CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains several theories related in use to support this research, some theories are explained in detail. The theories includes definition reading comprehension, teaching reading, principle of teaching reading, narrative text, reciprocal teaching strategy, and previous studies.

2.1 Definition Reading

Reading is one of the receptive skills in English learning that same as listening skill, it involves students interacting with visual input of language, which they need to process and understand. Speaking and writing are productive skills in English learning. Reading is a basic and important skill that student must learn and master in English learning. It is a foundation in reading activities, due to that it will determine student understands about the content of the text. Reading is an important skill among the other skill which it is associated with cognitive complex process to develop and improving the ability of reading, for the reader expected to acquire the purpose and meaning of information from the text. Nunan (2003:68) states that "reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning". It means that when people read the text to get information from it in written form, it is expected for the reader to be able to understand the meaning of the text and also it should be combine the information from text to their own background knowledge to build meaning.

Understanding the meaning and purpose of the text are very important in reading practice. Johnson (2008:3) also states "reading is practice of using text to create meaning". It means that reading is the way of practice for reader to create and understand the meaning of the text. In addition, reading practice can help for the students and the reader to read more and develop their comprehension especially in reading. According to Johnson (2008:4) reading is developing skill which the student and the reader will get better at reading by practicing and automatically will be bad if they do not practice and the skill may deteriorate.

2.2 Types of Reading Skills and Sub Skills

2.2.1 Reading for Gist

Reading for gist is very important for students due to that the students do not need to read all the text, they may read and understand the main message from the text. According to Pollard (2008:45) reading for gist is a reading for getting the main message of the text, the students do not need to read every word in the text, they only have to read the main message or main ideas of the text.. In this activity, the teacher should give a limit time for read a text for about two or three minute then ask the students to tell what the text about or tell about the author's opinion.

2.2.2 Reading to Extract Detailed Information

Reading to extract detailed information is very useful for students to learn it since students learn to understand some certain aspects from the text. According to Pollard (2008:45) reading to extract detailed information is a reading to understand some certain aspects of the text thoroughly. For example, when reading the manual about a woman healthy food then the reader might focus on some food that the woman should eat to make healthy in detail and the reader should not read about the food for diet.

2.2.3 Reading to Extract Specific Information

In every reading activity, students should know and understand all the information from the text especially for specific information. According to Pollard (2008:45) reading to extract specific information is a reading to get and gather specific information from the text. There are some questions that practise reading for specific and detailed information include: a list of statement about the text being true or false (or do not know from the text) and some questions such as: how many? When? What did? Why did they? What time did? Why did they? etc.

2.2.4 Predicting

In every reading activity, the students read a text and predict what will come next from the text. Predicting activity help the students and reader understand what will come next. For example the students read the first or two paragraphs of a text then they have to predict what will come next from the next paragraphs.

2.2.5 Extensive Reading

Extensive reading is one of the way that suitable for students especially for second learners or ESL. According to Nunan (2003:72) Extensive reading means that reading many books or longer text such as novel, magazines, etc without focus on classroom exercises or it is called reading pleasure. It means that the student can free to choose the topic that they want to read. Extensive reading also plays a key role of top-down approach to reading or extensive reading it is can called top-down approaches. It means that the idea of reading comprehension reside in the reader or the reader use background knowledge then makes prediction from the text that are read, in addition within top-down approach focus on generating meaning activities rather than on mastery of word recognition.

2.2.6 Intensive Reading

Intensive reading involves a short reading passage from textbook activities to develop and improve comprehension of a reading skill. Intensive reading also plays a key role of bottom-up approach in most typical teaching classroom or bottom-up approach is same as intensive reading, Nunan (2003:71). Intensive reading typically starts or consists of lower level reading processes. In intensive reading activities in classroom, the student start with the fundamental basic of a reading such as sound recognition, word recognition, identification of grammatical structures, sentences, phrases, vocabulary, tease out detail of meaning, what kind of text that students' read information from the text and they are able to make a summary or conclusion from the text. Intensive reading activities in classroom, it usually cannot give the student to choose the topic that the students' want to read but the text is from the teacher that given for the student.

2.3 Reading Comprehension

Reading comprehension is the ways to understand for the students what they are read in classroom especially in reading activities and it is an ability to understand the content of a text. According to Snow (2002:11) reading is the process of extracting or summarizing and constructing or builds a meaning that involve in written language. In reading comprehension, it has 3 elements, which consist of: 1. The Reader is the subject whose doing the comprehending, 2. The Text is the tool that to be comprehend, and 3. The Activity is the main thing which is a part of comprehension. Reading comprehension is the important approaches of reading skill and it takes a big role in reading activities especially for the English learner. It is also one of the activities that able to enhance the knowledge of the language of the student and reader which is being read.

Reading comprehension strategy is needed in every teaching and learning process. Morreilon (2007:10) states that reading comprehension strategies are tools that proficient readers use to solve the comprehension problems encounter in texts. It means that in reading comprehension there are some strategies in reading comprehension as tools which are prove effectively to solve the comprehension problem that found in some texts. Zimmerman and Hutchins in Morreilon (2007:11) identify the seven reading comprehension strategies, they are: (1). Activating or building background knowledge, (2). Using sensory images, (3). Questioning, (4). Making prediction and inferences, (5). Determining main ideas, (6). Using fix-up options, (7). Synthesizing. Those 7 things above are the strategies to help the student to construct the meaning. Based from those 7 strategies above, it can conclude that reading comprehension is the process that involves cognitive complex skill which it is shown the process of constructing meaning such as written word, knowledge and information and fluency by use some strategies which appropriate to understand how to apply them for the reading purpose.

2.4 Teaching Reading

In learning English there are four skills that to be important to master the subject in learning process, those four skills are: listening, speaking, reading, and writing. Those four skills in English subject have different character in teaching learning process. One of them is teaching reading, reading is important skill that

student must learn in school and it is an English teacher's job to teach English reading text in school. Reading skill will help the student to read many books, novels, and etc. Furthermore, it will influence for their career in the future and also the other purpose is for pleasure. According to Harmer (1998:68) reading texts provide good model for English writing or by reading texts it will help and influence the student to improve their English writing skill. Reading texts also provide opportunities to study language, such as: grammar, vocabulary, punctuation, construct the sentences, paragraphs, and meaning of the text. Absolutely, good reading text can introduce interesting topics, stimulate discussion, imaginative response, and fascinating lesson.

2.4.1 Principles for Teaching Reading

There are some principles of teaching reading that the teacher must know and concern with it. It is suggested for the teacher to use the principles of teaching reading in order to get the goals of teaching especially in reading activities. The main purpose of those principles is for improving and as a guidance to do a method in the teaching learning process. Brown (2001:313) states that there are 8 principles of teaching reading, those 8 principles are:

A.In an interactive curriculum, make sure that you don't overlook the importance of specific instruction in reading skills.

ESL students who are literate in their own language by learning reading skills, it is important for teacher to make sure that the students have ample time for extensive reading. Sustained silent reading allows the student to develop a sense of fluency. So, silent reading becomes an excellent method for self-instruction on the part of the student.

B. Use techniques that are intrinsically motivating.

The purpose of this technique is how the teacher make the teaching learning process are interesting and relevant reading to the student. The teacher should choose a material that relevant for the student to get the goals of teaching learning process. One popular and intrinsically motivating approach to reading instruction is

the Language Experience Approach (LEA). This approach is where the students are creating their own material for reading.

C. Use balance authenticity and readability in choosing text.

In teaching reading, it has one issue that advisability which called by "Simplified Text" it means that authentic text is edited to keep language within the proficiency level of a set of students. Authenticity simple texts can be devised or located in the real world. Meanwhile, a readability text is a text with lexical and structural difficulty that will challenge students without overwhelming them.

D. Encourage the development of reading strategies.

The English teacher must develop the strategies of teaching learning process in order to developing and improving the student's skill.

E. Include both bottom-up and top-down techniques.

The teacher should teach bottom-up and top-down reading for the student so the student be able to read the text by those two techniques.

F. Follow "the SQ3R" sequences.

One effective series of procedures for approaching a reading text has come to be labeled the SQ3R technique, a process consisting of the following five steps:

1. Survey: Skim the text for an overview of main ideas
2. Question: The reader asks questions about what he or she wishes to get out of the text.
3. Read: Read the text while looking for answers to the previously formulated questions
4.   Recite: Reprocess the salient points of the text through oral or written language
5. Review: Asses the importance of what one has just read and incorporates it into long-term associations.

G. Subdivide your techniques into pre-reading, during reading, and after reading phases

It is important for teacher to guide the student while reading activities and teacher can give an instruction such as "before you read", "while you read", and "after you read". For each instruction has different purpose such as: 1. Before read, the teacher should introduce the topic, encouraging skimming, scanning, predicting, and activating schemata, 2. While read, the teacher should give an instruction to student to take a note while they read a text because the student will find some facts or rhetorical devices so that they get a sense of purpose of reading, 3. After read, in this activity the student expect to find the new vocabulary, identifying author's purpose, discussing the author's line of reasoning, examining grammatical structures, and steering to writing exercise.

H. Build in some evaluative aspect to your techniques.

Reading comprehension is same as listening comprehension where the two of them are totally unobservable (infer comprehension from other behavior), so it is important to assess student's comprehension and development of skills. There are some of the following overt responses, such as:

1. Doing – the reader responds physically to a command.
2. Choosing – the reader selects from alternatives posed orally or in writing.
3. Transferring – the reader summarizes orally what is read.
4. Answering – the reader answers questions about the passage.
5. Condensing – the reader outlines or takes notes on a passage.
6. Extending – the reader provides an ending to a story
7. Duplicating – the reader translates the message into the native language or copies it (beginning level, for very short passages only).
8. Modeling – the reader puts together a toy, for example, after reading directions for assembly.
9. Conversing – the reader engages in a conversation that indicates appropriate processing of information.

2.5 Narrative Text

This research focuses on narrative text in reading comprehension. Narrative text is the text that tell about the fiction story that happen in the past. There are some kinds of story in narrative text, such as: fairy tale, fable, legend, and folk tale which all those kinds can amuse and entertain the reader. Narrative text usually contains some problem to be solved, some attitudes, and moral value in it.

2.5.1 Generic Structures

Narrative text also has some generic structures that should be know by student. According to Kurniawati and Arini (2014:176) there are some generic structures in narrative text, they are:

1. Orientation : which introduces the characters of the story, place/location or where the story happens, and time or when the story happens.

2. Complication : is the problem that to be solved

3. Resolution : show how the problems are solved

4. Re-orientation : it is shows the changes of the character' attitudes and the moral value of the story in the text.

2.5.2 The Example of Narrative Text

The Dog and His Shadow

A dog was once running away with a large piece of meat in his mouth. He had stolen it from a buthcher's shop. Soon he came to a stream with wooden bridge over it. He looked down by chance, and saw his own reflection in its clear water. He took it for another dog, with a large piece of meat in his mouth. He could not bear the sight. He jumped down into the stream in order to snatch it. But the moment he opened his mouth, his own piece of meat fell down and sank to the bottom of the stream. He lost his own and did not get the other. He was rightly punished for his greediness.

(Taken from: Stories for You, Darussalam Press PM. Gontor)

2.5.3 Language Features

Narrative text has some language features, those language features are:

1. Verb in past tense form: Simple, Continuous, Perfect.
2. Have many direct and indirect speech, such as: Quoted and Reported.
3. Vocabularies that include the name of animal, place, time, and situation that related with the character in the story.
4. The use of adverb of time, such as: first, then, after, that, before, at last, finally, and etc.
5. Adverb and preposition phrase which indicates time, such as: a long time ago, one day, in the morning, the next day, immediately, and etc.

2.6 Reciprocal Teaching Strategy

Reciprocal teaching strategy is one of the effective strategy for comprehend the skill especially for reading comprehension. According to Palincsar and Brown (1984:117) reciprocal teaching is instructional activities which consist of comprehension fostering and comprehension monitoring in which the teacher and the student take turn having a dialogue regarding on relevant text to construct meaning in their studying. According to Salehi and Vafakhah (2013:149) this Reciprocal Teaching Strategy called Interactive learning, which the teacher and students are take turns sharing information and leading discussion, it shows students how professional work together, learn, and understand. It provides four specific reading strategies, they are: predicting, clarifying, questioning, and summarizing. According to Ghorbani, Gangeraj, and Alavi (2013:1) predicting activity in RTS, the students combine their own background knowledge with what the students have understood from the text. In questioning activity, the student can ask some question that they do not understand about the text and in this activity the student can monitor and assess themselves how far their understanding about the text. In clarifying activity, the identification and clarification of difficult, unclear, and unfamiliar aspects of a text, including awkward structures, unfamiliar vocabulary, and unclear references happens by discuss with the group or ask the teacher. The last is summarizing activity, it is include which all aspects such as: information, themes, and ideas in the text are integrated into a clear and brief statement that communicates the total meaning of the text or in conclusion the student understand all information and all aspects in the text and they can make a

summarizing/conclusion from the text. Slater and Hortsman states in Ghorbani, Gangeraj, and Alavi (2013:2) reciprocal teaching helps students prevent cognitive failure during reading, it means that reciprocal teaching is very effective for students' cognitive process in reading activity and it is avoid from failure. In this research, the researcher focuses on increasing and enhancing students' ability to learn from text. Palincsar and Brown (1984:118) states "Reading comprehension is the product of three main factors: (1) considerate texts, (2) the compatibility of the reader's knowledge and text content, (3) the active strategies the reader employs to enhance understanding and retention, and to circumvent comprehension failures.

2.6.1 The Advantages of Reciprocal Teaching Strategy

Reciprocal teaching strategy is comprehension fostering and monitoring activity in reading which the student and the teacher take turn to lead a dialogue regarding on relevant text to construct the meaning. Reciprocal teaching strategy is effective for students' cognitive process in reading which prevent from failure, so this strategy is appropriately suitable for increasing students' reading comprehension. Brown, Palincsar, and Armbruster, said in press (1984) there are six functions when review traditional reading education literature and recent theoretical treatments of the problem, they are: (1) understanding the purposes of reading, both explicit and implicit, (2) activating relevant background knowledge, (3) allocating attention so that concentration can be focused on the major content at the expense trivia, (4) critical evaluation of content for internal consistency, and compatibility with prior knowledge and common sense, (5) monitoring ongoing activities to see if comprehension is occurring, by engaging in such activities as periodic review and self interrogation, and (6) drawing and testing inferences of many kinds, including interpretations, prediction, and conclusion. All six functions from points 1 through 6 above have a connection and relationship with reciprocal teaching strategy which include summarizing (self-review), questioning, clarifying, and predicting. By asking the students to summarize the text, the students absolutely put attention on the major content of the text (3) and the students have to check to see if they are understood it (5). When teacher requesting students to compose question on the content, so the students will concentrate on main ideas of

the text (3) and they have to check of the current state of understanding (5). Asking students to clarify, it requires a critical evaluation as they read (4), and asking them to make predictions concerning on future content involves them in drawing and testing inferences (6). All four activities involve activation of relevant background knowledge (2). In addition all those are very beneficial for increasing students reading comprehension.

2.6.2 The Implementation of Reciprocal Teaching Strategy

The implementation of Reciprocal Teaching Strategy in teaching reading began with the teacher explained the process and mechanism of Reciprocal Teaching Strategy which has four strategies, such as: predicting, questioning, clarifying, and summarizing. After explained it, the teacher divided the students into the group then analyze the text by using Reciprocal Teaching Strategy. By doing so, it is hoped that the students can increase their reading comprehension in the next teaching learning process.

2.7 Previous Studies

There are many researchers who are implementing reciprocal teaching to support reading comprehension and also writing ability. But in this research researcher focus on reading comprehension.

The first, conducted by Vivin Setyawati (2016) entitle *The Implementation of Reciprocal Teaching Strategy to support reading comprehension in teaching reading recount text for eight graders at SMP Negeri 2 Sidoarjo*. This study was Classroom Action Research (CAR), this research done in qualitative method. The purpose of this research is to improve and support reading comprehension in recount text for grade eight at SMP Negeri 2 Sidoarjo in academic year 2016/2017. The analysis obtained the data in qualitative design such as: questionnaire, students' task, observation checklist and all the activities in classroom were describe in descriptive way.

Second, Annemarie Sullivan Palincsar and Ann L.Brown (1984) conducted the study of *Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities*. This study was done in qualitative and

quantitative method. Those two researchers are the creator of this strategy and the first who implement reciprocal teaching strategy to know the effectiveness and successful strategy in reading.

Third, Muhammad Reza Ghorbani, Atefeh Ardeshir Gangeraj, and Sahar Zahed Alavi (2013) conducted the study of *Reciprocal Teaching of Comprehension Strategies Improves EFL Learners' Writing Ability*. This study was done in true experimental design which leads to quantitative method. The purpose of this study is to know the effectiveness of reciprocal teaching of reading comprehension on the writing performance among female students at the intermediate level in Amol, Iran.

Fourth, Muhammad Salehi, and Sepideh Vafakhah (2013) conducted the study *A Comparative Study of Reciprocal Teaching Only (RTO) and Explicit Teaching of Strategies Before Reciprocal Teaching (ET-RT) On Reading Comprehension of EFL Learners*. This study was done in quantitative method. The purpose is to know the comparative study between Reciprocal Teaching and Explicit Teaching on Reading Comprehension for EFL learners.

Based on the success of those previous studies above, the researcher wants to conduct a further research. In this research, the researcher use the same strategy but different skill, subject, and level. In this case, the researcher focuses on The Effectiveness of Reciprocal Teaching Strategy to increase students reading comprehension in narrative text at SMPN 39 Surabaya.