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*Ekspresi* welcomes articles on language and literature. To be considered for publication, articles should be typewritten 15 – 40 pages, double spaced (quarto-sized paper), and in English. Articles, abstracts, and the writer's biodata in the form of hard and soft copy should be submitted.

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## WORDS FROM THE EDITORS

Since the Independence Day, lots of efforts have been made as to define the so-called Indonesian literature, an issue typically can be found in many other such 'third-world countries' seeking their own distinct identities in many aspects. These efforts will usually end in 'doubtful inconsistencies' for no one can really clearly cut the history of a nation in a period from that in another period. Such a history, especially if one talks about literature, is inseparable. One cannot deny that Indonesian literature, for instance, should not avoid any linkage with the past time masterpieces such as *Kakawin Arjuna Wiwaha*, *Kunjarakarna* and many others. Indeed, just like science, literature is a history of changing paradigms, ways of thinking, ways of perceiving things, ways of behaving and interpreting.

It would be silly as well to think that literature has nothing to do with language and culture. In fact, the three are just like water, coffee, and sugar interacting in such a way to give a taste, of human civilization. This civilization is the vision that makes mankind move forward, sometimes stumbling, but with a clear dream; bitterness of life. Is it about a specific nation? The answer is not. Literature, language and culture are universal. If one recalls the folklores in many cultures and in many languages, he or she would find the similarities, perhaps in what Propp calls 'function', in many motifs of the stories regardless of the nations. Who cannot find the similarities between characters such as King Watu Gunung in Javanese folklore and King Oedipus in far away Greece?



## The Effectiveness of Small Group Interaction of Reading Instruction

Addy Utomo

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**Abstract:** Reading is officially the main objective of teaching English in ITN Malang in hope that students are able to develop reading proficiency and their general reading skills. Therefore, one possible way to attain the objective is through providing and encouraging reading instruction. This study was directed to answer one major research problem, "Do students taught with the small group work interaction have better reading achievement than those taught with the conventional one?" The major research problem was specified into two research questions: (1) Do students taught with small group interaction in reading comprehension have better achievement in literal comprehension than those taught with the conventional technique? (2) Do students taught with small group interaction in reading comprehension have better achievement than those taught with the conventional technique? The present study was intended to see the effectiveness of small group work interaction as a technique of teaching reading comprehension compared to the conventional one. The effectiveness was inferred from the students' achievements in general, literal, and inferential comprehension skills. The population of the study was students of the School of Industrial Engineering at ITN Malang who took reading comprehension in the 2010/2011 academic year. Since there are 53 students, no sampling procedure was applied. Rather, those 53 students were assigned to either the experimental group or control group by random assignment, which resulted, in a composition consists of 26 students the experimental group, and 27 students the control group. Then, by using the Two Groups Pretest-Posttest Design, the

experiment was conducted to them. As the design implies, before the experiment was conducted a pretest was administered to the equivalence of the groups. The treatment was then implemented in which the experimental group was taught with the small group work interaction technique, while the control groups the conventional technique. Sixteen sessions were devoted to the experimental starting on July 9, 2010. The posttest was finally administered to see the difference of the effectiveness of the two teaching techniques. The reading comprehension test was prepared from SRA Lab. I A. Prior to the treatment, t-test was used to measure the equality of the experimental and the control group. Moreover, t-test was also employed to see the effectiveness of the two teaching techniques in terms of comprehension level. The research find out that in terms of general comprehension, significantly different achievement was obtained as the obtained t-value for reading comprehension was 3,33, while the critical value of t at  $p < .05$  level of significance of one-tailed test was 1.684 (d.f. = 40). It means that the students in the experimental group got better achievement than those in the control group. Thus, as far as general comprehension skill is concerned, small group work interaction technique proves to be more effective than the conventional one. When the achievement of students were further compared in terms of literal and inferential comprehension levels using the t-test, the study found that small group work interaction technique was more effective in improving students' comprehension skill. In the present study, the obtained t-value for the literal comprehension was 2.56, while the critical study value of t at  $p < .05$  level significance of one-tailed was 1.684 (d.f = 51). In terms of inferential comprehension skill, it was found that the obtained t-value was 2.85, while the critical value of t at  $p < .05$  level of significance of one-tailed test is 1.684 (d.f = 51). Based of the findings, the result of the present study shows that the small group work interaction technique was more effective in facilitating students' comprehension skill in reading. Therefore, it is recommended that English



teachers use the small-group work interaction technique in their teaching English reading comprehension.

**Key words:** *small group work interaction technique, conventional technique, literal comprehension, inferential comprehension.*

### **The Concept of Reading Comprehension**

The discussion of the concept of reading comprehension, in general, cannot be separated from different ways of defining the term reading comprehension. Different writers introduce different views of the nature of reading comprehension. The researcher of the present study focuses his review on some concepts of reading comprehension in general. There are several different concepts of reading introduced by several authors or experts. Lado (1964), for example, states that reading consists of grasping meaning through written symbols of the language. This definition is aimed to stress to important elements of reading, the language itself and graphic symbolization used to represent it. Reading is a process of understanding the symbols. This definition seems to be consistent with several other ways of conceptualizing reading comprehension, such as the one which has been formulated by Jenkin (1978). He states that reading comprehension means a process of obtaining meaning from words and sentences as the representation of the language through a process of decoding the written symbols. In the process, the reader begins reading from letters to larger units, and as he attends to them, begins to process the words. As the

words are identified, they are decoded to inner speech from which the reader derives meaning. Harris (1984).

In another formulation, Harris and Smith (1986) explain that reading is the intellectual and emotional perception of a printed message. This definition gives teachers a grasp of what has to be done to keep students on track and reminds the teachers of ways to prompt appropriate reactions and activities. In order to know the important terms in the definition, Harris gives some additional information as follows: 1. Message implies communication, intentionality, and organization, 2. Printed means the use of an alphabetic code that is, the use of sound- spelling pattern and the conventions of punctuation to approximate the spoken language, 3. Perception indicates the role of a personal construction of the message. Perceptions may vary from reader to reader, 4. The word emotional shows recognition of the fact that feelings and connotations prompted by the topic and by the author's formulation of the message will color the reader's perception, 5. The term intellectual identifies the activity as cognitive, rational, and meaning- driven.

In the development of the theory of the reading comprehension described above it is latter known as bottom up processing. It is evoked by the incoming data; features of the data enter the system through the best fitting, bottom- level schemata (Carrel and Eisterhold, 1992) schemata are hierarchically organized, from most general at the top to most specific at the bottom. In other words, reading comprehension is obtained from the process of decoding. The reader starts with letters, words, and as he attends to them he begins to understand the text.



In conclusion, reading comprehension is basically decoding and translating process. The implication is that pure application of this view on the teaching of reading comprehension is not sufficient in giving improvements in reading, since there are many important factors that contribute to reading comprehension such as knowledge of the language, intelligence of the readers and the prior language of the readers.

Bottom- up models has moved to models of reading concept such as top- down models and interactive models. First, top- down models is models are based on psycholinguistic theory, the interaction between thought and language. According to K. Goodman (1967) reading which he describes as a psycholinguistic guessing game is a process that involves using available language cues selected from perceptual input on the basis of the reader's predictions. In the top- down model, the reader's cognitive and language competence plays the key role in the construction of meaning from printed materials. Second, interactive models emphasize that meaning is not fully present in a text waiting to be decoded. Meaning is created through the interaction of text and reader. According to Rumelhart (1977), top- down and bottom-up processing seems to occur simultaneously. He believes that comprehension is dependent on both the graphic information and the information in the reader's mind. In other words, he has postulated that top- down and bottom-up processing cannot be separated in the reading process, they take place simultaneously. Comprehension is dependent on both the graphic information and the information in the reader's mind. Meaning is created

through the interaction of the graphic cues and the background knowledge. Furthermore, the reader brings to proceed comprehension.

### **Reading Comprehension Skills and Factors Influencing Comprehension**

#### **Reading Comprehension Skill**

Different experts have proposed many differentiations of components of reading comprehension in their research. Among the best known attempt is one proposed by Davis (1968) who list eight comprehension skills. They are: 1. Recalling word meaning, 2. drawing inferences about the meaning of a word from contexts, 3. finding answers to questions answered explicitly or merely in paraphrase of the content, 4. weaving together ideas in the content, 5. drawing inferences from the content, 6. Recognizing a writer's purpose, attitude, tone, and mood, 7. Identifying the writer's technique, 8. Following the structure of a passage.

Another list of skills is proposed by Drum, Calfee, and Cook (1981) in relation to abilities required for successful performance in multiple choice reading tests. The ability includes: 1. accurate and fluent word recognition, 2. Knowledge of specific word meanings, 3. Knowledge of syntactic/ semantic clause and sentence relationship, 4. Recognition of super ordinate/ subordinate idea structure of passages, 5. Identification of the specific information requested in questions, 6. Evaluation of the alternative choices in order to select the one that best fits:



a. the syntactic/ semantic requirements of the questions, b. the idea structure of the passage.

In addition, Karlin (1984) classifies the skills and sub- skills required to be able to read as follows: a. word recognition, which consists of: acquiring sight of vocabulary, using context clues, using phonic analysis, using structural analysis, using the dictionary; b. word meaning which consists of: using context clues, using structural analysis, using the dictionary, recognizing multiple meaning, recognizing figurative languages; c. comprehension, which comprises: understanding literal meaning, recognizing inferred meaning, evaluating information and ideas; d. reading study skills, which comprises: locating information, selecting information, organizing and remembering information, using graphic and typographical aids, adjusting ways of reading; e. appreciation, which consists of: recognizing forms of literature and recognizing the language of literature.

Moreover, Barreth and Smith in Saukah (1990) classifies comprehension skills into four main categories. The first is literal recognition or recall, which includes recall of details, main ideas, sequence, comparisons, cause and effect relationships, and character traits. The second is inference, which includes inferences of supporting details, main ideas, sequence, comparisons, cause and effect relationships, character traits, figurative languages, and predicting outcomes. The third is evaluation, which includes the judgment of reality or fantasy, fact or opinion, adequacy or validity, appropriateness, and worth, desirability, or acceptability.

The last one is appreciation, which includes tasks involving emotional response to plot or theme, identification with characters and incidents, reactions to author's use of language, and imaginary.

The common way, however, is to view reading comprehension skills as being literal, inferential, and evaluational and critical (Karlin, 1984). Literal comprehension refers to the ability to understand what is stated by a writer. When students read for literal meaning, they are concerned merely with surface messages. When teachers ask students to say in their own words or paraphrase what they have read, their responses generally are on literal level. Inferential comprehension refers to the ability to go beyond what is stated directly, to understand what the writer means by probing for deeper meaning. To read between the lines is another way of referring to this level of comprehension. Finally, evaluational or critical comprehension refers to the ability to make judgments about the ideas and information a writer offers. Competent readers will measure them against what they already know, accepting or rejecting them in whole or part or withholding judgment until confirmation is reached. Readers may react to ideas from what writers say as well as from what they infer from them.

In relation to this common view Barret in harris and Sipay (1980) refined the classification of reading comprehension skills and divided it into three main levels: literal, inferential, and evaluational. His taxonomy is as follows: A. literal comprehension; recognition of: main ideas, supporting ideas, details, vocabulary meanings, cause and effect relationships, similarities and



comparability of language, plot, and structure, figurative language, direct statements of opinions, character traits, sequence, setting and mood; recall of: main ideas, sequence, details of plots and information, character traits, setting and mood, vocabulary meaning, cause and effect relationship; analysis and reorganization by: summarizing, reducing, and capsulizing ideas, transfer and restatement, outlining, classifying, response to questions that analyze organization or organize differentially. B. inferential comprehension; interpretive: interpreting themes, overall purposes, or moral lesson not directly stated, interpreting character, interpreting meaning of plot and mood, interpreting figurative language, and identifying multiple meanings and symbolism; general inferential: visualizing unstated supporting details, inferring character trait, identifying character types, describing sequences not specifically stated, inferring events and information not specifically described, identifying missing elements, inferring details, inferring cause and effect relationships, inferring reality base and moral philosophy; c. predictive: predicting character development, predicting sequence outcomes and results, predicting language use and vocabulary patterns, predicting philosophy, moral interpretation, and presence or absence of a lesson, and predicting style. C. evaluation comprehension; judgmental: philosophical judgment indicating basic agreement or disagreement with author, reality judgments of degree of possibility or impossibility to substantiate (fact or opinion), relational judgments of appropriateness (determination of relevance or fit of reading selection to a problem or issue), judgment of completeness (adequacy), judgments of worth and weight

(validity, strength, and importance), judgments of agreement or acceptability; appreciative: emotional reactions to content or subjects, extensions of emotional and attitudinal aspects of concepts, emotional response to story line movements (plot), draw and sensory feel of setting, identification with and feeling of knowing and understanding characters, response to descriptive power of author, internalization of emotion and mood, appeal of author's use of language patterns, and response to specific selection of words; critical: questioning of opinion, information, format, and presentation, development of definite ideas of dissatisfaction, identification of specific flaws either of the whole or of the parts, taking exception to particular ideas, questioning authenticity and authority, comparison of style, language, and substance of different writers and reading section, and formulation of contrary opinions to those of the author.

### **Factors Influencing Comprehension**

The success and failure in understanding written materials is dependent upon many factors. These factors may be classified into three categories: reader, textual, and instructional.

First, included in the category of reader are psychological factors such as attitudes, interests, motivation, and habits. These factors are interrelated in the sense that a reader's personal attitude toward a certain reading topic determines his interest in reading it. Negative attitude results in poor interest and positive attitude results in interest. Then, when he has been



interested in reading, he will be motivated to read and finally he will acquire a good reading habit.

In addition to the psychological condition within the reader, his cognitive abilities and general intellectual skills also affect comprehension in reading. They include abilities to decode, to recognize inductive sequence of ideas leading to a conclusion, to apply deductively a principle to new situation, and to recognize cause effect, comparison, contrast, and other idea relationships.

Moreover, memory plays an important role in reading comprehension. The reader must recall what he reads as well as his own experiences and other relevant readings. Altogether, these factors result in comprehension, expanding the meaning the reader is able to take from what he reads (Olson and Dillner, 1982; Turner in Alexander, 1988).

The reader's linguistic knowledge, such as knowledge of vocabulary and of syntactic structure, also affects comprehension in reading. Therefore, unfamiliarity with the words and difficulty of structures presented by the author of the text can be obstruct the reader's comprehension. Moreover, the reader's unfamiliarity with the concept discussed in the text also results in poor comprehension (Olson and Dillner, 1982; Nuttall, 1982; Harris and Sipay, 1980)

Finally, comprehension in reading is also affected by the reader's reading strategy, reading rate, and concentration in reading. Different reading tasks and different reading selection requires different reading

strategies rates. During reading, concentration is badly needed (Turner in Alexander, 1988; Harris and Sipay, 1980).

Second, the reading selection itself can also be a cause of poor comprehension. Under the category of textual factors are difficulty of vocabulary items, complexity of structure, the length of the text, and the cohesiveness of the text.

Harris and Sipay (1980) suggest that the texts selected for reading instruction be ones that create a desire to read and help individual find pleasurable recreation in reading. Those conditions will in part be fulfilled if the reading selections are suitable to the students' level both in terms of their vocabulary contents and structural complexity.

In addition, the length of the texts should be appropriate to the students (Turner in Alexander, 1988). The teacher has to be careful in selecting the reading material. It should be selected in accordance with the students' age, reading ability, experiential background, and general intellectual skills. If it is too easy, the students will learn nothing, conversely, if it is too difficult, they will get frustrated. Therefore, Krashen's theory of Input Hypothesis needs considering. The theory says that if an acquirer is at stage or level  $i$ , the inputs he/ she understand should contain  $i + 1$ . This means that the language that the students are exposed to should be just far enough beyond their current competence that they can understand most of it but still find progress challenging. In other words, the instructional material should neither be beyond their reach



that they are overwhelmed nor so close to their current stage that they find it no challenge at all.

Moreover, cohesiveness of the text also influences comprehension (Turner in Alexander, 1988). Cohesion is a sort of intellectual 'glue' that gives a piece of reading material unity and thrust in the mind of the reader. Among the qualities contributing to the cohesion are content organization, paragraph and sentence structure, idea development, and consistency of vocabulary use.

Finally, poor reading comprehension ability may also be due to poor training or instruction. Within, this category falls two subcategories: inadequate instruction and improper instruction. Included in the subcategories of inadequate instruction is lack of reading skill instruction. This may be due to the fact that the teacher's program does not reach particular students. Overcrowded classroom is one explanation of this or too wide a range of students' prior reading ability in one classroom is another. Frequent changing of teachers is another cause of inadequate instruction. Finally, the reason of inadequate instruction that most teachers mention first is the cutting down of time in which they can teach by needless interruptions and special activities.

The other subcategory of instructional causes of poor reading ability of the students is improper instruction. This may be due to reasons as, first, untrained teachers. Teaching reading requires more than just having the students read page after page. That is why; it should be handled by the professional teachers. Moreover, unsystematic program may also be a reason for improper

instruction. This is because there are certain sequence which should be followed in teaching the skills involved in learning to read. Next is the use of a single method of instructions. Since not all students will learn to read by any one particular method, the teacher who tries to teach all students by using exactly the same method is doomed to failure. Finally, inadequate undertaking of the students also creates reading problems on the part of the students. Therefore, the teacher should know the characteristics of the students prior to the reading instruction. In addition, the progress of their reading ability should be followed and diagnoses should be made if they meet reading problems. Adequate diagnosis is essential in a successful reading instruction (Barbe in Karlin, 1969).

### **The Nature of Interaction**

Interaction is viewed as important because it gives learners the opportunities to incorporate target language structures into their own speech (Chaudron, 1988). They are able to interact among them or between learners and the teacher in oral or graphic form, comprehension and expression of meaning in order to achieve the goal. Furthermore, in order to understand the nature of interaction, it can be seen from different views of experts.

Rivers states that students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages (that is, messages that contain information of interest to speaker and listener in a situation of importance to both). This is interaction. Another idea expressed by Wells (in Rivers, 1988) states that linguistic interaction is a collaborative activity



involving the establishment of a triangular relationship between the sender, the reviewer and the context of situation, whether the communication be in speech or writing.

Interaction involves not just expression of one's own ideas but comprehension of those others. One listens to others; one responds directly or indirectly; others listen and respond. The participants work out interpretations of meaning through this interaction, which is always understood in context, physical or experiential. All of these factors should be present as students learn to communicate. This situation must be served in interaction between people who have something to share (Rivers, 1987).

In addition to language interaction, Seligar (1977) identifies two general categories. First, there are the opportunities for interaction that are determined by the teacher in the formal part of the language lesson. These opportunities consist of turns being determined by the teachers as part of the formal practice normally found in the language class. Turns in such situations are determined by the teacher either by specially nominating or calling on a particular student. In this case, when the teacher determines who will answer or respond, other learners are in a sense shut out of the interaction; that have opinions of making believe that a cue is directed at them and responding in some way, or of responding aloud, or as often happens, of turning out and waiting their own turn.

Moreover, when the teacher elicitation is directed at the class as a whole, again the learner has a choice to respond or not. Since the respond is not elicited from the learner in a personalized way, he or she may feel no need or motivation to respond.

The second category of language interaction which can be identified in language class consists of the opportunities for language use that the learners create for themselves. In this case, the learner is essentially creating the type of language interaction that occurs outside the classroom between a single speaker and an interlocutor. By creating his or her own language use opportunities, the learner accomplishes two important objectives: the learner obtains: (1) the language interaction directed at him or her as individual and (2) more language directed at him or her that if he or she were to wait passively for a turn in a class of fifteen to twenty students all competing for the attention of the same instructor.

In summarizing the two categories of interaction described above, it can be seen that some students are good at creating interaction opportunities and do so in a consistent or patterned manner, while other students play a relatively more passive role in the language class.

Looking at the patters of interaction available to the second/ foreign language learner, passivity and reaction to others or actively seeking out and initiating interaction, it might be supposed that the latter contributes more to acquiring competency in a second language (Seliger, 1977).



In relation to the role of interaction in language learning, it might be assumed that an active learning style would lead to acquisition at a faster rate, since its function would be to get more input directed at the learner and allow for more sustained and intensive opportunities for interaction.

### **The importance of Interaction in Language Learning**

Interaction in language learning is significant to increase learners' language store in second/ foreign language. Some experts have done a classroom research concerning with classroom interaction as follows:

An issue in research concern the influence of interaction in the classroom on second language development, Long ( in Chaudron, 1988) has supplemented that strict view that comprehensible input leads to acquisition. Moreover, he suggests that interactive modifications are more important for acquisitions than modifications of native speaker speech that only result in simplified target language syntax and morphology.

Native speaker- oriented factors which promote comprehensibility have consequences for second language learners' participation. Ellis (1980) speculated that second language learners get more practice in the target language, and are more motivated to engaged in further communication when they have greater opportunities to speak.

In language acquisition studies such as a phenomenon is called scaffolding which refers to the provision through conversation of linguistic structure that promotes a Lerner's recognition or production of those structures or associated forms. This means that in various conversational or other task- related interactions, the sequence of turns taken with conversant help earners in gradually in cooperating portions of sentences, lexical items, reproducing sounds in meaningful ways rather than in mechanical repetition of lengthy monologues (Chaudron, 1988).

In accord with these issues above, in recent years a much greater role has been attributed to interactive features of classroom behaviors, such as turn- taking, questioning and nswering, negotiating of meaning, and feedback.

In line with the ideas above, Rivers (1987) states that through interaction, students are able to increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem solving tasks, or dialogue. Moreover in interaction, students can use all they possess of the language, all they have learner or casually absorbed, in real life exchanges where expressing their real meaning is important to them. They thus have experience in creating messages from what they hear, since comprehension is a process of creation, and creating discourse that conveys their intensions. In second language situation, interaction becomes essential to survival in the law language and culture, and students need help with style of interactions.



Cotterall (1990), in addition, has developed reading strategies through small- group interaction. He examined the reading behavior of a group of students involved in an interactive reading strategy training program. The study paid attention to the learners' processing of text in a foreign language while consciously applying particular reading strategies. The experimented technique seeks to bridge the gap between students' current level of reading performance in English and that required for successful reading of prescribed texts, through a combination of strategy training and group interaction.

The study was inspired by a number of studies by Annemarie Sullivan Palincsar (Michigan State University) and Ann L Brown (Center for the Study of Reading, University of Illinois at Urbana). They conducted their studies with subjects diagnosed as poor comprehenders when reading in their own language. The experimenters coined the term "reciprocal teaching" to describe the instructional procedure. The reciprocal teaching session included the following phases: 1. teacher distributes the day's reading text, 2. students and teacher look at the title of the day's text and make predictions about the likely content of the passage based on the title, 3. group reads the first paragraph of the passage silently, 4. one member of the group leads a discussion concerning the first paragraph in the following ways; a. he/ she provides or seeks clarification of any difficulties identified by the group, b. he/ she locates and states the main idea of that paragraph, c. he/ she summarizes the content of that paragraph, d. he/ she predicts the likely

content of the next paragraph. Throughout the four steps outlined above, the leader of the discussion is encouraged to seek feedback on each of four steps. ( the teacher repeatedly models all four steps by assuming the role of leader at least once every session, and by intervening when necessary to provide correction or guidance), 5. The leader nominates another student to lead the discussion on the following paragraph in the same way. (This procedure continues until the entire text has been read).

By using reciprocal teaching, the learners work together to achieve the goal by proposing suitable main idea, clarification, predictions, yes- no question, and question- words. This study finds out that the reciprocal teaching proves that (a) it is attractive in sense that it is, learner- center, interactive and cooperative, (b) it assists students' comprehension.

Concerning with the importance of interaction in language learning, some researchers have been conducted. Pietro (19870, for example, promotes strategic interaction in learning language through a scenario. He further explains that the scenario lies at the heart of the strategic interaction approach. Students are led to create discourse in the target language that embodies the drama or real life. The scenario here refers to the ways or procedures of teaching and learning in a language class. The formal definition of the scenario conveniently set forth its essential features: strategic interplay, roles, personal agendas, and a shared context. In addition, shares contexts involve group work interaction in order to be completed. Thus, group work will take an important role in language learning.



## Conclusion

Based on the results of the data analyses and the discussion of the finding, some conclusions can be drawn. First, the small group work interaction technique of teaching reading comprehension and the conventional technique of teaching reading comprehension have a different impact on students' comprehension achievement. In this case, students who are taught with the small group work interaction technique tend to have better reading achievement than those who are taught with the conventional technique. In other words, the former technique facilitates learning more than the latter. Second, as far as the literal comprehension level is concerned; the small group work interaction technique is more effective than the conventional technique. It means that the students who are taught with small group work interaction technique tend to have better literal comprehension achievement than those taught with the conventional technique. Then, as far as the inferential comprehension level is concerned, the small group work interaction technique is more effective than the conventional technique. This indicates that students who are taught with forming teaching technique tend to have better inferential comprehension achievement than those taught with the latter technique. In short, the small group work interaction technique is in general more effective than the conventional one in facilitating students' learning to read.

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