

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It discusses the definition of reading, purpose of reading, kind of reading, technique of testing reading, definition of narrative, definition of reciprocal technique, purpose of reciprocal technique, strategy of reciprocal technique.

A. Reading

1. Definition of Reading

Reading as one of language skills, has an important role for those who want to master English well. Reading is one way for the reader to receive information from the writer in the form of text. Reading can also improve the reader's vocabulary. Also, reading has a purpose it is something that almost everyone does in everyday, it is an integral part of daily lives, taken very much for granted and generally assumed to be something that everyone can do it. The reason for reading depends very much on the purpose for reading, and readers know exactly what they are reading. Reading is not only source of information and joy but also a way to expand the reader knowledge.⁷

Reading is about understanding the written text. It is a complex activity that includes both perception and thought. According to Othman states that reading is not just saying the words. Reading must always be a meaning-getting process. Many children can read the words in a passage perfectly, but are unable to answer questions that call for making

⁷ Dr. M. F. Patel And Praveen M. Jain, *English Language Teaching: Methods, Tools and Techniques* (New York: The Guilford Press, 2010), 33.

inferences or for identifying the main idea. Children should also be taught to see reading as a source of information.⁸

Meanwhile, Harmer said that reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages.⁹ So, it can be concluded that to respond the stimulus well, the test takers should comprehend the content of those written text. Furthermore, to make the reading as a meaningful activity, the text must be comprehended. Serravalle stated that reading is at the heart of what it means to really read.¹⁰ And McGuinness argues “reading comprehension is the end game of learning to read and necessarily involves everything that comes before it: a good vocabulary and good oral comprehension skills, plus accurate and fluent decoding skills”.¹¹ Here, it can be assumed that to get the comprehension happen when students have practice with strategies for monitoring their understanding, increasing their interest to the text and also having goals or purpose when reading. There are many strategies that teachers use to force students’ reading comprehension, start with motivating their students, let their students practice a lot and give the exercises will force the students to comprehend what they read, teacher’s monitoring also gives great effect to the students. If the monitoring process finished

⁸ Othman, Y, *Mengajar Membaca: Teori dan Aplikasi* (Selangor: PTS Publication & Distribution, 2003), 3.

⁹ Jeremy Harmer, *The Practice of English Language Teaching (New Edition)* (New York: Longman, 1991), 190.

¹⁰ Jennifer Serravalle, *Teaching Reading in Small Groups* (Purthsmouth: Heinemann, 2010), 43.

¹¹ Diana McGuinness, *Early Reading Instruction* (London: A Bradford Book, 2004), 211.

smoothly it would be effective to find students who were low in comprehension the text.

There are many various goals in reading activity. One of them is comprehends the text. If the comprehension is the goal, teacher should focus to make the students able in undersatnding what they read. The factors which support the students in comprehending the text should be thought and conveyed. . In reading comprehension, the students are served as many instruction tasks varies in levels of comprehension from the lower into higher as it is stated previously. And from reading, students are expected to be more sensitive in study English. Therefore, reading is one of many aspects in English learning that can be the door of English knowledge before they get other English knowledge further. Then reading comprehension is the pocess to understand or getting te meaning what the writer wrote by relating with the reader background knowledge.

2. Purpose of Reading

Learning process has a purpose to make students absorbs knowledge in order to applied in socialism as real life. Therefore, teacher should prepare students who can competitive with others and have a think power superiority to make change better.

This research that emphasized in reading skill of course has purposes to make students understand about meaning of written text better and accurately. In order to communicate in English well, a person must recognize and master the four basic language skills: listening, speaking, reading and writing. Reading as one of the four language skills is an

essential skill for the students at every level started from elementary school until university. In other words, by reading the reader will get something to improve his knowledge, information and pleasure, instruction to do something and also know what is happening and has happened, etc.

And the best way to learn new vocabulary is through reading. This statement is absolutely true but it does not tell the whole story. Children expand their vocabulary dramatically during their school years and reading is the major source of this growth. Second language learners can also increase their vocabulary knowledge through reading but few second language learners will read the amount of target language text that a child reads throughout more than a decade of schooling.

Research evidence suggests that second language learners benefit from opportunities to read material that is interesting and important to them. However, those who also receive guidance from instruction and develop good strategies for learning and remembering words will benefit more than those who simply focus and getting the main idea from a text. What is perhaps most striking in the research is evidence that in order to successfully guess the meanings of new words in a text, a reader usually needs to know 90 percent or more of the words in that text.¹²

As someone's knowledge develops material to be read is also more complex. In order to gain what the people need to know from written language or text, they read several reading sources such as magazine,

¹² Patsy M. Lighbown and Nina Spada, *How Languages are Learned* (Cambridge: Cambridge University Press, 2008), 188.

novel, short story, scientific book, religious book, etc. Therefore, it is undeniable that reading is very important to be taught in school.

3. Kind of Reading

Commonly, there are two types or way to read the text that can help reader to understand the meaning of text easier. These, enable for reader to get the point without read the whole of the text sequent. The types are:¹³

a. Skimming

Applying of this way is read the text only see main words in every paragraph contained therein. Surely from this way the reader is able to take out the best contained there in the lesson or the paragraph.

16 Practice of skimming is very important to increase confidence in getting information.

b. Scanning

This way can help the reader to get the main point completely in understanding a text. The reader will search a sentence per sentence from the first until end of text. Maybe this way looked like hard work because the reader needs to read the subject matter cautiously and carefully. But this way can collect the core idea in a text comprehend.

c. Reading for though comprehension

Reading for comprehension means all of kinds of activities that refer to understand the text what they read. The real practice can be

¹³ Jerry G. Gebhard, *Teaching English as a Foreign or Second Language (Second Edition)* (Michigan: The University of Michigan, 2009), 198-204.

form in any strategies. The kind of strategies that usually used in this reciprocal teaching, peer teaching, etc.

d. Critical reading

In this activities students lead to be criticize text. There are three stages in this kind. First, the reader should read text to comprehend it. Next, the reader must make a judgment about what they read before. Do they agree with it or not. And the last, the teacher ask the reader about their judgment.

e. Extensive reading

The purpose of this reading activity is to improve reading skill by processing a quantity of material that can be comprehend and pleasureable. The teacher's role is as guide the reader to the some materials that are comprehensible. Usually the reader should make a report to the teacher after read th book.

f. Computer mediated reading

Computer mediate reading means all of the kind of reading above are done in the computer.

4. Technique for Testing Reading

In testing reading is needed a carefulness to testing or decides types of question. Because in reading students not only have to know the content of text but they have to know about generic structure and social purposes. Indirectly, students will have know about grammar itself although does not taught directly. Therefore, choosing the types of question in testing reading is important in order to cover all of aspects.

The description of the IELTS Test of Academic Reading illustrates the range of techniques that are now being employed in the testing of reading.¹⁴ Variety of questions are used, chosen from the following types:¹⁵

- a. Multiple choices
- b. answer questions
- c. Sentence completion
- d. Notes/summary/diagram/flowchart/table completion
- e. Choosing from a "heading bank" for identified paragraphs/sections of the text, Identification of writer's view/attitude claims: yes/no/not given
- f. Classification
- g. Matching lists

B. Narrative Text

1. Definition of Narrative Text

Narrative is the most famous type of any texts; various purposes are communicated in a narrative type. However the way it is constructed describing certain event, character or phenomenon in detail narrative prefers showing to tell and that the power of narrative.

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers or listeners. It is related to the recount text because both of them use past form tense as

¹⁴ J. Charles Alderson, *Assessing Reading* (Cambridge: Cambridge University Press, 2005), 205-206.

¹⁵ <http://www.ebooks.cambridge.org.com> on 3 July 2016

main verbs. According to Thomas Kane in his book, *Narrative* is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order for example; a story may open with the final episode and then flash back to all that preceded it.¹⁶

2. Generic Structure of Narrative text

A narrative text will consist of the following structure:

a. Orientation

It introduces the participants and informing the time and the place. The narrator tells the audience about who is in the story, when the story is taking place and when the action is happening. Or with other says it is about the opening paragraph where the characters of the story are introduced.

b. Complication

Complication is describes the rising crises and sets off a chain of events that influences what will happen in the story.

c. Resolution

This is the end of the story which the participants finally sort out the complication. It shows the way of participants to solve the crises, better or worse. Coda (optional or additional part) Coda provides a comment or moral based on what has been learned from the story.

¹⁶ Thomas.S.Kane, *The Oxford Essential Guide to Writing* (New York: Barkley Books, 2000), 363-364.

3. Language features

- a. Using simple past tense

Example: knocked, thanked, left, took, killed, invited, talked

- b. Using temporal conjunction

Example: a week ago, a years ago, next morning, a few days ago, just now.

- c. Using processes verbs

Example: flooded, told, picked, succeeded, gathering, reminded

4. Types of Narrative text

There are some kinds of Narrative text:

- a. Fantasy

Examples include traditional tales, like fairy tales, tall tales, legends, and myth and contemporary creations such as the Harry Potter series.

- b. Speculative fiction based on the real world with all its established facts and natural laws (Robert Heinlein).

- c. Realistic Fiction

Examples include the more specific genre such as adventure, mystery, and romance.

- d. Historical Fiction

Demonstrates the characteristics of realistic fiction.

- e. Narrative Nonfiction

Examples include news and magazine articles, essays, and biographies, textbooks like History of US.

f. Social function of narrative text

It has function to tell the information about accident or phenomenon by a story. By Linda and Peter said that “the social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways”.¹⁷

C. Reciprocal Technique

1. The definition of Reciprocal Technique

Reciprocal technique was originally designed to improve comprehension for middle school students who could decode but had difficulty in comprehending text.¹⁸ In this strategy student will learn through four steps like prediction, summarization, questioning, and clarifying. Students will learn in a group and the teacher will have the same role with the students during the activity.

Another statement came from Farris, reciprocal is a process in four steps activity (predicting, summarizing, questioning, and clarifying) in a group activity in primary school students.¹⁹ Each group must have a leader to lead all of the process above.

2. The purpose of Reciprocal Technique

Mastering reading comprehension is one of some problem for students who are low proficiency in reading comprehension skill. To solve this problem, teacher must realize what her student's need. Students actually have two typical of thoughtful improvement, a real improvement

¹⁷ Linda Gerot and Peter Weignel, *The Genre-Grammar Connection* (Australia: AEE, 1994), 204.

¹⁸ Anderson. *op.cit.*, 19.

¹⁹ Janette K. Klingner, (New York: The Guilford Publication, Inc., 2007), 131.

action and a capable improvement action. The real improvement action is the thoughtful action which shows the students can fix their problem by themselves; they do not need helps. Meanwhil, the capable improvement action is the students' thoughtful which want the heling of the teacher or other capable peole to fix their problem.²⁰ Reading text in foreign language makes some students get difficulties, hence some of them can do it well. The low achiever students' must get more attention from the teacher. Actully it was because they need more treatment or helping. From this theory those students want or need some guidance. However, the guidance here, not always only come from the teacher. It als can come from the other stduents. Reciprocal is one of the techniques in teaching will make students and teacher take turns or contribute in teacher's role in leading discussion.²¹

3. The Strategy of Reciprocal Technique

Understanding the strategy inside the reciprocal is the importat thing. According to klingner et al, reciprocal teaching has some steps:²²

a. Predicting

Predicting involves finding clues in the stucture and content of a passage that might suggest what will happen next. The student will predict what they read based on their prior knowledge. Their prior knowledge then will be connected with the passage and it will

²⁰ Mohammad Reza Ahmadi, *Reciprocal Teaching Strategy as an Important Factor of Improving Reading Comprehension*, Macrothink Intitutes Journal of Studies Education, Vol. 2 No. 4, 2012, 163.

²¹ Nuar Atika, Et.AL., *Using Reciprocal Teaching Technique in Improving Reading Comprehension*, *E-Journal of English Language Teaching Society(ELTS)* VOL. 1 NO.1 2013- ISSN 2831-18421, 2013, 3

²² Klinger, *op. Cit.*, 134.

determine if the prediction will be correct or not usually students predict what they will be by the title.

b. Clarifying

Clarifying make sure the text make sense to the reader. The teacher or the students gain the information as the clarification. They engage with the text and a discussion.

c. Summarizing

In summarizing student make the statement in one-two sentences. It contain of the most important ideas. The summary should use the students' own words. Unimportant supporting details do not allow implying in the summary.

d. Question generating

Questioning here means students should construct the question about the main idea. The question is to check the understanding of the text. Here, the students can construct the question using words such who, when, and how. Students are taught to ask the main idea and it will be better if the answer is not written in the text.