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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. The Nature of Reading

Reading is a language skill that is very important for the students to master. By mastering this skill, students are expected to be able to understand and comprehend any text they read. Furthermore, many researchers gave many arguments about definition of reading and comprehension of reading. Before discussing the definition of reading comprehension, the researcher should begin from knowing what comprehension involves and how it relates to the entire reading process. According to Gibbons (1991:51) reading is a process of getting the meaning from printed text. It means there is an interaction between the author and the writer who delivers her/his ideas to the readers through the texts. It is also a thinking process of transferring printed letters into meaning in communicating of message between the writer and the readers. To this end, readers have to grasp ideas from the text based on their background knowledge about the texts. The readers also should pay good attention to supporting ideas in the text. This is very useful for the readers to understand the whole content of the text. Therefore, the readers should be critically active to get any information from the text.

Elizabeth S. Pang (2003: 14) states that reading is a skill that empowers everyone who learns it. It means that they are able to benefit from the store of knowledge from printed materials and, ultimately, to contribute to

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that knowledge. Good teaching enables students to learn to read and read to learn. Comprehension is the process of deriving meaning from reading text. It involves world knowledge (vocabulary) as well as thinking and reasoning.

Moreover, Beatrice S. Mikulecky (2008:1) mentions that reading is a conscious and unconscious thinking process. It means that the reader applied many strategies to reconstruct the meaning that the author assumed to have intended. The reader did this by comparing information in the text with his or her background knowledge and prior experience. After all, reading is the basis of instruction in all aspects of language: using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer-assist language learning programs. Reading instruction, therefore, is an essential component of every second-language curriculum. Understanding some important facts about reading, literacy, and teaching methods is essential for providing effective instruction in reading.

2.2. Reading Comprehension

Rupp (2008: 57) mentions that reading comprehension is a complex, interaction and integration which require effective interaction of multiple mental components for the creation of multiple mental representation of text. In other words, reading comprehension is a complex activity that must be done effectively, in an attempt to get the necessary information stated in the text.

Moreover, Linse (2005:71) states reading comprehension is an ability to understand a text. The readers do not only read the text but also

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understand what the text talked about. This activity needs adequate knowledge to attain the information for the messages within the text. Reading and comprehension are is two inseparable things. When readers loose one of these elements, they would not get good comprehending yet.

2.3.Purposes of Reading

Nunan (1999: 251) suggests seven main purposes of reading:

1. To obtain information for some purposes and for some interesting topics.
2. To obtain instructions on how to perform some task for course work or for daily life.
3. To act in a play, play game, and do puzzle.
4. To keep in touch with friends by correspondences.
5. To know where and when something will take place and what the text is talking about.
6. To know what is happening or has happened as reported in newspapers, magazines, reports, etc.
7. To read for enjoyment or excitement.

The statements above show that readers can get new information and knowledge from the reading text.

2.4.Teaching Reading

According to Nunan (2003: 68), teaching reading has at least two aspects. First refers to teaching beginners learning to read for the first time. Second refers to teaching learners who already have reading skill in their first language. It means that the readers are demanded to read a lot so that they can

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improve their reading skill. There are two important aspects readers should have. Teachers must know and understand these two important aspects to make their students have a good skill in reading.

Moreover, Richards (2002: 273) states that reading receives a special focus in teaching. There are three reasons for this: First, many foreign language students often have reading as one of their most important goals. Second, written text serves various pedagogical purposes. Third, reading is a skill which is required very much by students to get information and knowledge to be used for other purposes.

2.5. Assessment of Reading Comprehension

One of the most important goals in teaching reading is to test the ability of students in comprehending texts. According to Klinger et.al (2007), assessing comprehension is fraught with challenges, because it might be difficult to determine how many students really understand the text, and what they are actually thinking. It means that traditional measures tend to focus only on straight recall or literal understandings. Reading comprehension assessment has different purposes. One is to compare students' comprehension levels with those of in a sample group. Another is to find out if students have met reestablished criteria for their grade level. Still another purpose is to inform teachers how effective the reading comprehension technique they use. The terms 'assessment' and 'evaluation' are often used interchangeably by teachers, but assessment really refers to the process of collecting information from learners (e.g., obtaining test scores, work samples) while evaluation

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means looking at that information and making some decisions in relation to instructions. Similarly, Westwood (2008) states that the main functions of assessment are:

1. To enable a teacher to evaluate the effectiveness of his teaching technique, to make any necessary modifications to technique of delivery, and learning activities,
2. To identify students who still have difficulties in mastering the course content, and thus need additional help,
3. To provide students with information if they are to be transferred to another school or to a special education,
4. To be accountable to parents by providing them with evidence of their child's learning,
5. To match with government education authorities by providing hard evidence of achievement levels,

In teaching reading comprehension, an English teacher needs to assess his students' competence in reading comprehension. In this research, the way of assessing reading comprehension of the students is by using Reciprocal Teaching Technique. A reading text is usually provided with some questions to be answered by students. The benefit of this assessment is to measure the effectiveness of the Reciprocal Teaching Technique.

Generally, the assessment applied in the research was based on the basic indicators in arrangement of reading text. There are five indicators that the researcher applied in assessing the student; the indicators are

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general idea, specific information, textual reference and word meaning. Those indicators would represent the students' ability in comprehending the reading text.

2.6. Reciprocal Teaching Technique

The term 'Reciprocal Teaching Technique' was firstly developed by Palincsar (1984) and later by Palincsar and Brown in (1984). State that Reciprocal Teaching Technique is an instructional activity in the form of a dialogue between teachers and students regarding segments of text (Palincsar and Brown, 1984). The dialogue is structured by the use of four strategies: predicting, questioning, clarifying, and summarizing. The teacher and students take turns assuming the role of teacher in leading this dialogue. This technique is aimed to facilitate a group of effort between teacher and students as well as among students in the task of bringing meaning to the text.

Brown in Klinger, Vaughn, and Boardman (2001: 131) says that Reciprocal Teaching Technique is based on the Vygotsky's theory of ZPD (Zone of Proximal Development) which focuses on improving students' skills and knowledge with guidance through interactions in the classroom. Klinger, Vaughn, and Boardman (2001: 131), also define the Reciprocal Teaching Technique as an instruction that is developed to help students decode the language but have difficulty in comprehending the text. It means that the Reciprocal teaching is a model or technique in teaching reading comprehension which allows students to share their experience and idea relate to their thinking about the text they had read.

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Bouchard (2005) states that Reciprocal Teaching Technique brings the students to different point of view and then, leading to a cooperative learning in which the students learn to take on the role of a teacher. They would draw questions, predict the unseen things, clarify challenges, and summarize about the text to monitor and improve their own comprehension. Reciprocal Teaching Technique benefits not only for students, but also give teachers a sense of skill with positive student background knowledge feedback from the text content. Palinscar & Brown (1984), State that the developers discovered that students who were taught Reciprocal Teaching Technique, and who were involved in the teaching routine and to made significant gains in comprehension in a relatively short time.

According to Oczkus (2003), there are some goals of Reciprocal Teaching Technique:

- a. Using four strategies to improve comprehension.
- b. Scaffolding instruction of the strategy by modeling, guiding, and applying the strategies.
- c. Guiding student to become Meta cognitive and reflective in their strategy use.
- d. Helping students to monitor their reading comprehension.
- e. Using social nature of the learning to improve and scaffold reading comprehension of students.
- f. Providing instruction through a variety of classroom setting – whole group, guided reading groups and literature circle.

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As mentioned before, Reciprocal Teaching is an instructional activity in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: predicting, questioning, clarifying, and summarizing. The teacher and students take turns assuming the role of teacher in leading this dialogue. Through clarifying, the students reread the texts and interaction with other class members to gain important information about the text. By asking questions students explore deeper into the content of the text. Students use their experiences and prior knowledge to generate predictions. With summarizing, the student develops critical thinking skills.

2.7. Reading Technique of Reciprocal Teaching Technique

Klinger, Vaughn, and Boardman (2001: 131) claim that in Reciprocal Teaching Technique the students learn to use the four reading strategies/technique. They are prediction, clarification, question generation, and summarization. Students apply these strategies while they are discussing text with the teacher and their peers. Here is the explanation of those four strategies.

1. Predicting

Predicting is a strategy that involves finding clues in the structure and content of passage about what will happen next in the text. Students must active their background knowledge that relates to the topic in the text. For example, students can use the title and some clues in the text to guess what

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the text about is and what the next in the text. Students will share and discuss their predictions with their group.

2. Clarifying

Clarifying involves understanding something that is not clear when there is failure in comprehension and taking steps to restore meaning. In this step, students learn how to be prepared in reading text that they do not understand. If students find a word which they do not know its meaning, they will define the word by reading the sentence or relate it to the topic. Students also learn defining words of reference like it, them, they, which, that and them which may signal the meaning of unfamiliar word.

3. Question Generating

Question generating is erecting important information, rather than unimportant details. It mean that the students learn how to find important information by using questioning words like who, what, when, where, how and why. Students try to comprehend a text by asking questions about the main idea from the passage, and questions about important details.

4. Summarizing

Summarizing is identifying and integrating the most important information in the text. Students are taught to make one or two sentence which tells the most important ideas contained in a paragraph or a text. Students are instructed to put the topic sentence of the paragraph. If there is no topic, students are taught summarizing by combining the sentence that they have underlined which containing the most relevant ideas. Then

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students are asked to place the most important details to support the topic sentence and delete unimportant information. Finally, students are instructed to find out the main idea and supporting details in their own words. In this case, teachers have three primary responsibilities during a Reciprocal Teaching Technique session, they are:

1. Before reading, activate prior knowledge of words of ideas students will encounter during reading.
2. During reading, the teacher monitors, guides, and encourages individual or groups in their use of the four (predicting, questioning, clarifying, summarizing.).
3. After reading, the teacher encourages students' reflection and asks students to share strategy help them the most and why. Reciprocal teaching is one instructional activity teachers use to engage students in discussion about confusing segments of text with the purpose of gaining meaning from the text and self-monitoring.

This instructional approach is designed to focus students' attention on four reading comprehension strategies: asking questions, clarifying what was read, summarizing the information, and predicting what might follow. There are four strategies used in reciprocal teaching: predicting, clarifying, questioning and summarizing.

2.8.Relevant Studies Dealing with Reciprocal Teaching Technique

Oczkus (2003), states that reciprocal teaching technique is applicable in the classroom because it uses four strategies to improve students reading

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comprehension that are related to students knowledge and skills. Also, in the classroom, the teacher may scaffold the instruction of the technique by modeling, guiding, and applying them. Moreover, Oczkus (2003) also mentions that Reciprocal Teaching Technique may help students to monitor their reading comprehension process by themselves and know their own development.

Bouchard (2005), states that Reciprocal Teaching Technique is particularly helpful for English language learners since it is an interactive strategy that promotes comprehension, monitoring and question generation. It means that the students could improve their reading comprehension ability because they have been taught reading strategies to be used and practiced before, during, and after reading.

Referring to Oczkus' and Bouchard' findings in their studies which mentions that reciprocal teaching strategy is the effective strategy in teaching reading that suits the learners' needs, so this strategy has to be conducted in the classroom. It means that necessary to apply the Reciprocal Teaching Technique to other institutions like university or a courses to see the whether the technique is effective in teaching reading or not.

As Bouchard (2005) mentions in the previous section, students' reading comprehension ability will be improved as they learn to take on the role of teacher. They will make questions, predict the unseen things, clarify challenges, and summarize about the text to monitor and improve

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their own comprehension. It means that the Reciprocal Teaching Technique could be practiced to improve students' reading comprehension ability whether the strategy itself uses four main strategies. First, the term predicting is related to the activity that allows the students to predict what the text would be connecting their background knowledge and the title of the text. Second, questioning would be used to improve their curiosity about the text and by making question would help them to comprehend the text. Third, the students would practice to identify the difficult parts of the text to make them understand what the real thing beyond the text. Fourth, the students' understanding would be tested through this activity. Referring to the opinions and theories about the Reciprocal Teaching and the students' reading comprehension achievement presented before, the researcher made a conceptual framework on the relationship between the Reciprocal Teaching and the students' reading comprehension achievement.

2.9. Understanding of Interest

Hidi (2006) defines interest as a unique motivational variable, as well as psychological state that occurs during interactions between persons and their objects of interest, and it is characterized by increasing attention, concentration and affect. It mean that Interest is one of a number of motivational variables that has been investigated in relation to student engagement and learning outcomes and one of factors which determines as attitude in working or studying actively.

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Alexander (1997) states that among the many conceptualizations of interest, the most common is to consider interest as a state and a disposition. It has been demonstrated that interest has both cognitive and affective (emotional) components. Hidi (2000) also distinguishes between individual and situational interest, with the former targeting personal interest and the latter focusing on creating appropriate environmental settings.

According to Wade et al. (1999) States that associate individual interest with “personal significance, positive emotions, high value, and increased knowledge”. It has also been equated with “intrinsic” motivation. Studies cited by Hidi & Baird (1988) state that cognitive performance as measured by many different indicators improved with personal interest. It means that typical indicators of interest were increased attention, greater concentration, pleasant feelings, and increased willingness to learn.

Hidi (2001) argues that interest is the monitor in establishing all of activities or information what we want or what we select and interest is associated with automatic attention that facilitates learning. More specifically, such attention frees cognitive resources and leads to more efficient processing and better recall of information, and Mc. Daniel, Waddill, Finstad and Bourg (2000), report that empirical data supporting this position. Finally, as interest undoubtedly has a strong emotional component, this aspect may play a critical role in how interest influences learning. The effect of emotions on interest, however, is yet to be fully investigated in educational research. It means that when we are interested in something, we

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are attentive and focused of object or activity that make us interest. The students will study regularly or effectively and they will success if they have a high interest.

Schraw, Flowerday, & Lehman (2001),state that situational interest refers to a psychological state elicited by environmental stimuli. It is characterized by focused attention and an immediate affective reaction. It means that the situational sources of interest in learning context may be particularly relevant for educators working with students who do not have performed individual interest in their school activities. Although differences exist between situational and individual interest, they are not dichotomous phenomena. First, both situational and individual interests include an affective component and culminate in the psychological state of interest. Focused attention, increased cognitive functioning, and increased and persistent activity characterize such a state. Second, investigators concede that both types of interest are content specific and emerge from the interaction of the person and aspects in the environment. Third, numerous researchers recognize that situational and individual interests may interact.

Hidi, Renninger, Sadoski, (2000) show that in the absence of the other, the role of individual or situational interest may be particularly important. It mean that the individual interest in a subject may help individuals deal with relevant but boring texts, while situational interest generated by texts may sustain motivation even when individuals have no particular interest in the topic. In addition, Mayer, Talbot & Stubblefield,

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(1998) Situational interest may develop overtime into individual interest it has been found that topic interest has both situational and individual components.(Bergin, 1999) says that topic interest may have an especially significant role in reading and writing in schools because students usually have to deal with text on the basis of topics provided by teachers.

According to Onyemerekeya (1998), teachers need to arouse the learners' interest in learning activities. This, they can do through positive interest, use of a variety of instructional materials, using a variety of questioning skills, especially higher order and divergent questions as well as active participation by the learners in class activities. He added that once aroused, efforts must be made by the teachers to sustain the interest. Such activities as projects, assignments, free and uninhibited interaction in the class can be useful for generating interest.

Ede (1999) suggests the following mechanisms for generating interest:

1. Showing your own interest/commitment to the topic.
2. Thinking of and use examples, analogies, metaphors, and models, which are suitable for the audience and the topic. If the material is unfamiliar, begin with several examples.
3. Using a mixture of modes of explaining but particularly the narrative mode.
4. Playing on the intellectual curiosity of the audience through the use of puzzles, problems and questions.

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The most important questions that rose in the literature on interest and reading concerned the influence of interest on readers' text processing and learning, the factors that contribute to readers' interest and the specific processes through which interest influences learning. Several studies by Schiefele, (1998) and Wade, Buxton & Kelly, (1999) demonstrate that personally interesting text segments and passages written on high interest topic sfacilitate children's as well as college students' comprehension and retention. Researchers have also demonstrated that interest affects the type of learning that occurs. Specifically, beyond increasing the amount of recall, interest seems to have a substantial effect on the quality of learning. Interest leads to more elaborate and deeper processing of texts. Furthermore, their research suggests that text differing in interest may affect the degree to which processing strategies benefit memory performance.

Schraw, Bruning, and Svoboda (1995) suggest that interest should be thought of as a complex cognitive phenomenon affected by multiple text and reader characteristic. A critical question is how the elicitation of interest leads to improved recall. One possibility is that interest activates text – processing strategies that result in readers being engaged in deeper-level processing. Wade, Buxton and Kelly (1999) report that the connections readers made between information and their prior knowledge or previous experience increased their interest. Sadoski, Goetz and Fritz (1993), suggest that interacting but separate cognitive systems (verbal and nonverbal) can explain the relationship among interest, comprehension and recall. It means that the

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interest is one of the psychological items which have an important role in human beings especially in education. Learning process will go well if someone has an interest. The students, who have an interest in learning a subject matter, will comprehend the material at a deeper level than the student who has not.

2.10. Kinds of Interest

The researchers have distinguished two types of interest that reflect distinct areas of research focus: individual/personal interest and situational interest.

a. Personal Interest

According to Hidi (2001) individual interest “develops slowly, tends to be long lasting, and is associated with increased knowledge and value”. It has also been equated with “intrinsic” motivation. It means that the personal interest comes from people themselves. Thus, a person’s interest can also be triggered by a visual stimulus such as a play object, or viewing a picture, an auditory stimulus such as hearing a conversation, or a combination of visual and auditory stimuli like a TV show.

b. Situational Interest

Schraw and Lehman (1995) state that “situational interest is a person’s current enjoyment, pleasure, or satisfaction generated by the immediate context. Hidi (2001) states that he has been an outspoken proponent of utilizing situational interest in motivating children in

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academic activities as opposed to utilizing individual interest largely because it tends to be impractical for teachers to develop individualized programs that match students' personal interest to the school curriculum. It mean that the situational interest is different from personal interest in term of the situational interest can be influenced by environment and it does not come from people themselves. Situational interest, in contrast of personal interest and it can change quickly and depends on the current situation.

2.11. Reading Interest

Syah (2003), states that reading interest means enthusiasm and high tendency of eagerness towards reading. It means the students tend to achieve the learning objective easily when they are interested in the materials. In teaching and learning process, teacher needs to stimulate students' interest in learning and reading the materials. A comfortable feeling will bring positive effect toward teaching and learning process. Eggen and Kauchak, (2010)state that the teachers can increase reading interest trough employing several strategies. It mean that development learning activities in reading that focus on real world applications, personalize content by linking topics to students' lives, promote high levels of students involvement, provide concrete examples, make logical and coherent presentations, and give students choices when the opportunity arises. It mean that the teacher is not only a person who facilitates the students to get knowledge, but also as a motivator who

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has to encourage students to do learning activities such as in reading activities and to provide all the material for those activities.

In addition, Gutrhe, et (2006:284) states that interest in reading is a motivational construct that has been described as a personal interest. It means that, in teaching and learning process, the teachers need to stimulate the students to be interested in reading the material. When the students have interested in reading materials, it will be easier for them to comprehend the text.

Ahira (2014) states that reading interest can be classified into three parts: They are eagerness, attention and responses. When the students read, they have eagerness and desire to know the content of text in their reading. They pay attention to text while reading and show good response on the reading activities. It means that the reading interest as good emotion, the students should have good emotion in reading, because it will be a factor to improve their reading. In reading process, they try to comprehend the text and respond the content of the text and take the moral value after reading. Hidi (1999), States that the connections for readers were made between information and their prior knowledge or previous experience increased their interest. It means that the readers have more information and background knowledge related to the text, it makes the readers interested in reading. Therefore, there is a connection between readers and interest.

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2.12. Nature of Descriptive Text

Descriptive text is one of genre reading text. The word descriptive can be defined as describing something. Patricia Mayer, (2005:33) state that a researcher in descriptive text uses details to tell how a subject looks, sound, smells, tastes, or feels. Moreover, the essay should make the reader respond to what he or she is reading meaning that she or he should consider as a writer and as a reader when want to write descriptive text. Furthermore, WasiDewanto, (2005:154) states that function of descriptive text is to describe a particular thing, place or person and kind of text uses the present tense and no conjunction. While, descriptive text also describes ideas and examples focused on a particular subject. It means that descriptive text focuses on subject to make clearly reader understands about it. While, descriptive text also describes ideas and examples focused on a particular subject. Both of them are similar that descriptive text focuses on subject to make clearly reader understand the text.

M.J. Ari Widayanti, (2010: 98) State that, generic structures of descriptive text include:

- a. Identification is a statement containing a topic to describe. In addition it can identify the phenomenon to be described.
- b. Description is the details of the description about the object mentioned in the identification. In addition, descriptive text describes the key features, such as:
 - 1) Parts/things look like physical appearance.

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- 2) Qualities, such degree, of beauty, excellence, or worth/value.
- 3) Other characteristics such, prominent aspects that are unique.

2.13. Related Studies

According to parmjit & Gurnamkaurisidhu (2006: 64), state that related research refers to research studies conducted by other researchers that are relevant to the present study. It means that related research can look at another research which had research done. This some related studies which are relevant to this study:

1. The study was conducted by Wulandari, Desi (2013) entitled The Use of Reciprocal Teaching Technique to Improve Reading Comprehension in Recount Text of the Eighth Grade Students of SMP 1 Jati Kudus in Academic Year 2012/2013. This study was conducted by using collaborative classroom action research. The subjects of this research were 34 students of grade VIII E at SMPN 1 Jati Kudus in the academic year of 2012/2013. This research was conducted in 2 cycles; each cycle comprised two meetings. The researcher found that the students' reading comprehension in recount text improved from cycle I up to cycle II. In cycle I, the average score of the reading comprehension in recount text is 79.5 as good categories with 28 students (82.35%) who could reach the KKM. In cycle II, the average score of reading comprehension in recount text is 89.1 as excellent category with 34 students (100%) could reach the KKM. Based on the result, the writer concluded that Reciprocal Teaching Technique can

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improve reading comprehension of recount text of the eighth grade students of SMP 1 Jati Kudus in academic year 2012/2013.

2. The research was conducted by Timothy D. Cooper (2008) entitled the effectiveness of Reciprocal Teaching Technique applied to human society and its environment and it is an exploratory study. This study used experimental research. This study was completed in two phases: the first of which was a triangulated mixed method approach involving Year 4 students and the second phase was a case study of the use of a modified RT approach with a Year 2 class. The Year 4 class was internally divided into two equivalent groups; the control group was taught by the class teacher in her traditional manner, and the experimental group was subjected to the RT process by the researcher. The quantitative data were analyzed using both descriptive and inferential methods and the qualitative data studied for emerging themes related to possible internalization of the skills involved in the use of RT. A pre-test/post-test method revealed that the experimental group suffered no disadvantage after exposure to the Reciprocal Teaching Technique process. Further, there was evidence of internalization of the RT strategies among the students of the experimental group. Later, a simplified version of the RT process (limited to use of the 'questioning' strategy) was applied to a Year 2 class as a case study.

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3. The research was conducted by Latipah Hanum Lubis(2011) entitled Using Reciprocal Teaching Method to Improve the Reading Comprehension Ability of the Second Year Students of MAN Model Jambi. This research was a collaborative classroom action research design. The subjects of this research were 30 students of grade XI IPA 1 at MAN Model Jambi in the academic year of 2010/2011. This research was conducted in 2 cycles; each cycle comprised four meetings. The result of the research showed that RT Method in teaching and learning reading comprehension was effective in improving the students' reading comprehension ability. The improvement was indicated by the increase of the students' average score throughout the cycles of action that was 53.00 in the preliminary study; 59.6 in the test of Cycle 1; and 64.5 in the test of Cycle 2. Besides, students were motivated and active in the class using the method in terms of learning to work together and to help each other in a group with different competence, which was showed by the result of their works.
4. The research was conducted by Harp and Mayer (1997) carried out a study on the role of interest in learning from scientific text and illustrations and on the distinction between emotional interest and cognitive interest. The sample size was 74 college students from the Psychology subject pool at the University of California, Santa Barbara. A 2 x 2 between-subjects factorial design was adopted and a one-way

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analysis of variance (ANOVA) was used to analyze the result. The result indicated that a text bookless on may be made more interesting by promoting emotional interest through adding entertaining text and illustrations with captions. In Experiment 1, skilled readers who read summary text and illustrations about the process of lightning performed worse on retention of important information and on transfer when entertaining text, illustrations or both were added. In experiment 2, skilled readers' rated entertaining text and illustrations relatively high in emotional interest and low in cognitive interest and rated summary illustrations and text relatively low in emotional interest and high in cognitive interest. The results suggest benefits of cognitive interest over emotional interest for helping students learn scientific explanations.

5. The research was conducted by Freihat and Al- Makhzoomi (2011) did a study on 50 students of university in Jordan. They taught students by Reciprocal Teaching Procedure (RTP) to investigate the effectiveness of reciprocal teaching procedure in improving students' reading comprehension behavior in a university setting. They compared the students' score of pre-test and post-test. The result showed that there was improvement on students' reading comprehension behavior. Students also were convinced that reciprocal teaching procedure gave them some advantages.

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All of the previous studies mentioned above had some differences with this study. In this research the writer tried to find out the effect Reciprocal Teaching Technique on students' reading interest and reading comprehension in descriptive text at second semester of SMK Muhammadiyah 3 Pekanbaru.

This research design used quasi experimental research which consists of three variables, 1 dependent variable and 2 independent variables.

In brief, those studies show that Reciprocal Teaching Technique could help students in improving students' reading interest and reading comprehension. It made the researcher confident in using Reciprocal Teaching Technique at SMK Muhammadiyah 3 Pekanbaru. The researcher also believed that Reciprocal Teaching Technique would help students in improving their reading comprehension.

2.14. Operational Concepts

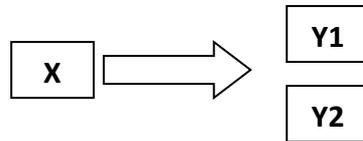
Syafi'I (2007:12) States that operational concept is used to clarify the variables used in this research in order to avoid misunderstanding and misinterpreting and then, mentioned that all related theoretical frameworks can be operated in the operational concept. This was an experimental research in which focuses on reading comprehension in descriptive text of students who were taught by using Reciprocal Teaching Technique and who were taught without Reciprocal Teaching Technique at SMK Muhammadiyah 3 Pekanbaru. In this research, there are three variables as the following:

- a. The use of Reciprocal Teaching Technique as independent variable (X)
- b. The students' reading interest as dependent variable (Y_1)

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- c. The students' reading comprehension as dependent variable (Y_2)



Based on the statements above, the indicator of each variable in this research as follow:

1. The use of Reciprocal Teaching Technique

The teacher and students do the steps of Reciprocal Teaching Technique

- a. The teacher gives the triggering questions to activate the students' background knowledge.
- b. The teacher explains the aim of learning.
- c. The teacher explains the material about descriptive to the students briefly.
- d. The teacher introduces and models how the strategy works to the students (application and modeling).
- e. The students are divided into four groups.
- f. The teacher gives a portion of text.
- g. The students read a portion of text.
- h. The students predict the next part of text.
- i. The students ask question and answer question.
- j. The students identify difficult part and solve the problem.
- k. The students write the summary.

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2. The indicators of student's reading interest of SMK Muhammadiyah 3 Pekanbaru of students second semester are as follows:

➤ Situational interest

1. The students spend spare time by reading for fun
2. The students spend spare time by reading VEnglish text
3. The students read for fun during a trip
4. The students read a tale
5. The students read some topics related to English subject
6. The students read for get information

➤ Individual interest

1. The students feeling happy while reading
2. The students feel curious before reading
3. The students feel a positive attitude to do reading activities
4. The students feel enthusiastic during reading activities
5. The students try to figure out the troubles when reading

3. The Indicators of Students' Reading Comprehension are:

- a. The students are able to find main idea of descriptive text
- b. The students are able to identify meaning of vocabulary of descriptive text
- c. The students are able to identify the detailed information from descriptive text
- d. The students are able to identify reference of descriptive text
- e. The students are able to identify inference of descriptive text

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2.15. The Assumption and Hypothesis

2.21.1. Assumption

In this research, it is assumed that students' problems in reading comprehension were various and it was influenced by many factors. Therefore, Reciprocal Teaching Technique has improve students' reading interstand their reading comprehension, which was to teach by using Reciprocal Teaching Technique, it has significant effect of students' reading comprehension.

2.21.2. Hypothesis

According to Gay, (2009: 71) Hypothesis is researcher's tentative prediction of the results of the research finding. It means the hypothesis states researchers' anticipation which concerns on the relationship between three variables in the research problem. Therefore, the hypotheses are formulated as below:

- Ha₁: There is a significant difference of students' interest of pre-questionnaire mean score between the experimental group and the control group.
- Ha₂: There is a significant difference of students' interest of post-questionnaire mean score between the experimental group and the control group.
- Ha₃: There is a significant difference of students' interest between pre and post-questionnaire mean score in the experimental group

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Ha₄: There is a significant difference of students' interest between pre and post-questionnaire mean score in the control group

Ha₅: There is a significant difference of students' pre-test reading comprehension mean score between the experimental group and the control group.

Ha₆: There is a significant difference of students' post-test reading comprehension mean score between the experimental group and the control group.

Ha₇: There is a significant difference of students' reading comprehension between pre-test and post-test mean score in the experimental group.

Ha₈: There is a significant difference of students' reading comprehension between pre-test and post-test mean score in the control group.