

## CHAPTER I INTRODUCTION

### A. Background

One of learning objectives are students can comprehend the subject well and improve their higher order thinking. There are several ways to achieve those learning objectives such as reading and asking question. Reading is still one of the most effective models to providing an experience for a reader, reading is far from the most efficient way to transmit information. According to British philosopher R.G. Collingwood (Bowker, 2010) questioning as “essentially a suspension of the activity of asserting” and questions are designed to probe, to find something that is not already there, to discover relationship and possibilities which are not given. In fact several students do not like reading and reticent to asking question because many factors such as reading makes them dizzy or makes hurts their eyes, they are expected to be tested on what they read- and fail the test, the words hard to understand, not interest in material but they are required to read, the topic is hard to understand and etc (Louanne, 2016). Meanwhile, factors of asking question such as they are afraid of asking silly question, they afraid of considered as stupid students, waste the energy, no have idea, they think it does not influence anything, worry if the question raise the conflict (Hariyadi, 2014). In addition, Case (2012) stated factors such as afraid of asking a silly question, language problem, think they should have already know the answer, have too many questions cannot decide which to ask. Fevre et al. (2003) stated these challenges may be intermingled when these students are deficient in access to interesting materials and strategic activities and neglect the concept of reading as a process of understanding meaning from texts.

Students with good reading ability perform better than those with less developed reading skills and students with good questioning ability perform better because questioning helps learn, explore the unknown, and adapt to change (Berger, 2015). Reciprocal teaching model expected can provide students to have good reading ability and questioning ability. This learning

model makes student more interested in this topic through reading activity and this model requires each student to take a role and to be responsible to their peer because each student has important role in each group. In addition, this model supports student centered which means the student needs to be more active and do much effort to comprehend the topic. Reciprocal Teaching is reading instructional model that involves teachers and learners through dialog in a text (Ahmadi and Ismail, 2012). Strategically competent readers may make predictions well before they read, ask question as they read, seek further clarification when they are confused, and write summaries of what they have read for themselves (Pressley, 1998).

Reciprocal teaching is maintaining questioning ability, where in KTSP curriculum this skill is the most required skill to be master. Besides, in learning science the ability to ask question also is the required skills to be master. Questions can be asked by teacher or students. Usually, question which was asked by students is to engage the attention or answer their curiosity (Widodo et al., 2006), but asking questions is just not to gain the attention or to answer their curiosity but processes which involve thought (Rustaman et al., 2006).

Students have different ability in proposing a question. This can be seen from the question that they proposed. The questions can be distinguished in several types, depending on the point of view of the expert. Blosser (1991) suggested the Question Category System for Science (QCSS) to analyze questions in learning science. There are three levels of classification those are Closed and Open question in first level. The second levels are cognitive memory operation, convergent thinking operation, divergent thinking operation and the last is evaluative thinking operation. The third level it is related to the how the way of thinking of the question itself (Blosser, 1991). To measured students' comprehension and students' questioning ability the ecosystem topic was chosen because this topic is on KTSP curriculum for junior high school, and this topic is quite broad. This topic has many processes and terms. Besides, many articles in newspaper or magazine address issue on ecosystem topic. Hence, this topic closely related to our life.

According to the explanation above it can be concluded Reciprocal Teaching is considered as an appropriate model of learning ecosystem. Therefore, in this study researcher wants to investigate Reciprocal Teaching as a model with title “Fostering Students’ Comprehension and Questioning ability in Learning Ecosystem through Reciprocal Teaching”.

## **B. Research Problem**

The research problem of this study is “How does Reciprocal Teaching foster students’ comprehension and questioning ability in learning Ecosystem?”

## **C. Research Question**

Elaborating the research problem, the research attempts to explore these following questions:

- a. How does Reciprocal Teaching foster students’ comprehension in learning Ecosystem?
- b. How does Reciprocal Teaching foster students’ questioning ability in learning Ecosystem?

## **D. Limitation of Problem**

- a. Reciprocal teaching is a procedure that features guided practice in applying simple concrete strategies to the task of text comprehension.
- b. Students’ comprehension that is measured in this research involves level cognitive of remembering (C1), understanding (C2), applying (C3), and analyzing (C4).
- c. Questioning ability is measured according to Question Category System of Science (QCSS) which consists of two levels of thinking expected by questions which are closed questions and open questions. Closed questions are divided into two levels of thinking which are Cognitive-memory operations and convergent thinking operations and Open

questions are divided into two levels of thinking which are divergent thinking operations and evaluative thinking operations.

- d. Concept is Ecosystem that limited by Core Competency number 7 and Basic Competence number 7.1 that are attached in KTSP curriculum.

### **E. Research Objectives**

This study has objectives, which are:

- a. To investigate Reciprocal Teaching foster students' comprehension in learning ecosystem.
- b. To investigate Reciprocal Teaching foster students' questioning ability in learning ecosystem.

### **F. Research Benefit**

The results of this study are expected to provide the following benefits:

- a. For teachers
  - Giving experience and as references of model learning especially reciprocal teaching.
  - Reciprocal Teaching model help to teach students how to read actively.
  - Enrich teacher's knowledge to identify students' comprehension and questioning ability.
- b. For students
  - Reciprocal Teaching makes students very active and students become more skilled. Their reading ability improves, questioning ability and reading comprehensions, in all subject areas, by predicting, clarifying questioning, and summarizing what is in a text.
- c. For other researcher
  - This study hopefully inspired other because providing a reference to improve the usage of reciprocal teaching as the model learning and as reference to develop further research.

## **G. Research Organizational Structure**

The organizational structure explained the sequence of the writing of each chapter in this research paper. This research paper is consisted of five chapters.

Chapter I explained as follows:

- A. Research background
- B. Research problem
- C. Research objective
- D. Research benefit
- E. Research organizational structure

Chapter II included the literature review and research hypothesis. The literature review has important role, it is served as the theoretical foundation in compiling the research questions, research objective and research hypothesis, chapter two explain the following things of the research :

- A. Reciprocal Teaching
- B. Student' Comprehension
- C. Student' Questioning Ability
- D. Ecosystem

Chapter III included the detail explanation regarding research methodology as follows:

- A. Research Method and Design
- B. Population and Sample
- C. Operational Definition
- D. Assumption
- E. Hypothesis

- F. Research instrument (objective test, questioning ability rubrics)
- G. Research procedure
- H. Research Instrument Judgment

Chapter VI included the research result and discussion as follows:

- A. Relationship between Reciprocal Teaching and Students' Comprehension.
- B. Relationship between Reciprocal Teaching and Students' Questioning Ability.

Chapter V included the interpretation and the meaning of the researcher towards the result analysis and research findings. There are two alternatives as to how to write the conclusion, as follows:

- A. Conclusion
- B. Suggestion