

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents a brief description of the whole content of the research. It includes background of the research, statement of the problems, aims of the research, scope of the research, hypothesis, significance of the research, and clarification of terms. The organization of the paper is also provided in this chapter.

### **1.1. Background of the Research**

In Indonesia, English subject is taught as foreign language at any levels of education. There are four skills which have to be mastered by the students including listening, speaking, reading and writing. Reading is one of the skills that is important to be learned by the students since it has many uses. It can support the development of knowledge and stimulate the development of students' brain when they receive information from what they read. Moreover, Harmer (2007b) states that reading has benefits since it can strengthen students' language acquisition and also gives them better understanding when they can improve their reading frequency.

In Indonesia, it is widely acknowledged that English subject is included in final examination. Reading is a type of questions which is dominantly used in the test. Therefore, students are highly demanded to have better skill in reading text. Since most students at any levels education get difficulty in reading English textbook, especially for academic purposes, thus it is important for the teachers to know how to overcome students reading difficulties in understanding the text.

Reading is to comprehend the text at whole. According to Deschant (as quoted by Hamra & Syatriana, 2010, p.30) stated that "comprehension is a process; it is thinking through reading". In fact, reading comprehension is not an easy task for students to do, meanwhile teachers also have difficulty to find

appropriate strategy to overcome this problem. In Indonesia, some English teachers still use traditional method or conventional method in teaching reading. Conventional method usually leads students into boredom. This method focuses on teacher-centered strategy, where the teacher often dominates the class instructions, so the students are lack opportunities to be active in the class. One of ways to make the teaching reading effective is by making the students to be active and enjoy the learning process so they can improve their reading skill.

One of strategies which can effectively be used to improve students' reading skill is Reciprocal Teaching strategy. Reciprocal Teaching strategy (RT) is first developed by Palinscar & Brown (as cited in Doolittle, Hicks, Young, Triplett, Nichols, 2006, p.106) who stated that reciprocal teaching strategy is based on teacher's modeling and guided practice. It assumes that the teacher has important role in the classroom activity. Moreover, Ahmad et al., (2011) defined that "reciprocal teaching is an instructional activity that utilizes four comprehension strategies (predicting, questioning, summarizing, and clarifying) in the form of a dialogue between teachers and students regarding segments of a text" (p. 141). By using this method, students are also encouraged to work by themselves or practice in a small group and try to construct more meaning from the text meanwhile the teachers also can easily control the activity as the situation requires. Further, they can observe each student from each group directly.

In terms of Reciprocal Teaching, previous studies have revealed the benefit of this method. One of researchers, Park (2008) found that the Reciprocal teaching strategy is effective to increase the reading comprehension of participants of various ages who are either normal-learners or learning disabled. Moreover, Marpaung (2011) also found that this strategy effective in teaching reading and improve student's reading comprehension.

Based on those reasons, this study specifically is designed to discover whether or not using Reciprocal Teaching Strategy can improve students' reading comprehension of Narrative texts. Furthermore, this study attempts to find out students' responses toward the implementation of this method in the classroom.

## **1.2. Statement of the Problems**

This research was conducted to answer the following questions:

1. Can Reciprocal Teaching Strategy improve students' reading comprehension of narrative texts?
2. What are the students' responses toward the use of Reciprocal Teaching Strategy in comprehending narrative texts?

## **1.3. Aims of the Research**

The aims of this research are to find out the effectiveness of Reciprocal Teaching Strategy to students' reading comprehension of Narrative texts and to know the students' responses toward the use of Reciprocal Teaching Strategy in the classroom activity.

## **1.4. Scope of the Research**

The scope of this research is limited to find out the effectiveness of using Reciprocal Teaching Strategy to students' reading comprehension of narrative texts and this research also investigates the students' responses toward the implementation of Reciprocal Teaching Strategy in the 8<sup>th</sup> grade students of Junior High School Level. One of Junior High Schools in Cimahi was chosen for this research.

## **1.5. Hypothesis**

Since this research is aimed to find out whether or not the use of Reciprocal Teaching Strategy can improve students' reading comprehension of

narrative texts, null hypothesis and alternative hypothesis are used. According to Coolidge (2000; Kranzler & Moursund, 1999) stated that the null hypothesis and alternative hypothesis are as follows:

H<sub>0</sub>: there is no difference between student's reading comprehension of narrative texts by using Reciprocal Teaching Strategy in experimental and control groups after being given the treatment.

H<sub>A</sub>: there is difference between students' reading comprehension of narrative texts by using Reciprocal Teaching Strategy in experimental and control groups after being given the treatment.

### **1.6. Significance of the Research**

Theoretically, this research can be one of major contributions for educational field especially in teaching strategy which is used in teaching and learning process. It is hoped that this research will give an input for teachers especially English teachers in developing teaching strategy for reading comprehension.

Furthermore, if the result of this research shows that there is a significant difference between both groups, so this strategy can be regarded as a productive method that can be used as an alternative strategy to improve students' reading comprehension.

## **1.7. Clarification of the Terms**

In order to avoid misinterpretation in understanding this research, it is important to clarify the following definition of key terms:

- a. Reading Comprehension is the process of understanding the text in which we interpret ideas which are conveyed in the text beyond the words and to construct our own meaning (McNamara, 2007 & Wilhelm, 2008, as cited in Agustiani, 2010).
- b. Reciprocal teaching strategy is the strategy in teaching reading which includes four various stages: predicting, questioning, clarifying and summarizing, in order to promote students' motivation to think and to interpret the text and to construct their own ideas ( Palinscar & Brown 1984, as cited in Doolittle et al., 2006).
- c. Narrative text is one of the text types (genre) which is proposed to entertain, and to deal with actual or vicarious experience (Gerot & Wignell, 1994, p. 204).

## **1.8. Organization of the Paper**

The paper is organized into five chapters. Each of them is provided with some subtopics to give an insight into the topic under investigation.

The first chapter is introduction. It gives a brief description of the whole content of the research. It includes background of the research, statement of the problems, aims of research, scope of the research, hypothesis, significance of the research, and clarification of terms. The organization of the research is also provided in this chapter.

The second chapter is literature review. It explains theories and literature which relevant to the study. It includes theory of reading, teaching reading method: Reciprocal Teaching Strategy, and narrative text.

The third chapter is research methodology. It presents the methodology or the research design used by the researcher. This chapter consists of research design, data collection and data analysis.

The fourth chapter is findings and discussions. It reports the result of the research which explains the findings of the research and the discussion according to the data obtained.

The last chapter is conclusions and suggestions. This chapter presents the conclusions of the research and suggestions for the next research as well as for teachers based on the result found by the researcher.