

CHAPTER 2

LITERATURE REVIEW

This chapter presents a review of theories and previous studies that form the foundation of the present research. It is divided into two major sections: Theoretical Framework and Study of Relevant Research. The theoretical framework discusses key concepts related to teaching reading and the use of reciprocal teaching strategies, which are central to this study. Meanwhile, the study of relevant research explores previous studies on the application of reciprocal teaching in English classrooms, identifies their findings, and highlights the research gap that this study seeks to address. This chapter builds the foundation for the study focus and purpose.

A. Theoretical Framework

1. Reciprocal Teaching Method

The reciprocal teaching method, developed by Palincsar and Brown (1984), involves problem-solving activities designed to foster critical thinking during reading (Seymour & Osana, 2003). It is considered one of the most effective instructional methods, as it enhances students' reading comprehension and contributes to achieving shared instructional goals (Hayati et al., 2020). This method is rooted in the paradigm of interactive learning (Chen et al., 2020), making it appealing to students from diverse cultural backgrounds and encouraging their active engagement in the learning process (Mafarja et al., 2022; Syakur & Azis, 2020). To support the learning process, teachers and students engage in text-based discussions using four key strategies: predicting, questioning, clarifying, and summarizing (Palincsar & Brown, 1984). In facilitating these discussions, the instructional role alternates between teacher and students, allowing learners to actively participate in a collaborative learning group (Okkinga et al., 2021). These features reflect the fundamental principles of reciprocal teaching, which encourage structured dialogue, cognitive engagement, and cooperative learning among students. These principles are operationalized through its four core strategies.

Reciprocal teaching consists of four core strategies that can be applied in reading instruction: predicting, questioning, clarifying, and summarizing. These strategies offer a structured yet flexible framework that can be adapted to meet students' needs and classroom proficiency levels (Anderman, 2013). While some scholars propose variations of Reciprocal teaching (e.g., Alsalhi, 2024; Mafarja, 2023), its fundamental principles remain grounded in the original model by Palincsar and Brown (1984). Given the context of this study, the implementation of Reciprocal Teaching in the observed classroom aligns with Palincsar and Brown's 1984 framework, allowing teachers to adjust the strategy to suit their students' reading abilities. The following section outlines how teachers can adapt Reciprocal Teaching strategies to enhance reading comprehension in English language classrooms.

a. Predicting

Predicting is a key component of the reciprocal teaching strategy, playing a crucial role in enhancing students' reading skills. This activity encourages students to anticipate the content of the text based on prior information. According to Smith (2020), prediction stimulates students to forecast the content they will read based on the information previously provided. Furthermore, prediction encourages students to link their prior knowledge with new information from the text, which serves not only as a simple prediction tool but also as a mechanism that activates their engagement in reading. In the prediction stage, students, who have been grouped from the start of the lesson, are given cues such as titles, images, or introductory sentences that convey the essence of the text. They work together in groups to discuss and predict the content of the text based on the available clues. This discussion allows them to connect their initial understanding with their predictions (Johnson, 2019). These initial predictions are then developed as students read, allowing them to adjust their predictions based on new information. This adaptation reflects a dynamic thinking process that helps students understand the text more flexibly (Cahyani, 2024). Therefore, readers need to trigger prior knowledge and connect it with the knowledge found in the text through group discussions.

b. Questioning

In the questioning stage, students work in groups to identify keywords, main points, ideas, and themes from the text, as well as to generate questions based on their own words. These questions are not only focused on unknown words but also aim to establish a solid foundation for understanding the entire text (Oo et al., 2021). Within the group, students collaboratively formulate relevant and meaningful questions, then ask each other questions to deepen their understanding of the text's content. This questioning stage aims to deepen students' understanding of the text through collaborative efforts.

c. Clarifying

Clarifying is an essential component of reciprocal teaching that helps students identify and explain difficult words or phrases in the text (Smith, 2021). During the clarification stage, students work in groups to discuss challenging aspects of the text, such as unfamiliar vocabulary or complex concepts. They collectively seek the meaning of unfamiliar words or phrases. This process enables students to collectively enhance their understanding while exploring the more profound meaning within the text. Clarification also enhances students' motivation and confidence in analyzing the text (Johnson & Taylor, 2022). The teacher plays the role of a guide, providing support to ensure a more profound understanding while students maintain autonomy in their learning. By creating a supportive environment, the teacher enriches the collective learning experience and fosters open intellectual exploration.

d. Summarizing

Summarizing is the final step in reciprocal teaching, which helps students identify and condense the main information in the text into a clear and coherent summary (Trathen et al., 2020). This process not only simplifies the information but also assesses students' understanding by allowing them to validate the accuracy and relevance of the information (Graham & Hebert, 2022). Summarizing also serves as a metacognitive tool, encouraging self-reflection and ongoing monitoring of understanding, which is crucial for lifelong learning and reading skills (Boardman et al., 2023). In group discussions, students work

together to identify the main points from each paragraph, which are later summarized into conclusions that are presented to the entire group. This process enhances social engagement and cooperative learning experiences as students share and refine their understanding within the group discussions (Rosenshine & Meister, 2024). Therefore, summarizing in reciprocal teaching is crucial for developing independent critical thinkers who are prepared to face the challenges of more complex learning.

Adaptations to a reciprocal teaching strategy may prove effective in improving young learners' comprehension (Abdushukurova, 2024). Reciprocal teaching consisted of the following components: four steps of instruction (i.e., predicting, questioning, clarifying, and summarizing), a small-group classroom setting, students as leaders of discussion, and teachers as facilitators (Palinscar & Brown, 1984). Reciprocal teaching was implemented with small groups working independently, and students assumed leading roles in reading lessons (Palinscar & Brown, 1984). The provision of guided practice was a primary composition of reciprocal teaching. In the initial phase, the student was an observer and did little cognitive work. In reciprocal teaching, students predict before reading, ask questions while reading, seek clarification when confused, and make a summary of what they have read after reading (Palinscar & Brown, 1984). The goal of reciprocal teaching is to construct meaning from the text and assess comprehension (Decristan, 2022). In summary, it enhances their critical thinking skills by encouraging them to analyze, interpret, and evaluate texts in greater depth.

2. Teaching Reading

Reading comprehension has long been considered the basis for acquiring academic education (Messina, 2023). Reading comprehension skills are fundamental to academic achievement and lifelong learning, serving as the cornerstone of effective communication, critical thinking, and knowledge acquisition (Abdushukurova, 2024). It is well-acknowledged that students' reading ability can have a significant impact on their academic achievement (Shafiq et al., 2021). Strategically competent readers may well make predictions before they

read, ask questions as they read, seek further clarification when they are confused, and write summaries of what they have read for themselves (Pressley, 1998; Munandar et al., 2020). In summary, students' reading comprehension plays a vital role in their academic achievement.

In teaching reading skills, the principles proposed by Brown and Lee (2015) provide strategic guidance to ensure that students are not only engaged but also able to comprehend texts effectively. One of the principles is to integrate a focus on reading skills throughout the lesson, even if reading is only part of another task. This principle emphasizes that teachers should not assume that reading skills will develop automatically through the amount of text that students read but also requires an explicit approach. Additionally, selecting reading materials that are relevant, interesting, and motivating is a crucial factor in encouraging student engagement. Teachers can choose texts that relate to students' learning goals or provide options that allow students to choose readings that interest them. Another principle is to balance the authenticity of texts with readability, where authentic texts that are appropriate for students' proficiency levels can help them stay motivated without feeling overwhelmed. Brown and Lee (2015) also emphasize the importance of developing reading strategies that include techniques such as prediction, questioning, and clarification to strengthen comprehension. By building pre-reading, while-reading, and post-reading phases, teachers can optimize students' ability to link prior knowledge to text, understand its contents, and reflect on the learning that has been obtained. Through informal ongoing assessment, teachers can gain a more comprehensive picture of students' understanding development and adjust teaching strategies as needed.

However, students with limited reading comprehension skills and low motivation for reading pose challenges to teachers. These challenges may be compounded when students lack access to engaging materials and strategic activities and when they fail to grasp the concept of reading as a process of understanding the meaning of texts (Chinpakdee et al., 2021). These students are entitled to access to interesting materials and strategic activities that may engage them actively in reading, even though the texts are cognitively demanding.

Without this access, students with a reading deficiency may also result in a knowledge deficiency (Kaestner & Roure, 2024). According to Juhkam et al. (2023), one way to address students' reading difficulties is by implementing appropriate teaching strategies. Therefore, teachers must provide students with engaging materials and strategic activities that are incorporated into effective reading strategy instruction.

B. Study of Relevant Research

Several studies have been conducted on the use of reciprocal teaching in English classrooms. First, a study by Decristan et al. (2022) examines the application of reciprocal teaching techniques specifically designed to support linguistically diverse students in primary education. This quasi-experimental study assigned classes to treatment and control groups based on geographic location, aiming to evaluate the effectiveness of a linguistically responsive approach to reciprocal teaching in enhancing reading competence among primary school students. The results demonstrated significant improvements in students' reading comprehension and overall reading skills in the treatment group, showcasing how linguistically responsive strategies can enhance engagement and learning outcomes. However, this study primarily focuses on academic performance and does not explore students' individual experiences, particularly the challenges and solutions they encounter when using reciprocal teaching.

Second, Thurston et al. (2020) investigate the effectiveness of the reciprocal reading instructional approach in secondary school settings. This Randomized Controlled Trial (RCT) was designed to evaluate the efficacy of reciprocal reading as an intervention for improving reading comprehension and literacy skills among secondary school students. The participants were secondary school students with varying literacy levels, backgrounds, and language proficiencies. The results indicated that students who engaged in reciprocal reading showed statistically significant improvements in reading comprehension compared to those in the control group. Despite providing strong evidence regarding the academic benefits of reciprocal reading, this study does not address how students navigate

difficulties or the strategies they use to manage challenges within the reciprocal teaching framework.

Third, Chen et al. (2023) examine how integrating picture books into reciprocal teaching methods influences students' motivation to learn a language. Using an experimental design, the study compared a group of students using language picture books in reciprocal teaching with a control group that did not use these materials. Data were collected through surveys and assessments to measure motivation and engagement levels. The findings revealed that students exposed to picture books during reciprocal teaching activities demonstrated higher enthusiasm and willingness to engage in language learning. While this research highlights the motivational benefits of reciprocal teaching enhanced with visual aids, it does not investigate students' direct experiences in facing and overcoming challenges within reciprocal teaching activities.

Based on the relevant studies above, it is evident that reciprocal teaching has been widely recognized for its effectiveness in improving students' reading comprehension and motivation across different educational levels. However, there is a notable gap in the existing literature regarding the exploration of students' personal experiences, specifically the challenges they encounter and the solutions they apply when participating in reciprocal teaching strategies for reading activities. To address this gap, the present study will explore students' experiences with reciprocal teaching, focusing on the challenges they face and the solutions they employ to overcome those difficulties during reading activities in an English classroom at the junior high school level.