CHAPTER I
INTRODUCTION

This chapter presents the introduction to the study. It covers background of the problem, purposes of the study, research questions, significances of the study, definition of key terms used in this thesis and thesis organization. This chapter is ended with concluding remarks.

1.1 Background of the Problem

Reading is one language skill which is taught in educational institutions. It is considered prominent as it is the basis of instruction in all aspects of learning (Mikulecky, 2008) and necessary to improve quality of life (Grabe and Stoler, 2002).

There are at least three aspects why reading is very significant in English as second or foreign language. First, reading in second language or foreign language settings is increasingly important as English continues to spread, not only as a global language but also as a language of science, technology and advanced research (Grabe and Stoler, 2002). Everyday English Foreign Language students (EFLs) deal with reading materials such as text, text books for acquiring knowledge and information.

Second, the implementation of Genre Based Approach in Curriculum 2013 in Indonesia which is text-based will enhance students to deal with many types of texts, providing an implication that reading is necessary. Finally, reading is one of skills tested in national final examination in secondary schools, indicating that reading skill needs to be mastered by the students.

Based on the importance of reading for the students, teaching reading to the students is a necessity. In order for the students master the skill optimally, teaching reading strategies to the students is one way as also outlined by Hoein & Lundberg (2000), Grabe and Stoller (2002), and Pressley (2002) stating that when students learn to read they need to be taught how to use specific strategies to understand the text. One of the strategies used in the teaching context is

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reciprocal strategy. It was introduced by Palinscar and Brown in 1984. It is a strategy in which the teacher explains and teaches four reading strategies explicitly namely *prediction, clarification, questioning and summarizing*. Then the teacher and the students take turn (Pressley & McCormick in Westwood, 2001) and incorporate the four reading strategies collaboratively in dialogue (Palinscar and Brown, 1984; Rosenshine and Meister, 1993; Klingner, Vaughn, & Boardman, 2007) to internalize the text. This strategy also highlights explicit instruction which is needed to achieve reading comprehension (May, 2010; see also Palinscar and Brown, 1984; Rosenshine and Meister, 1993).

Reciprocal teaching has been found as a successful teaching strategy in improving students' reading comprehension not only English as first language (see Palinscar and Brown, 1984; Ozckus, 2003) but also English as second and foreign language (see AlMakhzoomi, 2012; Jaya; 2013). However, most of the research was conducted at the university level (Palinscar & Brown. 1984; Moore, 1988; Wisaijorn, 1994; Seymour & Osana, 2002; Oczkus. 2005; Meyer, 2010; May, 2010; AlMakhzoomi, 2012; Jaya; 2013). As far as the study concerns, there is still little attention paid to the effectiveness of reciprocal teaching strategy in improving reading comprehension at the secondary level (Nasution, 2009; Astuti, 2013).

Based on the consideration of its importance and necessity for the students to learn reading in the secondary level, in line with the present curriculum, this study applies reciprocal strategy in the context of secondary level. Therefore, this study was conducted to serve the purpose and was aimed to explore the implementation of the strategy in the classroom, to find out the effect of reciprocal strategy on the students' reading comprehension, and to investigate the students' attitudes toward the strategy used.

1.2 Research Questions

The research questions of this study are formulated as follow:

1. How is the implementation of reciprocal teaching strategy in the classroom?
2. What is the effect of reciprocal teaching strategy on the students' reading comprehension?
3. What are the students' attitudes towards the implementation of reciprocal teaching strategy?

1.3 Purposes of the Study

The purposes of the study are to explore how reciprocal strategy is implemented in the classroom, to find out the effect of reciprocal teaching strategy on the students' reading comprehension, and to investigate the students' attitudes towards its implementation in a senior high school in Riau.

1.4 Significance of the Study

The research findings are intended to give contribution on several aspects; theoretically, practically, and professionally (Marshal & Rosman in Emilia, 2009, p. 153).

Theoretically, the study can provide an empirical support to existing theories of reading comprehension, especially the use of reciprocal strategy in teaching reading comprehension skill in secondary level. It can be a piece of theoretical information for other teachers related to the use of reciprocal strategy in teaching reading. Practically, the results of the study help to clarify and define more precisely on how the use of reciprocal teaching helps students to improve their reading comprehension skill. The findings of the study may inspire other researchers to conduct further research related to the topic. Professionally, this study might add the understanding about the way in which reciprocal teaching affects foreign language reading comprehension skill in improving students reading comprehension skill as well as improving language teaching and learning.

1.5 Definition of Terms

To avoid misinterpretation, misunderstanding or ambiguity, there are two terms which relate to the variables of this study. The definitions of this study are as follows:

1. Reading comprehension refers to an active process of constructing meaning from written text through readers' interaction, their involvement, their taking their prior knowledge, their reading strategies, and their understanding of text types (Palinscar and Brown, 1984; Grambrell and Koskinen, 2002, p. 303; Snow, 2002, p. xiii; Almasi, 2003, p.74; Lenski, 2008, p. 171).
2. Reciprocal teaching refers to a teaching strategy in which students learn to use the four reading strategies of prediction, clarification, question generation and summarization and to apply these while discussing text with the teacher and their peers (Klingner, Vaughn, and Boardman, 2007, p.131).

1.6 Structure of Thesis

This thesis is organized into six chapters. Chapter I reveals background of the problem, research questions, purposes of the study, significance of the study, definition of key terms used in this thesis, structure of thesis and concluding remark.

Chapter II focuses on the literature related to teaching reading through reciprocal teaching. This includes the nature of reading comprehension, teaching reading comprehension, reciprocal teaching, hortatory texts and narrative texts.

Chapter III discusses the research methodology to collect and analyze the data used in this study. This chapter consists of seven sections; research site and participants, research design, research instruments, data collection technique, data analysis technique, hypothesis testing and completed by the concluding remark. Chapter IV discusses the teaching program as the implementation of reciprocal teaching strategy with the results of classroom observation. Chapter V presents the finding and discussion of the data which are obtained from tests and questionnaire.

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Ultimately, chapter VI presents the conclusions and recommendation for further research.

1.7 Concluding Remark

This chapter has discussed the introduction to the study. It provided statement of the problem, research questions, purposes of the study, significance of the study, definition of key terms used in this thesis, thesis organization, and concluding remark. Furthermore, the details of literature framework related to the topic of the study are discussed more in the next chapter.