

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Foundation

1. Definition of reading

There are some definitions about reading. Menyan and Leeuw as aquated by Zainudin stated that reading is a digestive process and it has two principles, they are learning by understanding, which means selecting, discriminating and organizing.¹ Reading is one of four skills in English that the students should acquire. Nunan states that “reading is a process of readers combining information from text and their own background to build meaning.”² This means that the readers should combine their knowledge and what the information they read. It is a very important skill that the students need for the success of their studies.

Reading is an interaction between the reader and the writer, Albert said that the text provides information that author wants the reader to understand in certain ways.³ It means that the writer hopes the reader can understand the information provided in the text.

¹ Zainuddin, *The Use of Group Work in Teaching Reading for the First Year Students of MAN Pamekasan*, (English Departement, IAIN sunan Ampel, 2009),9

² David Nunan. *Practical English Language Teaching*. (Singapore: The Mc Grow Hill Company, 2003), 68

³ Harris Albert J. 1962. *Effective Teaching of Reading*, (New York: David McKay Company),35

Reading is central to the learning process. Nawawi stated that by reading activity, people may gain important information that is not presented by teachers in the classroom, and he added that the reader is an active participant who has an important interpretive function in the reading process.⁴ It means that in the cognitive model, people as readers are more than passive participants who get information while an active text make itself and it is meanings known to them.

In addition, Depdiknas as quoted by Ainy stated that:

Reading in wide meaning is a process of formulating the text in critical and creative way that is aimed to get comprehension about the text, the value, the function, and the impact of text itself, and also to get message and information that is hand-over by the researcher through written form.⁵

It means that reading is a process which develops a text critically and creatively in order to the reader can understand content of the text that delivered by the writer.

Sulaiman also stated that “any component of an English language course has goals, for building knowledge of language which will facilitate reading ability, taking a critical stance to the contents of the texts, etc.”⁶

According to Sulaiman, there are some goals in English language; they are

⁴ Bagus Nawawi's thesis Under grade, (Medan:Unimed),2

⁵ Depdiknas, Kurikulum 2004: Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah (Jakarta: Depdiknas, 2003), p. 10 as cited in thesis jiptiain—ainyyuliat.(pdf),12

⁶ Hesham Suleiman, *Teaching Reading Comprehension to ESL/EFL learners*, (Riyadh: The Reading Matrix, 2005),147

to develop language's knowledge to help reading ability, make content of the text be critically, etc.

From some the definitions of reading above which are appropriate the research is Depdiknas' definition and Sulaiman, because in this research about critical reading and to improve reading comprehension of the text.

2. The Importance of Reading

Reading is one of the most important skills in learning language besides listening, speaking, and writing. According to Damian, reading is “an activity that involves greater level concentration and gives conversational skill to reader.”⁷ It acquired a lot of knowledge. Besides, reading can improve students' attention span and comprehension.

In general, there are two reasons why reading is important in daily life:

- a. Reading will help to achieve some clear aim or information.⁸ It means that reading is one of the ways to get information.
- b. Reading is needed for career, for study purposes, or simply for pleasure.⁹ Teacher or students reads a book to improve their knowledge and people read comic, magazine, or novel for pleasure.

⁷ Damiansofsian, <http://ezinearticles.com/?the-importance-of-reading&id>. (accessed on September 15th 2013)

⁸ As cited in thesis of Ainy (Surabaya: IAIN Sunan Ampel), 14

⁹ Jeremy Harmer, *How to Teach English*, (Longman: Pearson Education Limited), 99

For language teaching, reading is useful for language acquisition.¹⁰ It can help to improve students' English ability. Brown said that "reading competence is important because it underlines success in all areas of study in high school, but it is essential to personal enrichment and development of intelligent citizenship".¹¹ It means that increasing the ability of reading indicates a student's success in other subject areas. If their reading is good, others must be good too.

In addition to that Nuttal states that "reading can be used to improve their language components."¹² It means that by reading, the students may improve their language skill, such as their grammar and vocabulary.

So, reading is important daily life. By reading we can get pleasure, we can get information and more knowledge. Beside it, in language teaching reading is useful for language learning or to develop intelligent of citizenship.

3. Reading Assessment

In teaching reading process, the teachers measure their students' level of achievement through assessments. According to the U.S. Department of Education, reading assessment is a tool that schools use to measure the reading and comprehension skills of students at various grade levels.

¹⁰ Jeremy Harmer, *How to Teach English...*,99

¹¹ Brown, et al. *Teaching Secondary Language: Alternative Approach*. (Ohio: Newburry House Publishers Inc, 1970.)161

¹² Nuttal, C. *Teaching Reading Skills in a foreign language*. (Macmillan Heneman,1996),30

Generally, reading-assessment tests require students to read certain passages of text and then answer questions based on what they have just read¹³.

In addition according to Penn, teachers use assessments in reading to make sure students are making measurable progress.¹⁴ It means that reading assessment is done to evaluate the students' progress.

According to Denny, the kinds of reading students do in assessment tests are:¹⁵

- a. Sight word reading: reading words of increasing difficulty until they become unable to read or understand the words presented to them. Difficulty is manipulated by using words that have more letters or syllables, are less common and have more complicated spelling–sound relationships.
- b. Nonword reading: reading lists of pronounceable nonsense words out loud. The difficulty is increased by using longer words, and also by using words with more complex spelling or sound sequences.
- c. Reading comprehension: a passage is presented to the reader, which they must read either silently or out loud. Then a series of

¹³ As cited in <http://www.englishclub.com/reading/test.htm> (accessed on february, 8th 2014)

¹⁴ Sharon Penn as cited in http://www.ehow.com/about_6389099_reading-assessment-definition.html (accessed on February, 7th 2014)

¹⁵ Nelson-Denny *reading test: well above chance for university students". J Learn Disabil* **43** (3): 244–9

questions are presented that test the reader's comprehension of this passage.

- d. Reading fluency: the rate with which individuals can name words.
- e. Reading accuracy: the ability to correctly name a word on a page

Reading test evaluates how well the students understand what they read in English, because it shows how well the students comprehend it.

4. Effectiveness of Learning

Theoretically, the best way to evaluate learning effectiveness is to measure improvement on achievement tests.¹⁶ The other alternative for measuring learning effectiveness is via student perception. According to Seldin, a research shows that these are the most widely used source of information for evaluating teaching effectiveness.¹⁷ Bloom and Gagne said that “the effectiveness of any educational program can only be sensibly assessed in the context of its learning goals.”¹⁸

Learning effectiveness is measured by a combination of standard items and intervention-specific items. There are two standard items:

- a. Contribution to learning: how much did the (learning activity) contribute to your in the course?

¹⁶ As cited in Sindre Moody, *Evaluating the Effectiveness of Learning Interventions*, (Melbourn: Monash University), 1

¹⁷ As cited in Sindre Moody, *Evaluating the Effectiveness of Learning Interventions...*, 2

¹⁸ As cited in Sindre Moody, *Evaluating the Effectiveness of Learning Interventions...*, 2

- b. Relative effectiveness: how effective was your learning from the (learning activity) compared to other learning activities in the course?

There are two concepts for learning effectiveness:¹⁹

- c. Short term learning (internal validity): was the course successful in achieving its stated learning goals? This relates to the effectiveness of the course as a standalone unit of education.
- d. Long term learning (external validity): did the course contribute to the student's overall learning experience? This addresses the issue of relevance—a course may be effective in achieving its learning goals, but the learning goals themselves may have little long term value.

Chasin says that, “the result of the evaluation can be used to make changes to the learning process in order to improve learning effectiveness.”²⁰ In general, according to Seldin quantitative items (numerical scale based questions) are almost useful for evaluation purposes, while qualitative items (open ended questions) are almost useful for improvement.²¹

¹⁹ As cited in Sindre Moody, *Evaluating the Effectiveness of Learning Interventions...*, 4

²⁰ As cited in Sindre Moody, *Evaluating the Effectiveness of Learning Interventions...*, 5

²¹ As cited in Sindre Moody, *Evaluating the Effectiveness of Learning Interventions...*, 5

Below is theoretical model of learning effectiveness process.²²

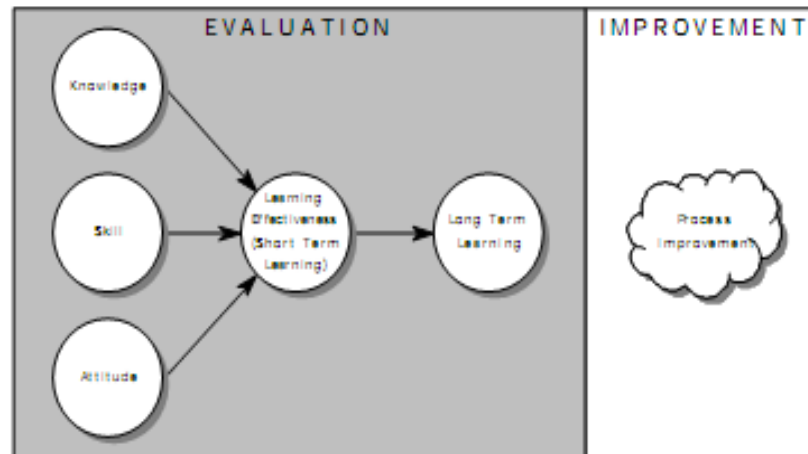


Figure 2.1

5. Method and Technique

There are two elements in learning, they are method and technique. However, both of method and technique has different in learning. Below will be explained more:

a. Method

According to Sudjana, method is the way that used by the teacher to relate the students in learning process.²³ Sutikno also said that “method are procedures of providing subjects that used by the

²² As cited in Sindre Moody, *Evaluating the Effectiveness of Learning Interventions...*, 7

²³ Nana sudjana, *Definisi strategi, metode, dan teknik pembelajaran*, (2005), 76

teachers, so that learning progress to the students can raise the goal.²⁴ So, method in learning involves procedures, systematic, logic, planned, and activities to achieve the goal.

According to Purwadarminta, there is some method in learning process:²⁵

- 1) Speech
- 2) Demonstration
- 3) Discussion
- 4) Stimulation
- 5) Laboratorial
- 6) Field experience
- 7) Brainstorming
- 8) Debate
- 9) Symposium, etc.

b. Technique

According to Brown, technique is the specific activities established in the classroom which is consistent with the method as

²⁴ Sutikno as cited in <http://jaririndu.blogspot.com/2012/09/pengertian-pendekatan-metode-teknik.html> Pengertian Pendekatan, Metode, Teknik, Model, dan Strategi Pembelajaran (accessed on February, 6th 2014)

²⁵ Purwadarminta. *Beda Strategi, Model, Pendekatan, Metode, dan Teknik Pembelajaran*. 2008

well.²⁶ Technique in learning is how the teacher can manage a condition that is specific.²⁷ It means that the technique can change based on interaction condition the students and the teacher.

According to Vika, in learning there are five techniques in teaching reading:²⁸

1) Preview

Preview the text to be read by skimming it. Skimming is the technique of allowing the eyes to travel rapidly over a page, stopping here and there to register the main idea. When skimming, the students should follow the procedure below, adapting it to your purpose:

- a) Read the title.
- b) Note the writer's name.
- c) Note the date and place of publication.
- d) Read the first paragraph completely.
- e) Read sub-headings and first sentences of remaining paragraphs.

²⁶ Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy Second Edition*, 14
²⁷ <http://www.differencebetween.com/difference-between-methods-and-vs-techniques/> (accessed on February, 7th 2014)

²⁸ Vika as cited in <http://www.scribd.com/doc/16632368/types-of-reading-and-reading-techniques> (accessed on February, 12th 2014)

2) Question

Effective reading is active reading. To turn reading from a passive into an active exercise, always ask questions.

To do this, it must be clear about the purpose of reading. If the students are reading a text which will be critiquing in detail, the questions will be different from those the students would ask if the students were reading a number of texts for background information.

Reciprocal Questioning is part this question technique in teaching reading. According to Muskingum, it is a very important part of Reciprocal Questioning is the depth in, which it is covered and implemented by the instructor.²⁹ In addition, Helfedt and Henk said that “Reciprocal Questioning is a technique that allows students to monitor their learning.”³⁰

²⁹ Muskingum College. *Reciprocal Questioning, Question to Increase Understanding and Reflective Questioning*. Center for Advancement Learning: Learning Strategies Database(1998) as cited in:<http://www.muskingum.edu/~cal/database/Question1.html> (accessed on February, 7th 2014)

³⁰ Helfedt, J.P., Henk, W.A. *Reciprocal Questioning: Answer Relationship An Instructional Technique for At-Risk Readers*. Journal of Reading(1990)., 33, 509-514.

Based on Rentas, reciprocal questioning is an interactive approach, which exemplifies to students that everyone has questions,³¹ because Reciprocal Questioning developed from the strategy of questioning and the method of self-questioning, which people use to analyze information and to improve study techniques.

3) Take note

Some reasons for taking notes are:³²

- a) to maintain attentiveness as you read,
- b) to focus your attention,
- c) to familiarize yourself with primary and secondary material on a given subject,
- d) to analyze the assumptions and rhetorical strategies of the writer,
- e) to provide you with a summary of the material.

4) Summarize

³¹ Jeanette Rentas, *Reciprocal Questioning Paper*, (Education 205), 5

³² <http://www.scribd.com/doc/16632368/types-of-reading-and-reading-techniques> (accessed on February, 12th 2014)

A summary is a collation of notes, recording the main points the writer makes. Making a summary from notes has two main benefits:

- a) It allows the students to test themselves on understanding of the material they have been reading - sometimes it is only when try to put the writer's ideas into their own words that they uncover difficulties.
 - b) It provides the students with a compact account of the text for further reference.
- 5) Review and reflect

To capitalize fully on the time the students have spent reading an article or chapter, it is important to review and reflect upon what the students have read. This enhances understanding and help to commit important facts and ideas to their long-term memory.

Here are some reviews and reflection exercises the students:

- a) Test understanding of the material by trying to answer preview questions without referring to the notes.
- b) The students write down the meaning and usefulness the material has for understanding other concepts and principles.

Indicate what other ideas the material substantiates, contradicts, or amplifies.

- c) Evaluate the text in terms of its informativeness, soundness of argument, relevance, and so on. If gathering material for an essay or report, decide which points the students want to use and think about how they can use them.
- d) The students start a reading text in which keep all reading, review, and reflection notes.

In short, method and technique in learning is difference. Method is procedures in learning process in the classroom, but technique is the implementation which occurred in the classroom. So, from the explanations above reciprocal questioning is a technique of the teaching reading.

6. The role of Technique in Teaching reading

In teaching reading, the role of teachers is important because they determine whether the reading lessons are successful or not. So, the teachers have to know how the role of technique in teaching reading in order to their students can be good readers.

According to Clarke and Silberstein:

It becomes the responsibility of the teacher to train students to determine their own goals and strategies for a particular

reading...to encourage students to take risks, to guess, to ignore their impulses to be always correct.³³

Teacher has the responsibility to push the students to have their own goal in learning and it is also the teacher responsibility to push the students not to be afraid to take risk, try to guess what they have learned and also to ignore their thought of being the correct one or to make they think that what they have done have no to be correct.

Smith stated that there are five roles in technique of teaching reading, they are:³⁴

a. Helping students to read

The teacher as facilitator and promoter in reading activity helps and encourages the students in order that they participate in the reading lessons

b. Providing a chance to learn

The students should be given an opportunity to read by themselves. They get their first chance to overcome some problems through reading text,³⁵ so that they understand what the problems in the text, then they can explain with their own words.

c. Teaching letters and words

³³ Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (Oxford: Oxford University Press, 1948), 10

³⁴ as cited in Thesis of Ainy, *The Use of Pre-Reading Activities to Increase Students' Reading Comprehension Achievement at 8th Grade Students of SMP Muhammadiyah 5 Surabaya*. (Surabaya: IAIN Sunan Ampel, 2011), 20

³⁵ Ainy, *The Use of Pre-Reading Activities to Increase Students' Reading Comprehension Achievement at 8th Grade Students of SMP Muhammadiyah 5 Surabaya...*, 21

In reading activity, the students find out letters and new words of the text. It is difficult to memorize new words or letters in the text. So, teacher has to know how to help the students remember new words and letters more easily using appropriate technique.

d. Discouraging the guess

Teacher should be able to increase the students' motivation to read critically by predicting and identifying unfamiliar words where the students comprehend the reading material.

e. Creating interesting and meaningful reading activities

The teacher has to make the good atmosphere in the classroom, because the students like something which can make them interested to follow. This is one of important thing to teach technique reading. If the students are interested, it can influence their reading comprehension.

7. Reciprocal Questioning

Reciprocal Questioning is part of reciprocal teaching. Arends states that reciprocal teaching refers to an instructional procedure developed to

teach students in comprehending text by applying four techniques: predicting, question generating, clarifying, and summarizing.³⁶

Tomitch calls this technique “ReQuest” which stands for Reciprocal Questioning.³⁷ The questions provide students with a purpose for reading. The technique is motivating for the students because they had become accustomed to the routine of answering comprehension questions prepared by the text writer.³⁸ ReQuest technique can help the students to construct meaning from text as well as means of monitoring their reading to ensure that they understand a text.

Generating questioning required the students to ask questions about the material. Rosenshine and Meister stated that “they are encouraged to identify key ideas of a text and connect them to their prior knowledge”.³⁹ It means that when the students make questions, they have to identify the kind of information that is significant enough to provide the substance for a question. The students ask this information in question form to ensure that they can answer their own question. The teacher and the students discuss if none of the answer for the students’ questions could be found in

³⁶ As cited in Fenty Andriani, *The Implementation of Reciprocal Teaching as a Strategy in Teaching Reading Narrative text to the 8th Grade students of SMPN 1 Babat Lamongan*, (Language and Arts Faculty: UNESA 2009), 17

³⁷ M. L Tomitch, *Designing Reading Tasks to Foster Critical Thinking*, (Ilha do Desterr 38 2000), 83-90

³⁸ M. L Tomitch, *Designing Reading Tasks to Foster Critical Thinking...*, 18

³⁹ As cited in Fenty Andriani, *The Implementation of Reciprocal Teaching as a Strategy in Teaching Reading Narrative text to the 8th Grade students of SMPN 1 Babat Lamongan*, (Language and Arts Faculty: UNESA 2009), 19

the text, this generated more discussion as tried to guess the answers form the issue discussed in the text. According to Correia identifying the texts should be an essential part of a reading lesson aimed at developing critical reading.⁴⁰

According to Huckin:

To discuss the questions students have to rely on their own experience as readers of the text in their language as they familiar with the language and genre of the text. Typically the information presented first will be interpreted by most readers as more important and whatever appears last will be considered least important.⁴¹

One purpose for this technique is to help students read more critically and consider whether the text is meant to inform, influence, or merely entertain readers. So, it eases the students to more understanding the text.⁴²

The advantages of using reciprocal questioning in teaching reading for the students according to Palincsar and Brown, are:⁴³

- a. Students are provided a window into the thinking of proficient readers as they problem-solve their way toward meaning;

⁴⁰ Correia, R, “*Encouraging Critical Reading in the EFL Classroom*”(PDF) English Teaching Forum (Brazil, 2006), 18

⁴¹ N. T Huckin, Critical Discourse Analysis. In *Functional Approaches to Written Text: Classroom applications*, ed. T.miller. (Washington Dc: US Information Agency 1997),p.78

⁴² Correia, R, “*Encouraging Critical Reading in the EFL Classroom*”(PDF) English Teaching Forum (Brazil, 2006), 19

⁴³ Palincsar, A. & Brown, A. (1984) Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities. *Cognition and Instruction*. 1(2), 117-175.

- b. Students are conditioned to approach reading as an active and strategic process;
- c. Students learn behaviors that will help them become more independent readers, capable of handling increasingly sophisticated material.

According Voorhis, there is some questions that focus on thinking skills and are intended to increase student understanding of information.

The questions are divided according to the cognitive skills they target:

- a. Observing and recalling

Questions about what did/do feel, see, hear, remember, noticed, and found out. For example; what did/do you feel...? And what do you remember about?

- b. Relationships, summarizing, organizing, and retelling

Questions that the answers can an explanation, summary, or retell what had read or seen. For example; tell me in your own words how...? And what things/events lead up to...?

- c. Predicting, inferring, and anticipating

Questions that the answers opinions or predictions what the next step. For example; what do you think are some reasons/causes that...? And judging from the title/picture is going to happen?⁴⁴

Based on Voorhis's cognitive skills questions, the question's example of Reciprocal Questioning based on "My Mother" text:

- a. Why the writer loves her mother?
- b. How is the character of her mother?
- c. What is the reason the writer never reject mother willing?

8. Descriptive Text

There are many kinds of text that students have to be mastered in Senior High School. One of them is descriptive text. Descriptive text is recognized well in teaching reading to the tenth grade students. Below will be explained more descriptive text, the definitions, generic structure, language feature, and the purpose of descriptive text.

a. Definition of descriptive text

According to Anderson and Anderson, descriptive text describes particular person, place, or things.⁴⁵ It means that descriptive text is designed specially about a person, a place, or things. They also stated

⁴⁴ Judy Van Voorhis (Education Department, Muskingum College) as cited in <http://www.muskingum.edu/~cal/database/general/question1.html> (accessed on Friday august 30th 2013)

⁴⁵ Mark Anderson and Kathy Anderson, *Text Type in English III*, (Sidney: MacMillan, 1998), 26

descriptive text to tell about the subject by describing its feature without including personal opinions.⁴⁶

Wishon and Burks stated that descriptive text provides sense of opinions, for instance smell, sound, feel, look, of things.⁴⁷ It means that by reading a descriptive text, the reader can get similar ideas when the readers see certain objects directly with their senses.

In addition, according to Pardiyono, descriptive text gives descriptions from the living or non-living things to the reader.⁴⁸ In other words, the text can tell an object that is still alive and not. Moreover, Clouse added that description gives a significant point of view because it transforms our feeling and extends our experiences.⁴⁹ It means that description is telling about something or someone particularly which bring the reader's perception change and spread the reader's knowledge widely.

b. The generic structure of descriptive text according to Bamanti and Oktaviani:⁵⁰

1) Identification

It is generic part of paragraph which introduces or identifies the character.

⁴⁶ Mark Anderson and Kathy Anderson, *Text Type in English III...*, 26

⁴⁷ George E. Winshon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), 128

⁴⁸ Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing*, (Yogyakarta: Andi Yogyakarta, 2007), 33

⁴⁹ Barbara, *Fine Clouse, The Students' Writer*, (New York, The Mc-Graw Hill companies, 2004), 142

⁵⁰ Ikhsan Bamanti dan Rizki Dwi Okataviani, *Ringkasan Teori & Evaluasi Bahasa Inggris SMA/MA*, (Jakarta: Grasimndo, 2011), 50

2) Description

It is a part of paragraph which describes the character.

c. Language features of descriptive text are:

1) Descriptive often uses adjectives, numbering, and, classifying.

For example; is really cool, it has very thick fur, etc.

2) Tense which is often used is simple present tense. However,

sometimes it uses past tense if the thing to be described doesn't exist anymore for example; go, fly, cook, etc.

3) Descriptive text uses thinking verbs (believe, think, etc.) and feeling verbs (feel)

4) Descriptive text also uses adverbs to give information about character or adjective that explained. Example; it is extremely high, it runs definitely past, etc.

d. The purpose of descriptive text

Fink et al said that the purpose of description is to imagine the reader by using a picture of a person, subject, or setting.⁵¹ It is allowed by using picture, so that the reader can visualize it.

According to Febriani the purpose of the descriptive text is to get the reader imagine within the story to get pleasure and

⁵¹ Lila Fink, et al, Choices a Text for Writing and Reading, (new York: Little, Brown and Company Limited, 1983), 41

information.⁵² Generally, the purpose of descriptive text is to describe something, someone, a place, animal, or plants specifically.

Below is an example of a descriptive text:⁵³

My Mother	Title
Every people certainly have a mother. Because people was born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. I love you, mom.	Identification
My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person.	Description
She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.	

⁵² Nurulia Dwi Febriani, *Improving Reading Comprehension Through Reciprocal Teaching Technique (A classroom action research at the first year of MTs Hidayatul Umam, Cinere, Depok)*, (Departement of English Edcation Faculty of Tarbiyah and Teachers' Training "Syarif Hidayatullah" State Islamic University: Jakarta, 2011),17

⁵³ <http://www.belajarbahasainggris.us/2012/02/teks-descriptive-descriptive-text.html> (accessed on friday agust 30th 2013)

B. Previous Studies

1. Afida conducted a research in SMK Diponegoro Salatiga which was aimed to know whether reciprocal questioning technique can improve students' reading comprehension or not, what happens if reciprocal questioning technique is used in teaching reading practices, and the strengths and weaknesses of reciprocal questioning technique when it is used to teach reading. The result shows that, the students were more highly interested and interactive in making reciprocal questions in all types of questions. Based on t-test, it could be concluded that there was significant improvement when the researcher used pretest and posttest.⁵⁴

The similarity between Afida's research and this research is both are focusing in technique teaching and used t-test as instrument of the research. Both of the research has the different, the research used CAR and this research used experimental research.

2. Nudzila conducted a research in SMA Negeri 13 Surabaya and the result of her research is the score of the exercises showed that their ability in understanding narrative text has improved. It briefly the exercises using

⁵⁴AniAfida, *Improving students' reading comprehension using reciprocal questioning technique (a classroom action research in SMK Diponegoro Salatiga in 2007/2008 academic year)*. Journal thesis (Surakarta - PascaSarjana– 2008) accessed on april 2nd 2013

reciprocal teaching was done in every meeting of each cycle and it is successfully improve in English reading of narrative text.⁵⁵

The similarity between Nudzila's research and this research is the technique that used, but the different of this research is the method. The researcher used CAR and this research used experimental research.

3. Novansa conducted a research in SMA 3 Lumajang and the result of her research is the post test showed that there were differences in mean score between experimental group and control group. It means that the students of the two groups had different of achievement after the treatment was given. Students' score in experimental group were increasing. It briefly described the experimental group is successfully improve in reading' ability.⁵⁶

The similarity between Novansa's research and this research is both are focusing in teaching reading and the used of experimental research. Yet, the difference is the technique in teaching reading.

4. Febriani conducted a research in MTs Hidayatul Umam, Cinere Depok and the result is the students could improve their reading comprehension through reciprocal teaching technique. To improve the students' reading

⁵⁵ Rizqy Amanatul Nudzila, *Using Reciprocal Teaching to Improve Reading Skill of Narrative Text of the Tenth Graders at SMA Negeri 13 Surabaya*, (Language and Arts Faculty UNESA 2010)

⁵⁶ Sukmalia Yashinta Novansa, *The Implementaion of Reading Aloud Test in "Reading Comprehension" on the Grade XI Class Students of SMA Negeri 3 Lumajang*, (English Education Department Faculty Of Tarbiyah State Institute For Islamic Studies Sunan Ampel Surabaya 2012)

comprehension of descriptive text, the teacher and the students work cooperatively by the steps of reciprocal teaching technique.⁵⁷

The similarity between Febriani's research and this research is both focusing the technique in teaching reading descriptive text. Yet, the difference is the method of the research, this research uses experimental research and the research used CAR.

5. Whalon conducted a research in Florida and the result is children with autism increased frequency of question generation and responding using a story map framework. In addition, two participants increased their performance on standardized comprehension measures. Social validity data indicated children with autism and their general education peers enjoyed the intervention, and the parents perceived a change in their child's language, reading fluency and reading comprehension skill.⁵⁸

The similarity between Whalon's research and this research is both focusing in reciprocal questioning technique and teaching reading and using experimental research. But, the difference is the subject of the research, the researcher research children with autism and general education peers.

⁵⁷ Nurulia Dwi Febriani, *Improving Reading Comprehension Through Reciprocal Teaching Technique (A classroom action research at the first year of MTs Hidayatul Umam, Cinere, Depok)*, (Departement of English Education Faculty of Tarbiyah and Teachers' Training "Syarif Hidayatullah" State Islamic University Jakarta, 2011)

⁵⁸ Kelly Whalon, *The Effects of A Reciprocal Questioning Intervention on the Reading Comprehension of Children with Autism*, (Florida: College of Education, 2004)

6. Rochimah conducted a research in SMP 13 Surabaya and the result is there is an increasing in students' comprehension skill. This can be seen from the result of students' assessment in the end of the research. All the students can reach the standard minimum score. Thus, the second cycle is considered as the last cycle.⁵⁹

The similarity between Rochimah's research and this research are both focusing in teaching reading. Yet, the difference is the technique of the research. This research used ReQuest technique and the research used summarization technique.

7. Yuliatuzzahrah conducted a research in SMP Muhammadiyah 5 Surabaya and the result is pre reading activities can increase students' reading achievement and the most effective of pre-reading activities in vocabulary.⁶⁰

The similarity Yuliatuzzahrah's research and this research are both focusing in teaching reading. But, the difference is the method of the research. This research used quantitative method and the research used descriptive qualitative method.

⁵⁹ Rochimah, *Using Summarization as a Technique of Teaching English to Improve the Students' Reading Comprehension to the Seventh Grade of SMP 13 Surabaya*, (Surabaya: IAIN Sunan Ampel 2009)

⁶⁰ Ainy Yuliatuzzahrah, *The Use of Pre-Reading Activities to Increase Students' Reading Comprehension Achievement at 8th Grade Students of SMP Muhammadiyah 5 Surabaya*, (Suarabaya: IAIN Sunan Ampel 2011)

8. Diana conducted a research in SMA Muhammadiyah 2 Sidoarjo and this result is success to improve reading comprehension. Students' scores which under SKBM is decreased in each cycle. The percentage of students who are able to master reading increased in each cycle and exceeded the criteria of success. So the research had finished in the second cycle.⁶¹

The similarity Diana's research and this research are both focusing in reading comprehension. Yet, the difference is the method of both researches. This research used experimental and the research used CAR.

9. Arifin conducted a research in SMP Al-Wachid Surabaya and the result is the students can improve their ability in understanding English reading by using SAVI approach. Students' score in every cycle increased from 70,41 to 75,41 and from 75,41 to 81,66.⁶²

The similarity Arifin's research and this research are both focusing in teaching reading. The difference is Arifin's research used SAVI approach and CAR research, but this research used ReQuest technique and experimental research.

⁶¹ Heny Kuncah Diana, *The Implementation of STAD Modelled-Cooperative Learning to Improve Reading Comprehension at X-9 in SMA Muhammadiyah 2 Sidoarjo*, (Suarabaya: IAIN Sunan Ampel 2011)

⁶² M. Bustanul Arifin, *The Use of Somatic, Auditory, Visual, Intellectual (SAVI) approach to improve students' Ability in Understanding English Reading in the 8th Grade of SMO Al-Wachid Surabaya*, (Surabaya: IAIN Sunan Ampel 2012)

10. Fauziah conducted a research in SMP Bilingual Terpadu Krian and the result is the students can improve their ability in understanding reading ability by using Brochure⁶³.

The similarity Fauziah's research and this research are both focusing in reading descriptive text. Yet, the difference is this research uses ReQuest technique and the research used Brochure media.

⁶³ Ninis Fauziah, *Using Brochure as a Media in Teaching Reading Descriptive Text among the 8th grade students of SMP Bilingual Terpadu Krian*, (Surabaya: IAIN Sunan Ampel 2012)