

An Overview of Reading a Narrative Text and the Application of Reciprocal Teaching Strategy

Ardiya

**(Program Studi Pendidikan Bahasa Inggris FKIP Universitas Muhammadiyah Riau
(Jl. Tuanku Tambusai, Pekanbaru, 28294 Riau, telp 081365362752)
(e-mail: ardiya@umri.ac.id)**

Abstrak

Artikel ini bertujuan menjelaskan konseptualisasi membaca teks dan penggunaan teks naratif dalam pembelajaran bahasa Inggris dengan menggunakan metode kajian pustaka terhadap teori membaca, teori teks naratif dan teori pembelajaran resiprokal. Salah satu strategi yang dapat digunakan dalam pembelajaran teks naratif adalah strategi pembelajaran resiprokal. Hasil penelusuran terhadap teori dan penerapan strategi pembelajaran resiprokal menunjukkan bahwa pembelajaran resiprokal memiliki beberapa kelebihan, yakni partisipasi siswa lebih meningkat di kelas, siswa lebih aktif, siswa lebih menikmati kerjasama di kelas, dan siswa lebih memiliki tanggung jawab terhadap dirinya sendiri dan teman satu kelas. Bahkan dari sisi kemampuan komunikasi interpersonal, siswa lebih aktif dalam menggunakan bahasa Inggris di kelas. Dengan demikian, dapat disimpulkan bahwa strategi pembelajaran resiprokal sangat tepat digunakan untuk pembelajaran teks naratif.

Kata kunci: membaca, teks naratif, resiprokal, strategi pengajaran

Abstract

This article aims to explain the conceptualization of reading texts and the use of narrative texts in learning English by using a literature review method on reading theory, narrative text theory and reciprocal learning theory. One strategy that can be used in narrative text learning is reciprocal learning strategies. The search results on the theory and application of reciprocal learning strategies show that reciprocal learning has several advantages, namely student participation increases in class, students are more active, students enjoy collaboration in class, and students have more responsibility for themselves and classmates. Even in terms of interpersonal communication skills, students are more active in using English in class. Thus, it can be concluded that reciprocal learning strategies are very suitable for narrative text learning.

Keywords: reading, narrative text, reciprocal, teaching strategies

1. Introduction

To some experts, reading is not only a receptive skill in which readers only grasp some ideas, but it is an active process between readers and text happened through reading activity. Lems et.al (2010: 170)^[1] argues “reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved.” The active process happened in form of interaction in which the readers try to grasp ideas gained from the reading, and then, they relate the text read with their prior knowledge.

The interaction between readers and the text that involve readers’ prior knowledge is also supported by Bond and Miles (1973:119)^[2]. They argue that “reading is an active process, which involves the recognition of printed or written symbols which activate meaning through the readers’ past experiences. The readers’ past experiences largely determine their interpretation, evaluation and reflection about these meanings” (Bond & Miles, 1973:119)^[2]. In other words, readers do a process of making sense of texts in which reading ability is not a

single attribute; it is made up of a hierarchy of many skills, abilities and tastes (Smith, 1994: 2) ^[3].

From the theories above, the researcher draws a conclusion that reading purpose is to comprehend text through interaction, happened in reading activity, between readers and the texts. To achieve the purpose itself, as they are goals of this study, readers need to have some skills consisting reading comprehension skills. According to McGill and DiCristoforo (1989:22) ^[4] that there are four reading comprehension skills: (1) understand the main idea, (2) locating specific details, (3) making inferences, and (4) drawing conclusions.

Firstly, understanding the main idea refers to the ability to understand meaning of the text. According to Lass and Davis (1985:67) ^[5] that “it refers to a reader’s ability to identify the major components of a selection and these main ideas or themes may be explicitly stated in titles, topics and summarizing sentences It is necessary for the interpretation and understanding of what is written. Readers cannot identify the theme of paragraph and grasp the summary, if they do not understand the main idea.”

Secondly, locating specific details refers to the ability to locate specific information in order to answer comprehension questions, as it is so called scanning (Philips, 1984:285-296) ^[6]. According to Phillips (1984:285-296) ^[6] that “since skimming is getting the gist, and scanning is locating specific information...” Scanning demands that a reader quick reads a passage or a text and does not require the reading of each and every word.

Thirdly, making inferences refer to drawing conclusions not stated in the text but implied by facts given. According to Alvermann and Phelps (1998:310) ^[7] that “when main ideas are implied by an author, readers must make connections between various details and construct their own idea of the author’s message.”

Fourthly, drawing conclusion about the reading text is primarily based on readers’ understanding of the text. Applegate et.al (2002:174-180) ^[8] stated that readers who have the ability to draw logical conclusion in term of some complex thinking, have a high-level inference skill. The high level inference items include: (1) devising an alternative solution to a specific problem described in the text, (2) describing a plausible motivation that explains a character’s actions, (3) providing a plausible explanation for a situation, problem, or action, (3) predicting a past or future action based on characteristics or qualities developed in the text, and (4) describing a character or action based on the events in a story (Applegate, et.al 2002:174-180) ^[8]. The ability to draw conclusion, based upon the above theory, requires reader to read the text thoroughly. Since the readers understand the text read, they need to do further a step that is stating their opinions based evaluation made during reading activity. In other words, drawing conclusion requires reader to have critical thinking to the text they read.

Reading is a complex process of many dimensions (Irvin, 1998: 37) ^[9]. The various variables such as student proficiency, age, motivation, instructional setting all impact the degree of success of reading instruction (Grabe, 2004: 44) ^[10]. Many researchers have conducted over the years, which have got evidence that, contrary to traditional beliefs, reading is an active process. In the past, reading was thought to be a passive process which involved mere decoding of words. Most of the early information processing models of reading followed the “bottom up” approach. Carrell et al. (1988: 223) ^[11] points out that early work in second language reading assumed a passive, bottom-up view of second language reading. Second language reading was viewed primarily as a decoding process using letter and word recognition to build meaning.

Bottom-up theory argues that the reader constructs the text from the smallest units (letters to words to phrases to sentences) and that the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates. The problem is also emphasized by Irvin (1998: 37) ^[9] who claims that past educators viewed the act of reading as a simple task of decoding words. Hence, they placed emphasis on sounding words and recognizing words by ‘sight’ and in isolation. However, research in the fields of psychology, linguistics and education has led to a new conceptualization of the reading and learning process which recognizes reading as a complex and active process (Irvin, 1998:6) ^[9].

The top-down school of reading theory argues that readers fit the text into knowledge (cultural, syntactic, linguistic, historical), they already possess, then check back when new or unexpected information appears. In the top-down view of second language reading, not only is the reader an active participant in the reading process, making predictions and processing information, everything in the readers' prior knowledge or background knowledge play a potential role in the process.

The significance role of readers' prior knowledge is in the sense of mental making process which involves meaning making through the interaction between the reader and the text within a specific context. The idea of previous knowledge and what the readers bring to the text were stated by Heilman et al. (1998:50) ^[12]. According to them, the greater understanding of the reading process is the result of researches conducted in the field of cognitive psychology which introduced two theoretical models like the schema theory and the interactive theory. The former stresses the integration of new knowledge with a network of previous knowledge. The schemata are ideas contained file folders. Hence, as the readers engage themselves in reading, their schemata will be activated to interact with the new information. Schemata consist of all the information and experiences that the reader has stored in memory. The later, interactive theory, as described by Heilman et.al. (1998:52) ^[12], stresses fact that reading is an active process. In order to comprehend a text, students interact with various factors related to them, the text being read and the context in which the reading occur. The interactive school of theorists argues that both top-down and bottom-up processes are occurring, both, alternately or at the same time. These theorists describe a process that moves both bottom-up and top-down, depending on the type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use and culturally shaped beliefs about the reading (Aebersold & Field, 1997: 21) ^[13].

Based on the theories above, it can be concluded that reading is no longer a passive process which involves mere decoding of words. Reading is an active process in which students are involved in constructing meaning implied in the reading text. To do so, the teacher need to guide students to the four indicators of reading comprehension; (1) understanding the main idea, (2) locating specific details, (3) making inferences, and (4) drawing conclusions.

2. Method of Research

This article is specifically designed to explore the concept of reading, narrative text and reciprocal teaching strategy. The library research method is applied to study deeply the concept of reading, narrative text and reciprocal teaching strategy. The findings of previous research related to reciprocal teaching strategy are also to be consired in this article.

3. Finding and Discussion

3.1 Assessing Reading Comprehension

In part of teaching reading comprehension a teacher needs to assess students' proficiency. The result of the assessment is very useful to know how much students really know about reading. Nation (2009: 75) ^[14] stated that assessing reading is directed to encourage learning, assessing to monitor, and provide feedback, assessing to diagnose problems, and to measure proficiency. Klinger et.al (2007: 14) ^[15] further stated that the purposes of reading comprehension assessment are to compare levels of students' competency, to find out if students have met pre-established criteria for their grade and to inform instruction by determining when students understand, what they read and how efficiently they use comprehension strategy. The result of the assessment is essential to improve the quality of teaching so that teachers can make better improvements in the process of teaching.

Assessment of reading comprehension has different goals, purposes, and means. Nation (2009: 75-85) ^[14] summarized the goals, purposes, and means of reading assessment in the following table.

Table 3.1: The Goals, Purposes, and Means of Reading Assessment

Goals of Assessment	Purposes	Ways of Assessing
Motivate	Encourage learning	Reading logs Book reports Comprehension tests Speed reading graphs
Measure achievement	Monitor progress Guide teaching Provide feedback to the learners Award a grade	Comprehension tests Speed reading graphs
Diagnose problems	Isolate reading difficulties Provide focused help	Reading aloud Vocabulary tests Receptive grammar tests Translation Speed reading tests
Measure proficiency	Award a grade See if standards are achieved	Comprehension tests Cloze tests Speed reading tests

If the goal of the assessment is to motivate, its purpose is directed to encourage learning and the suitable ways of assessing are reading logs, book reports, comprehension tests, and speed reading graphs. These instruments can be used to make notes in the process of learning and to know the level of students' competency. If the goal of assessment to measure achievement, its purposes are specifically to monitor progress, to guide teaching, to provide feedback, and to award grade. The instruments of assessment are comprehension test and speed reading tests. If a teacher wants to diagnose the problems in teaching reading, he/she can isolate reading difficulties and make focused help. The instruments of assessment can be reading aloud, vocabulary tests, receptive grammar tests, translation, and speed reading tests. Last, if the goal of assessment is to measure proficiency, its purpose is to award a grade and to see achievement and standards. The instruments of assessment include comprehension tests, cloze tests, and speed reading tests.

In measuring reading comprehension it is essential to select the most suitable instruments and procedures. Klinger et.al (2007: 17) ^[15] suggested nine important factors when choosing a test or assessment procedure.

1. The purpose of the testing (screening, progress monitoring, assessing level of reading, research, or assessing students' competence in comparison to peers)
2. The specific information needed about the student's reading comprehension (types of questions missed, level)
3. The number of students being tested (i.e., an individual, a small group, or a whole class)
4. The length of the test (e.g., shorter tests can be easier to give and less stressful for the student, but may not have enough questions or types of tasks to provide sufficient information about a student's performance)
5. Whether the test is an individually or group-administered test
6. The number of forms available with the test, particularly if multiple administrations are needed (e.g., many norm-referenced tests come with two forms, making them useful for assessing progress over time—students are given one version of the test as a pretest and another as a posttest)
7. For norm-referenced tests, the extent to which the norming sample is similar to the students to whom the test will be administered
8. The examiner's qualifications (e.g., whether the tester has the skills to give highly specific tests)
9. The amount of training needed to administer a test, score it, and interpret results (e.g., norm-referenced tests typically require some training)

In doing assessment, there are different types of comprehension assessment. The selection of the types is based on the purposes the assessment. Klinger et.al (2007: 17) ^[15] gave an overview of different types of comprehension assessments.

Tabel 3.2: Types of Comprehension Assessments

Type	Description
Norm-referenced tests	Published tests administered under standardized conditions (e.g., with computerized answer sheets, timed); students' scores are compared with those of a normative sample
Criterion-referenced tests	Students' test scores are compared with predetermined criterion levels that indicate mastery of a skill or content; informal reading inventories are a type of criterion-referenced test.
Curriculum-based assessment	Tests are based on the actual curriculum used in the classroom, and students are assessed regularly and their progress monitored.
Curriculum-based measurement	Students are assessed frequently with standard, brief tests; scores are monitored over time to assess progress
Interviews and questionnaires	Students respond orally or in writing to a list of questions designed to assess their understanding of the reading process and their knowledge of reading strategies.
Observation	Examiners observe students' reading behaviors, using checklists, anecdotal records, or ethnographic note taking.
Retelling	Students are prompted to retell or reconstruct what they remember about what they have just finished reading
Think-alouds	Students are prompted to voice their thoughts before, during, and after reading.

Based on the notion of assessment of reading comprehension above, goal assessment if this research is to measure proficiency and its purpose is to award a grade and to see if standards are achieved and the comprehension test is used as an instrument. The types of the test used in this research are curriculum-based measurement, interviews, and observation.

3.2 Narrative Texts

Narrative text is one popular and common form of writing. It is a type of spoken or written text that tells a story of one character or more who faces certain situations. In narratives, stories are told and plots unfold. Narratives have characters and plot with a sequence of events. They are written according to forms, or story grammars. Story grammar is similar to sentence grammar in that it attempts to explain the various components in a story and how they function. The story grammar includes characters, a setting, events, and a conclusion. This conclusion illuminates the theme of the story. As Rosenblatt (1978: 7) ^[16] explains, most well-written stories, whether simple or complex, have a fairly similar structure, and most children have a basic schema for this structure. Therefore, they can easily understand narrative texts.

Narrative texts can be used to improve students' motivation in reading. According to Alderson (2005: 63-65) ^[17], what causes difficulty in texts is the way the text is written; its styles or features that make one text different from another. In addition, narrative texts appear to induce visualization in readers as part of the reading process. Readers can see scenes in their head when they read narrative texts. The visualization helps readers understand texts easier, and readers do not feel discouraged. Furthermore, one purpose of narrative texts is to entertain.

Readers enjoy reading texts and are excited to know what will happen next. In this way, narrative texts can help increase students' motivation.

Moreover, many narratives contain morals and themes. For example, fables are short stories followed by an important moral point. According to Pearson and Fielding (1991: 815-860)^[18], students benefit from reading narrative texts. Therefore, reading instructors can use narratives to teach moral lessons.

Anderson (1997: 8)^[19] states that a good narrative uses word to paint a picture in our mind of: what characters look like (their experience), where the action is taking place (the setting), and how things are happening (the action). Furthermore, Anderson (1997:8)^[19] describes the characteristics of narrative texts:

- a. It tells us about a story of event or events.
- b. The events are usually arranged in chronological order- that is, in the order in which they occurred in time.
- c. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose.

A good story must have interesting content. It should tell us about an event the audience would find engaging. A writer might even think of the narrative as a movie in which readers see people in action and hear them speak. Therefore, it should be detailed and clear, with events arranged in order in which they happened or in some other effective ways, as proposed by Anderson (1997: 8)^[19]:

(a) It is unified, with all the action a developing central idea, (b) it is interesting, it draws the writer into the action and makes them feel as if they are observing and listening to the events, (c) it introduces the four *ws* of a setting- who, what, where, and when- within the context of the action, (d) it is coherent; transition indicates changes in time, location, and characters, (e) it begins at the beginning and end of the end. That is, the narrative follows a chronological order- with events happening in a time sequence, (f) it builds towards a climax. This is the moment of most tension or surprise- a time when the ending is revealed or the importance of events becomes clear (Anderson, 1997:8)^[19].

The characteristics, as proposed by Anderson (1997:8)^[19], aim at creating narrative text as a tool to guide students to enjoy reading and grasp the lessons implied in the story.

In narrative texts, we can see features contained in it, namely social purpose, generic structure and lexico grammatical features (Rukmini, 2010: 26)^[20]. Further, Rukmini elaborates those features as follows:

Social purpose of narrative texts is to amuse, entertain, and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Generic structure in narrative text contains sets the scene and introduces the participants (Orientation), a stepping back to evaluate the plight (Evaluation), a crisis arises (Complication), the crisis is resolved, for better or for worse (Resolution), and Reorientation. Lexico grammatical features addressed in narrative are; (1) focus on specific and usually individualized participants, (2) use of material processes, behavioral and verbal processes, (3) use of relational processes and mental processes, (4) use of past tense (Rukmini, 2010: 26)^[20]

Based on the explanation above, it can be concluded that there are five indicators of narrative text in assessing student's reading comprehension. They are identifying theme of narrative texts, identifying the orientation of narrative texts, identifying the complication of narrative texts, identifying the resolution of narrative texts, and identifying the moral values of narrative texts.

3.3 Reciprocal Teaching Strategy

Reciprocal teaching is introduced by Brown and Palincsar in 1984. Reciprocal teaching is an instructional strategy based on modeling and guided practice. The instructor firstly models a set of reading comprehension strategies and then gradually hand over responsibility for these strategies to the students (Brown & Palincsar, 1989: 393-451 ^[21] ; Palincsar, 1986:118-124 ^[22] ; Palincsar & Brown, 1984:771-777 ^[23]). Specifically, Reciprocal teaching consists of three main components, (a) the teaching and learning of specific reading comprehension strategies, (b) the dialogue between an instructor and students where the instructor models why, when, and where to use these reading comprehension strategies, and (c) the appropriating of the role of the instructor by the students, that is, students begin to model the reading comprehension strategies for other students. Thus, the goals of reciprocal teaching are for students to learn the reading comprehension strategies, learn how and when to use the strategies, and become self-regulated in the use of these strategies.

The general methodology of reciprocal teaching involves the instructor and students, usually in small groups, reading a section of text. The instructor then leads a discussion of the text, while modeling appropriate reading comprehension strategies. During this dialogue and modeling process, the instructor encourages students to ask questions the text and strategies. The instructor uses this dialogue to foster both reading comprehension and strategic cognition. This general process of reading, dialoguing, and clarifying, continues throughout the length of the text. However, as students become easier with the dialogue process and the reading comprehension strategies, the instructor begins to have students take the role of instructor or a dialogue leader. As students begin to lead the dialogue process, the instructor assumes the role of guide or facilitator, rather than leader.

The instructor models and explains, relinquishing part of the task to novices only at the level each one is capable of negotiating at any one time. Increasingly, as the novice becomes more competent, the instructor increases her demands, requiring participation at a slightly more challenging level. (Palincsar & Brown, 1984: 771-777 ^[23])

Pointing out students' participation in reading activity by using reciprocal teaching, Carter and Fekete (2001: 193-195) ^[24] noted several reasons why teachers should choose reciprocal teaching as an appropriate instructional approach to help students comprehend difficult text. First, it emphasizes on reading comprehension, particularly in the short term. Second, it has flexibility with various teaching styles and formats. It provides numerous options for teaching and reinforcing the strategies, so then teacher will easily adopt this strategy. Third, it helps readers learn and internalize the strategies. Fourth, it is easily understood and mastered by both teachers and students, regardless of the level of training in reading research and applications. Also, it is easily taught to parents, so that they can apply this strategy to guide children do reading activities at home. Fifth, it parallels the new definition of reading that describes the process of reading an interactive one, in which readers interact with the text as their prior experience is activated.

Derived from the theories, teacher and students have some benefits. First, to the teacher, reading was no longer exhausting since the teacher's role to explain reading materials were handed over to students in groups. Also, the teacher has more time to observe students' participation in the groups, so that, he/she can monitor students' progress in reading. Second, to students, reading activity actively involve students to share their ideas in the group. They have more chances to deliver their arguments toward message implied in the reading material.

The use of comprehension strategies is one of three central pillars, along with dialogue and the appropriation of the role of instructor by the students, of the reciprocal teaching Strategy. Comprehension strategies are organized approaches to engage in and better

understanding texts – to facilitate the creation of meaning during the reading process. In this research, the researcher applied the process of reciprocal teaching strategy stated by Palinscar and Brown (1984: 771-777)^[23]. There are four reading comprehension steps within reciprocal teaching: predicting, questioning, clarifying, and summarizing.

- a) *Predicting*: Predicting involves combining the reader's prior knowledge, new knowledge from the text, and the text's structure to create hypotheses related to the direction of the text and the author's intent in writing. Predicting provides an overall rationale for reading – to confirm or disconfirm self-generated hypotheses.
- b) *Questioning*: Questioning involves the identification of information, themes, and ideas that are central and important enough to warrant further consideration. The central or important information, themes, or ideas are used to generate questions that are then used as self-tests for the reader. Questioning provides a context for exploring the text more deeply and assuring the construction of meaning.
- c) *Clarifying*: Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts. Clarifying provides the motivation to remediate confusion through re-reading, the use of context in which the text was written and/or read, and the use of external resources (e.g., dictionary or thesaurus).
- d) *Summarizing*: Summarizing is the process of identifying the important information, themes, and ideas within a text and integrating these into a clear and concise statement that communicates the essential meaning of the text. Summarizing may be based on a single paragraph, a section of text, or an entire passage. Summarizing provides the impetus to create a context for understanding the specifics of a text.

In Palinscar and Brown (1984: 771-777)^[23], the four reading comprehension steps were taught during the dialogue in which the instructor modeled the use of each of the steps. Dialogue was also a key component. Dialogue refers to the *discussions, questions, answers, and feedback* that occur during the process of reading and understanding the text (Carter & Fekete, 2001: 193-195^[24]; Palinscar, 1986: 118-124^[22]). During the early stages of reciprocal teaching the instructor explains, in small groups, the overall nature of the reading comprehension strategies, the reasons for their use, and when to use the strategies. The instructor then selected a section of the text and the instructor and students silently read that section. Typically, reciprocal teaching began with the reading of short passages (e.g., a paragraph or two) and proceeded to longer passages (e.g., an entire section or text).

After reading a section of text the instructor began to model the reciprocal teaching process by predicting and asking a question which the students help to answer. The instructor might ask several questions before clarifying of text that was read. Finally, through the use of text-based cues, the instructor provided a summarizing for the next section of text. As the instructor progresses through predicting, questioning, clarifying and summarizing, the students were not passive, but instead were encouraged to engage in discussion. In conducting reciprocal teaching, Rosenshine and Meister (1994: 480)^[25] do the following techniques:

students' participation can include (a) elaborating or commenting on another student's summary, (b) suggesting other questions, (c) commenting on another's predictions, (d) requesting clarification of material they did not understand, and (e) helping to resolve misunderstandings.

From the explanation above, it can be inferred that reciprocal teaching strategy is a kind of strategy that can help the students in comprehending the narrative texts. There are four steps in teaching reading comprehension of narrative text: (1) predicting (2) generating questions (3) clarifying and (4) summarizing.

3.4 Advantages and Disadvantages of Using Reciprocal Teaching Strategy

There are several strategies that can be used in the teaching reading comprehension. One of them is a reciprocal teaching strategy. In reciprocal teaching there is a dialogue that takes place between the teacher and students. A teacher and a group of students take turns leading discussions about specific topic of text using reading strategies of predicting, generating questions, clarifying, and summarizing. Omari and Weshah (2010: 26-27) ^[26] concluded that reciprocal teaching is based on the dialogues and discussions between the learners themselves or the learners and the teacher.

The advantages of using reciprocal teaching are: (i) students' participation are increasing in reading class, (ii) students are more active in learning process, (iii) they enjoy working together, and (iv) they learn to take responsibility for their own and each other's learning. This strategy also allows students to develop their skills with various styles. Tomlinson (2001: 23) ^[27] stated that in reciprocal teaching students work in an atmosphere of respect and appreciation for their peers and their differences when teachers differentiate the instruction. In perspective of communication, this strategy is very effective to improve students' interpersonal communication skills because they have to interact and share with other students and the teacher in reading class.

The application of reciprocal teaching in reading class requires much time because students are given more opportunities to express their idea. The limitation of lesson time causes not all students have similar chances to participate in the learning process. The active students play dominant role in their group and take more time, while the passive students tend to be shy to participate in their group and take little time. Therefore, a teacher must have a good classroom management in giving opportunities for all students. Reciprocal teaching also requires much time in preparation because a teacher must have clear plans or good teaching scenario and select interesting reading materials before coming into the class.

In reciprocal teaching the students are directed to share with other in a group. If the class consists of larger groups, a teacher gets difficulties in monitoring all communication among the students. Therefore, if a teacher wants to apply the reciprocal teaching, he/she should consider the proper number of students and number groups in the class. A larger group causes the failure of using reciprocal teaching.

3.5 Previous Study on Reciprocal Teaching Strategy

Palincsar and Brown (1984:771- 777) ^[23] conducted reciprocal teaching in two different groups of struggling seventh-grade students. The result showed that those students could accomplish tasks given with remarkable result in post. They studied grade 4 and 7 (N=72) in 13 sessions of reading-strategy instruction or reading practice (control condition). In this research the trained students were instructed to make predictions when reading, to generate questions about text, to summarize what was read, and to clarify points that were hard to understand. They found very good result in posttest measures as well and concluded that teaching of reciprocal teaching strategy can improve reading performance.

Kelly and Moore (1994:53-61) ^[28] conducted reciprocal teaching strategy on multiple across-groups design to assess the effects of specific, clear instruction in summarizing, self-questioning, clarifying, and predicting. It is kind of different reading groups from two parallel classes of Standard 3 and 4 children, in which they were instructed using reciprocal teaching procedures. The experiment showed significant improvements in comprehension scores on group of students who got reciprocal teaching treatment.

Alfassi (1998: 309-332) ^[29] conducted reciprocal teaching strategy in term of experimental study to examine whether the strategy was superior to traditional methods of remedial reading (skill acquisition) in large intact high school remedial classes. The study was conducted to 53 students in five intact reading classes who received strategy instruction were compared to 22 students in three control-group classes. The result indicated that reciprocal teaching strategy was superior to traditional reading methods in fostering reading comprehension.

Hart and Speece (1998: 670-681) ^[30] investigated the effects of reciprocal teaching on post-secondary students. The sample consists of 50 students studied in a community college

who participated in either the reciprocal teaching or cooperative learning condition. The reciprocal teaching group performed significantly better than the comparison group on reading comprehension and strategy acquisition.

King and Parent-Johnson (1999: 169-186) ^[31] conducted research on reciprocal teaching that involved fifth grade teachers who had exposure to constructivist thinking, and it was conducted as part of the normal school day. They documented the extent to which reciprocal teaching was modeled in the science classroom and the influence modeling had on student reciprocal teaching dialogues and comprehension of expository text. Results of research found that teachers were led to their comprehension monitoring and they got a deeper insight into text concepts.

Diehl (2005: 1-11) ^[32] conducted reciprocal teaching to six, fourth-grade struggling readers from Glendale elementary school. The students could find the meaning of words adequately but comprehended text poorly. Diehl made innovation for this study that it provided insight into the role of strategy acquisition in the comprehension performance of students. The students participated in 20 sessions following the reciprocal teaching framework, a reading intervention program with direct instruction in four comprehension strategies, questioning, predicting, clarifying, and monitoring. The pre-test and post-test data were used to determine the effects of direct strategy instruction on both strategy mastery and comprehension performance. Results indicated that direct strategy instruction influenced strategy acquisition which then led to improvement in the students' abilities to comprehend a specific text.

Aeni (2011:1-15) ^[33] conducted a classroom action research to improve students' reading comprehension by using reciprocal teaching at SMPN 13 Surakarta from February to April 2011. The subject of the research was the students of class VIII D. There were 33 students consisting of 14 boys and 19 girls. This research was applied in two cycles. The result of the research showed that 1) reciprocal teaching could improve the students' reading comprehension in digesting the narrative text. In implementing the technique, students read the text strategically; the teacher monitored the students' activity patiently and gave help as much as needed. The improvement of students' reading comprehension could be seen that the mean score of test of the first cycle was 59.09 and the mean score of test of second cycle was 68.33, and 2) the key aspects of reciprocal teaching which were found were interesting reading topic, teachers monitoring and students' interaction. The key aspects which occurred dominantly during the reciprocal teaching and learning process were able to enhance the students to understand what had been read. Also, reciprocal teaching could make students more active and motivated in joining reading class, be brave to give and share their idea, improve leadership, increase co-operation and have greater initiative in doing the task.

4. Conclusion

Dealing with overview of reading narrative, the reciprocal teaching strategy and the related research findings above, it can be concluded that the use of reciprocal teaching strategy in reading comprehension is useful to help the students improve reading comprehension. It has been proven to solve various reading problems, from struggling readers to students who get difficulties in comprehending reading materials. To continuously improve this strategy, a further academic research need to be conducted.

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