

# CHAPTER I

## INTRODUCTION

In this chapter the researcher presents some points related to this research those include background of the study, research problem, limitation of the study, the hypothesis, and definition of the key term.

### **A. Background of the Study**

English is one of language that we have to learn in this era because it is very important language. English is not only as an academic necessity that is only limited in the knowledge of language but it is also as one of language that is used as a means of global communication in the world. Therefore, it is demanded each individual to be able to master it either activity in mastering the communication or in interaction directly. Learning a foreign language is an integrated process that the learners should study the four basic skills namely listening, speaking, reading, and writing.

As one of the prominent aspect of communication, reading is essential to the existence of the social arrangements. Reading provides some activities to help comprehend the written expression. Today, the public concern with reading with reading ability is reflected in many popular books, magazine, articles, newspaper, etc. It will give many benefits when students able to read English text. Through reading students can get a lot of information, enjoyment, and increase the knowledge. So, it is true that reading skill becomes important skill have to master by the students.

Reading is one of activity to get information from what they already read. Therefore, reading is very important for the students because by reading

our students' in comprehension the reading text. Some problems here can be caused by the teacher factors and also by the students' factor. Teacher who is not creative, lazy, and less of technique in teaching; students ability also their condition are some reason why those problems appeared.

And teacher should have various kinds of teaching technique in order to make the reading class more interesting and make the students enjoyable more to read. As christine nuttal said that, "the aim of reading program is to enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar authentic text, at appropriate speed, silently with adequate understanding".<sup>2</sup> So if the students' reading ability is well that could make the students become good reader so the students are easy to understand the text.

There are kinds of reading text such as narrative, expository, procedure, recount, and descriptive text that should learn by the students in Indonesia. Thuse, the students have to have the ability in reading and comprehend the content of the text. Based on the reality, many English tests contained of some reading texts. Then the text will measure students' skill to comprehend the text by answering the tests item correctly. It means, if the students do not understanding the content of the texts, they will fail in answering the test correctly. Furthermore, students must have a good reading skill especially in comprehension skill to answer it. However, this situation can be faced by the teacher though an appropriate technique. One of the the technique reading skill that teacher can use is Reciprocal Teaching Technique.

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<sup>2</sup> Cristine Nuttal, *Teaching Reading Skills in a Foreign Language* (Great Britain: Bath Press, 1989), 31.

they can build critical thinking about something that happened around and make their brain work on. Basically, the main purpose of reading activity is to gain ideas and information. To achieve that purpose the students should comprehend their reading text better. Françoise Grellet stated in his book "Reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible".<sup>1</sup>

Meanwhile, in learning skill, students often get some problems. First, teacher dominated the class (teacher centered). Every teacher has different style in teaching. There are some teacher who teach creatively and attractively. But the others teacher cannot be attractive or cannot interact with their students. Mostly, they use lecturing method. That method is conventional enough, there are no chances for the students to interact with other students or to ask the question also to respond the text. It will set the class condition to be very serious and only focus to the teacher. Sometimes, with this situation students will feel bored or sleepy. Second, the text is not interesting and sometimes was too long. Third, students' lack vocabulary always happen and makes the students dislike reading activities. Fourth, it is because their opportunity to read the English text only during English class.

Most of the Indonesia students' practice to read the English text only in the class. But the case is their reading activity is only read the text. There are no guarantee whether the students understands the text or not. Whereas, the main reading activity goal is the reader can understand what they read, comprehension reading. But the most difficult problem that often happen to

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<sup>1</sup> Françoise Grellet, *Developing Reading Skills* (Cambridge: Cambridge University Press, 2001), 3.

Reciprocal technique is a technique which design to get comprehension of middle school who could decode but had difficulty comprehending text effectively. In other word, this technique was specially designed to the middle school students or we say in Indonesia like Junior or Senior High School Students.<sup>3</sup>

Another statement from Willis Reciprocal is the activities which provide students have an opportunity to take the role of leader in the group after someone read some part of the text, another student as a volunteer give the oral summarization, and another group aadd information, then group members give the prediction and the 1st give the questioning. In this activity, students will be grouped and leaded by a leader.<sup>4</sup>

Reciprocal itself based on the journal which written by Howard, it is not only students' activities. Here, teacher and students have the same role. They will contribue in this activity and help each other. Techer help student to accomplish their comprehension skill in reading, and other. Teacher help student to make her teaching goal success. The advantages of this text it engaged student ans the techer, it make all of students have same portion role in the class to comprehend. And it can guide the students to do the activity that can improve the comprehension skill.<sup>5</sup>

In Malaysia, there was research about Reciprocal Teaching Technique which conducted in 2011. It researches wherher Reciprocal Strategy can help the low-proficiency students to improve their reading skill and also the effect

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<sup>3</sup> Janette K, Klingner, Sharon Vaugh, et al, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Publication, inc., 2007), 131.

<sup>4</sup> Judy Willis, M.D., *Teaching the Brain to Read* (Alexandria: ASCD, 2008), 143.

<sup>5</sup> Mohammad Reza Ahmadi, *Reciprocal Teaching Strategy as an Important Factor of Improvig Reading Comprehension*, (Macrothink Institutes Journal of Studies in Education) 4, 2012, 163.

of the students is. The result of this study are it can help the low proiciency students and the effect that gotten is good respond from the students. This research will has the same resul if it is adapted in Indonesa. This thinking comes because Indonesia's students and Malaysia's students is same.

In conclusion, based on the reason above, the researcher wants to conduct an experimental teaching using technique entitled: The Effectiveness of Reciprocal Technique to Teach Reading in Narrative Text.

#### **B. Research Problem**

Based on background of the study, the researcher state problem of the study as follows; does Reciprocal Technique bring better reading in narrative text of eighth grade students of MTs Ki Ageng Ngaliman Wilangan Nganjuk?

#### **C. Objective of the Study**

Based on the problem of the study, the purpose of this study is to investigate the effectiveness of Reciprocal technique on student's teaching reading of narrative text.

#### **D. Scope and Limitation of the Study**

The scope in this research is teaching narrative reading text using two stay two stray techniques. Researcher focuses only on narrative reading text. And the object of this research is just eight grade students in MTs Ki Ageng Ngaliman Wilangan Nganjuk.

#### **E. Hypothesis**

This research was conducted based on the following hypothesis; there are  $H_a$  and  $H_o$ ,  $H_a$  There is significant effect of the treatment by using

Reciprocal technique to teach reading in Narrative text for eight grade of MTs Ki Ageng Ngaliman Wilangan Nganjuk.

Than Ho there is no significant effect the treatment by using Reciprocal technique to teach reading in Narrative text for eight grade of MTs Ki Ageng Ngaliman Wilangan Nganjuk.

#### **F. Significances of the study**

This study provides the students to study English through Reciprocal technique as the method. This study is expected to make the students more interested in engaging teaching and learning process especially in reading narrative text. Besides, they will be able to improve their social skills, such as cooperating, appreciating other opinion, etc.

For the teachers, the result of this study can be used to help teaching in reading the text session. Hopefully, this technique can offer the teachers an alternative way to teach of text reading that engages all of students in the eight grades. Also for the students, this technique can improve their reading skill and feel enjoy in learning process so the feedback to them is easiness in understanding the material.

The result of this study is expected to be useful for the teachers and students to give alternative way to overcome their reading skill problems in teaching learning process.

#### **G. Definition of Key Term**

##### **1. Reading Comprehension**

Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to

teach, learner practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads particular piece of writing.<sup>6</sup>

## 2. Narrative Text

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

## 3. Reciprocal Technique

Reciprocal technique is a process in four steps activity (predicting, summarizing, questioning, and clarifying) in a group activity in primary school students.

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<sup>6</sup> <http://www.pendidikanbahasainggris.com> on 12 April 2016