INNOVATIVE TEACHING STRATEGIES FOR TEACHING READING: RECIPROCAL TEACHING STRATEGY AND FACE STORY STRATEGY

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ABSTRACT

The main task in reading is to develop students' reading skills. This means motivating them to read. Real readers do something with what they read. Actually, students think that reading is an important thing to do. Because by reading they can achieve important goals or answer the questions they want. So, they are motivated to read because while reading they empower or enrich their knowledge. As teachers, we believe when we say "reading is a power". But for students to believe that reading is the power is not easy. Then, the teacher should put them in position to experience the power of reading. This means they must perform tasks and activities that show the power of reading. In their involvement in this reading power, the teacher must prepare interesting reading teaching methods so as not to make them feel that this reading lesson is very boring. The aim of this paper is to explain two teaching reading strategies, here the writers explore reciprocal teaching strategy and the face story strategy.

Keywords: Innovative Teaching Strategies, Teaching Reading, Reciprocal Teaching Strategy, Face Story Strategy

I. INTRODUCTION

Many experts in reading had formulated various meanings of reading based on their perception of the nature reading itself. This is because the reading itself is a rather complex process. Reading is an exercise dominated by eyes and brain. The eyes receive message and the brain have to work out the significance of this message (Harmer, 1991 cited in Stricklin, 2011).

Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Meanwhile, comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and

other strategies to help them in understanding written text, so reading comprehension is a process in which the readers construct meaning when they are reading. Furthermore, it can be said that it is an interaction between readers' prior knowledge and the idea or information contained in the text. Doing a reading comprehension is to grasp idea behind a sentence or paragraph (The International Academy of Education, 2006 cited in Stricklin, 2011).

Some strategies that can be used to develop the students' reading comprehension are reciprocal teaching strategy and Face Story. A reciprocal teaching strategy provides students with four specific reading strategies that are actively and consciously used to support comprehension: Questioning, Clarifying, Summarizing, and Predicting. This strategy emphasizes the students' experience in reading that leads to collaborative investigation, which is maintained by the teacher or reading tutor. The Story Face is a graphic organizer that aids students' comprehension of narrative text. It functions like a story map, allowing students to visualize the important components of a narrative text, including setting, main characters, problems, events, and a resolution.

The aim of this paper is to explain two teaching reading strategies, here the writers explore reciprocal teaching strategy and the face story strategy. In this paper, the writers try to explore the details of each teaching reading strategies. It is starting from the nature of the method, the role of the method, the techniques of how to teach using these methods, and also the strengths and weaknesses.

II. DISCUSSION

2.1 The Nature of Story Face

Story face is a reading strategy that was developed by Staal (2000). The Story Face is a graphic organizer that aids students' comprehension of narrative text. It functions like a story map, allowing students to visualize the important components of a narrative text, including setting, main characters, problems, events, and a resolution.

The story face is an original adaptation of story mapping that provides a visual framework for understanding, identifying, and remembering elements in a narrative text. Visual aids, such as story maps, can help a child comprehend a story and aid a child in organizing the story into logical pieces. A story face is a graphic organizer that looks like the face of a person; with two circles at the top, a square nose, and an array of

circles that make a mouth. The two circles, or eyes, represent the setting and characters. The nose is the problem in the story, and the mouth shows the events that led up to the solution. A happy face is made when the story has a happy ending, and a frown is made when the story has a sad ending.

Staal (2000) states that the story face can help a child with the retelling of the story and can be used for narrative writing brainstorming. When looking at all of the components of the story face, a child will be prompted to remember the basic elements of the story. Reading Comprehending for children can also be very difficult, and the story face can make an easy outline for a child's thoughts. The map is very flexible and can assist a child to comprehend a story. It is flexible with its interchanging smile and frown, and with the components (eyelashes and circles) that can be lessened or greatedened. This reading strategy can used individually, in pairs, or as a group.

2.2 The Role of Story Face

The story face is an original adaptation of story mapping that provides a visual framework for understanding, identifying, and remembering elements in a narrative text. The difference in a traditional

story map and a Story Face strategy is it gives a series of shapes with labels and gives an image of a face that gives readers a meaningful context for understanding.

Staal (2000) tells us how face story is an easy-to-use model for story retellings. It also can be flexible for various age levels and how it accommodates resolutions, events, and construction for story retell. In her findings she has found that if she teaches her students to use the traditional story map strategy first and progresses to using the Story Facing strategy they often don't even notice they are learning anything new. This is when she has had her best results. She feels that face story is a very valuable tool for any level of student.

2.3 The Procedure to Teach Story Face

The story face is constructed by:

1. Making the eyes: two circles representing the setting and main characters.
2. Eyelashes: specific descriptors and secondary characters.
3. Nose: problem
4. Mouth: comprises a series of circles representing the main events that lead to the solution.

Strategy procedure

The teacher begins the class by introducing background information

of narrative text to the students. Then, let the students to give some ideas the setting and offer some prediction about the plot.

1. The teacher draws a story face components such as eyes, eyelashes, nose, and mouth. Then, the teacher explains the function of each component, for example: eyes represent the setting and main characters.
2. The teacher gives a narrative text to the students and asks them to read it individually.
3. The teacher has the students to draw the chart of story face based on their creativity. They can improve the chart that is given by the teacher. However, the four components must be existed. Then, they fill it with the information (setting, main characters, problem, events, and resolution). Sometime teachers prefer to have students fill out the Story Face as they read, while others prefer the students fill it out after reading.
4. The students are asked to help the teacher fill each components of story face chart on the whiteboard. The teacher asks them one by one.

Here are examples of “happy” and “sad” faces which are provided by Staal.

Figure 1. A happy face

Figure 2. A sad face

2.4 The Strength and Weaknesses

Strengths:

According to Staal the strengths of Face Story when use in teaching reading comprehension especially in first through fifth grades are:

1. It is easy to construct the graph and interesting,
2. It is easy to remember,
3. It can guide retelling,
4. It collaboratively learned through discovery,
5. Flexible with its interchanging smile and frown,
6. Provides a framework that can facilitate narrative writing.

Weaknesses:

There are also some weaknesses of Face story strategy. The weaknesses can be seen as follows:

1. Face story is one of graphic organizer which is a tool that cannot be use in all the topics.
2. It also consumes a lot of time, where the some of the student feel bored.
3. It is a tool in which some student don't co-operate while in groups.

2.4 Reciprocal Teaching

2.5.1 The Nature of Reciprocal Teaching

Reciprocal teaching is an instructional procedure designed to

enhance students' comprehension of text. The procedure was designed by Anne Marie Palincsar, from Michigan State University and Anne Brown, from the University of Illinois. Reciprocal teaching was developed as a technique to help teachers bridge the gap for students who demonstrated a discrepancy between decoding skills and comprehension skills.

The reciprocal teaching model has been in use for the past 20 years (Stricklin, 2011) and has been adopted by a number of school districts and reading intervention programs across the United States and Canada. It has also been used as the model for a number of commercially produced reading programs such as Soar to Success. Reciprocal teaching is also being adopted and researched in countries other than the United States. For example, Yu-Fen Yang of Taiwan conducted a study to develop a reciprocal teaching/learning strategy in remedial English reading classes.

According to Palincsar (1986), Reciprocal teaching is an instructional activity that takes the form of a dialogue between teachers and students regarding segments of text for the purpose of constructing the meaning of text. Reciprocal teaching is a reading technique which is thought to promote the teaching process. Palincsar believes the purpose of reciprocal teaching is to facilitate a

group effort between teacher and students as well as among students in the task of bringing meaning to the text. Reciprocal teaching utilizes the strategy of prediction, whereby students predict before reading, and then use those predictions during reading to check if they are correct (Stricklin, 2011).

Palincsar and Brown (1984) identified four basic strategies that may help students recognize and react to signs of comprehension breakdown: Questioning, Clarifying, Summarizing, and Predicting. These strategies serve dual purposes of being both comprehension-fostering and comprehension-monitoring; that is, they are thought to enhance comprehension while at the same time affording students the opportunity to check whether it is occurring. The leader follows these four steps in this specific order:

a. Predicting

The prediction phase involves readers in actively combining their own background knowledge with what they have gathered from the text.

b. Questioning

Questioning involves the identification of information, themes, and ideas that are central and important enough to warrant further consideration. The central

or important information, themes, or ideas are used to generate questions that are then used as self-tests for the reader. The *Questioner* will pose questions about the selection:

- Unclear parts
- Puzzling information
- Connections to other concepts already learned

c. Clarifying

Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts.

d. Summarizing

Summarization requires the reader to perform the task of discriminating between important and less-important information in the text. It must then be organized into a coherent whole (Palincsar & Brown, 1984).

Reciprocal teaching encompasses several techniques involving the who, what, and where, of learning (Mayer, 475-476):

- What is learned are cognitive strategies for reading comprehension

rather than specific facts and procedures. The teaching focuses on how to learn rather than what to learn.

- Learning of the cognitive strategies occurs within real reading comprehension tasks rather than having each strategy taught in isolation. Learning takes place in an order, rather than learning everything separately.
- Students learn as apprentices within a cooperative learning group that is working together on a task. The students are learning through themselves, and through the others in their group.

2.5.2 The Role of Reciprocal Teaching

Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read

(NBSS). Each strategy is selected for the following purpose:

- **Predicting** occurs when students hypothesize what the author will discuss next in the text. In order to do this successfully, students must activate the relevant background knowledge that they already possess regarding the topic. The students have a purpose for reading: to confirm or disprove their hypotheses. Furthermore, the opportunity has been created for the students to link the new knowledge they will encounter in the text with the knowledge they already possess. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.
- **Question generating** reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the

substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. Question generating is a flexible strategy to the extent that students can be taught and encouraged to generate questions at many levels. For example, some school situations require that students master supporting detail information; others require that the students be able to infer or apply new information from text.

- **Clarifying** is an activity that is particularly important when working with students who have a history of comprehension difficulty. These students may believe that the purpose of reading is saying the words correctly; they may not be particularly uncomfortable that the words, and in fact the passage, are not making sense. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar and

perhaps difficult concepts). They are taught to be alert to the effects of such impediments to comprehension and to take the necessary measures to restore meaning (e.g., reread, ask for help).

- **Summarizing** provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across sentences, across paragraphs, and across the passage as a whole. When the students first begin the reciprocal teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the paragraph and passage levels.

2.5.3 The Procedure to use Reciprocal Teaching

Basically, RT is appropriate for teaching reading. However, this technique can be used to teach other skills like speaking and writing, for example after having the students read the text, the students can be asked to present in front of the class (speaking skill) or write a report based on their understanding (writing skills). Besides, during the

implementation of RT, the students are expected to be able to communicate and express their ideas orally (speaking skills) and write down the summaries (writing skills).

Here are the basic procedures in to implement Reciprocal Teaching Technique (NBSS).

1. Before Reading

- a. The teacher needs to scaffold the students learning by modeling, guiding, and applying the strategies while reading. The teacher also needs to read a section of the text aloud and model the four steps – predicting, questioning, clarifying, and summarizing.
- b. Group the students into groups of four. In groups of four allocate a role to each student, namely predictor, questioner, clarifier, and summarizer. If the number of the students is more than four in a group, the students can be asked to be in partner doing in taking the role.

2. During Reading

- a. Have the students read a few paragraphs of text selection. Suggest to

students they use note taking strategies such as underlining, highlighting, or coding.

- b. The predictor helps the group connect sections of the text by reviewing predictions from the previous section and helps the group predict what they will read about next by using clues and inferences in the text.
- c. The questioner helps the group to ask and answer questions about the text and reminds the group to use all types of questions (higher and lower order).
- d. The summarizer restates the main ideas in the text and helps the group state the main idea or ideas in their own words.
- e. The clarifier helps the group find parts of the reading that are not clear and finds ways to clear up these difficulties.

3. After Reading

- a. The students will clarify again with other groups and teachers.
- b. The students can be asked to write down the summaries or report based on the discussion.

- c. Also, the students can be assigned to present the result of their discussion in front of the class.

III. CONCLUSION

Reciprocal teaching uses the skills of predicting, questioning, clarifying, and summarizing to interact with challenging material. Through the use of these four skills, the students learn how to set purposes for reading, how to critically evaluate and monitor themselves, and how to find the main idea in the text. The purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text.

While, The Story Face is a graphic organizer that aids students' reading comprehension of narrative text. It functions like a story map, allowing students to visualize the important components of a narrative text, including setting, main characters, problems, events, and a resolution. When looking at all of the components of the story face, a child will be prompted to remember the basic elements of the story.

From the explanation above, it can be concluded that both techniques are good to be implemented in teaching reading. This is because; those techniques encourage students

to think about their own thought process during reading. It also help students learn to be actively involved and monitor their comprehension as they read. Thus, the students can solidify their understanding of key concept of a text.

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