

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about conception of reading comprehension, strategies of reading comprehension, kind of reading comprehension, reciprocal technique, and assessment of reading comprehension.

A. The Conception of Reading Comprehension

Reading is one part of language skills that is very important for the students to improve their ability in acquiring knowledge of the world. By reading, students can reach all of the aims, understand and comprehend the text that they read. Furthermore, many researchers gave many arguments about definition of reading and comprehension of reading.

Before discussing the definition of reading comprehension, the researcher should begin by knowing what comprehension involves and how it relates to the entire reading process. We know defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities for instant, attention, memory, critical analytic ability, inference, visualization ability, motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, and knowledge of specific comprehension strategies).

According to Brown (2004), reading is likewise a skill that teachers simply expect learners to acquire. Basic, beginning-level textbooks in a foreign language presuppose a student's reading ability.⁶ Most formal tests use the written word as a stimulus for test-taker response even oral interviews may require reading performance for certain tasks. Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability.

Next according Brassel and Rasinsky (2008). Reading is multidimensional process that involves the eyes, the ears, the mouth, and the most importantly, the brain.⁷ The combination of those parts will create the meaning of the print page. Although it may involve the sounding out of the words, accessing the meaning of the words, reading the text with appropriate fluency, and providing expression.

Reading is a commonplace of teacher education that teachers tend to teach by the methods which were used by the teachers who taught the student. Pang (2000) describes that Comprehension is the process of deriving meaning from connected text.⁸ It involves word knowledge as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the

⁶ Brown H.D, *Language Assessment. Principles and classroom practice*, Addison Wesley longman. (London: San Fransisco University, 2004), p. 453-494

⁷ Brassel D. & Rasinsky T, *Comprehension that work*. (Huntington Beach, C.A: Shell Education, 2008), p. 1-22.

⁸ Pang Elizabeth S, *Teaching Reading*. (German: The international Academy of Education, IAE, 2000), p. 1-24.

words and expressions that a writer uses to communicate information, ideas and viewpoints.

Similarly, Klinger (2007). 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).⁹

Furthermore, Lems (2010). Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader.¹⁰

It means that when reader interacts with printed material, the reader's prior knowledge is combined with the visual (written) information. As a result, the messages are achieved. Therefore, reading is actually a sort of conversation between a writer and a reader. Author's message will be a means of communication if only the reader can react and interpret what the author actually says or means.

B. Strategies of Reading Comprehension

Reading in language learning plays an important role. In English language learning, mainly in secondary school, reading is one of the four language skills which students have to learn. The aim of the English learning is to develop

⁹ Klinger. J.K, Vaughn.S,& Boardman A, *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York London: *The Guilford Press*, 2007), Vol. 2, No. 4, p. 1-175.

¹⁰ Lems Kristin, Leah D. Miller, Tenena M. Soro, *Teaching Reading to English Language Learner*, (New York, London, 2010), p. 1-170.

English communicative competence, which involves listening, speaking, reading, and writing in their appropriate balance.

The skill of reading has been developed in the Indonesian schools in order to enable the students to read a text in the form of narration, description, and the other texts. Wallace (2004), states that efficient readers do not always read every word. To save time, they use techniques like skimming, scanning.¹¹ When they skim through a text, they are reading it quickly to get an overall impression of the text and when they are scanning or searching a text they are looking for specific information which they know, or suspect, is there the aspects of reading skill are:

a. Scanning

According Brown (2004), scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key, concept or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

So, when the students scan a passage they only try to locate specific information needed as fast as possible. They don't need to read the whole lines of the passage to transfer over the text until they find what they are looking for.¹²

b. Skimming

According Brown (2004), skimming consists of quickly running one's eyes across a whole text for its gist. It gives readers the advantages of being able

¹¹ Wallace M.J, *Study Skill in English*. (Cambridge: A course in reading skills for academic purposes, 2004), p. 1-20

¹² Brown H.D, *Language Assessment. Principles and classroom practice*, (London: San Fransisco University, Addison Wesley longman, 2004), p. 453-494.

to predict the purpose of the passage, the main topic or message and possibly some of developing or supporting ideas. When the students skim, they are looking for the idea, the most of central part of what the writer wants to say without a lot of details. They just preview or overview of the material. They don't need to read the whole words in the passage closely. They can omit unnecessary words, phrases or sentences. They just select key words and phrases in order to cover the passage rapidly and conclude the main ideas whether they are clearly stated in the text.¹³

C. Kinds of Reading

Reading is very important role for the students, by reading they can get a lot of information and knowledge, yet when reading printed words, the reader not only pays attention to the purpose of reading, but the reader should know the kinds of reading. Here, the researcher would like to describe four kinds of reading performance, they are, (1) reading aloud, (2) silent reading, (3) intensive reading and (4) extensive reading.

1. Reading Aloud

Reading aloud is an activity that is focused with word recognition with comprehension, pronunciation and speaking ability in loudly complex ways. In this case the students will try to read louder about the pronunciation of how to sound a letter or word. According to Patel and Jain (2008), reading aloud play

¹³ Ibid.

important role in teaching English. Teachers have to know that the training of reading aloud must be given based on word pronunciation.¹⁴

The activities of reading aloud are to recognize the sound of words, the intonation and also the pronunciation of the students. When student is reading aloud, teachers ask the student to concentrate and pay attention to the next part of the text that will be read than just listen to their friends. This activity will help the student understand about what the text inform to the students.

2. Silent Reading

Silent reading is the opposite of reading aloud. The researcher thinks that this activity is more effective than reading aloud because silent reading is the way how to read the text farther rather than speak or read aloud. Silent reading showed that the amount of time is shorter spent in reading, it also related the students' reading comprehension and vocabulary growth. They also develop positive attitude towards reading after silent reading session.

Silent reading should be introduced when the students already mastered the basic structure and comprehend the meaning of words. According to Patel and Jain (2008) some advantages of silent reading are as follows:

- a. This reading skill makes the students very active and accurate.
- b. Silent reading concentrates the attention of learners toward subject matter and they learn naturally.
- c. It saves time because this activity is done at a time. All students participate together in this activity at a time.

¹⁴ Patel M.F. & Jain M.P, *English Language Teaching (Method, Tools and Technique)*, (India: Sunrise Publisher & Distributors, 2008), p. 117-123.

- d. It is very useful to develop the skill of reading fast.
- e. This skill plays main roles to increase the knowledge of the students.¹⁵

It can be concluded that silent reading is very effective for students when they read the text and they can read farther to decrease the time. Silent reading is done to acquire a lot of information.

3. Intensive Reading

Intensive reading is usually a class-room oriented activity in which students focus on linguistic or semantic details of a passage. It calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationship, and the like.

According to Patel and Jain (2008), the intensive reading is text reading or passage reading. In this reading, the students read the text or passage to get the specific information. Intensive reading is usually concerned with shorter text.¹⁶

Patel and Jain (2008) also state that there are few characteristics of intensive reading are as follows:

- a. This reading helps learner to develop active vocabulary.
- b. Teacher plays main role in this reading.
- c. Linguistics items are developed.
- d. This reading aims at active use of language.

Intensive reading is basically and essentially reading for information. Thus, through the act of intensive reading the students are surely hoped to find out

¹⁵ Ibid. P. 123

¹⁶ Ibid, P. 117

something new in order to do something with the information they got from the reading text.¹⁷

4. Extensive Reading

Brown (2004), states that, extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, etc.). Most extensive reading is performed outside class time. Pleasure reading is often extensive. Extensive reading can sometimes help students get away from their tendency to overanalyze or look up words they do not know, and read for understanding. Extensive reading includes skimming (reading rapidly for the main points), scanning (reading rapidly to find the specific pieces of information), and global reading.

Extensive reading is reading as much as possible, for their own pleasure, at a difficulty level in which they can read smoothly and quickly without looking up words or translating to English as they go. In other words, instead of spending a half hour decoding a tiny part of one book they read many simpler books that are at or slightly below the level at which they read fluently. This lets them get used to reading more complex sentences with ease, reinforces the words they already know and helps them learn new words from context.

The principal objective of undertaking an extensive reading approach is to get students reading in English and liking it. An increase in reading fluency

¹⁷ Ibid, P. 119

should be another objective. Because of this, reading should be a pleasurable activity for the student, promoted as much as possible by the teacher.¹⁸

D. Reciprocal Technique as the Technique in Reading Comprehension

Reciprocal technique is an instructional activity that takes of a dialogue between students and teachers regarding segments of the text for guessing the meaning of the text. Reciprocal teaching technique becomes an instructional procedure design to enhance students' reading comprehension of a text. In other words, the teacher is an instructor for the process, explaining and drawing a conclusion about the text together with the student.

According to Palinscar and Brown (1986) cited in Oczkus (2005) reciprocal teaching technique is a scuffled discussion technique that is built on four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing.¹⁹ Each of these strategies are selected as a means of helping students construct meaning from text as well as a means of monitoring their reading to make sure that they are in fact understand what they read, which in this case, these four strategies are implemented by working in groups.

Palinscar (2005), describe reciprocal reaching is an interactive reading strategy designed to enhance the student's comprehension of expository text by integrating the processes of predicting, questioning, clarifying, and summarizing

¹⁸ Brown H.D, *Language Assessment. Principles and classroom practice*, (London: San Fransisco University, Addison Wesley longman, 2004), p. 453-494.

¹⁹ Ibid.

during reading. These strategies may be done in any order, hence the term reciprocal.²⁰

Reciprocal teaching starts as an oral dialogue among teacher, student, and text. It moves to an automatic conversation between reader and text. At the center of reciprocal teaching area group discussion in which teacher and student take turn as leader in discussing the text.

Similarly, Ozckus (2005) reciprocal teaching has four main strategies that teachers and students employ together to comprehend text: predicting, questioning, clarifying, and summarizing. Ozckus like to call the strategies the “Fabulous Four” strategies because students can relate to and understand these terms. Students know that when teacher refers to the fabulous four, teacher is directing their attention to a set of strategies that good readers use.²¹

Stricklin (2011), states that with reciprocal teaching, students predict before reading and then check their predictions during reading. They stop to clarify unknown words or ideas during reading. They ask teacher question during and after reading to check for understanding, and they summarize either a page or the entire text selection after reading. Teachers have three primary responsibilities during a reciprocal teaching session, they are:

1. Before reading, activate prior knowledge of words of ideas students will encounter during reading.

²⁰ Palinscar, A.S and Brown. A.L, *Reciprocal Teaching: In Teaching Reading as Thinking*. (America: OAK Brook, IL: North Central Regional Educational Laboratory, 1986), p. 771-777.

²¹ Oezkus L.D, *Reciprocal Teaching at Work. Strategies for Improving Reading Comprehension*, (Newark, DE. International Reading Association, 2005), p. 1-29.

2. During reading, the teacher monitors, guides, and encourages individual or groups in their use of the four strategies (predicting, questioning, clarifying, and summarizing).
3. After reading, the teacher encourages students' reflection and asks students to share strategy help them the most and why.²²

Reciprocal teaching is one instructional activity teachers use to engage students in discussion about confusing segments of text with the purpose of gaining meaning from the text and self-monitoring. This instructional approach is designed to focus students' attention on four reading comprehension strategies: asking questions, clarifying what was read, summarizing the information, and predicting what might follow. There are four strategies used in reciprocal teaching: predicting, clarifying, questioning and summarizing.

- a. Predicting

At the beginning, students and teacher see the aspects for instance the title of the story, the introduction, and heading. After that, teacher let the students activate the prior knowledge to predict about the text. The students are encouraged to speculate freely what the reading text might discuss. In other words, teacher initially about the title and the teacher had the students reveal prediction about it. They determine what is going to happen next on a literal or inferential level or what will be the view point of the author in the next section.

²² Stricklin K, *Hands-on Reciprocal Teaching: a Comprehension Technique*. International Reading Association, (2011), Vol: 8.No: 8. Page: 64.

b. Questioning

The next step, students read silently in order to know the main idea of the paragraph. After reading, students generate questions and formulate about the unclear section of this paragraph. Students should formulate the question about the content to make sure whether the students understand about the text or not.

c. Clarifying

This process assists students with a history of comprehension difficulties by having them focus their attention on the text. Clarification can range from word definitions to understand complex terminology or processes. Teacher and students find out the answer in the text, what the students hard to understand. The participation between teacher and student, seek clarification during the group discussion to ensure the reader engage with the text. In addition, these steps purpose to make anything that is confusing the students clearer.

d. Summarizing

The last step is the teacher asks the students about the key elements of the story or text. Multiple students participate in this process requiring the students to recall and reorganize the text. Here, the students pointed out the main focus of the text.

There are some research reviews about reading comprehension by expert in Oczkus (2005),²³ such as Palinscar and Brown's research (1986),²⁴ when they used reciprocal teaching technique with a group of students, the students' reading

²³ Oczkus L.D, *Reciprocal Teaching at Work, Strategies for Improving Reading Comprehension* (Newark, DE. International Reading Association, 2005), P. 1-29.

²⁴ Palinscar, A.S and Brown. A.L, *Reciprocal Teaching: In Teaching Reading as Thinking*, reading teacher, (OAK Brook, IL: North Central Regional Educational Laboratory, 1986), Vol. 38, No. 1. P. 771-777.

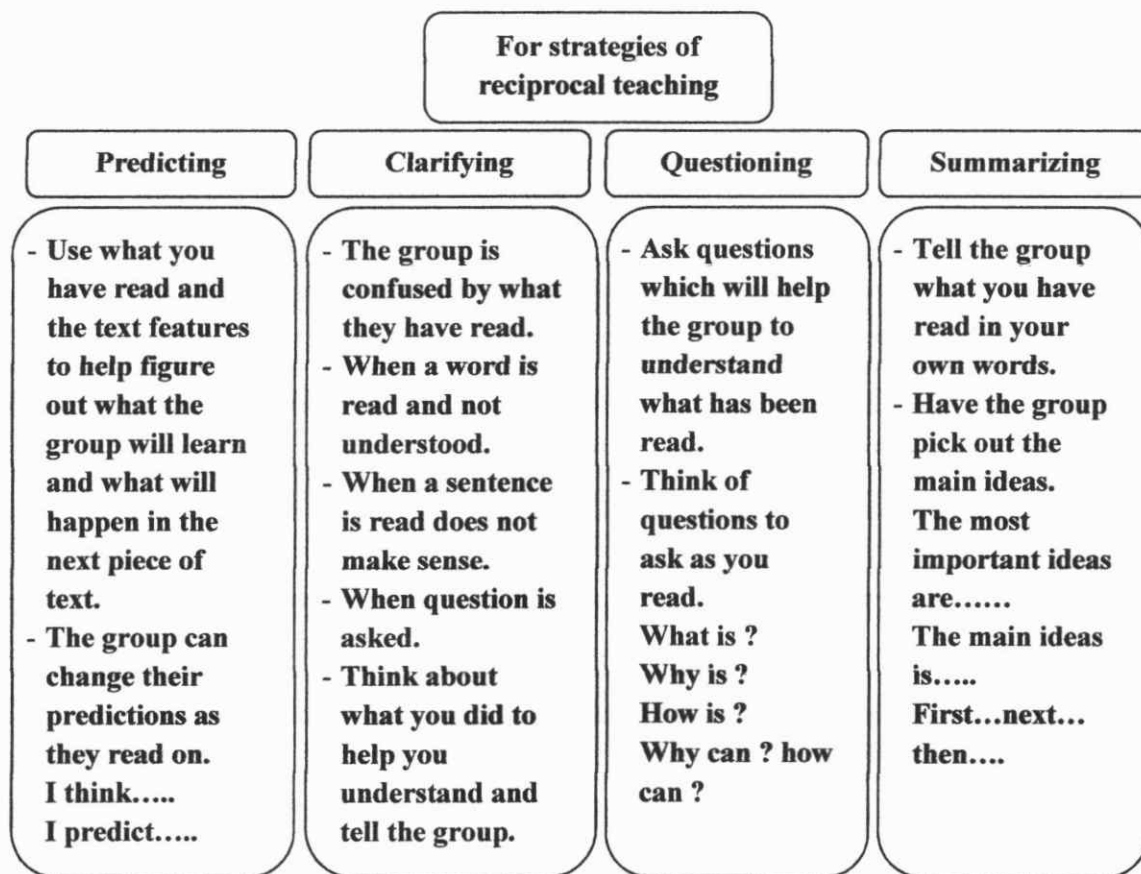
on a comprehension assessment increased from 30% to 80%, research concluded that reciprocal teaching technique is especially effective when incorporated as part of an intervention of struggling readers and when used with low performing students in urban setting. Furthermore, Padma (2008), reciprocal teaching technique is recommended by reading experts and practitioners.²⁵

He said this technique had been heralded as effective in helping students in improving their reading ability. Finally the researcher and the teacher chose reciprocal teaching technique to help students comprehend the text and solve their problem.

Here is the writer believes that reciprocal teaching technique can improve their reading comprehension effectively. To get a good achievement for English subject, students need perseverance and patience in learning it since most students regard this subject difficult, especially in reading comprehension through reciprocal teaching technique. In this case students are demanded to have a hobby in reading and practicing. Therefore the teachers' help is absolutely needed to increase their achievement.

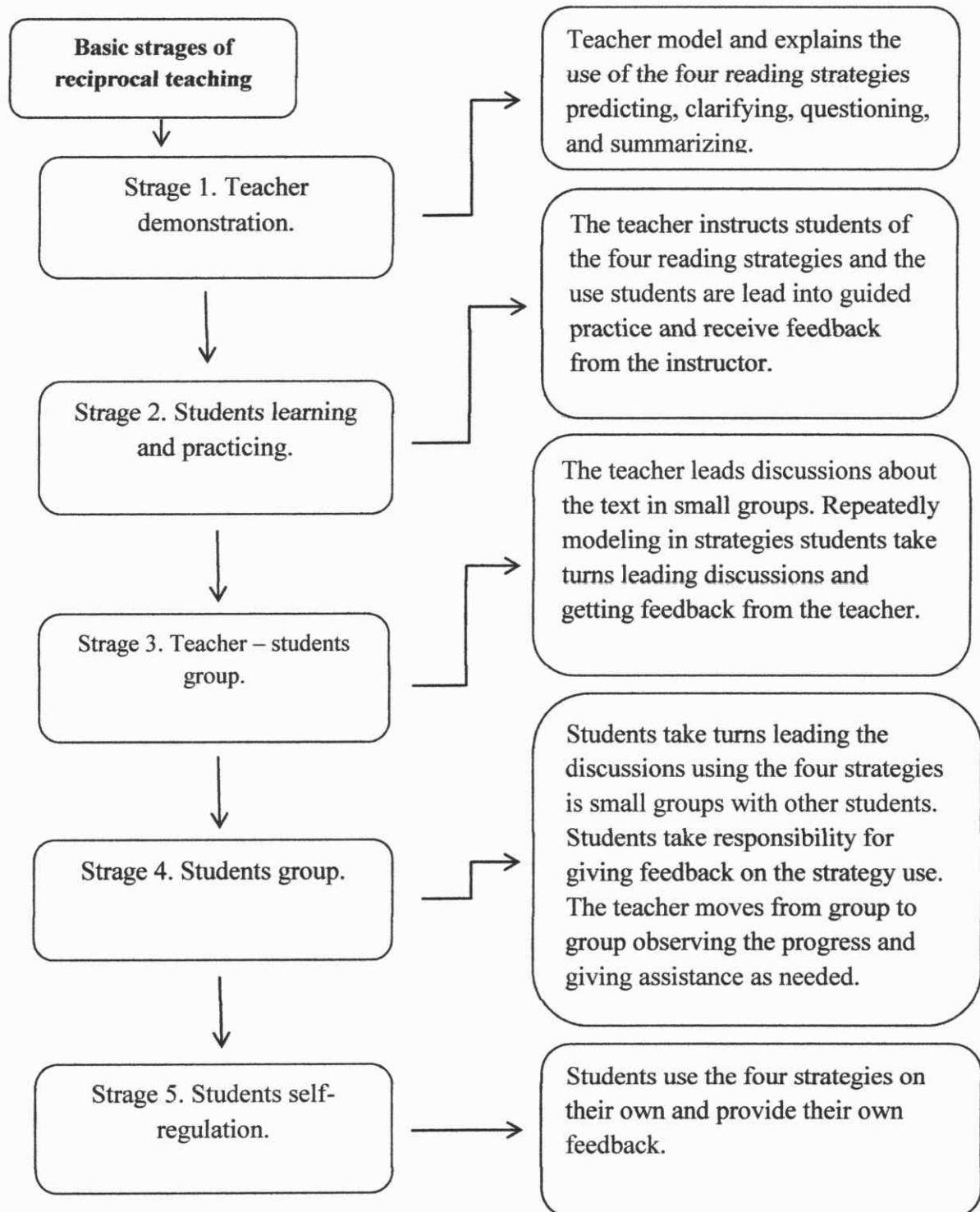
²⁵ Padma B, *Reciprocal Teaching Technique*, (New Delhi, India: APH. Publishing corp, 2008), P. 3-11.

Picture 2.1 Four strategies of reciprocal teaching technique.



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

Picture 2.2 Steps of Reciprocal Teaching Technique Adapted from Palinscar and Brown (1986).²⁶



²⁶ Palinscar and Brown. 1985. *Reciprocal Teaching: Reading Education*, foundation for literature America. P. 117-175

E. Assessment of Reading

One of the most important aspects in teaching reading is to be able to test the students' comprehension. By testing the student, teacher can measure the students understanding in reading text which is given in the class.

According to Klinger (2007). Assessing comprehension is fraught with challenges, because it can be difficult to determine how many students really understand 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 these.²⁷

Reading comprehension assessment has different purposes. 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 efficiently they use which comprehension strategies. The terms 'assessment' and 'evaluation' are often used interchangeably by teachers, but assessment really refers to the process of collecting information from learners (e.g., obtaining test scores, work samples) while evaluation means looking at that information and making some decisions in relation to instruction. The main functions of assessment are;

1. To enable a teacher to evaluate the effectiveness of the teaching program and then to make any necessary modifications to method of delivery, learning activities or resources;

²⁷ Klinger. J.K, Vaughn. S & Boardman A, *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York London: The Guilford Press, 2007), Vol. 2, No. 4, p. 1-175.

2. To identify any students who are having difficulties mastering the course content, and thus need additional help;
3. To provide information if a student is to be transferred to another school or referred for special education;
4. To be accountable to parents by providing them with evidence of their child's learning;
5. To be accountable to government education authorities by providing hard evidence of achievement levels in a school.

In assessing reading comprehension of the students by using reciprocal technique, answer the question way was applied in the research. The reading text included some questions, and the students were instructed to answer the questions based on the text. The benefit of giving the assessment was to measure whether the reciprocal technique was useful or not to the students. Generally, the assessment applied in the research is based on the basic indicators in arrangement of reading text.

There are four indicators that the researcher applied in assessing the student; the indicators are general idea, specific information, textual reference and word meaning. Those indicators will represent the student's ability in comprehending the reading text and show the usefulness of the reciprocal technique.