

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, research problem, objective of the research, research hypothesis, significance of the research, scope and limitation and definition of key terms.

A. Background of the Research

Reading is an activity to get some information of the text or any information about something. Reading can increase someone's knowledge and create strong someone's prior knowledge. Increasing someone's knowledge is based on their reading comprehension. If they have lack of comprehension on reading so they have lack of knowledge. By reading, someone can get a lot of knowledge or inspiration from written text, because reading always related with writing or written text or vice versa. Sulisty (2011:20) defines reading is a process of communication between reader and writer, readers create their ideas from the written text. Reading is not just passive skill but complicated process.

There are many important things were gotten from reading. They are increasing of understanding, increasing prior knowledge and get a lot of knowledge or information about something. Healy (2002:3) states that "Reading is a purposeful and active process. A reader reads to understand, to remember what is understood and put the understanding to use. A reader can read a text to learn, to find out information, or to be entertained".

So, reading is not only passive skill or passive process but also active process, when reader understood on written text or writer's ideas, reader use it in real life or real context to learn and get the information to increase their knowledge.

Cunningham and Stanovich in Bansen & Moore (2011:2) explained that positive reading will be successful if reader learns what they read with some experiences and they enjoy the reading and become motivated to read again. Reading by relating some experiences or some attractive texts will trigger the students' motivation.

In learning English, students have some problems of reading. Some of the problems are (1) students become lazy to read (2) students just read the text but they do not understand what the topic mean (3) students have lack of vocabularies. So they cannot answer or understand the other various of text given by their teacher. It makes students become lack of knowledge and (4) students do not know about their ability in reading because they ignored their problem. Collins & Haviland (1979:2) states that "Experiences whether children have problems in reading depends partly on the language experiences they have before they learn to read. Most children are primarily familiar with conversation, but reading, especially the reading of stories, is quite different from conversation". In other side, the teacher was fail in teaching reading because teacher applied monotonous learning. So, the students' reading success based on the way how in teaching reading.

To teach reading comprehension, teacher can use the strategy because by using strategy, teacher has simple action or simple activity to teach students' reading comprehension and students can accept the knowledge quickly. Regarding the focus of the reading problems, teaching strategy is one of the most effective means of helping students to overcome them.

The strategy that can be used to teach reading comprehension is Reciprocal Teaching. Reciprocal teaching is teaching strategy in reading comprehension by using four steps there are; summarizing, questioning, clarifying and predicting. Palinscar and Brown (1984,117-175) in Freihat &Al-Makhzoomi (2012) states that "Two instructional studies directed at the comprehension- fostering and comprehension – monitoring activities of 7th grade poor comprehenders. The 4 study activities were summarizing (self-review), questioning, clarifying, and predicting. The training method was that of reciprocal teaching".

Palinscar and Brown (1984) in Freihat &Al-Makhzoomi (2012:279) designed reciprocal teaching to promote reading comprehension abilities in students. Reciprocal teaching procedure involves explicit instruction by the teacher to their students using of the strategies, such as predicting, clarifying, questioning and summarizing, to develop or increase their reading comprehension.

This strategy applied to motivate students to read through reciprocal teaching. Palinscar & Brown (1984:121) states that "decided to train the four activities of self-directed summarizing (review), questioning, clarifying, and predicting, embedding them in the context of a dialogue between student and

teacher that took place during the actual task of reading with the clear goal of deriving meaning from the text”

Reciprocal teaching is one of the effective strategies used to teach reading comprehension. Researchers such as Defiana, Nugraha, and Utami used this method in teaching reading. Defiana (2012) conducted the research in second grade students at MTs N Pulosari Tulungagung in the academic year 2012/2013 used pre-experimental design, Nugraha (2011) conducted the research in eight grade students of SMP N 19 Surakarta in academic year 2007/2008 used action research design, and Utami (2013) conducted the research in eight grade student of SMP N 13 Yogyakarta used action research design. Their findings clarified that reciprocal teaching is effective to teach reading comprehension in Junior High School. Based on the researches above, researcher will conduct the research in Senior High School to prove that reciprocal teaching is effective strategy to teach reading comprehension in Senior High School

Based on the backgrounds above, the researcher conducted a study in the form of quantitative research entitled **“The Effectiveness of Reciprocal Teaching on Students’ Reading Comprehension of Tenth Grade at MAN 2 Tulungagung”**.

B. Research Problem

Statement to the background of the study previously presented, the researcher formulates the research problems are:

1. How are the students’ achievements in reading comprehension before being taught by using Reciprocal Teaching?

2. How are the students' achievements in reading comprehension after being taught by using Reciprocal Teaching?
3. Is there any significant different achievement on the students' reading comprehension before and after being taught by using Reciprocal Teaching?

C. Objective of the Research

According to the problems purpose above the writer sets the purposes of the study are:

1. To know the students' achievement in reading comprehension before being taught by using Reciprocal Teaching?
2. To know the students' achievement in reading comprehension after being taught by using Reciprocal Teaching?
3. To know whether there is any significant different achievement on the students' reading comprehension before and after being taught by using Reciprocal Teaching?

D. Research Hypothesis

The hypothesis of this research is:

1. Null Hypothesis (Ho)

There is no any significant different achievement on the students' reading comprehension before and after being taught by using Reciprocal Teaching.

2. Alternative Hypothesis (Ha)

There is significant different achievement on the students' reading comprehension before and after being taught by using Reciprocal Teaching.

E. Significance of the Research

The advantages that can be acquired from this research are:

1. For the students

This research can encourage them to learn English especially in learning reading. So, they can enhance their reading comprehension and find their comprehension in reading by four activities immediately.

2. For the teacher

It can be input and reference for the English teachers in teaching reading. Not only in teaching English but also in teaching other lessons which related with reading comprehension. Teacher can know how far the students' comprehension in reading and teacher can improve their comprehension in teaching English for next material.

3. For other researcher

It can be used to be reference in conducting further research to develop another strategy to motivate the students to reading English.

F. Scope and Limitation of the Research

In avoiding the deviations from the topic, the writer focuses on the teaching English, especially teaching reading for narrative text and taught by using of reciprocal teaching done at Tenth Grade of MAN 2 Tulungagung. Limitation in this study, the researcher chose the tenth grade students of IIK/religion class because researcher had a limited time.

G. Definition of Key Terms

To avoid misunderstanding and misinterpreting of any terms used in this quantitative research, the researcher defines the key words as follow:

1. Effectiveness

Effectiveness is the improving post-test score toward pre-test after calculating scores used SPSS 16.0 version.

2. Reading Comprehension

Reading comprehension is process to make sense of the information and text what they read then they get meaning of the text well. In this research, students read a narrative text.

3. Reciprocal Teaching

Reciprocal teaching is the reading strategy using four steps guided by teacher and divide students become groups and do these steps. First is summarizing, students are able to summary the each paragraph of the narrative text. Second is questioning, students ask for themselves and other students using 5W+1H about the text. Third is clarifying, students clear up the unknown word or vocabularies. The last is predicting, students are able to make prediction about the next paragraph of the narrative text. The teacher should lead of these steps and to be a model to their students.