

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

This chapter presents and discusses about review of related literature and hypothesis.

2.1 Theoretical Review

2.1.1 Definition of Reading

Reading can be defined in many ways; it depends on the one who will give the definition. Based on Harmer (1991:190) he states that reading is an exercises dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these messages. It means that, reading is a process of receiving something from eyes to the brain. There are many definition of reading by experts by their own view. Nugraha (2011:16) states that reading is defined as an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language. Meanwhile (Nugraha, 2011:16) defines reading as interpreting means reacting to a written text as a piece of communication intent on the writer's part which the reader has some purpose in attempting to understand.

Reading is the activity which involves two aspects: pronouncing the words and comprehending the content of the text However, even though the different aspects exist in reading, the main point is getting the information from the readable source by comprehending the content (Alyousef, 2015:2).

Therefore, reading is very important activity in human's life. This is due to the fact that people mostly get information through reading. In this modern era, moreover, when every aspect of human's life develops faster and faster, it becomes more essential since the development is recorded and issued through media including printed media and internet.

Based on the explanation about reading comprehension above, the writer can concluded that reading comprehension is the process of the reader in understanding the text and it also involves the reader experiences reader background knowledge and in reading the reader must be able to decode the word into the structure in order comprehend what the reader read.

2.1.2 Purpose of Reading

Reading has different purposes. Reader can satisfied to what they read if they read the information which they need. It means that, the readers have the expectation of what they were going to read before they read.

Based on (Harmer, 1998:69) he said that there are two main reasons for reading, there are reading for pleasure and reading for detailed comprehension. It meant that, based on that explanation, pleasure means that the reader read any literary to make reader felt happy and read for detailed comprehension means the reader read to search details in the text that he/she read. Moreover, (Harmer, 1991:191-193) stated that there are two purposes of reading. Those are reading to confirm expectations and reading to extract specific information. Reading for confirm expectation, in the following example of reading exercise the students involved in reading

in order to confirm their expectation about the information they thought from the text. And then, reading to extract specific information. Here, the purpose of reading to find specific information, for example when the students had the test and in the test there are some of questions that the students must found in text that they read.

Briefly, there were many kinds of the purpose of reading. The reader had some purposes to achieve it. Before the reader read, they must know the purpose of why they read. Based on the purposes above, it is also necessary to look kinds of reading.

2.1.3 Kinds of Reading

Harmer (2007:90-100) stated that there are two kinds of reading; those are intensive reading and extensive reading.

a. Intensive Reading

The term of intensive reading, refers to the detailed focus on the construction of reading texts. Intensive reading is usually accompanied by study activities. We may asked the students to work out about what kind of the text that they read, about the details of meaning, look at particular uses of grammar and vocabulary, and then used the information in the text to move on to other learning activities. Meanwhile (Richards, 2002:196) stated that the purpose of intensive reading is to help the students get detailed meaning from the text, and also to develop reading skills, such as to identify the

main idea, to recognize connectors, to develop vocabulary and grammar knowledge.

It meant that intensive reading is the reading activity where the reader read intensively. It can help the students got the details meaning in the text, to find particular vocabulary and grammar so that they can use the information that they get in the text to move on to other learning activities. In intensive reading Nation stated that the reader can focus on following aspects, such as regular and irregular sound-spelling relation vocabulary, grammar, information structure, etc. One of the aims of intensive reading is to make the students understanding of particular text.

b. Extensive Reading

Extensive reading is reading activities which the reader read extensively. The purpose of extensive reading is to improve reading skills by processing a quantity of materials that can be comprehend and pleasurable. The teachers who implemented extensive reading can open library in the classroom where the students can select from any kinds of reading materials (Gebhard, 2006:203-204). It meant that extensive reading is one kind of reading activity where the reader or the students read extensively and read any kinds of book that they want to read.

2.1.4 Concept of Reading Comprehension

It is in line with (Caldwell, 2008:175) who stated that comprehension is reading, without comprehension there would be no the purpose to reading words. Comprehension is what makes the reader interest to continue reading. Here, the comprehension can be assumed as reading because without the comprehension the reader will not continue their reading. The comprehension of reading material occurs when the readers able to place the meaning of individual words into the structure and context of entire sentence.

Ambarisiwi (2015:12) states that reading comprehension is primarily a matter of developing appropriate and efficient comprehension strategies. In reading comprehension, one must have knowledge in understanding the text. Reading comprehension was seen as an active process that engaged the reader. (Husni Mubarak, 2016:26)

From the discussion above, it can concluded that reading comprehension is one of the urgent skills that should be mastered and obtained by the students for their success education and it also increased the knowledge in understanding the meaning of text for students. It meant that the reader should build an image on what he/she was going to read about, intending to make the text easier to be understood.

2.1.5 Technique of Reading Comprehension

Students need techniques in improving the reading comprehension. There were some techniques to implement the reading comprehension. Here

are the following techniques which can enhance the students' reading comprehension (Ambarisiwi, 2015:12), such as identify the purpose in reading, grapheme and patterns in bottom-up decoding, silent reading techniques for rapid comprehension, skimming, scanning, semantic mapping or clustering, guessing, vocabulary analysis, literal and implied meanings, and capitalizing on discourse markers.

Discourse markers can be simply defined as a set of words that can be used as signals that can help readers draw a relationship among words or sentences. By helping students understand and be familiar with various discourse markers with their own characteristics, their reading comprehension ability can be improved.

2.1.6 Definition and Purpose of Narrative Text

In high school context, there were several genres to be taught in which narrative is one of them. Narrative text was selected as the data in the study since this kind of text is included in the curriculum of senior high school and SKL (Standard Kompetensi Lulus). Narrative text is one of the texts that should be learnt by High School Students. Narrative is a piece text which tells story and in doing so, entertains the audience (Anderson, 1998:2). It meant that narrative text is a kind of text that tells about the story which gave information to the reader whether to get information or to get enjoyment from the story. Narrative text also tells a story in the past, and has the elements that contain of title, orientation, complication, and resolution.

The purpose of narrative text is to amuse, entertain and to deal with actual or various experience in different (Purwono, 2017:29). It means that the purpose of narrative text is to amuse the reader or listener about the events or past story it can be true or fictitious which is direct to the crisis and get the resolution at the end of the story.

2.1.7 Characteristics of Narrative Text

Narrative text has its own characteristics. According to (Purwono, 2017:29), narrative text consists of four elements, such as:

- a. *Orientation*, sets the scene and introduces the participants (who, when, where).
- b. *Complication*, a crisis arises (what was the problem?) (How was the problem resolved? How did the story end?)
- c. *Resolution*, the crisis is resolved, for better or for worse.
- d. *Re-orientation*, optional stage.

Purwono (2017:29) states that there are some lexicogrammatical features of narrative text. The first is focus on specific participants, a person who takes part in the narrative text. The second are Action verbs, verbs that show the performance of action. They specifically describe what the subject (person, animal, force of nature, or thing) of the sentence is doing (run, walk, cry, scream, kick, etc). Linking verbs is type of verb that connect the subject to a predicate adjective or predicate nominative (such as a form of be, become, feel or seem). Verbal verb is a word, usually a noun or adjective. That is created from a verb. Mental verbs refers to anything

related to mind or intellectual process and verbs are words which show actions (feel, like, understand, hear, promise, etc). The third is use of past tense, it is logical since the stories typically happen in the past. They can use simple past, past continuous or past perfect tense. Next, temporal conjunction is to express relationship with time, in the flow or sequence of events (before, after, during, since, until, when, etc). And the last is spatial circumstance, main types of spatial circumstances are location, direction and extent. In short, lexicogrammatical features above have to apply when the students want to write a narrative text.

2.1.7 Definition of Reciprocal Teaching Technique

There were some definition of reciprocal teaching technique. Based on (Omari, Hamzah A., and Weshah, 2010:27) the description of reciprocal teaching technique is a dialogue between the students or between the students and the teacher, which follows four steps, there are predicting, questioning, clarifying, and summarizing. It means that reciprocal teaching technique is a teaching process which is represented in dialogue between students and the teacher which has four steps, there are predicting, questioning, clarifying, and summarizing. Reciprocal teaching strategy is defined as a strategy that directly teaches learners to use meta-cognitive thinking while constructing meaning from a text (Ismail, Ahmadi, & Gilakjani, 2012:118)

Ismail (2012:120) states that, reciprocal teaching is an instructional method in which small groups of students learn to improve their reading

comprehension through scaffold instruction of comprehension-monitoring strategies.

From the discussion above, it concluded that reciprocal teaching technique is a technique that is represented as written text from the teacher. Here, the students divided into several groups and in each group there is a leader to lead their group in dialogue. After that, the students followed the four steps of reciprocal teaching technique, there are predicting, questioning, clarifying and the last is summarizing the text that they read.

2.1.8 Purpose of Reciprocal Teaching Technique

Based on (Ying, 2013:2017) the purposes of reciprocal teaching are:

- a. To improve student's reading comprehension by using four strategies there are predicting, questioning, clarifying, and summarizing.
- b. To scaffold the four strategies by modeling, guiding, and applying the strategies while reading.
- c. To guide students to think about their own thinking and reflective in their strategy use.
- d. To help students monitor their comprehension using the four strategies.
- e. To use social nature of learning to improve reading.

From the discussion above, it concluded that the purpose of reciprocal teaching is to help the students in improving their reading comprehension by using four strategies (predicting, questioning, clarifying and

summarizing), to develop the student's thinking, and to improve students reading comprehension by using social nature (group) in their learning in the classroom.

2.1.9 Strategy of Reciprocal Teaching Technique

Sahab (2014:84), states that there were four strategy of reciprocal teaching technique:

- a. *Predicting* encourages students to think ahead based on their prior knowledge and experience to the following plot or paragraph. It provides students an opportunity to combine the new knowledge they will obtain from the text to the basic knowledge they already have. In this stage, they are going to confirm whether or not their predictions are acceptable.
- b. *Questioning* provides a context for students to explore the text more deeply and assure the meaning construction. It is used to check students' understanding of the text including main idea of each paragraph and some important information of the text.
- c. *Clarifying* helps students to decrease confusion they face during reading activity. It can happen whenever students find unfamiliar words, phrases and structural-difficult sentences.
- d. *Summarizing* is the process of identifying the important information and ideas within a 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.

From the discussion above, it concluded that reciprocal teaching technique has four steps. The first step is predicting section, the students and the teacher saw some of the aspects, such as the title of the text, the introduction, and headings. The second step is questioning, the students read silently the text in order to know the main idea of the paragraph and then, the students formulated unclear section, such as they did not know the main idea in the text which they read, or some vocabularies that they do not understand. The next is clarifying section; here the students and the teacher looked for the unclear section which the students did not understand before together. And the last is summarizing section. Here, the teacher asked to the students to find out the important information, such as, main idea in the text that they read. In short, the four steps of reciprocal teaching technique above explained in classroom cooperatively between teacher and students. It purposed to encourage students to predict and to ask questions about the text or story.

2.1.10 Advantages and Disadvantages of Reciprocal Teaching Technique

Every student and classroom had different situation, condition, and ability. So that in using Reciprocal has Teaching Technique teacher should considered the situation and condition of the students. In RTT strategy has advantages and disadvantages. The advantages of using the reciprocal

teaching technique, students can build their confidence in the classroom and making them concentrates in identifying the text from the teacher.

Meanwhile, based on (Ying, 2013:219) description, the disadvantage of reciprocal teaching technique is some of the students have already learn about some strategies, like, prediction and clarifying. Thus, if the teacher does not control the step in the teaching –learning process very well, the students will be bored easily. And also, it is quite difficult to look for the right texts/articles which can the teacher use for the material in the class. For example: many texts do not have topic sentences, and it contains a lot of examples and illustrations, thus, it will make the students difficult to find the main idea and also they will difficult to make the summary. It means that the disadvantage of reciprocal teaching technique is the students will get boring when they have already learn about the strategies before, and also if the teacher do not control teaching learning process well, the students will get boring easily. Thus, as the instructor in the class, the teacher should control the students well in order the students do not get boring during teaching-learning process is going on.

2.1.11 Teaching Reading Comprehension by Using RTT

Based on (Agoro, 2013:7), the implementation reciprocal technique explains as follows:

Reciprocal teaching technique includes there essential components; dialogue, comprehension strategies, and scaffolding. The dialog begins after students read a paragraph from the assigned text. The teacher or

students in the role of dialogue leader then begins a discussion structured around the four strategies. The dialogue leader is responsible to starting the discussion by asking questions and helping the group clarify any words or concepts that are unclear. Answering questions, elaborating or commenting on other's answers, and asking new questions are the responsibility of everyone in the group. The dialogue leader then provides a summary of the paragraph and invites the group to elaborate or comment on the summary. The dialogue leader also gives or asks for predictions about the upcoming paragraph. After the dialogue is finished, the process begins again with a new section of text and a new leader.

From the discussion above, it can be concluded that when implementing the reciprocal technique, students assigned to read a paragraph and then teacher or students determine the students' role into four strategies of reciprocal teaching technique. **First component** is predicting, students combine the new knowledge they will obtain from the text to the basic knowledge they already have. In this stage, they are going to confirm whether or not their predictions are acceptable. **Second** is questioning, it is used to check students' understanding of the text including main idea of each paragraph and some important information of the text. **Third** is clarifying, it can happen whenever students find unfamiliar words, phrases and structural-difficult sentences. **Fourth** is summarizing, the process of identifying the important information and ideas within a text.

2.2 Previous Researches

There were some researchers relate to this study using reciprocal teaching technique. There were some references needed. Previous study which similar to this study are:

First, in the research by Sarwenda (2014), the researcher conducted a research, entitled “The Influence of Reciprocal Teaching Technique Towards Students’ Reading Comprehension”. The researcher was conducted by using quasi experimental design. The data was collected by test as instrument and used purposive sampling to take sample. The instrument used in this study was a thirty-item questionnaire which was developed by the researchers to collect the data of the study. Validity and reliability of this instrument were established prior to implementation. Means, standard deviations and T-test were used to analyze data. The result of this research is the reciprocal teaching technique there were statistically significant ($\alpha < 0.05$). It meant that reciprocal teaching technique showed the positive influence toward students’ reading comprehension

Second, in the article by Agoro and Akinsola (2013), the researchers conducted a research, entitled “Effectiveness of Reflective Reciprocal Teaching on Pre-Service Teachers’ Achievement and Science Process Skills in Integrated Science”. The researchers were conducted by quasi experimental design with a 3x2x3 factorial matrix. The data was collected by test as instrument. The result of this study showed that there is a significant difference in the achievement of preserves teachers exposed to Reflective-

Reciprocal Peer Tutoring, Reflective-Reciprocal Teaching and the Modified Conventional Teaching strategies. The Reflective-Reciprocal Peer Tutoring was the most effective strategy followed by the Reflective-Reciprocal Teaching with the Modified Conventional strategy been the least effective.

Third, in the research by Cooper and Greive (2014), the researchers conducted a research entitled “The Effectiveness of the Methods of Reciprocal Teaching (As Applied within the NSW Primary Subject Human Society and Its Environment)”. The researchers were conducted by combination of quasi experimental and qualitative methods. The data was collected by test. The result of this study showed that the study indicates that reciprocal strategies, which are intended to develop the skills of reading comprehension, can be extended to readings in subjects such as Human Society and Its Environment.

From the previous studies above, the similarity with this research was the effectiveness of Reciprocal Teaching Technique and the differences are the subject, location of the research, learning material of the research and also the research design that is used by the writer. In this research, the writer uses Quasi Experimental design (*Nonequivalent Control Group Design*) and the data collection by test (pre-test, post-test). It used to teach students' comprehension of narrative text at the tenth grade of MA Wahid Hasyim Bangsri.

2.2 Conceptual Framework

Based on the discussion presented in the previous section, it can be seen that the condition of the students' reading comprehension in senior high school is not ideal. So many students lowed in reading comprehension of a text, less motivated and feel bored in learning reading English in the classroom. These made the students do not learn reading optimally.

Therefore, to build students' participation and activeness in learning reading, students should discuss and share their ideas and opinion with their friends to create communication. This helped learning process to be more active. One of the learning strategies which can be used by teacher to build communication in the class is Reciprocal Teaching Technique. Here the writer would like to show the schema of conceptual framework.

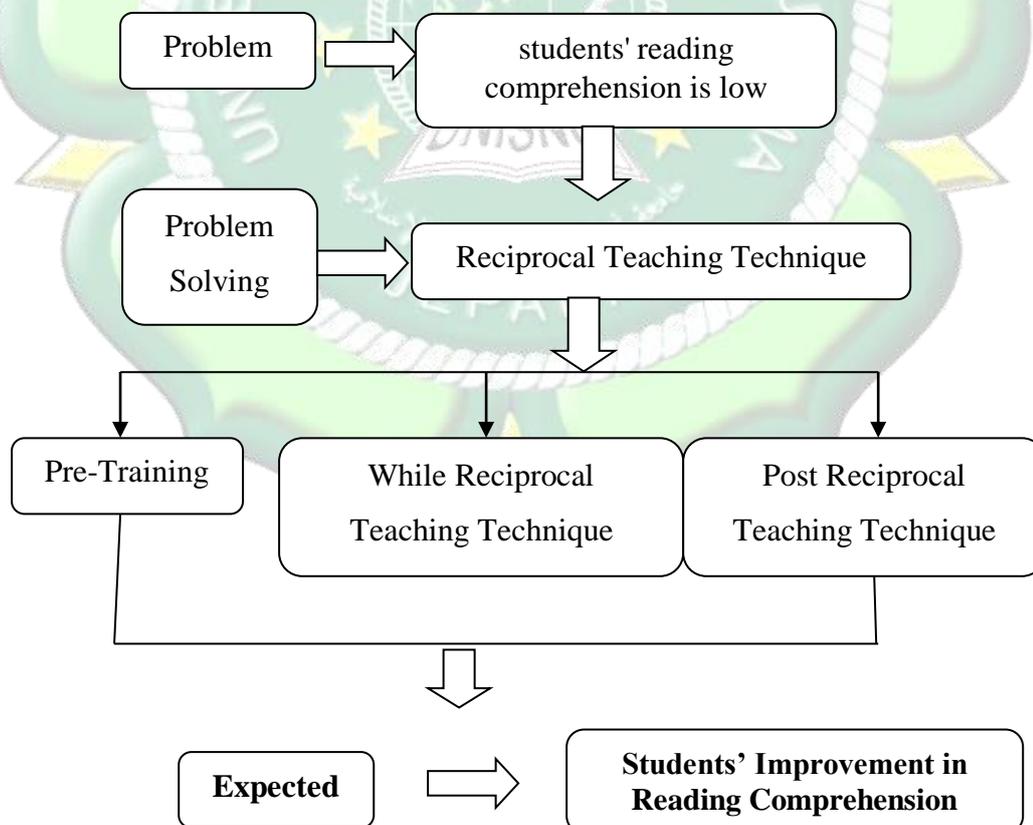


Figure 2.1 Conceptual Framework for the research on Reciprocal Teaching
Technique

2.4 Hypothesis of Teaching Reading Using Reciprocal Teaching Technique

Hypothesis is a temporary answer to the formulation of research problems in which formulation of research problem has been expressed in the form of a question sentence (Sugiyono, 2016:96).

On the basis problem of the study, the hypothesis of this study formulated as follow:

1. Alternative Hypothesis (H_a) stated that there was significant difference of the students' achievement in reading comprehension of narrative text between students who were taught through reciprocal teaching technique and students who are not taught through reciprocal teaching technique.
2. Null Hypothesis (H_0) state that there was no significant difference of the students' achievement in reading comprehension of narrative text between students who were taught through reciprocal teaching technique and students who were not taught through reciprocal teaching technique.

