

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Definition of Speaking

Speaking skill, as the writer writes in the previous chapter is one of the basic language skills that has important role rather than other skills due to its significant and its use for communication. So that, the writer will explain about the nature of speaking itself in order that gives the obvious information about what speaking is.

In the point of view of Jones, speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across.¹ Based on that opinion, speaking is realized as communication. Therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.

Bygate says, Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business.² It indicates that as one of the language skills, speaking should get the attention from teachers and learners because it plays the important role in our society.

Meanwhile, McDonough and Shaw state, there are some reason for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something, negotiating and/or solving a particular problem or establishing and maintaining

¹ Rhodry Jones, *Speaking and Listening*, London: John Murray Publishers Ltd, 1989, p.14.

² Martyn Bygate, *Language Teaching: A Scheme for Teacher Education; Speaking* (Oxford: Oxford University Press, 1997), p.viii.

social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking.³

Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds. Based on the previous definitions above, it can be synthesized that speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea and opinion to the other person. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

2. The Elements of Speaking

Speaking is very important skill in mastering English for students who learn English required mastering the ability to speak and communicate with each other. There are five aspects that have great influence toward speaking ability:

a. Vocabulary

Students need to learn the component of language. They need to learn what the words mean and how they are used. Meaning that, the students need to have plenty of vocabularies. Vocabulary comprises the right and appropriate use of word. One of the extreme aspects that supports speaking in English is vocabulary. Hornby states that vocabulary is the total number of words that language.⁴

b. Grammar

Bygate says, it is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary.⁵ Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and

³ JO McDonough and Christopher Shaw., *Materials Methods in ELT*, (Melbourne: Blackwell Publishing, 2003), p.134.

⁴ Albert S Hornby, *Oxford Advanced Learner Dictionary of Current English*. (Oxford: Oxford University Press, 1984) p. 956.

⁵ Martyn Bygate, *Language Teaching: A Scheme for Teacher Education; Speaking* (Oxford: Oxford University Press, 1997), p.3.

the rules to combine them to form new sentences.⁶ Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well.

c. Fluency

Speaking is an activity of reproducing words orally. It indicates that there is a process of exchanging ideas between speaker and listener. According to Hornby, fluency is able to speak or write a language or performs an action smoothly or expressed in a smooth and fluently in order to makes someone easy to understand what he or she said.⁷

d. Pronunciation

All words are made up of sound and speakers of language need to know these sound. Therefore, as an English teacher, you not only teach well at pronunciation, but you also make it possible for the students to acquire good pronunciation by imitating you. According to Marianne Celce-Murcia, pronunciation is a characteristic of the huge potential that only a small subset of sounds is systematically used in speaking any one language.⁸ To make our communication accepted by our listeners. It is better for us to pronoun the words clearly, especially with the most similar pronunciation.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

⁶ Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (New York: Harcourt Brace College Publishers, 1998), p.14.

⁷ Albert S Hornby, *Oxford Advanced Learner...*, p.427.

⁸ Marianne Celce and Murcia Lois McIntosh, *Teaching English as a Second or Foreign Language*, (Los Angeles: New Bury House University of California, 1987), p.84.

3. Point to Consider about Speaking

Speaking is a form communication, so it is important that you say is conveyed in the most effective way. How you say something can be as important as what you say in getting your meaning across. Jones stated that there are some points to consider about speaking. They are:

a. Clarity

The words you speak must be clear if listeners are to understand what you say. This means speaking your words distinctly and separately, not running them together and slurring them.

b. Variety

Speech has its own rhythms and tunes. The voice usually rises, for instance, to indicate a question. Some words in a sentence require more emphasis than others if the meaning is to be clear. Unimportant words tend to be spoken more quickly than important ones. Consider things like pitch, emphasis, speed, variations in volume, pauses.

c. Audience and Tone

The way you speak and the tone you use will be affected by the audience to whom you are speaking.⁹

4. The Types of Classroom Speaking Performance

a. Imitate

Imitation is this kind carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes on steps beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can ever form part of some pair work activity, where learners are going over certain forms of language.

c. Responsive

⁹ Rhodry Jones, *Speaking and Listening*, (London: John Murray Publishers Ltd, 1989), p.14.

A good deal of students' speech in the classroom is responsive, short replies to teacher or students initiated questions or comments.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

f. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.¹⁰

5. The Purpose of Speaking

It is beneficial to understand that purpose of speaking itself.

The purposes are stated as follows:

- a. To expect students to have a language function skill to make themselves understand.
- b. To enable students to convey meaning.
- c. To make the students able to express themselves orally.
- d. To motivate students in order to be able to communicate orally with native speakers.
- e. To motivate students in order to use English.

6. Teaching Speaking

Teacher should consider about the difficulties of the students to learn speaking skill. In teaching speaking skill, there are some consideration that the teacher should pay attention to. In this part, the researcher present the information about teaching English speaking.

¹⁰ H. Douglas Brown, 1994. *Teaching by Principles: an interactive Approach to Language Pedagogy*, (New Jersey: Parentice Hall, 1994) p. 266-268.

Teaching speaking gives a systematic information, instruction, or training to students about how to convey meaning to communicate with other by using correct sounds and words.

Nunan in Thomas describes what teaching involves. He stated to teach speaking means to teach language learners to:

- a. Produce the English speech sounds and sound patterns.
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.¹¹

Bygate stated that one of the basic problems in foreign-language teaching is to prepare learners to be able to use the language.¹² In other words, the teacher needs to have a good preparation and plan for teaching and learning activities in the class. The preparation includes the teaching method and teaching material. It is also important to consider the age range of the students before he or she designs teaching activities because teaching children, teens, and adults are different.

Brown mentioned seven principles for designing speaking techniques. They are:

- a. Using techniques that cover the spectrum of learner needs.
- b. Providing intrinsically motivating techniques.
- c. Encouraging the use of authentic language in meaningful contexts.
- d. Providing appropriate feedback and correction.
- e. Capitalizing on the natural link between speaking and listening.
- f. Giving students opportunities to initiate oral communication.

¹¹ James E Thomas, *Teaching Speaking Skills. Master Diploma Thesis*. (Department of English And American Studies Masaryk University, 2011) p.18.

¹² Martin Bygate, *Speaking*, (New York: Oxford University Press, 1987) p.3.

- g. Encouraging the development of speaking strategies.¹³

Another idea is from Johnson in Setiyadi. They suggested five possible learner roles that can make language learners more autonomous. One of them is “learners are member of a group and learn by interacting with others”.¹⁴ It means that by working in groups, students will have more opportunity to speak up their idea in order to learn English more effective.

7. Reasons for Teaching Speaking

Harmer stated that there are three main reasons for getting students to speak in the classroom:

- a. Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom.
- b. Speaking tasks in which students try to use any or all of language they know provide feedback for both teacher and students. Everyone can see how well they are doing, both how successful they are and what language problems they are experiencing.
- c. In speaking, students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a results, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.¹⁵

8. The Goal of Teaching Speaking

The goal of teaching speaking skills is communicative efficiency.¹⁶ It means learners should be able to make themselves understood, using their current proficiency to the fullest. They

¹³ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. (New York: Pearson Education, 2001) p.275.

¹⁴ Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006) p.19.

¹⁵ Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Education Limited, 2007), p.123.

¹⁶*The National Capital Language Resource Center*, Washington D.C, 2004. (www.nclrc.org/essentials/speaking/goalspeak.htm, accessed on January 1, 2017).

should try to avoid confusion in the message due to faulty pronunciation, grammar or vocabulary and to observe the social and cultural rules that apply in each communication situation.

9. The Roles of the Teacher during Speaking Activities

During speaking activities, teacher needs to play number of different roles. They can be prompter, participant, even feedback provider as viewed by Harmer as follow:

a. Prompter

When students sometimes get lost in speaking, teacher can leave them to struggle out of situations on their own, and indeed sometimes, this may best option. However, teacher may be able to help students and the activity to progress by offering discrete suggestions.

b. Participant

Teacher should be good animators when asking students to produce language. This can be achieved by setting up an activity clearly and with enthusiasm. At other times, teachers may want to participate in discussions.

c. Feedback Provider

When students are in the middle of speaking task, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations.¹⁷

In summary, when teacher being a prompter, a participant, even a feedback provider, they have to be careful that they do not force students, do not participate too much and do over correction.

10. The Assessment of Speaking

Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. Speaking skill are generally recognized in analysis of speech process that are pronunciation, grammar, vocabulary, fluency and comprehension.

¹⁷ Jeremy Harmer, *The Practice of English Language Teaching: Forth Edition*, (Harlow: Pearson Education Limited, 2007), p.347-348.

Heaton presented the sample of an oral English rating scale that used 1-6 points. Below is the frame of Heaton's Oral English Rating Scale:

Table 2.1

6	Pronunciation good – only 2 and 3 grammatical errors - not much searching for words - very few long pauses - fairly easy to understand - very few interruptions necessary - has mastered all oral skills on course.
5	Pronunciation slightly influenced by L1 - a few grammatical errors but most sentences correct - sometimes searches for words - not too many long pauses - general meaning fairly clear but a few interruption necessary - has mastered almost all oral skills on course.
4	Pronunciation influenced a little by L1 - a few grammatical errors but only 1 or 2 causing serious confusion - searches for words - a few unnatural pauses - conveys general meaning fairly clearly - a few interruptions necessary but intention always clear - has mastered most of oral skills on course.
3	Pronunciation influenced by L1 - pronunciation and grammatical errors - several error cause serious confusion - longer pauses to search for word meaning - fairly limited expressions - much can be understood although some effort needed for parts - some interruptions necessary - has mastered only some of oral skills on course.
2	Several serious pronunciation errors - basic grammar errors - unnaturally long pauses - very limited expressions -needs some effort to understand much of it - interruptions often necessary and sometimes has difficulty in explaining or making meaning clearer - only a few of oral skills on course mastered.
1	A lot of serious pronunciation errors - many basic grammar errors - full of unnaturally long pauses - very halting delivery - extremely limited expressions - almost impossible to understand - interruptions constantly necessary but cannot explain or make meaning clearer - very few of oral skills on course mastered.

Each element characteristic is defined into six chart behavioral statements as stated in frames above. The writer will objectively see the characteristic of each students speaking ability whether they achieve 1,2,3,4,5 and 6. In order to ease the computation, the writer converts the small score of Heaton to scale of 100 as follow:

6= 87-100
 5= 77-86
 4= 67-76
 3= 57-66
 2= 46-56
 1= below 45¹⁸

11. Reciprocal Teaching Technique

Before implementation of reciprocal teaching technique, it is necessary to know how the reciprocal teaching technique is. Based on Farris's description, she stated that reciprocal teaching is one of the most carefully researched, prominent strategies. In this cooperative learning procedure, the teacher and the students work together to develop an understanding of the text. There are four thoughtfully integrated comprehension strategies at the core of this approach, prediction, questioning, seeking clarification, summarization.¹⁹

It means that, reciprocal teaching technique is a process to comprehend text by using four steps which is done by the teacher and the students to build their speculation about the text.

Reciprocal teaching is an approach used by teacher in cooperative learning method by applying four learning strategy, those are questioning, clarifying, summarizing, and predicting. Moreover, Santrock indicate that reciprocal teaching approach is a model of teaching involves the teacher and the students. In this approach, the teacher is explaining and modeling the strategy in comprehending the text firstly. Afterwards, the teacher asks the

¹⁸ J. B Heaton, *Classroom Testing: Longman Keys to Language Teaching*, (New York: Longman, 1990), p.70-71.

¹⁹ Pamela J. Farris, *Teaching Reading a Balance Approach for Today's Classrooms*, (New York: The McGraw-Hill Company, 2004), p.340.

students to demonstrate the strategy and gives support when the students have learned. Therefore, the students will be motivated in teaching and learning process. Because it claims the students involvement or scaffolding system.²⁰

Meanwhile, Elizabeth Walter defines, reciprocal as a reciprocal action or arrangement involve two people or groups of people who behave in the same way or agree to help each other and give each other advantages.²¹ In other words, reciprocal is regarded as an interaction between two people or more gain same purpose cooperatively. Meanwhile teaching derived from word teach, it is defined as to give someone knowledge or to train someone.²²

According to Palinscar and Brown, there are four components of reciprocal teaching, they are questioning, clarifying, summarizing and predicting:

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 contexts for exploring the text more deeply and assuring the construction of meaning.

Summarizing is the process of identifying the important information, themes, and ideas within a text, integrating these into a clear and concise statement that communicates the essential meaning of the text. It 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.

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

²⁰ Jhon.W. Santrock, *Psikologi Pendidikan*, (Jakarta:Prenada Media Group, 2007), p.427.

²¹ Elizabeth Walter, *Cambridge Advance Learner's Dictionary Third Edition*, (Cambridge: Cambridge University Press), p.1187.

²² Elizabeth Walter, *Cambridge Advance Learner's...*, p.1492.

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).

Predicting involves combining the reader's prior knowledge, new knowledge from the text, and the texts 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. Santrock states that using reciprocal teaching is to increase the students' ability to do some strategies to increase their understanding in reading.²³

Trianto says that reciprocal is one of the approaches to teach the students about the learning strategies, those are questioning, clarifying, summarizing, predicting. In reciprocal, a teacher teaches the students about the important cognitive skills by creating studied experience, attitude modeling and helping the students to increase their skills for effort themselves by motivating, supporting and scaffolding system.²⁴

12. The Purpose of the Reciprocal Teaching Technique

Pallinscar and Brown stated that, while students and teacher apply reciprocal teaching procedure, its purpose that the teacher prompts and shapes the students participation by using corrective feedback.²⁵ It means that, the teacher as guidance to maintain the activity and to give respond correctively in the classroom.

Moreover, Farris researched that careful supervision and practice will help students to master the step in an educationally interactive dialogue.²⁶ In this point, students can develop their

²³ Jhon. W. Santrock, *Psikologi Pendidikan...*, p.427.

²⁴ Trianto, *Mendesain Model Pembelajaran Inovatif-Progressif*. (Surabaya: Prenada Media Grup: 2009), p.174.

²⁵ Annemarie Pallinscar and Anna Brown, "Reciprocal Teaching: A means to a Meaningful End", in Jean Osborn, (ed), *Reading Education: Foundations for a Literate America*, (Urbana Campaign : D.C Health and Company, 1985), p.299.

²⁶ Pamela J. Farris, *Teaching Reading...*, p.341.

understanding the steps within the dialogue between the teacher and the students.

Furthermore, Cottrel said that, firstly the strategy training allows them to gain confidence and expertise as they apply the four strategies to a variety of texts.²⁷ Using the reciprocal teaching technique, students could build their confidence for many kinds of texts. She also explained that the purpose of this interaction notion is to engage students' attention to the meaning of the text, it could bring students to identify the kind of problem they are finding, and to seek clarifications in a text. In short, by dialogue between students and the teacher will help the students concentrate and identify the text.

13. How to Use Reciprocal Teaching Technique

In applying reciprocal technique, the researcher distributed the material to be discussed by the students. Since of the procedure of reciprocal strategy demanded students to be able to predict where the students are asked to make a prediction what will the reading material be about. In this process the student tried to make a correlation their prior knowledge to the information consisted in the material. From the first cycle until the second cycle the researcher had given about reading material to be discussed. And the materials enriched students' vocabularies.

In accordance with Palinscar and Brown who introduced this technique, the formal definition of reciprocal teaching is as follows: Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text.²⁸ Therefore, in order all students got more active in the dialogue process of discussion in applying predicting, summarizing, clarifying, and questioning

²⁷ Sara Cottrel, "Reciprocal Teaching: A problem Solving Approach to Reading", *Guidelines for Periodical for Classroom Language Teachers 12 (1991)*, p.31-39.

²⁸ Annemarie Palinscar and Ann Brown, "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities, 1984, *Cognition and Instruction, 1, 2*, (<http://eca.state.gov/forum/vols/vol33/no4/p29.htm>, accessed on December 19, 2016)

about reading material given, the researcher and collaborator gave any help to lead the student involve in those activities. In other words, the researchers gave scaffolding to the students until they could lead and do discussion in good order. Summarizing provides the chance to identify the most important information of the text. Questioning reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. Clarifying gives an opportunity to students to clarify any unfamiliar message, difficulty word and if they have problem they might reread the difficulty one for asking help in discussion.

B. Previous Study

There are some previous studies that related with the title of this research. The first study was done by Ika Fhatma Sari Putu Wara Sukma Wardana, entitled *“The Effectiveness of Using Reciprocal Technique on Students’ Reading Ability of Narrative Text”*.²⁹ In this research, the researcher used quasi-experimental method, while the writer used mixed qualitative and quantitative method. The researcher just focused to use reciprocal technique on students’ reading ability of narrative text, while this writer focused on the improving speaking skill on article texts.

The second previous study is about *“Reciprocal Teaching to Improve English Reading Comprehension of a Group of Form Three Students in Hong Kong”*. The author is Leung Won Gay, Faculty of Education at University of Hong Kong. The purpose of this study was to explore and experiment with a modified reciprocal teaching in a local ESL classroom context, examine whether there were any qualitative differences between students’ reading comprehension processes when reading texts prior to and after the intervention and investigate the effectiveness of Reciprocal Teaching on improving reading ability. The method used in this study was an experimental research.³⁰ In this research, the researcher just focused to use

²⁹ Ika Fhatma Sari, Bachelor Thesis: *“The Effectiveness of Using Reciprocal Technique on Students’ Reading Ability of Narrative Text”*. (Jakarta: UIN Syarif Hidayatullah, 2014).

³⁰ Won-Gay Leung, Bachelor Thesis: *“Reciprocal Teaching to improve English reading comprehension of a group of form three students in Hong Kong”* (Hongkong: The University of Hongkong, 2005).

reciprocal teaching technique for improving reading comprehension for students group, while this research focused on the improving speaking skill.

The third previous study is about “*Applying reciprocal Teaching Technique to Improve Students Comprehension of Mathematic Concept*”. The author is Munifah Fajarwati from Yogyakarta University. In this research, the writer used Classroom Action Research (CAR) as her method. The researcher used three components to collecting data, there are observation, test and documentation. For the data analysis, the researcher used technique of interactive analysis which include data reduction, data display and conclusion. Finally, the result of this research is reciprocal teaching technique could improve students’ comprehension of mathematic concept, it means that reciprocal technique is success in improving students’ comprehension of mathematic concept.³¹

The fourth previous study is about “*Reciprocal Teaching of Comprehension Strategies Improves EFL Learners' Writing Ability*”. The author is Mohammad Reza Ghorbani, Faculty of Education in University of Bojnord, Bojnord, Iran. This research is aimed at improving students’ skills of writing by EFL learners’. This design was an action research study that consisted of planning, action, observation and reflection.³² The difference with researcher is the media implementation and also the design.

The fifth previous study is about “*Improving Students Reading Comprehension Using Reciprocal Questioning Technique a Classroom Action Research in SMK Diponegoro Salatiga in Academic Year 2007/2008*” The author is Ani Afida.³³ This research was designed by using classroom action research in which this

³¹ Munifah Fajarwati, Bachelor Thesis: “*Applying Reciprocal Teaching Technique to Improve Students Comprehension of Mathematic Concept*” (Yogyakarta: Yogyakarta University).

³² Mohammad Reza Ghorbani, “*Reciprocal Teaching of Comprehension Strategies Improves EFL Learners' Writing Ability*”. *Current Issues in Educaation*. Vol. 16 No. 1, January 30, 2016.

³³ Ani Afida, Masters Thesis: “*Improving Students Reading Comprehension Using Reciprocal Questioning Technique: A Classroom Action Research in SMK Diponegoro Salatiga in 2007/2008*”. (Surakarta: Sebelas Maret University, 2008)

research study concerned with teaching reading comprehension by using reciprocal technique could effectively improved and increased the low ability in reading comprehension in SMK Diponegoro, Salatiga, while teacher focused on the improving speaking skills.

The sixth previous study is about, "*The Effectiveness of Reciprocal Technique Towards Students' Reading Comprehension on Report Text*". The author is Lulu Walidaini, UIN Syarif Hidayatullah, Jakarta. The method that used in the research was quasi-experimental method which divided two different classes. The classes were designed as experiment class and control class.³⁴ In this research, the researcher used quasi-experimental method, while the writer used mixed qualitative and quantitative method. The researcher just focused to use reciprocal teaching technique for the effectiveness of reciprocal technique towards students' reading comprehension on report text, while this writer focused on the improving speaking skill on article texts.

The seventh previous study is about, "*Improving Reading Comprehension Through Reciprocal Technique to the Tenth Grade Student of SMK PGRI 4 DENPASAR in Academic Year 2013/2014*". The author is Kadek Suparna, Faculty of Teacher Training and Education in Mahasaraswati University, Denpasar. This research aims to improve the tenth grade student's reading comprehension through reciprocal technique at the SMK PGRI 4 Denpasar in academic year 2013/2014. The findings of the research are expected to be useful and relevant theoretically and practically.³⁵ In this research, researcher just focused on the influence using reciprocal techniques for the students comprehension in reading, while the writer focused on improving speaking skill with using reciprocal teaching technique methods.

³⁴ Lulu Walidaini, Bachelor Thesis: "*The Effectiveness of Reciprocal Technique Towards Students' Reading Comprehension on Report Text*" (Jakarta: UIN Syarif Hidayatullah, 2015) p.iii

³⁵ Kadek Suparna, Bachelor Thesis: "*Improving Reading Comprehension Through Reciprocal Technique to the Tenth Grade Student of SMK PGRI 4 Denpasar in Academic Year 2013/2014*", (Denpasar: Mahasaraswati University, 2014).