classroom cooperatively between teacher and students. Its purpose are to encourage students to predict and to ask questions about the text or story.