

## **CHAPTER I**

### **INTRODUCTION**

This chapter covers a brief elucidation of the whole contents of the research. This chapter includes a background of the study, research question, purposes of the study, limitation of the study, formulation of problems, the significance of the study, clarification of main terms, and organization of the paper.

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

Reading comprehension is extremely important since it enables students to gain much information from the text that they read. It also provides good models for English writing, vocabulary, grammar, and spelling (Harmer, 2007). According to Palinscar and Brown (1984), reading comprehension is a cognitive process used for text as a whole and for making meaning and sense of the text. However, reading is not an easy skill to master. Many students of junior high school may encounter any numbers of difficulties to comprehend English text (McNamara, 2009). They can read the text but they do not understand what they read (Pearson and Duke, 2002 in Oczkus, 2013). This situation happens because of the fact that reading comprehension is not naturally developed so that it has to be taught (Oczkus, 2013).

In EFL countries, especially in Indonesia, there are many problems faced by the students in dealing with reading comprehension (Soemantri, 2011). In her study, she found some problems encountered by the students in reading comprehension. They are reading strategy, vocabulary mastery, bad habit, regressing to read, and searching for the key word and main idea. Therefore, applying reading strategy should be performed by all readers if they want to have optimal achievement in terms of reading (Soemantri, 2011). Maulizan (2015) adds that one of the problems of reading comprehension encountered by the students in Indonesia is the students have not mastered the lexical items such as vocabulary. If the students do not master the vocabulary, they probably cannot understand the meaning of the words used so that the sentence does not make sense to them. Thus, reading is difficult and boring for the students (Maulizan, 2015).

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Related to the reading problems, some researchers suggest an urgent need for educators to teach comprehension strategies at all grade levels from the very youngest children to high school students (Pearson and Duke, 2002 in Oczkus 2013). To overcome those problems, teaching strategies are one of the most effective means of helping students overcome those problems (McNamara, 2009). According to International Reading Association (IRA) (2007) in (Parr and Woloshyn, 2013), researchers had identified several critical strategies which had been demonstrated to promote students' reading comprehension including activating prior knowledge, identifying main ideas, questioning, and summarizing. It is in line with one of the strategies proposed by Brown and Palinscar (1984) named reciprocal teaching strategy.

There are many teaching strategies that can be employed by teachers. One of the strategies is Reciprocal Teaching Strategy. According to (Brown, 1994; Brown and Palinscar, 1986; Palinscar and Brown, 1983, Palinscar and Brown, 1984) reciprocal teaching is as follow.

“Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, questioning generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue”

Reciprocal teaching strategy helps the students find solutions to the problems they encounter during their reading. Palinscar (1984) argues that the purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text. In the process of reciprocal teaching, the students work in groups and discuss the material; in this case, students read texts through some steps of strategies that lead them to be efficient readers. Furthermore, students are involved in teaching and learning process actively. They check their own understanding of the material they have read. Moreover, reciprocal teaching strategy also offers the students to start the process of thinking and breaking down their reading paragraph by paragraph (Palinscar and Brown, 1984).

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Some researchers have done their study related to reciprocal teaching strategy. Choo, Eng, and Ahmad (2011) have observed six students in Malaysia. They chose sixth-form students because reading comprehension is one of the four components tested by the MUET (Malaysian University English Test). They conducted the research using quasi-experimental design. They used pre-test before the treatment and post-test after the treatment for data collection. Finally, they analysed their data by using the t-test for the independent group. Their finding showed a significant impact on the reading comprehension of the students. In the process, they found that students' self-regulatory and monitoring skills can develop, producing an autonomous reader.

Gay (2005), Todd and Tracey (2006), Sarasti (2007), Ostovar-Namaghi and Shahhosseini (2011) also did the same investigation. As the result, they claimed that their research related to reciprocal teaching strategy has been successfully improved students' reading comprehension.

There have been a few studies which investigates about reciprocal teaching in Indonesia. Reciprocal teaching strategy had been implemented by Sari (2014) to the eleventh grader in SMAN 90 Jakarta. She chose the eleventh graders because she found that many students in SMAN 90 Jakarta claim reading English language text is a boring activity and a conventional teaching technique makes the students less active and teacher-centered learning. During the research, the students and the teacher work cooperatively by the four steps of the reciprocal teaching, those are predicting, questioning, clarifying, and summarizing. As the result, there was a different score between the control and the treatment group. The mean of the treatment group was 82.77 and the mean of the control group was only 79.25. It proves that reciprocal teaching improves the students' reading comprehension, especially in narrative text.

Febriani (2011) also did the same investigation entitled "*Improving Reading Comprehension through Reciprocal Teaching Technique*". Her research was conducted in MTs. Hidayatul Umam Depok to the first graders. She conducted the research using classroom action research with Kurt Lewin's Design: planning, acting, observing, and reflecting. From the result of the research, reciprocal teaching technique succeeded in improving the students' reading comprehension of

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descriptive text. The result of post-test in the second cycle gained 30 students who passed the KKM or 81.08% students and derived mean score is 72.57. It also proves that reciprocal teaching can be implemented in Indonesia since the researchers found that reciprocal teaching improved students' reading comprehension.

Since the investigation about reciprocal teaching strategy mostly focuses on investigating the effectiveness of reciprocal teaching strategy in senior high school students and university students, so in this research, the writer focuses on how reciprocal teaching strategy works to help seventh-grade students' reading comprehension and to investigate the students' respond toward the implementation of reciprocal teaching strategy. It is supported by Goodman (2005) who says that reciprocal teaching strategy is one of the effective strategies to be taught in junior high school. Furthermore, all of those previous researchers used the quantitative method, where the researchers focus on the result instead of the process. In this research, qualitative used as the method since this study emphasizes the process rather than the outcomes (Malik and Hamied, 2016). Thus, the study carries out this teaching strategy into this research entitled **THE IMPLEMENTATION OF RECIPROCAL TEACHING STRATEGY TO HELP SEVENTH GRADE STUDENTS' READING COMPREHENSION.**

## **1.2 Research Questions**

This study is carried out to answer the research questions as follow:

1. How does reciprocal teaching strategy help the Junior High School students to comprehend the text?
2. What are students' responses toward the implementation of reciprocal teaching strategy in comprehending the text?

## **1.3 Purposes of the Research**

The purposes of this study are formulated as follows:

1. To describe how reciprocal teaching strategy help the Junior High School students to comprehend the text.
2. To find out the students' response toward the implementation of reciprocal teaching strategy in comprehending the text.

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#### **1.4 Limitation of the Research**

There are some limitations in this research. First, this study focuses on identifying how reciprocal teaching strategy helps students comprehend a text. This study was conducted in a private junior high school in Bandung. The underlying framework used in this study has been drawn from Palinscar and Brown (1984).

Second, the school only gave two weeks for doing the research. So that, this research was conducted only four meetings: one meeting for pilot study, three meetings for teaching the students. Longer meetings may expose better result of the study.

#### **1.5 Significance of the Research**

This study highlights the implementation of reciprocal teaching strategy to help seventh grade students' reading comprehension. This study is hopefully able to contribute in three ways; theoretical, practical, and professional.

Theoretically, this study is expected to give theoretical information regarding the development of secondary students reading comprehension skill through reciprocal teaching strategy. Practically, the result of this study may be beneficial for English teachers to enrich the strategy in teaching reading comprehension. The teachers also expected to be able to apply this strategy in their class to help students in developing their reading comprehension. In addition, this strategy hopefully will be able to help the students in comprehending a text. Professionally, it is expected to give beneficial for policy makers and other professional institution in education to develop school curriculum in order to help students' reading comprehension.

#### **1.6 Clarification of the Main Terms**

##### **1. Reading Comprehension**

Reading comprehension is a process of making meaning from text in which the goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Wooley, 2011). Reading

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comprehension in this study refers to the process of understanding meaning of a written text where students interact with the text by using reciprocal teaching strategy.

## 2. Reciprocal Teaching Strategy

Reciprocal teaching is defined as an instructional activity that takes place in the form of dialog between teacher and students regarding a section of a text in order to derive meaning from it (Brown and Palinscar, 1984). Reciprocal teaching strategy used in this research by the teacher where students firstly predict the title of the text based on their background knowledge and experiences. Then, the students clarify unfamiliar words or sentences to be able to comprehend the whole text. After that, the students create questions based on the text they already read. Lastly, they required to summarize the text by using their own words.

### 1.7 Organization of the Paper

This paper is organized into five chapters. The chapters are divided into subtopics that elaborate the given issues.

#### **Chapter I Introduction**

This chapter introduces the present study. It includes the background of the research; the focus of the study and the reason why reciprocal teaching strategy is important in teaching reading, research questions, purpose of the research, scope of the research, significance of the research, clarification of key terms, and organization of the paper.

#### **Chapter II Theoretical Foundation**

This chapter provides the underlying frameworks of theories related to the study, which is reciprocal teaching strategy as the main issue. In addition, the discussion in this chapter also covers the related previous study in the similar field.

#### **Chapter III Research Methodology**

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This chapter gives clear explanation of the methodological aspects of this study. It clarifies why qualitative method is used to conduct the study. Moreover, it also elaborates research design, site and participants, data collection, and data analysis of the study.

#### **Chapter IV Findings and Discussions**

This chapter describes the result of the research and the discussion of the research findings. The discussion presents how reciprocal teaching strategy helps students comprehend a text.

#### **Chapter V Conclusion and Suggestions**

This chapter consists of conclusions and suggestions of the research. First, it comes up with the conclusion based on the analysis elaborated in chapter IV. There are brief discussions of background, purpose, findings, and conclusion. Then, there are several suggestions for further research related to reciprocal teaching strategy to help students in reading comprehension.