

CHAPTER 1

INTRODUCTION

This chapter discusses some topics. They are the background of the study, the research question, the objective of the study, the significance of the study, the scope and limitation, and the definition of key terms.

A. Background of Study

English is the first foreign language which is taught from Elementary school until university. It is a must for Indonesian students to learn English as a compulsory subject. The students have to master in English through learning. Even in Junior high school and senior high school, English subject is mandatory to be taught because it is used in National test. So the students have to able to master English subject to pass their test. Thus, improving English skill is very important, specifically for reading skill because when the student doing test, they must read the question first.

There are four main skill in English: those are reading, listening, speaking, and writing. Reading and listening are called receptive skill in which people need the ability to receive written or spoken language when they do it. While speaking and writing are called productive skill because they when people do it, they need the ability to produce written or spoken language.¹

¹ Jeremy Harmer, the practical of English language teaching, (London and new york: longman 1991), 16.

Among four English skills, reading is a necessary skill that any learner needs. Unfortunately how to teach reading has not been given care in some schools. In the past, according to the traditional view, reading began with the child's mastering the names of letters, mastering the letters-sound relationships, then, learning some easy words in isolation, and finally, reading simple stories with highly controlled vocabularies. Researchers and teachers as well complain that most learner are not able to understand what they read.²

Reading cannot be separated from comprehension. That is why there appear a lot of problems dealing with reading comprehension. Many English learners find it difficult to understand the English text. They regard that Reading is an uninterested activity and when they do reading it is a kind of boring activity for them. Beside that they get some problems, such as unfamiliar words, their inability in understanding the context, being reluctant, and so forth.

Reading is not an easy skill to master, it is a complex process that requires specialized skill of the reader. Reading needs identification and also interpretation processes which require the reader's knowledge about the language structure used in the text and his knowledge about a given topic. It is the complexity that makes some students less interested in this kind of activity. They find it difficult to understand what is on the reading passage since they do not know the technique which can help them to read more effectively and efficiently. That is phenomenon happens in almost every language class.

² Michael Swan, *Effective Reading*, (Cambridge: Cambridge University Press. 1975),275.

Reading comprehension skill separate the “passive” unskilled readers from the “active” readers. Skilled readers, for instance, predict what will happen next in a story using clues presented in text, create question about the main idea, message, or plot of the text, and monitor understanding of the sequence, context, or characters.

So the teacher should provide an interesting method to make the students be active, and the students will enjoy their reading activity. When the students can enjoy their reading activity, it will help them to improve their reading comprehension.

Based on researcher’s experience when taught in the Senior High School or SMA Negeri 1 Ngadiluwih, it was found that the second year of SMA Negeri 1 Ngadiluwih had a number of difficulties in reading comprehension. The students have some difficulties in comprehending English text. In interview with some students, they got difficulties in identifying the implicit and explicit information of the text, many student have low motivation in reading class.

The students’ lack of understanding on reading lesson is mainly caused by an inappropriate teaching technique used when the teachers attempted to explain reading materials. The teacher only use one technique namely, conventional technique. In the reading class, the teacher present a subject in the text book and ask students to read whether silently or loudly, and then student have to answer the question that follow. Consequently, the reading lesson becomes monotonous and boring, students lack motivation to read, even if they

read they show negative attitudes. As a result, the students are not able to get score in their reading achievement.

One of the methods that can be used to improve the student comprehension is Reciprocal teaching. It has been known from some of the previous study of Dian P. Utami's research, she used Reciprocal teaching method as a method to improve reading comprehension in the second grade of senior high school on Yogyakarta, she says that:

The research findings showed that reading comprehension of grade VIII B students of SMP N 13 Yogyakarta improved. The improvement reached after conducting actions as long as the teaching learning process. The activities are, introducing RT, giving explanation of RT, modelling in applying RT, holding a team teaching; giving feedback on students' result discussion through the class discussion; giving feedback on students' grammar and pronunciation; reviewing RT before and after the discussion activity; giving students exercises; and giving a reward to the best group. By those activities students had better reading comprehension. They also enjoyed in applying the reciprocal teaching. They felt that it helped them. They became more motivated in reading a text³

Furthermore, Nurlia D. Febriani, in her thesis, she said that Reciprocal teaching method can be used to solve the students' problem of reading especially to improve their reading comprehension. She stated that:

From the percentage of improvement participation in the teaching learning process, it showed the students became more enthusiastic and active on studying reading comprehension. By the reciprocal teaching method, they could analyze the main point and schematic structure of descriptive text. The last, based on the interview result, the students' reading comprehension in

³ Dian P. Utami, "USING RECIPROCAL Teaching (RT) to Improve the Reading Comprehension of Grade XI Students of SMA N 13 YOGYAKARTA" (UNY, Yogyakarta, 2013), 124

term descriptive text has improved, and the teacher appreciated with the effort that has been implemented.⁴

Saleh F. and Khalaf Al-Makhzoomi in their research were explained that the reciprocal teaching method can be used to improve the student reading comprehension, they said that:

The findings of the study showed that the (RTP) does enhance and improve EFL Jordanian students' reading comprehension behavior in a university setting after the (RTP) training. Furthermore, the present study demonstrated that the (RTP) is related to its effectiveness to the subjects' reading comprehension behavior in an EFL university reading classroom setting. Throughout this study, the researchers noticed that reciprocal teaching with students in an EFL university setting guides them to interact with the reading text in more sophisticated ways and leads to a significant improvement in the quality of their reading comprehension behavior.⁵

So, based on explanations above we can conclude that the Reciprocal teaching method makes the students be active in their reading activity. The students become aware about their ability in reading, and they can enjoy their reading activity

Reciprocal teaching method is a scaffold discussion technique that is built on four strategies that good readers use to comprehend text: predicting, summarizing, questioning, and clarifying⁶. Each of these strategies is selected as a means of helping students to construct meaning from text as well as a means of monitoring their reading to make sure that they are in fact

⁴Nurul D.Febriani,"Improving Reading Comprehension Through Reciprocal Teaching Technique"(Thesis,UIN SYARIF HIDAYATULLAH, JAKARTA,2011),58.

⁵ Saleh F and Khalaf Al-Makhzoomi,"The Effect of the Reciprocal Teaching Procedure(RTP) on Enhancing EFL Students' Reading Comprehension Behavior in a University Setting", *International Journal of Humanities and Social Science*, vol.2 No.5(March,2012),288.

⁶ Oczkus, L. D. *Reciprocal teaching at work strategies to improve reading comprehension*. (USA: International Reading Association, 2005) 2.

understanding what they read, which in this case, these four strategies are implemented by working in groups.

Based on the explanation above, the researcher is interested in conduction entitle “Improving the Students’ Reading Comprehension on Narrative Text Through Reciprocal Teaching Method on the Second Grade Students of SMAN 1 Ngadiluwih.”

B. The Research Question

Considering the background of the study above, the researcher can formulate the problems as follows: “Can the Reciprocal Teaching Method improve the students’ reading comprehension on narrative text on the second grade students of SMAN 1 Ngadiluwih ?

C. The Objective of the Study

The objective of this study is to know whether the reciprocal teaching method can improve the students’ reading comprehension on narrative text on the second grade students of SMAN 1 Ngadiluwih.

D. The Significance of the Study

The significant of this study are theoretically and practically. Theoretically, the result of this study is expected to be able to improve the students’ ability in reading comprehension using Reciprocal Teaching Method. Besides that in practically, the result of this study to give beneficial for students, teacher, and school. For the students, the result of this study to make them to know that reading comprehension can be enjoyable subject. For the teacher, the result of this study is expected to give a feedback in teaching

reading comprehension. And for the school, the result of this study for additional learning material of English.

E. The Scope and Limitation

This research is focused on improving student's ability in reading text by using reciprocal teaching method. In this case, the researcher limits this research in class XI of SMA Negeri 1 Ngadiluwih. The researcher limits this research in two points, they are improving the student's ability in reading skill and using reciprocal teaching as a method in learning activity.

F. The Definition of Key Terms.

Definition of key terms is very important in this research. It is aim to avoid misunderstanding term and misinterpretation. Within exist in the study. The terms are necessary be defined as follow:

1. Reading

Reading is “the process of receiving and interpreting information encoded in language form via the medium of print”⁷. This means when comprehending a text, a reader decodes written messages, makes interpretations and construes meaning. In this sense, reading thus involves the interplay of both bottom-up and top-down processes. Bottom-up processing takes place when linguistic input from the text is mapped against the readers' previous

⁷ Urquhart, A. H. & Weir, C. J. *Reading in a second language: process, product and practice*. (Harlow, England: Addison Wesley Longman. 1998) 22.

knowledge while top-down processing occurs when readers use prior knowledge to make predictions about the data they will find in the text⁸.

2. Narrative

According to Barwick⁹, a narrative relates a realistic, imagined or fictitious story. It is written to entertain, amuse and interest the reader but teaches, explains or informs. Through this type of text we can get some values not by force but by enjoyment. Narrative texts can teach us about honesty, braveness, friendship, loyalty, hard work, solidarity.

3. Reciprocal Teaching Technique

Reciprocal Teaching Technique is a scaffolded discussion technique that is built on four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing¹⁰.

⁸ Silberstein, S. (1994). *Techniques and resources in teaching reading*. New York: Oxford University Press.

⁹ Barwick, J *Targeting Text: Narrative, Poetry, Drama*. (Australia: Blake Education,2006).

¹⁰ Oczkus, L. D. *Reciprocal teaching at work strategies to improve reading comprehension*. (USA: International Reading Association, 2005) 2.