

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, and the definition of key terms, they are discussed consecutively in the following sections.

1.1 Background of the study

Language is very important in human daily life and people use a language to communicate one to another among them. English language is one of language that famous then and now in almost all the world and also it is an International language. Since English as an International language, it has many interrelationships with some human aspects in life such as economic, education, politic, social, culture, and etc.

Today's era, people need to have some skills and competence to compete in this worldwide. Moreover for the young generation is needed to have them, so the parents and teacher have to help the children and young generation to develop and enhance their skills and competencies. The best, suitable, and appropriate place to reach it is school where the students learn, train, develop their knowledge, skills, and competence.

In addition, school is the place where teaching and learning process happen. School is the place to prepare the student in globalization era. In the school, the students are learning and improving their knowledge, skill, ability, thinking, communication, etc. English is one of the subjects that students should learn in the school. English considered as the foreign language and constant subject in the school and taught formally from kindergarten until the university level. Basically, learning English in formal school is focusing on ability for students in order to they are be able to communicate with other people or they can communicate directly with the foreigner.

The goal of teaching and learning process of English subject is to develop student's discourse competence. It concerns on producing both oral and written texts. It also consists of four integrated skills, those are listening, speaking, reading

and writing that needed for students to acquired in the school. Since the students have and use their own English textbook which is written in English language in school, so it is important for them to be able to read some kinds of text in English, understand, and focus on the reading skill. Reading has many reasons to be an important skill in English learning because reading help reader and students learn and understand a new language, furthermore, they will get new vocabulary and improve their knowledge.

Reading skill is important in learning English, because it helps the students to understand the meaning of the text, journal, article, novel, etc. Through reading, the students will find some new vocabularies in English so that their knowledge definitely will increase and develop more and more. Johnson (2008:3) states that “Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place” it means that reading is the way for students to practice how to get the meaning of the text, then create a summarizing from the text that the students have read. By practicing to read in reading activities, it helps students to learn and know a lot of information from text, journal, article, novel, etc. The students also can understand the meaning based on passages and text from the book that the students read. In the junior high school, reading is one of the skills that students should learn. Based on the school curriculum (K13) now change to Kurnas (Kurikulum Nasional) there are several types of text that students should acquire in school such as descriptive, narrative, and recount text especially for junior high school students.

Actually, reading comprehension is very important subject for students to learn it in school especially for the junior high school, but the students still have some difficulties in mastering reading. There are some problems of reading comprehension that student faced such as, difficulty understanding of the whole text, difficulty understanding some vocabularies, difficulty to find and give the main idea about a text, etc. So here the ability of the reader must be important to comprehend the text well.

Based on the problems above it is necessary to apply appropriate strategies which help the students understand the text well. Reciprocal teaching strategy is one of the strategies that can help to solve the problems of the students faced in

reading comprehension. Reciprocal teaching strategies has four steps in it, those 4 activities are: predicting, questioning, clarifying, and summarizing. According to Palinscar and Brown (1984:117) reciprocal teaching has two instructional studies which consist of comprehension fostering and comprehension monitoring activities. It has four study activities to build the comprehension in it, those four activities are: Predicting, Clarifying, Questioning, and Summarizing. The application of this strategy is that the teacher and the student take turn leading a dialogue centered on relevant text in their studying. This method guides the student to interact with the text in sophisticated ways of learning process. This Strategy will make the students easily to understand about the information and meaning in the text by predicting because they will think about content of the text, is it make sense or not, so students get new vocabularies from the text. In Clarifying activity, the teacher and students clarify all things that found in the text from difficult vocabulary, main idea, etc. In questioning activity the teacher ask some questions to the students to know how far students understanding about the text or on the contrary, students can ask to teacher about the text that they do not understand it. In Summarizing activity, the students learn to find the main idea of the text and they should write the important point and conclusion by using their own language. Reciprocal teaching strategy will also lead to improvement in learning process especially in reading comprehension activities. The students in junior high school learn some kinds of text such as descriptive, narrative, recount, etc. Narrative text is one of texts that should learn by eight grade in junior high school. Narrative text is a text that telling about the story that happen in the past. There are some kinds of story in narrative text, such as: fairy tale, fable, legend, and folk tale that amuse and entertain the reader. Narrative text usually contain some problem to be solved not only that it is also has attitudes and moral value in it.

In this study, the researcher focus on applying this Reciprocal Teaching Strategy in reading narrative text to increase students' comprehension in reading.

1.2 Statement of the problem

Based on the background of the study above, the writer is formulated the research questions as follow:

- 1.2.1 Is Reciprocal Teaching Strategy effective in increasing students reading comprehension in narrative text?
- 1.2.2 How does Reciprocal Teaching Strategy effective in increasing students reading comprehension in narrative text?

1.3 Hypothesis

The criteria of the test hypothesis as follow:

- 1.3.1 The Null Hypothesis (H_0)
Reciprocal Teaching Strategy is not effective to increase students reading comprehension in narrative text.
- 1.3.2 The Alternative Hypothesis (H_1)
Reciprocal Teaching Strategy is effective to increase students reading comprehension in narrative text.

1.4 Objectives of the study

The objective of the study is stated as follows:

- 1.4.1 To know whether Reciprocal Teaching Strategy is effective in increasing students reading comprehension in narrative text.
- 1.4.2 To describe that Reciprocal Teaching Strategy is effective in increasing students reading comprehension in narrative text.

1.5 Significance of the study

The significance of the study is stated as follows:

- 1.5.1 For Students

The researcher hopes that the use of Reciprocal Teaching Strategy in reading narrative text can make the students increase their reading ability. Furthermore it can help them understand the main ideas, moral value, difficult vocabulary, know the information and meaning of the text. The important one is the students more active to read and they can be brave to give an ideas and opinion in the class.

1.5.2 For Teachers

The benefit of the research is to prove and explore whether the use of Reciprocal Teaching Strategy in reading narrative text can increase the students comprehension in reading. This strategy can motivate teacher to find a new strategy in the process of teaching and learning English especially in reading skill. In addition, the teacher's capability to conduct the teaching and learning process is improved as a result teaching and learning process can run well.

1.6 Scope and Limitation

The scope of this research is focused on using Reciprocal Teaching Strategy to increase reading comprehension. This RTS (Reciprocal Teaching Strategy) consist 4 steps, those are: predicting, clarifying, questioning, and summarizing. To be more specific, the subjects of the research are the eighth grade students of junior high school. This research is only limited on increasing reading comprehension in narrative text through reciprocal teaching strategy.

1.7 Definition of Key Terms

To avoid misunderstanding, some keywords need to be defined as follows:

1.7.1 Reading

Reading is a skill which combines between text and knowledge. The practice is where the students read text then they comprehend the text with their own background knowledge. Reading is constantly developing skill which the students will be better at reading by practicing.

1.7.2 Reading Comprehension

Reading comprehension is the ability to understand the purpose and the meaning of the text that students read. Reading comprehension is able to enhance the knowledge of language of students and reader what is being read.

1.7.3 Narrative Text

Narrative text is the text that tells about the fiction story that happen in the past. There are some kinds of story in narrative text, such as: fairy tale, fable, legend, and folk tale which all those kinds can entertain and amuse the reader.

1.7.4 Reciprocal Teaching Strategy

Reciprocal teaching is instructional activities which consist of comprehension fostering and comprehension monitoring which the teacher and students take turn having a dialogue regarding on relevant text to construct the meaning. Reciprocal teaching strategy has 4 study activities in it, they are predicting, clarifying, questioning, and summarizing (self review).