

CHAPTER I

INTRODUCTION

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

A. The Background of the Study

In Indonesia, English is a foreign language which is taught at schools. It is not only given as compulsory subject which is examined in the national final examination (UNAS), but it is also given to prepare the students to face the global era for present and their future life.

The crucial point in K-13 is that teacher should present the material so properly that the students are expected to have at least a good quality of English. In language teaching, the mastery of four language skill (listening, speaking, reading, and writing) is important. Reading is one of the four skills that should be mastered by the students. As a matter of fact, it is not easy for students to read the teaching materials in a foreign language. They have to face new vocabularies and structures which they have not mastered yet.

Reading is interaction between thought and language. When a person he or she select appropriate and necessary language cues to make prediction about what he or she is reading. These predictions are verified by a process confirming, rejecting, and refining. So the reader can comprehend the ideas, follow arguments

and detect implications. But, in fact many students do not understand how to read and comprehend the text. As the result, they failed to understand what they read.

Reading is a skill that cannot 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.¹

Reading is a necessary skill that any learner needs. Unfortunately, how to teach the reading has not been given does care in some schools. In the past, according to the traditional view, reading began with the child's mastering the names of the letters, mastering the letter-sound relationship, then, learning some easy world in isolation, and finally, reading simple stories with highly controlled vocabularies. Researchers and teachers as well complain that most learners are not able to understand what they read.² The students still encounter some difficulties in comprehending English texts.

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. Very often, they get stuck because of some problems, such as unfamiliar words, their inability in understanding the context, being reluctant, and so forth.

¹ Grabe, W. & Stoller, F.L, *Teaching and Researching Reading*. (San Juan Capistrano, CA: Resources for Teacher. Harlowr Pearson Education limited, 2002), P. 1-20

² Michael Swan, *Effective Reading*, (Cambridge: Cambridge university press, 1975), 275.

Reading comprehension is reading deeply, understand what the book means. They have to focus and concentrate with the text in the book in order they can take the important idea from the text. Based on the preliminary study, many students get the problem to comprehend the text. Reading is difficult as many students get them. Vocabulary is the big problem from them to reading comprehends. The other problem is the way of teacher's teaching become one of factors they do not like reading. That can be attention that do take the students interest with reading, the teacher should have a strategy when he/she teaches.

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. Generally, during silent reading, students do not have chance to do something which helps them reach comprehension faster. By inserting the interesting activities before, during reading, and after reading, the boredom may be prevented. In addition, students can get the clues in order to evaluate whether messages they caught are true or false. By doing so, they will be more ready and confident to answer the questions after reading.

Based on the researcher's observations, there were many students had difficulties in reading comprehension. Every student in the class had different background knowledge and ability. It is impossible for them to have the same experience of life and ability even if they live in the same place and time. For example, they 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. There are some students who had tried to comprehend the text by reading it many times but they failed. There was no enjoyment while reading because they did not know its meaning. So, the students could not find good impressions from the text they read and they did not know what they read for. Moreover, there were some students interested in reading because they found the enjoyment while reading. Besides that, they had sufficient vocabularies and also they know what they read for. Considering these differences, the teacher should supply the students with sufficient vocabularies and make them aware of the kinds of text they read. Besides that, they should pay attention to which information they look for, for instance whether they want to find the general understanding or detailed information. In addition, they should be aware of the purpose of reading whether reading for enjoyment or a test.

In order to solve that problem, a good strategy, method, or technique should be used in order to make students become active, enjoy and comprehend about the main point of the reading text because reading is very important subject for the student of Junior High School a lot of advantages from studying reading. By reading, they will be able to get a lot of information and to increase their knowledge in reading ability especially students of the seventh grade students of MTs Negeri Kunir Wonodadi Blitar.

As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new. According Grabe & Stoller (2002) reading is the ability to draw meaning from printed page and

interpret this information appropriately.³ It means comprehending and interpreting the information of the text are important. It implies that students need to learn a considerable amount of information from a text. So that is 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 pre research observation above the writer proposed one technique to solve those namely is reciprocal technique. Reciprocal technique is defined as a technique of teaching reading comprehension of the seventh grade students of MTs Negeri Kunir Wonodadi Blitar in which reciprocal technique is an instructional activity that takes of a dialogue between students and teachers regarding segments of the text for guessing the meaning of the text. Reciprocal technique is a teaching technique of reading in which the students use of cognitive in understanding the reading text. This activity takes the form of dialogue between students and teachers regarding segments of the text for the purpose of constructing the meaning of the text.⁴

³ Grabe, W. & Stoller, F.L., *Teaching and Researching Reading*. (San Juan Capistrano, CA: Resources for Teacher. Harlowr Pearson Education limited, 2002), P. 1-20

⁴ Oezkus L.D, *Reciprocal Teaching at Work, Strategies for Improving Reading Comprehension*, (Newark, DE. International Reading Association, 2005), P. 1-29.

B. The Research Problem

Based on the explanation of 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 follows: To what extent can the students' reading comprehension ability of the seventh grade students of MTs Negeri Kunir Wonodadi Blitar be improved through reciprocal teaching technique?

C. The Objective of the Study

Based on the background above, the objective of the study is to describe how the application of reciprocal teaching technique can improve students' reading comprehension to the seventh grade students of MTs Negeri Kunir Wonodadi Blitar.

D. Limitation of the Study

Teaching reading actually has a broad and wide scope of coverage. There are many things can be taken as the subject matters to be observed by people who want to do research in this field. The researcher has to narrow down the scope of the discussion of this study to one point only, so that the reader will not get confused. This study is focused on the improving the students' reading comprehension at the seventh grade students of MTs Negeri Kunir Wonodadi Blitar by using Descriptive text.

E. Significance of the Study

This research is concerned with the effect of reciprocal teaching technique on the seventh grade students' in reading comprehension. The findings of this research are expected to be useful and relevant theoretically and practically.

Theoretically, the results of this research are expected to be able to enrich and enhance the theory of teaching reading by using reciprocal technique. The result of this study can be used as a reference for those who want to conduct the same research.

Practically, the results of this study, reciprocal teaching technique can be useful for English teachers to solve the students' problem in reading comprehension. By using reciprocal technique, 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 seventh grade students of MTs Negeri Kunir Wonodadi Blitar.

F. Definition of the Key Terms

There are some terms, which are defined operationally so as to avoid misunderstanding on the part of the readers, those are reading comprehension, reciprocal technique and seventh grade students of MTs Negeri Kunir Wonodadi Blitar.

1. Reading Comprehension

Reading comprehension is defined in the reading comprehension ability or achievement of the seventh grade students of MTs Negeri Kunir

Wonodadi Blitar measured by administering reflection or posttest by the end of each session.

2. Reciprocal Technique

Reciprocal technique is defined as a technique of teaching reading comprehension of the seventh grade students of MTs Negeri Kunir Wonodadi Blitar in which reciprocal technique is an instructional activity that takes of a dialogue between students and teachers regarding segments of the text for guessing the meaning of the text. Reciprocal technique is a teaching technique of reading in which the students use of cognitive in understanding the reading text. This activity takes the form of dialogue between students and teachers regarding segments of the text for the purpose of constructing the meaning of the text.⁵

3. MTs Negeri Kunir Wonodadi Blitar

MTs Negeri Kunir Wonodadi Blitar is one of junior high schools in Blitar which is located at Jln. Ponpes Al-Kamal Wonodadi Blitar, and this research is applied to the seventh grade students of MTs Negeri Kunir Wonodadi Blitar.

⁵ Oezkus L.D, *Reciprocal Teaching at Work, Strategies for Improving Reading Comprehension*, (Newark, DE. International Reading Association, 2005), P. 1-29.