

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

The researcher draws on previous studies relevant to and supports what the researcher wanted to do to carry out this research. The first study is about “Teaching Reading through Reciprocal Teaching Strategy.” conducted by Afrizatama (2016). The reciprocal teaching approach is used to teach reading to eighth-grade students at SMPN 10 Kota Cirebon and assess students' reactions to learning to read through a Reciprocal Teaching strategy. The researcher used a reciprocal teaching strategy to collect data on the students' progress in reading. This research was a quasi-experimental study with a comparable pre- and post-test control group design. The researcher concluded that the Reciprocal Teaching strategy is appropriate for reading to eighth-grade students at SMPN 10. When students read using the Reciprocal Teaching strategy, their positive responses outweigh their negative responses.

The second study is entitled “Reciprocal Teaching and Reading Comprehension: An Integrative Review.” This study was conducted by Pang, Swanto, and Ting (2021). The purpose of this study was to examine reciprocal teaching, the most widely used and influential method of teaching multiple comprehension strategies, to establish its theoretical foundations by synthesizing existing relevant literature, to emphasize the use of four reading strategies: predict, clarify, question, and summarize, and the use of reciprocal teaching examined for its effects in secondary school reading comprehension classrooms. The purpose of this study was to describe, assess, and contrast the impact of the Reciprocal Teaching Strategy in ESL

reading comprehension classrooms using an integrative review. By manually examining reference lists from selected papers, snowball sampling was utilized to ensure a thorough search. Due to reciprocal teaching's versatility, the researchers discovered that it might be used with students from a wide variety of backgrounds, ages, and educational levels.

The third previous study is entitled "Teaching Reading through Reciprocal Teaching Method." The study was conducted by Hamdani (2020). The purpose of this research was to evaluate whether university students taught to read using the Reciprocal Teaching Method improved their reading abilities more than those taught using Direct Reading Thinking Activities. Since the study was done in a classroom environment with subjects, it was planned as a quasi-experimental, non-randomized control group, pretest-posttest design. According to the findings of the study, the Reciprocal Teaching Strategy can help university students improve their reading abilities. It corroborates the study's hypothesis that students who were taught reading using the Reciprocal Teaching strategy outperformed students taught using the Direct Reading Thinking Methods style. Based on this conclusion, it can be concluded that the reciprocal teaching strategy can be used as a substitute for traditional reading instruction to ensure that students understand the material. Another benefit is that it motivates university students to take an active role throughout their education.

The fourth is entitled "The Use of Reciprocal Strategy in Teaching Reading Comprehension" by Herlina (2017). Its objective is to determine the effect of implementing the Reciprocal Teaching Strategy on students' reading comprehension. The

study used a quasi-experimental methodology and enlisted the help of second graders from a public high school in Riau, Indonesia. The data was analyzed using reciprocal teaching strategy ideas. The data revealed a substantial difference in scores between the experimental and control groups. It is suggested that English teachers use this method to help pupils improve their reading comprehension.

The last previous study is entitled “The Effectiveness of Reciprocal Teaching Strategy to Increase Students’ Reading Comprehension in Narrative Text” by Islamiyah and Wijaya (2019). The purpose of this study was to examine the effectiveness of the Reciprocal Teaching Strategy in increasing eighth-grade junior high school students' reading comprehension in narrative text and determine how the strategy improves students' reading comprehension in narrative text. Quasi-Experimental Design is a quantitative method used in this study. The researchers used SPSS and Microsoft Excel to evaluate the data. The researchers conducted tryouts, post-tests, and pre-tests to collect the data. From the discussion, the researchers confirmed that eighth-grade students’ reading comprehension in a narrative text improves when they use the reciprocal teaching strategy.

After comparing previous studies, the researcher concludes that they all have a slightly different purpose. Several studies were conducted to assess the benefits and evaluate student reactions, others to examine reciprocal teaching, and yet another to determine the effectiveness of the Reciprocal Teaching Strategy in the reading classroom. The similarity is that most previous studies demonstrate that Reciprocal Teaching Strategy significantly impacts student achievement. It can also be shown from all of the latest studies that none of them has researched senior high school

eleventh grade. Thus, to supplement previous findings, the purpose of this present study is to see further if the reciprocal teaching style can help students in the eleventh grade of senior high school.

2.2 Theoretical Framework

2.2.1 The Concept of Reading

Reading is essential to the learning process because the extent to which students master reading is directly related to their success in other areas. According to Anderson, Hiebert, Scott, and Wilkinson (1985), reading is a fundamental life skill. The purpose of reading is to be able to comprehend and construct meaning from written text (Aminatun, Mulyah, Safitri, & Septiana, 2021). It is a basis for a student's academic and personal success. Students who engage in regular reading become lifelong learners because reading allows them to maintain and build on their prior knowledge (Pustika, 2018). Opportunities for personal fulfillment and professional success will eventually be lost if you can't read proficiently. Florence et al. (2017) found that healthy reading habits help students do better. Individuals who read well have a greater chance of expanding their mental horizons and achieving greater success.

Many experts have discussed the importance of reading in various types of literature. According to Nunan (1989), as cited in Dewi and Prawita (2019), the definition of reading is a textual symbol of the decoding process, which works from smaller units such as individual letters to larger units such as words, clauses, and sentences. Smith & Robinson (1980), as cited in Affendi and Baba (2020), defined reading as the reader's active attempt to comprehend a writer's message, which

includes interpreting the code and analyzing, reasoning, thinking, imagining, and judging. Gilakjani and Ahmadi (2011) mentioned the essential purpose of reading is to obtain the correct message from a text that the writer intended for the reader to receive.

Reading, as defined above, is a two-way conversation between the reader and the text. The reader attempts to comprehend written language by absorbing and relating information from the text to his prior knowledge to construct meaning.

2.2.2 The Concept of Reading Comprehension

Reading and comprehension are inextricably linked. Thus every reading requires comprehension. The process of comprehending the meaning of a text, which includes vocabulary and sentences highlighted in the text, is known as comprehension. Students' reading comprehension abilities must be strong to accomplish the educational goals and expectations established in the classroom. According to Klingner et al. (2007), readers interact with the text and the information they bring to it, as well as characteristics connected to the text itself. It suggests that comprehension entails more than just the reader's reactions to the text. Reading comprehension demands higher-order cognitive skills and is far more complex than simply reading text.

Kintsch (1998) and van Dijk and Kintsch (1983) similarly define reading comprehension as the process of deriving meaning from text. Reading comprehension is the process of extracting and generating sense from written language through engagement and involvement to comprehend the text's substance, context, and detail. The goal is to understand the text as a whole rather than to deduce meaning from

individual words or sentences. As a result, to obtain the proper amount of new information, readers must interpret the text.

According to the definitions above, the researcher can conclude that reading comprehension is a simple cognitive process that requires the reader to conclude the material. The foundation for comprehension is knowledge. Reading comprehension can be defined as the reader's mental representation of the meaning of a text when combined with their past knowledge. It suggests that reading comprehension is the capacity of readers to actively employ their prior knowledge in order to locate and comprehend new information. It has to do with what they are unaware of regarding their existing knowledge.

2.2.3 Types of Reading

When reading a written text, readers should keep in mind the objective they pursue and the type of reading activity they will undertake. As a result, students will receive the appropriate amount of information and an acceptable reading method. Harmer (2007) distinguishes two forms of reading: extensive and intensive. To get the most out of their reading, students must engage in prolonged and intensive reading. It is aimed to help students learn how to read for the gist, how to read for specific information, and how to read for inference.

1. Extensive Reading

Harold Palmer and Michael West proposed extensive reading (ER) in response to a pilot study in India (Loh, 2009). It is described as reading significant amounts of simple language resources for comprehension without executing any activities afterward. ER is an essential part of any English as a Foreign/Second Language

reading curriculum (Helgesen, 2005). Students who engage in extensive reading do so by reading many simple, entertaining books. ER, which is believed to be an excellent strategy to improve language competency, focuses on meaning rather than language; therefore reading is done for general comprehension (Maley, 2005; Carrell & Carson, 1997) in Mart (2015). This definition comprises aspects that contrast ER with skills-based techniques such as skimming, scanning, and identifying the core concept.

In summary, extensive reading is defined as reading broadly and in great amounts with the primary goal of enjoying reading activities. Students can improve their language fluency and reading ability through extensive reading, develop greater independence in their studies, enhance cultural awareness, and build confidence and enthusiasm to continue learning.

2. Intensive Reading

Intensive reading offers a complete comprehension of a text. As Harmer (2007) described, Intensive reading activity is concerned with how students improve their understanding of text construction. According to Dani et al. (2008) in Muchtar (2019), in intensive reading (IR), student progress in reading comprehension correlates with the development of their reading interest, demonstrating that the IR considerably aids students in comprehending texts ranging from simple passages to higher reading levels. This intensive style facilitates readers in the deep comprehension of the language. Teachers and students may overcome difficulties with IR, and most significantly, students can read the text quickly and joyfully.

In conclusion, intensive reading is defined as reading confined to a short text and performed to comprehend the entire reading content. Intensive reading is a style of reading in which readers are required to pay special attention to language aspects.

2.2.4 Models of Reading

1. Bottom-Up Model

Liu (2010) defined the bottom-up model as one that emphasizes the written or printed text, and it states that reading is guided by a process that leads to meaning (or, in other words, reading is guided by text), and that reading progresses from part to whole. This concept is defined as a decoding process that moves meaning from the “bottom,” such as letters or words, to the “top,” such as phrases, sentences, and intersentential links (Carrell & Eistenhold, 1983 in Suraprajit, 2018). It means that the text is built up from the smallest units by the reader. Textual meaning is generated by readers once they have completed decoding a text's letters, words, and grammatical features. They are guided mostly by the text but do not take into account the reader's prior or background information.

2. Top-Down Model

The top-down model is the opposite of the bottom-up model. According to Paran (1996), as cited in Fatemi et al. (2014), top-down processing, also known as concept-driven processing, focuses on contextual factors such as sociocultural knowledge and works from whole to part. Top-down processing occurs when readers use their prior knowledge of the world to help them understand the text. According to Paran (1996), as stated in Fatemi et al. (2014), top-down processing,

sometimes referred to as concept-driven processing, prioritizes contextual elements such as sociocultural knowledge and goes from whole to part. When readers utilize their existing knowledge to aid in their comprehension of the text, this is called top-down processing. Comprehending starts with more abstract features (the title, the central idea of every paragraph, and so on) and advances to smaller linguistic components. As a consequence, this mode of processing is heavily weighted toward the speaker's prior knowledge and communication context. Top-down processing enables understanding perplexing content by activating high-level schemas that guide the reading process. Therefore, in this model, prior knowledge and reader expectations become critical components in the comprehension process.

3. Interactive Model

Rumelhart (1977), as cited in Liu (2010), proposed the interactive model in which letter features or data-driven sensory information and non-sensory information are combined in one location. Rumelhart refers to this location as a “message board” using a computer analogy. Reading is not considered a bottom-up or top-down process in this concept, but rather a pattern synthesizing process that requires the application or integration of all previously identified information sources. The interactive reading model outperforms the other models because it detects the simultaneous interaction of high-level and low-level reading processes when performing reading comprehension. In other words, students must be familiar with both top-down and bottom-up reading skills, such as predicting, previewing, guessing, and so on, to participate in the interactive reading class.

2.2.5 Teaching Reading Comprehension

Teaching is a complicated process that involves more than merely sharing the information from the teacher to the students. Brown (2000) asserts that teaching cannot be defined in isolation from learning. Teaching is the process of guiding and encouraging learning, as well as the process of establishing conducive conditions for learning. Additionally, learning is the process of obtaining knowledge. In summary, it is suggested that the teacher apply strategy when teaching reading comprehension.

Although much research has been done on teaching reading, according to Moorman and Ram (1994), as cited in Alyousef (2006), “yet no theories exist which satisfactorily characterize and explain how people achieve the whole task of reading real-world texts.” It means that this is a challenge for teachers. The teachers must use proper strategies to get students to comprehend the reading materials when teaching reading comprehension actively. The strategies highlight the importance of a teacher’s role in achieving the teaching and learning process goals. According to Brown (2004), a teacher should select a strategy based on the specific aims of the reading. According to Vacca & Vacca (1999) in Nurdianingsih (2021), there are some strategies that teachers can use for teaching reading comprehension:

1. Scaffolding

According to Gasong (2007) in Nurdianingsih (2021), scaffolding is a lesson in which students are provided some support in the beginning stages of learning. The aid is reduced, and the students are given opportunities.

2. Think-Aloud

As a mode of instruction, teachers were the first to use thinking aloud to represent their processing during reading, making the skills they used to understand text visible. (Jahandar et al., 2012). Think-aloud is a technique for assisting students in their learning tasks. The ability of teachers to communicate their creativity to their students and maintain control over them as they complete each phase of the think-aloud approach for comprehending reading passages. Teachers' verbalization of their thoughts while reading aloud is how they illustrate their concepts.

3. Reciprocal Teaching

Reciprocal teaching is a style of guided reading comprehension in which students are encouraged to develop the intuitive skills necessary for excellent readers and learners.

4. SQ3R

Robinson (1941), as cited in Masruroh (2015), developed SQ3R (survey, question, read, recite, and review). Readers who use the SQ3R strategy get a structured approach that gives them a detailed step-by-step guide of what they should do while reading to help them learn more quickly and efficiently (Wright, 2003; Baier, 2011; Readence, & Dishner, 1990 in Masruroh, 2015).

5. Question-Answer Relationship (QARs)

QARs is a reading comprehension tool established by Raphael and Au (2005) to clarify how students tackle reading texts and answer questions. It encourages students to engage in active reading (Erdiana et al., 2017).

The teacher can apply those classifications to help students overcome their reading comprehension problems. Furthermore, students should motivate themselves to become better readers. Students with better reading comprehension skills benefit from all other disciplines and their personal and professional lives in the future. Hence, students were encouraged to use one of the strategies indicated above in this study due to the reading approach used in the classroom activities, the reciprocal teaching strategy.

2.2.6 Assessing Reading Comprehension

Assessment is the process of identifying and defining a student's knowledge, comprehension, abilities, and skills. Assessment is described by Palomba and Banta (1999), as cited in Habib (2016), as the systematic collection, review, and application of data about educational programs to facilitate learning and growth. It is a classroom exercise that collects data and provides constructive feedback in order to enhance learning. Reading assessments are used for various purposes, but they all start with an understanding of the reading construct, awareness of how reading abilities develop, and an effort to reflect the construct in assessment tasks. In order to measure reading comprehension, the teacher must have an understanding of the subject.

It is critical to examine the abilities and strategies used to interpret any form of text. Students will employ a variety of skills and approaches when reading reference resources such as dictionaries, textbooks, essays, exam instructions, and a variety of other types of texts. Brown (2004), as referenced in Mantra et al. (2020), defined

micro- and macro-skills as suitable assessment targets for evaluating students' reading comprehension.

a. Micro-skills

According to Brown, micro-skills in reading comprehension include the following:

- 1) Recognize grammatical terms belonging to the classes of nouns, verbs, and so on.
- 2) In short-term memory, store fragments of the language of varying lengths.
- 3) Write at a rapid speed in order to fulfill deadlines
- 4) Try to associate yourself with the essential terms and understand the word order patterns and their relevance.
- 5) Recognize grammatical terms belonging to the classes of nouns, verbs, and so on.
- 6) Recognize that many styles of grammar may express the same idea; and
- 7) Gain an understanding of the integrative tool in written discourse and its function in articulating the link between and between sentences.

b. Macro-skills

Furthermore, according to Brown (2004), macro skills in reading comprehension are as follows:

- 1) Recognizing the rhetorical structure of written discourse and its significance for interpretation;
- 2) Recognizing the written text's communicative function in relation to its form and purpose;
- 3) Providing an explicit context through the use of background knowledge;

- 4) Concluding relations between events, deducing causes and effects, and discovering relationships such as main ideas, supporting ideas, new information, and examples;
- 5) Distinguish between literal and implied meanings;
- 6) Identify and interpret specific cultural references within the context of an appropriate cultural scheme; and
- 7) Develop and employ a variety of reading strategies, including scanning and skimming, detecting discourse markers, inferring the meaning of words from context, and activating text interpretation schemes.

In a larger sense, micro-skills of reading comprehension involve the comprehension of micro components of language such as phonemes, morphemes, syllables, words, phrases, and sentences. Meanwhile, macro skills encompass a broader range of reading abilities, such as obtaining specific information, general knowledge, textual meaning, textual allusions, and even comprehension beyond textual meaning (Mantra & Widiastuti, 2019). The micro- and macro-skills used to measure students' reading comprehension were adapted to their level in this study, which involved students in the eleventh grade of senior high school.

2.2.7 The Concept of Reciprocal Teaching

Based on many academic reading studies, researchers developed various reading strategies that can be utilized to understand a text. To improve students' reading comprehension, teachers must choose between individual and cooperative reading practices appropriate for their students' level. Palincsar and Brown developed the Reciprocal Teaching Procedure (RTP) in 1984 to assist students in comprehending

texts while also improving their reading comprehension (Sahab, 2014). The reciprocal teaching method is one of the most effective ways to educate students to take responsibility for their reading and use metacognitive reading strategies rather than cognitive reading strategies (Cohen, 1998). Reciprocal teaching is a type of cooperative and interactive reading strategy that has been shown to help students improve their reading skills.

Reciprocal teaching has been described in a variety of ways. The developer, as noted in Hashey and Connors (2003), Palinscar, David, and Brown define reciprocal teaching as an instructional action during the learning process that increases students' reading comprehension. The teacher and students get together explore passages from a text. In addition, Rosenshine and Meister (1994), as cited in Ahmadi and Gilakjani (2012), defined reciprocal teaching as an instructional technique that trains students to use metacognitive thinking while constructing meaning from a text. Reciprocal teaching aims to teach students specific strategies that they can use with various texts. Students monitor and improve their comprehension by asking questions, clarifying, summarizing, and predicting. As a result, students increase their reading abilities by creating new knowledge from what they comprehend.

As seen from the definition above, reciprocal teaching is a form of instructional teaching. Predicting, questioning, clarifying, and summarizing are four strategies used by the instructor and students to understand the content of a text. This technique allows a teacher to model and practice students employing the four major ways to produce meaning from a text in a social context. Throughout the reading process, the students keep track of their thinking. Reciprocal teaching improves

reading comprehension and encourages readers to improve their reading skills, allowing them to achieve Reciprocal Teaching's most important goal: becoming independent readers.

2.2.8 Strategies of Reading Comprehension in Reciprocal Teaching

The reciprocal teaching strategy is one of the reading instructional approaches that encompasses all of the needed reading strategies: predicting, clarifying, and summarizing. These four activities were chosen by Palinscar and Brown (1984) because they serve two purposes: they improve comprehension (comprehension-fostering) while also testing students' understanding (comprehension-monitoring). These four techniques are explained in the following paragraphs.

1) Predicting

Predicting requires readers to predict things about what the writer will say next in the story. It provides students with a chance to make connections between the new material they will acquire in the text and their previously acquired knowledge. It also allows students to comprehend the text's structure.

2) Questioning

Students produce questions throughout the questioning process by examining what they don't know, what they need to know, and what they want to know about a passage. The goal is to foster concentrated reading and a sense of personal meaning-making.

3) Clarifying

The clarification they are providing acts as a means for them to assess their knowledge, known as comprehension monitoring. This stage ensures that readers stay involved with the text and assists them in resolving any confusion that may emerge. During group discussion, participants double-check the difficult word, unique expressions, concepts, or other information that may be unclear, and they seek clarification.

4) Summarizing

Summarizing improves students' capacity to extract the most information from a text. Important information should be incorporated into the text. The reader's failure to summarize the content suggests that comprehension is lacking.

These four strategies were adapted to the level and condition of the students. Students predicted what would happen in the following paragraph based on the content and structure of the previous paragraph. Students asked what they wanted to learn from each paragraph during questioning. Then, they clarified difficult words that found in the text without checking a dictionary. They should make accurate predictions about those vocabulary based on what they know now and what they've seen before. Finally, students got the primary message of each paragraph, at least in one sentence, while summarizing.

2.2.9 The Concept of Narrative Text

The narrative text is a popular style of spoken or written work in which multiple people are placed in hazardous situations, and their experiences are narrated. Plots are developed in narratives. Characters and a plot with a sequence of events are

present in narratives. Since one of the goals of narrative writing is to entertain, readers enjoy texts and are eager to find out what happens next. This is supported by Ardiya (2019), who found that students' interest in reading can be improved by using narrative text and that narrative texts stimulate readers' visualization as part of the reading process. When reading narrative texts, readers can visualize scenarios in their heads. The imagery makes it easier for readers to comprehend texts, keeping them from becoming discouraged. Narrative texts can help students become more motivated in this way.

According to Pangaribuan (2019), the generic structures of narrative text are:

a) Orientation

The characters and the setting in which the tale takes place (i.e., where and when the story takes place) are discussed in this section of the story. In other words, the introduction answers the questions of who, when, and where the story takes place.

b) Complication

The most exciting part of the story is usually in the complication section. It provides an issue, a change in the circumstances, or an action that requires a response. A significant complication, the primary problem, will almost always lead to other complications or issues.

c) Resolution

The resolution section gives the solution to the problem in the complication section.

d) Reorientation

Reorientation is a section that acts to bring the story to a close. It contains the story's moral lesson or advice.

From the above definition, we can see that narrative text is one of the best materials to assess students' reading comprehension. Students can easily understand narrative texts from the generic structures. Morals and themes are also present in narrative texts. Reading narrative texts will be beneficial for students. As a result, the researcher chose narrative text as the instructional material in this study.

2.2.10 Teaching Narrative Text using Reciprocal Teaching Strategy

In senior high school and Standard Kompetensi Lulus (SKL) programs, the narrative text is taught as part of the course curriculum (Sahab, 2014). Hence, the narrative text becomes one of the elements that students must understand to achieve a good English exam score. Sahab (2014) discovered that reciprocal teaching had an effect on the way the narrative text was taught utilizing the Reciprocal Teaching Strategy. Islamiyah and Wijaya (2019) also showed that employing the Reciprocal Teaching Strategy effectively improved students' reading comprehension of narrative materials. As a result, the researcher's objective in this study is to determine the efficacy of the Reciprocal Teaching Strategy in teaching narrative material into increase students' reading comprehension.

In teaching narrative text with a Reciprocal Teaching Strategy, the teacher demonstrates and then teaches students how to use four strategies to lead group discussions: predicting, questioning, clarifying, and summarizing. Students play the part

of the teacher in RTP. They are arranged in the form of dialogues. The procedure is as follows:

1) Predicting

Firstly, the teacher gives the students a narrative text to read and think about. They make predictions about what will happen next and then write them down. They can use their knowledge and experience to think about the story before reading it. One of the group members must guess what the text is about or what is going on.

2) Questioning

One of the group members organizes some of the questions running through their minds, such as who, when, where, and how. Questioning allows students to go deeper into the narrative text and ensure that the meaning is constructed correctly.

3) Clarifying

Clarifying may happen when students meet unfamiliar words, phrases, or sentence patterns that are difficult to understand in the narrative text. So, the group's clarifier makes a note of any unclear words and clarifies their meaning. The teacher may assist the clarifier when they are confused. This method aids students by lowering the amount of uncertainty they encounter when reading.

4) Summarizing

Summarizing is identifying the main ideas and information inside the narrative text. One of the group members outlines the text's main ideas in this step.