

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading Comprehension

1. Definition of Reading

There are four skills in English which should be mastered, they are: reading, speaking, listening, and writing. It cannot be denied that reading is one of the most important. Judi moreillone stated “reading is making meaning from print and from visual information.”¹ It means that reading is activity in order to get information from printed text and from visual information.

Reading is important activity in all language. It is important to be learned by every individual. As Muslim, we cannot underestimate the importance of reading, the main reason why we should read is because this is the God commands. Allah said in Al-Qur’an in surah Al-Alaq (1-5).²

اَقْرَأْ بِاَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اَقْرَأْ وَرَبُّكَ
الْاَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمِ ﴿٥﴾

¹ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: America Library Association, 2007), p. 10.

² Kementrian Agama RI, *Syamil Al-Qur’an Miracle the Reference*, (Bandung: PT. Sygma Examedia Arkanleema, 2010), p. 320.

1. Read in the name of your Lord who created.
2. He created man from clot.
3. Read and your Lord is most honourable
4. Who taught (to write) with the pen.
5. Taught man what he knew not.

From surah Al-Alaq, it can be says that Allah commands us to read. Because by reading we can know what we do not know before. And reading can add science. Besides of surah Al-Alaq, Allah says in surah Al-Baqarah, 185:³

شَهْرُ رَمَضَانَ الَّذِي أُنزِلَ فِيهِ الْقُرْآنُ هُدًى لِّلنَّاسِ
وَيَبَيِّنَاتٍ مِّنَ الْهُدَىٰ وَالْفُرْقَانِ

“The month of Ramadhan, the moon in which it is revealed (the Qur’an as a guide for man and explanations for instruction and the distinction (between the haq and the bathil).” [Al-Baqarah: 185]

From surah Al-Baqarah, it was explain that Allah send down Al-Qur’an to make it as the human guideline and also there are some detail explanation about daily life. Besides that, we will get the rewards.

³ Kementrian Agama RI, *Syamil Al-Qur’an Miracle the Reference*, (Bandung: PT. Sygma Examedia Arkanleema, 2010), p. 320.

Rasulullah SAW says in hadiths:

عَنْ ابْنِ مَسْعُودٍ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: مَنْ قَرَأَ حَرْفًا مِنْ كِتَابِ اللَّهِ فَلَهُ حَسَنَةٌ وَ الْحَسَنَةُ بِعَشْرِ أَمْثَالِهَا لَا أَقُولُ الْمِمْ حَرْفٌ وَلَكِنْ أَلِفٌ حَرْفٌ وَ لَامٌ حَرْفٌ وَ مِيمٌ حَرْفٌ. (رواه الترمذي)

“Whoever reads one Letter from kitabullah. Then for him a kindness. And a good is multiplied ten times. I do not say aliflammim as one letter but alif is one letter, one letter and one letter.” (HR. Tirmidzi)

From hadiths above, we know that read Al-Qur’an as our life guidelines, we will get double rewards of the letter that has been read by the people.

Finally, from explanation above, it can be concluded that “Read God verses” is including an Islamic charity and the best book, the highest and the most valuable is only holy Qur’an.

Reading is a set of skills that involves making sense and deriving meaning from the printed word.⁴ In other word, we must

⁴ David Nunan, Caroline T. Linse, *Practical English Language Teaching Young Learners*, (New York: McGraw Hill, 2005), p. 69.

able to decode the printed words and also comprehend what we read. Meanwhile, Maureen defined reading is much more than decoding language or accepting text as true it is preceded by and intertwined with knowledge of the world. Because language and reality are dynamically interwoven, the understanding attained by the critical reading of a text implies perceiving the relation between text and context.⁵ It means that reading as a way in obtain the information of the text. not only it, by reading we can interpret the words meaning and interpret the significance of contained in a text.

According to Grabe, reading is the process of receiving and interpreting information encoded in language form via the medium print.⁶ It means that, reading as a way in obtain the information of the text. Not only it, by reading we can interpret the words meaning and interpret the significance of contained in a text.

Based on the theory above, It can be concluded that reading is a process that the reader does and used to get information, which the writer wants to tell through the words or written language. Reading is very useful skill for the students in order to get information for their educations.

⁵ McLaughlin Maureen, *Content area reading: Teaching and Learning for College and career readiness*, (Pearson: 2015), p. 20.

⁶ William Grabe, *Reading in a Second Language: Moving from Theory to Practice*, (New York: Cambridge University Press, 2009), p. 14.

2. Definition of Reading Comprehension

One of the goals in reading is comprehension. Reading can help people to improve their comprehension. From reading, they get much knowledge from what they have read.

According to Richard contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions.⁷ In my opinion, comprehension is a process where in which the reader may construct the meaning by interacting with the text. Reading with comprehension means understand what they have read. The understanding of written text means extracting the information from it as efficient as possible. Reading is also defined as the process of understanding meaning from a piece of the text.

According to Klinger reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge and fluency.⁸ It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text.

⁷ Jack J. Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics (Fourth Edition)*, (Britain: Pearson Education Limited, 2010), p. 108.

⁸ Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guildford Press, 2007), p. 2.

Wainwright states that, reading comprehension is a complex process which comprises the successful use of many abilities when read; we should be able to recall information afterwards.⁹ It means only the recall of information has read but also the recall of information will read.

From the definition above, it can be concluded that reading comprehension is an active process where the reader try to gain the information given by author and understand what actually the purpose of the author, and reading comprehension is important because if the readers do not understand what they read, they cannot catch the idea of written through reading. Furthermore, it is making meaning from the text by their own language. Reading comprehension is the ability to understanding and mastery what they read.

3. Purpose of Reading

In reading, we have to get something from what we read. Therefore, when we read, we have to determine the purpose of reading. According to Naf'an and Miftahul Rahmat, there are several types of reading purposes:¹⁰

- a. Reading for pleasure
 - 1) To follow a narrative

⁹ Gordon Wainwright, *How to Read Faster and Recall More*, (Oxford: How to Connect, 2007), p. 35.

¹⁰ Naf'an Tarihoran, *Reading 1 Basic Reading Skills* (Serang: Loquen Press, 2012), p. 7-8.

- 2) To enjoy the sound and rhythm of a literary text
- b. Reading for general impression
 - 1) To gain an idea of the writer's viewpoint
 - 2) To gain an overall impression of the tone of a text
 - 3) To decide whether or not to read the text
- c. Reading for organizing reading and study
 - 1) To identify the important content of a text
 - 2) To answer specific questions
 - 3) To decide which section of a text to start studying
- d. Reading for learning content or procedure
 - 1) To gain an understanding of new concepts
 - 2) To learn certain facts from a text
 - 3) To follow instruction

Based on the explanation above, the writer concluded that purpose for reading is established for each lesson, and each extension changes the purpose for reading, which then changes the reader's focus. It means purpose of reading can be reachable if the readers get the best way to understand the reading materials. Reading can be summarized as process that involves vision and response to understand and comprehend reading material is aimed to obtain information and improve our knowledge.

4. Kind of Reading

Some students think that reading in English language is difficult for them, because it is not their native language. Reading

in English is like reading in your native language. This means that it is not always necessary to read and understand each and every word in English.

Reading has many various that should we know, according to Praveen there are four kind of reading,¹¹ as follow:

a. Intensive Reading

According to Brown, intensive reading is usually a classroom – oriented activity in which students focus on the linguistics or semantics details of a passage, Intensive reading calls students’ attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.¹²

In my opinion, intensive reading is the activity that occurs in the classroom. Then the intensive reading should get guidance from the teacher for help the students where they have the problem. In intensive reading is used on shorter text in order to extract specific information. Intensive reading can increase the students’ knowledge and also it can improve their comprehension skill.

¹¹ M.F. Patel, M. Jean Praveen, *English Language Teaching Method, Tool, Techniques*, (Jaipur: Sunrise Publisher, 2008), p. 117.

¹² H. Douglas Brown, *Teaching by Principles on Interactive Approach to Language Pedagogy*, (San Fransisco State University: Longman, 2010), p. 312.

b. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer text for pleasure, as well as business books.¹³ It means that the extensive reading is the activity of reading text that not only occur in the classroom but may occur in the outside of classroom. In extensive reading, the reader may read the others source, not only academic book but other book like never, long article, newspaper, magazine, etc. It may make the extensive reading is enjoyable and interested because Extensive reading focus on the meaning of the text, rather than language feature, grammatical structure. Extensive reading carried out the word that the reader don't know and find out the general understanding of the text.

c. Aloud Reading

Aloud reading also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of the word pronunciation.¹⁴ It means that reading aloud can help the teacher to restore the students' concentration who easily broke out when the atmosphere of the class.

d. Silent Reading

¹³ Naf'an Tarihoran and Miftahul Rahmat, *Reading III : Intermediate Reading Skill*, (Serang: Loquen Press, 2010), p. 1-3.

¹⁴ M. J Praveen, *English Language Teaching Method, Tool, Techniques*, p. 120

Silent reading is a very important skill in teaching of English. Silent reading is done to acquire a lot of information. Teacher has to make them reading silently as and when they are able to read without any difficulties. The reading activities should be used to increase the students' ability in reading information. The teachers have to make the students read silently so that the students can read without obstacles. In silent reading the students need good concentration to understand what they read.

Finally, reading comprehension of report text should use intensive reading, because there are related with the learning in the classroom. In the classroom teacher used a shorter text in order to extract specific information. Intensive reading can increase the students' knowledge and also it can improve their comprehension skill.

5. Level of Reading Comprehension.

When learning about reading, the students must know about level of reading comprehension. According to Peter Westwood, reading comprehension has four levels. There are: literal level, inferential level, critical level, and creative level.¹⁵

a. Literal level

Literal level is the first level of reading comprehension.

At the literal level the basic facts are understood. For

¹⁵ Peter Westwood, *Reading and Learning Difficulties: Approach in Teaching and Assessment*, (Australia: ACER Press, 2001), p. 21.

example, knowing that the lady's name is Miss Chow; she lives in an apartment on the 10th floor; her neighbour are noisy; she has complained to the landlord before. The information is contained explicitly within the text.

b. Inferential level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. For example, Miss Chow believes that her landlord will tell the neighbours to be less noisy, that he will sort the matter out for her. It can also gather that landlord is becoming a little frustrated by Miss Chow's complaints.

c. Critical level

At critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and apparent exaggeration or bias. For example, when Miss Chow landlord offers her a different apartment on the 18th floor and says it is the best apartment, with the best view of the harbour, the reader know he could be exaggerating. Critical and inferential reading together probably make the reader feel the moving up to the 18th floor may not suit Miss Chow and it is not good solution.

d. Creative level

At creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and

original thinking. For example, the reader comes to understand that landlords should write a clause in their leasing agreement to say that if the tenant makes noise and landlord receives complaints, the tenant will be asked to leave within one week.

From the explanation above the writer concluded that literal, inferential, critical and creative comprehensive reading is what makes a skilled, strong reader. This skill must be learned and developed. It does not just happen. With that thought in mind, it has also been shown that strong readers make good writers. Sustained exposure to the English language does allow for an expanded vocabulary and knowledge of correct grammar usage. When this is combined with literal, inferential, critical, and creative reading experiences, it enables writers to better express themselves.

B. Reciprocal Teaching Technique

1. Definition of Reciprocal Teaching Technique

Cambridge Advance Learners' Dictionary 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."¹⁶ Meanwhile, the word 'teaching' is from the word 'teach', it is defined as "as

¹⁶ Walter Elizabeth, *Cambridge Advance Learner's Dictionary*, (Cambridge: Cambridge University Press,), p. 1187.

to give someone knowledge or to train someone”¹⁷. Technique is a particular way of doing something especially one in which you have to learn special skill.”¹⁸ It means that reciprocal technique refers to an instructional activity in which students become the teacher in small group reading sessions.

Reciprocal technique is a technique which design to get the comprehension of middle school students who could decode but had difficulty comprehending text effectively.¹⁹ It means that reciprocal is reading technique which is thought to promote students’ reading comprehension.

Lori D. Ozkus states that reciprocal teaching is a scaffolded discussion technique that incorporates four main strategies – predicting, questioning, clarifying, and summarizing – that good readers use together to comprehend the text.²⁰ It means that reciprocal technique is a process to comprehend a text which uses the four strategies of generating question, clarifying information, summarizing, making prediction about the text that students’ reading which is done by the students with or without teacher.

¹⁷ Walter Elizabeth, *Cambridge Advance Learner’s Dictionary*, p. 1492

¹⁸ A. S. Homby, *Oxford Advance Learner’s Dictionary*, (UK: Oxford University Press, 1995), p. 1226.

¹⁹ Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guildford Press, 2007), p. 131.

²⁰ Lori D. Oczkus, *Reciprocal Teaching at Work*, (USA: International Reading Association, 2010) p. 16.

Margareth, in her book, *Comprehension Strategies for English Language Learners*, states that reciprocal technique is a cooperative strategy in which students learn to take on the role of 'teacher'. Students question, clarify challenges, summarize and predict to monitor and improve their own comprehension.²¹ Further, she explains that this strategy is particularly helpful for English language learners because it is an interactive strategy that not only promotes comprehension monitoring and questioning generation but also helps connect pieces of information to the 'whole'. That one is suitable to the aim of this research where the whole information of the text needed to know.

Based on that definitions above, reciprocal teaching technique means an activity consist of two people or groups of people that trained by the teacher to reach the goal or get some advantages. In other words, it can be said as a strategy that attempts to establish an interactive expanded dialog between teacher and students and among students themselves to reach the goal of learning.

2. The Goal of Reciprocal Teaching Technique

Generally, the original goal of Reciprocal Teaching is to improve students' reading comprehension. Meanwhile, there are

²¹ Margareth Bouchard, *Comprehension Strategies for English Language Learners*, (USA: Scholastic Inc., 2005), p. 95.

some specific goals that can be reached in implementing Reciprocal Technique:²²

- 1) To improve students' reading comprehension using four comprehension strategies: predicting, questioning, clarifying, and summarizing.
- 2) To scaffold the four strategies by modelling, guiding, and applying the strategies while reading.
- 3) To guide the students to become metacognitive and reflective in their strategy use.
- 4) To help students monitor their reading comprehension using the four strategies.
- 5) To use the social nature of learning to improve and scaffold reading comprehension.
- 6) To strengthen instruction in a variety of classroom setting – whole class sessions, guided reading groups, and literature circles-
- 7) To be part of the broader framework of comprehension strategies that comprises (1) Previewing –Activating prior knowledge, predicting, and setting a purpose- (2) Self-questioning –Generating questions to guide reading- (3) Making connection –Relating reading to self, text, and world- (4) Visualizing –Creating mental pictures- (5) Knowing how word work –Understanding words through strategic vocabulary development, including the use of gramophonic,

²² Lori D. Oczkus, *Reciprocal Teaching at Work*, (USA: International Reading Association, 2010), p. 2-3.

syntactic, and semantic cueing systems- (6) Monitoring – Asking whether a text makes sense and clarifying by adapting strategic processes- (7) Summarizing –Synthesizing important ideas- (8) Evaluating –Making judgement-

It can be sum up; the purpose of reciprocal technique is to help the students to understand the text and built a comprehension by giving corrective feedback together with or without teacher cooperatively in dialogue.

3. Setting of Reciprocal Teaching Technique

In determining steps when implementing reciprocal teaching technique, the teacher should consider about the setting of the classroom. There are three different classroom setting base in implementing reciprocal teaching –Whole class sessions, Guided reading groups, and literature circle- Each classroom setting has its own goal.²³

Classroom Setting	
Whole-class session	To establish common language and terms To provide reinforcement in core required reading and content area reading throughout the school day
Guided reading group	To reinforce or introduce reciprocal

²³ Lori D. Oczkus, *Reciprocal Teaching at Work*, (USA: International Reading Association, 2010), p. 11.

	<p>teaching strategies in a teacher-led, small-group setting</p> <p>To provide extra support or intervention to students who struggle or to English-language learners</p>
Literature circles	<p>To release responsibility to students for reciprocal teaching strategies</p> <p>To reinforce and strengthen student uses of reciprocal teaching strategies</p>

4. Steps in Teaching Reciprocal Teaching Technique

1) Predicting

Most of people often define predicting as a form of guessing, it can be said that predicting is previewing the text to anticipate what may happen next. Predicting is a strategy that assist students in setting a purpose for reading and in monitoring their reading comprehension.²⁴ It will make them more likely to become interested in the reading material while improving their understanding.

2) Questioning

Questioning is an important strategy for good readers. In reciprocal teaching lessons, students learn to generate questions about a text's main idea and important details, and

²⁴ Lori D. Oczkus, *Reciprocal Teaching at Work*, (USA: International Reading Association, 2010), p. 19.

about textual inferences, thereby improving students' reading comprehension skill.²⁵ During reciprocal teaching discussion, students can be asked to 'be a teacher' as they create question to ask one another that are based on important point in the reading. So, students automatically increase their reading comprehension when they read the text and generate the question.

3) Clarifying

Clarifying is more than just figuring out difficult words in a text, it is keeping track of one's comprehension of the text and knowing fix-up strategies to maintain meaning during reading. Clarifying is a complex strategy that involves two basic steps: (1) identifying or admitting that one is stuck on a word or idea, and then (2) figuring out how to remedy the situation.²⁶ It will help the students monitor their own comprehension as they identify problems they are having in comprehending portion of text or figuring out difficult word.

Students can be taught to identify difficult words readily but it more difficult for some of students to recognize unclear sentences, passages, or chapters. Perhaps the difficulties occur because even though students can read every word in a given portion of text, they still do not understand the main idea of the reading text, this reason that

²⁵ Lori D. Oczkus, *Reciprocal Teaching at Work*, p. 20.

²⁶ Lori D. Oczkus, *Reciprocal Teaching at Work*, p. 20-21.

make clarifying strategy is important in reciprocal teaching to increase students' reading comprehension.

4) Summarizing

Summarizing is extremely important because strong evidence exists that practice in summarizing improves students' reading comprehension of fiction and nonfiction alike, helping them construct and overall understanding of a text, story, chapter or article. Summarizing is a complex process that requires the orchestration of various skills and strategies, including recalling important events or details, ordering points, and using synonyms or selecting vocabulary.²⁷ In this sense, summarizing is a complex process that requires the orchestration of various skills and strategies, including recalling important details, and using synonyms or selecting vocabulary. In reciprocal teaching, the students are provided with frequent opportunities to witness others' summarizing and to participate in creating their own summaries, which helps them become more proficient readers. To improve students' abilities in summarizing, the teacher can ask the students to share their opinion related to the text or motion by themselves.

²⁷ Lori D. Oczkus, *Reciprocal Teaching at Work*, p. 23.

C. Report Text

1. Definition of Report Text

As we know that we are often found some text in daily life. Text words which are put together in order to communicate a meaning can be in the oral form or written form. There are some types of text English which has to be mastered by the students in Senior High School, they are: report, narrative, analytical and hortatory exposition, news item, anecdote, explanation, and discussion text.

According to Mark and Kathy Anderson, report text is a piece text that presents information about a subject. A report text usually contains facts about subject, a description and information on its part behaviour and qualities.²⁸ Meanwhile, a report describes the way things are a report also refers to a range of natural or man-made and social phenomena in our environment. It means that report text is a text to describes something in general and presents only the facts.

2. The Purpose of Report Text

The purpose of report text is to present information about something generally. It generally describes the way things are with reference to arrange of natural, manmade and social phenomenon in our environment.

²⁸ Mark and Kathy Anderson, *Text Types in English 2*, p. 86.

According to Mark and Kathy Anderson, there are two purposes of report text, they are:²⁹

a. To classify

The reader can read the report text for classifying something. Report text itself can classify many things. They are about something, natural phenomenon, animal, plants, human, social phenomenon, and so on which can be found in our environment.

b. To describe

In report text, the things will be described generally. That makes report text different with descriptive text.

3. Features of Report Text

a. Constructing Report Text

The steps for constructing report text are:³⁰

- 1) A general opening statement that introduce the subject of the report. It can conclude short description and a definition.
- 2) A series of paragraph describes one feature of the subject and begins with a topic sentence.

b. Language Features of Report Text

The language features usually found in report text are:³¹

- 1) Technical language related to the subject

²⁹ Mark and Kathy Anderson, *Text Types in English 2*, p. 4.

³⁰ Mark and Kathy Anderson, *Text Types in English 2*, p. 88.

³¹ Mark and Kathy Anderson, *Text Types in English 2*, p. 88.

- 2) Generalized terms
- 3) Use of the timeless present tense

D. Previous Research

There are some research conducted in reciprocal teaching technique. Related to this research, the writer choose some literatures about previous research that have close relation to this research.

1. Skripsi entitle Improving Reading Comprehension Through Reciprocal Teaching Technique (A Classroom Action Research at the First Grade of MTs Hidayatul Umam, Cinere, Depok in the Academic Year of 2010/2011) by Nurulia Dwi Febriani from English Department, Faculty of Tarbiyah and Teacher's Training, Syarif Hidayatullah State Islamic University Jakarta. She did her research because there are many students who have some difficulties in learning English especially when learn about text type. Most of students cannot understand the content of the text. She conducted the research at VII-5 of MTs Hidayatul Umam by using reciprocal teaching technique to improve students' reading comprehension in teaching descriptive text. Based on her research, the result showed that the mean of the first cycle is 55, 54; the second cycle's mean is 64, 87; and the last cycle's mean is 72,57. The result of the research was proved that

students' comprehension were improved after taught using reciprocal teaching technique.³²

2. Aditya Nugraha, Student from Sebelas Maret University in Surakarta. The research conducted in 2011, by the title: *The Use of Reciprocal Teaching to Improve Students' Reading Comprehension*. He uses a classroom action research method in eight grade of SMP 19 Surakarta in year 2007/2008. The researcher uses qualitative and quantitative method. The qualitative data are obtained from observation, notes, interview, and photograph. The quantitative data are supported by quantitative data that are the mean score of students' pre-test and post-test. The improvement of students' score can be seen from the differences between pre-test and post-test. The test result shows that researcher conducted the research. The result of the research in teaching reading comprehension by using reciprocal teaching technique can improve students' reading comprehension, increase their vocabulary, encourage them to be active, and enhance students' cooperative skills.³³

The differences between their research and the writer's research are method of the research, if the writer used

³² Nurulia Dwi Febriani "*Improving Reading Comprehension Through Reciprocal Teaching Technique*", Skripsi, (Jakarta: Tarbiyah and Teachers' Training Faculty of Syarif Hidayatullah State Islamic University Jakarta, 2011).

³³ Aditya Nugraha, "*The Use of Reciprocal Teaching to Improve Students' Reading Comprehension*", Skripsi, (Surakarta: University of Sebelas Maret, 2011).

an experimental research while they used classroom action research, text type that used to improve students' reading comprehension, the subject of the research, and the implementation of reciprocal teaching technique. She used reciprocal teaching technique to teach descriptive text, while the writer used it to teach report text. Besides, they conducted her research at Junior High School while the writer at Senior High School. Further, the implementation of reciprocal teaching technique that implemented by them was general while the writer was implemented the strategy more systematic by using fab four, four main steps, to create cooperative and active atmosphere. The similarly is both her research and the writer's research are using reciprocal teaching technique to improve students' reading comprehension.

E. The Hypothesis

Based on theory and the objective of the research, the hypothesis of the research are proposed in term of null hypothesis (Ho) and (Ha). They are as follow:

- Ho : There is no significant effect of Reciprocal Teaching Technique toward students' reading comprehension on report text.
- Ha : There is a significant effect of Reciprocal Teaching Technique toward students' reading comprehension on

report text.