

# CHAPTER I

## INTRODUCTION

The chapter presents about background of the study, problem of the study, objective of the study, limitation of the study, significant of the study, and definition of the key term.

### A. Background of the Study

Nowadays, English becomes a very important language as an international communication tool. As an international language, it has commonly used in various aspects of life such as in culture, economics, business, politics, etc. Therefore, knowing and studying English become necessity for most people worldwide to communicate and to get information around the world.

English is a North Sea Germanic language that was first spoken in early medieval England and is now a global *lingua franca* (David Crystal, 2003: 69). So that, we must to learn about this language. Students learn English at their school, their learn about four skills namely, *listening, speaking, reading and writing*. In many non-English speaking countries, English becomes a foreign language or a second language. In Indonesia, English is a foreign language. It is taught formally from elementary school up to University level.

Reading is one of the main four skills that learner needs to master in order to ensure success in learning. Reading is a skill that can not be separated from other skills; reading is a process of transferring information from the author to the reader. Through the information transferred, individuals, especially learn to

get some advantages from the reading text such as knowing the history of the world, getting knowledge, and having entertainment. By learning reading, they are able to learn more about language component like grammar and vocabulary which are absolutely needed to master in learning language.

Reading is an activity with a purpose; a person reads because of many purposes, for example, for getting information, expanding knowledge, and even for enjoyment. The reading text may include newspapers, letters, booklets, advertisements, magazines, etc. Purposes of reading are getting general information from the text, getting specific information from the text and for pleasure or for interest.

Reading plays a main role of English teaching in Indonesia because the assessment of English is nearly done by reading. Although there are others skills of English that are assessed, reading takes larger portion than those. It can be seen from the semester examination and final examination which nearly involves reading skill.

Jonathan Aliponga (2013: 73), stated that reading is one of the main four skills that learner needs to master in order to ensure success in learning. Reading is a skill that can not be separated from other skills; reading is a process of transferring information from the author to the reader. Through the information transferred, individuals, especially learn to get some advantages from the reading text such as knowing the history of the world, getting knowledge, and having entertainment. By learning reading, they are able to learn more about language component like grammar and vocabulary which are absolutely needed to master in learning language.

Furthermore, mastering the language well, people need to learn four

skills in language, they are listening, speaking, reading and writing. From those skills, Reading is one of English skills in which the standard of competency stated that its purpose to comprehend many various meaning brought by the written text that has objectives in communication, text structure and specific linguistic. It means that students need to be trained in order to have a good reading skill.

In fact, reading become a monotonous activity for the students because they should know the meaning of the words or sentences. It means that they should open up their dictionary to know the meaning of them one by one. In reading activity, students not only asked to know the meaning of some word solely but also the whole information of the text. Although to know the whole information of the text is the students should know the meaning of the words, but it will be bored if the students faced with the situation where they must open their dictionary oftentimes.

Whereas, teaching reading comprehension is not easy. Some students perceive that reading is boring. The boredom can lead the students to have low motivation in doing the activity. Consequently, teachers should pay attention in how to make reading comprehension activities more amusing and optimally understandable. There are many students had difficulties in reading comprehension. Every student in the class had different background knowledge and ability. Sometimes there are students that had problems in comprehending the text and getting the main idea of the text, students also have known how to pronounce the word, but it occurred without understanding the meaning (Pezhman Zare and Moomala Othman, 2013: 187).

So that's why reading is very important skill for the students to increase

their knowledge. As generally, reading is a means of understanding and absorbing written information. It mainly contains two aspects: the degree of comprehension and the reading speed. Students reading ability is closely related to their vocabulary, cultural background knowledge and reading technique.

Based on some problems that have been discussed, it is very important to conduct a study as an effort to improve students' reading comprehension. Teacher also should think about an interesting strategy to teach reading in order to make students always pay attention to the teacher and enthusiastic in teaching-learning process, including in comprehending a reading text. Nowadays, there are a lot of alternatives to make an interesting teaching-learning process such as teach the students by using game, song, etc. So do reading, in reading there are many strategies can be used to improve the reading comprehension of the students.

One of strategies that can be used in order to improve the comprehension of students in reading is Reciprocal Teaching Technique. It can create an interactive learning in improving reading comprehension of the students. This teaching technique encourages students to work independently. The researcher believes that this technique can improve students' reading comprehension. The reciprocal technique will facilitate students with reading strategies and reading activities in the form of discussion or dialogue. Students will learn reading using some strategies, therefore they do not need to translate each word in the text. Moreover, students will have a chance to interact with their friends and the teacher.

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

Reciprocal teaching technique becomes an instructional procedure design to enhance students' reading comprehension of a text. In other words, the teacher is an instructor for the process, explaining and drawing a conclusion about the text together with the student. Cooper and Carter's research concluded that reciprocal teaching technique is especially effective when incorporated as part of an intervention of struggling readers and when used with low performing students in urban setting.

Here is the writer believes that reciprocal teaching technique can improve their reading comprehension effectively. To get a good achievement for English subject, students need perseverance and patience in learning it since most students regard this subject difficult, especially in reading comprehension through reciprocal teaching technique. In this case students are demanded to have a hobby in reading and practicing. That is why the teachers' help is absolutely needed to increase their achievement.

Based on the explanation above, the researcher interested in conduction entitle "Using reciprocal teaching method to improve reading comprehension of the VIII<sup>th</sup> grade students of SMP Al-Kahfi Sepulu Bangkalan Madura".

## **B. The Problem of the Study**

Based on the background of the study above, students should develop

their reading skill to achieve complete comprehension of the content either stated information through strategy, so the research question can be formulated as the follow: How can reciprocal teaching method improve reading comprehension of the VIII<sup>th</sup> grade students of SMP Al-Kahfi Sepulu Bangkalan Madura?

**C. The Objective of the Study**

The objective of the study is to discuss reciprocal teaching method can improve reading comprehension of the VIII<sup>th</sup> grade students of SMP Al-Kahfi Sepulu Bangkalan Madura.

**D. Limitation of the Study**

In this study, the writer would like to implement *Reciprocal Teaching method* in reading skill of grade XI at SMAN 7 Kediri. In addition, the writer applies this study in a form of classroom action research.

**E. The significant of the Study**

This research are expected to be useful for English teachers to solve the students' problem in reading comprehension. By using reciprocal teaching, it is hoped the students can be encouraged in reading. It is also one of an alternative technique in improving the ability of students' reading comprehension to the eight grade students of SMP Al-Kahfi Sepulu Bangkalan Madura.

**F. Definition of the Key Term**

There are some terms, which are defined operationally so as to avoid

misunderstanding on the part of the readers, those are reading comprehension, reciprocal teaching and eight grade students of SMP Al-Kahfi Sepulu Bangkalan Madura.

### **1. Reading Comprehension**

Reading comprehension is defined in the reading comprehension ability or achievement of eight grade students of SMP Al-Kahfi Sepulu Bangkalan Madura.

### **2. Reciprocal Teaching**

Reciprocal teaching is defined as a technique of teaching reading comprehension of the eight grade students of SMP Al-Kahfi Sepulu Bangkalan Madura in which reciprocal technique is an intractional activity that takes of a dialogue between students and teacher regarding segments of the text for guessing the meaning of the text.

### **3. SMP Al-Kahfi Sepulu Bangkalan**

SMP Al-Kahfi Sepulu is one of junior high schools in Bangkalan which is located at Jln. Ponpes Al-Kahfi Gangsiyan Sepulu Bangkalan Madura, and this research is applied to the eight grade of SMP Al-Kahfi Sepulu Bangkalan Madura.