

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about the definition of reading, the type of reading, the purpose of reading, reading comprehension, reciprocal teaching, strategies of reciprocal teaching, and the benefit of reciprocal teaching.

I. Theoretical Framework

In the previous chapter, it was mentioned the purpose of this study is to improve the reading comprehension of Grade VIII students of SMP Al-Kahfi Sepulu through the implementation of reciprocal technique (RT) in the reading class.

As we know, there are many problem in teaching English language, like in teaching reading skill. Not all of the students like to read, and they have many reason about that like; reading is boring, make feel sleepy and others. Because of that problem, there are many method in teaching language skills especially in teaching reading skill that can make the students more easier and has brave personality when they learn. In this paper, the writer will explain about one of methods that can be use in teaching language skills, especially *reading skill*.

1.1 The Definition of Reading

Inderjit. S (2014) stated that reading is a cornerstone for success not just in the schools but throughout life. Through reading we acquire new ideas and knowledge obtain needed information to relax the minds

and improve our command of language and vocabulary. Learning to read is a sequential process each new skill builds on the mastery of previously learned skills. For example, children learn to break down words into their most basic sounds in a process called decoding. Later, they begin to comprehend the meaning of words, sentences and ultimately entire passages of text.

The importance of reading has resulted in much research work conducted to understand the nature of the reading habits of individuals. With the growing amount of digital information available and the increasing amount of time that people spend reading electronic media, the digital environment has begun to affect people's reading behavior.

Unfortunately, common readers especially young learners do not have a good reading comprehension in understanding English passages well and effectively. There are several problems appear in the field of education. Reading with young learners often demands a different approach to teaching reading skills with older learners. For one thing young learners may not yet be able to read well in their own language so dealing with a different language and possibly a different alphabet may bring up extra difficulties. Parents can inure their child to improve reading skill by their self.

There are so many definitions of reading stated by experts. Takes for example according to Grabe (2002) in Fitri Ferina (2015, p.30) stated that reading skills are techniques that develop understanding and remembrance of containing information from material printing. According to Zare and Othman (2013) stated reading is an activity of

theory which the reader takes some information from the writer through the text. Furthermore, reading is a part of process formed by the text, a part of background from the reader's, and a part of the situation which occurs in reading (Hunt, 2004, p.137) in Julian Hermida (2009, p.23). In other words, readers have conversation about the meaning with the writer by using their prior knowledge to reading (Maleki & Heerman, 1992) in Julian Hermida (2009, p.23). In other hand, reading can be defined as the capability to catch comprehension from the author (Zarei, 2012).

In conclusion, reading is an activity to get information, reading skills are technique to develop understanding and remembrance of information, reading is an activity to take information from the writer, reading is a form process, taking information from reader's background and reading is conversation between reader and writer.

1.2 The Type of Reading

There are 2 types of reading, they are extensive reading and intensive reading. First, extensive reading is filtering and reading quickly and extensive reading educate students to be more aware of written errors and enhance a comprehensive consciousness of structures in grammatical.

Moreover, extensive reading is universally associated with reading wide total with the purpose of catching a whole understanding of the material. In the other hand, according to Grabe (1991) extensive reading is reading in silent.

Intensive reading is respected as a best tool to improve reading comprehension (Pollard-Durodo, Gonzalez, Simmons, Kwok, Taylor, Davis, & Simmons, 2011) in Erfanpour (2013, p.3). In addition, intensive reading is focus on accuracy than fluency by pressing elaborated study of grammar and vocabulary (Mart, 2015).

In conclusion, both extensive reading and intensive reading are equip to each other and both of extensive reading and intensive reading can be useful for reading achievement goals at different levels (Paran, 2003, Hill, 1997) in Erfanpour (2013, p.3).

1.3 The Purpose of Reading

Reader is going to read because he or she has a pretension to do and achieve by some purpose. We may say reading for happiness or to search some information. In addition, Grabe (2009, p.8-10) divides the purpose of reading as follows:

- a. Reading to search for simple information
- b. Reading to skim quickly
- c. Reading to learn from texts
- d. Reading to integrate information
- e. Reading to write
- f. Reading to critique texts
- g. Reading for general comprehension

1.4 Reading Comprehension

There are some relevant theories that are presented related to the reading comprehension that are described in this sub-chapter. They are definition of reading comprehension, the process of reading comprehension, types of reading comprehension, strategies in reading comprehension, teaching reading comprehension, principles in teaching reading comprehension, the teaching of reading at junior high school, assessing reading comprehension, and the problems of reading comprehension. The discussion of them is presented below.

Reading is an activity that is done by written text or print text as a medium. In this activity readers decode and interpret the language to get the meaning. Urquhart and Weir in Grabe (2009, 14) define reading as the process of receiving and interpreting information encoded in language via the medium of print. Meanwhile, Berardo (2006, 60) says that “reading has different meaning, for some people reading is recognizing written words, while for others it is an opportunity to teach their pronunciation and to practice speaking. Based on those definitions, it can be concluded that reading definition is become different for each reader. It depends on the reader’s aim in reading. In addition, Mikulecky and Jeffries (2007, 74) define comprehension is not only interpreting and understanding words but also relate the idea of the text with readers’ knowledge. Reading is one of the skills that the students learn in studying English. Reading also is a useful tool for other subject in the curriculum and a useful element in real living. Another definition from Patel and Jain (2008) stated that reading is not only source of

information but also a way to increase the reader knowledge.

From the experts' definitions, it can be concluded that reading comprehension is the main purpose of reading activity. The activity requires the readers to interact and involve with written language. These requirements are done in order to create meaning or understand the message an author is saying. Further, the readers also need to remember what they have read. Therefore, students of Language Center must be able to interact with text to create meaning so that they can answer correctly the reading comprehension questions in some test.

Based on those definitions, it can be concluded that reading comprehension is the process of receiving information between the readers and the text, when the readers understand the information that is asserted in the text by relating it with readers' knowledge. The readers understand information that they get, situation that they face, and fact that they face based on the knowledge that readers have known.

1.5 Reciprocal Teaching

Reciprocal teaching is an activity where students talk with their teachers about the substance and meaning of texts they just read. Students are put in a position where they have to stay focused on what they read, so they are able to explain it to the class by using four strategies. While the teacher begins leading these discussions to show how it is done, they slowly reduce involvement so that students take the lead. They are then not only responsible for reading the text, but also for

learning and teaching it. There are many researcher that define about *reciprocal teaching*.

In teaching learning, the teacher becomes a facilitator for the students and the teacher teach and lead them on teaching learning process (Palincsar & Brown, 1986, as cited by Alfassi, 2004). Reciprocal teaching is a material strategy based on modeling and guided practice (Brown & Palaincsar, 1986). Foster and Rotoloni (2008, 2) “also define that reciprocal teaching is a teaching method that gives students comprehension and students’ facility thinking process on how to share their learning experience”. In addition, As stated by Klinger, Vaughn, and Boardman (2001, 131), also stated that the reciprocal teaching is an instruction that is developed to help students who can decode the language but have difficulty in comprehending the text. Oczkus in Omari and Weshah (2010, 28) said, reciprocal teaching strategies are not essential to follow in order, it depends on the complexity of the text and the characteristic of the learners. Those strategies above can be adapted to the situations and kinds of texts that will be read. They must not apply in order. Therefore, it is flexible to use.

Based on the theories discussed, it can be assumed that reciprocal teaching is a strategy which enables the students to improve their reading comprehension by having a structured dialogue between the students and the teacher using the four strategies: summarizing, questioning, clarifying, and predicting. This technique requires the interaction among the

students to enable them to gain the feedback of the activity by making a text to be discussed.

As the conclusion, reciprocal teaching strategies can be designed by the teacher. The strategies can be applied based on the characteristic of the text, the characteristic of the students, and the class situation. Moreover, the teacher can vary the order of the strategies to avoid monotonous.

1.6 Strategies of Recipocal Teaching

Palincsar and Brown (1984) stated that “reciprocal teaching has some strategies”. There are four strategies of reciprocal teaching:

1. 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 rationale for reading – to confirm or dis-confirm self-generated hypotheses.

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. Questioning

Questioning involves the identification 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.

4. Clarifying

Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts. Clarifying provides the motivation to re-mediate confusion through re-reading, the use of context in which the text was written and/or read, and the use of external resources (e.g., dictionary or thesaurus).

1.7 The Benefit of Reciprocal Teaching

Saleh Freihat & Khalaf Al-Makhzoomi (2012 : 282-283)

Research studies have shown that when reciprocal teaching is implemented, learners will make substantial gains in their

comprehension skills. Firstly, learners can gain include more self confidence and motivation to read, increased co-operation, improved leadership skills, and greater initiative. By attempting to clarify the sources of their difficulties, students become familiar with a range of potential comprehension blocks in text. And finally, they can learn ways of dealing with them. Questioning important information in the text helps students distinguish between important information and detail. While constructing a summary encourages them to see the text as a coherent whole. And the predicting gives students a purpose in reading the new section of text. It is also activates their prior knowledge in order to construct hypothesis of what will come next in the text and what is on the writer's mind.

Secondly, other benefits can be gained from the interaction during the process of reciprocal teaching. Teachers have observed that even normally achieving or above average students profit from strategy instruction because it allows them to read and understand more challenging texts. Also, students with more experience and confidence help other students in their group to decode and understand what is being read.