

CHAPTER I

INTRODUCTION

This chapter describes general thoughts of this paper. It covers background of the study, statement of the problems, limitation of the study, aims of the study, significance of the study, research method and organization of the study.

1.1. Background of the Study

In English as a Foreign Language (EFL) context, reading has been an important part of the English skills which is needed to master. Reading activity can help students to gain knowledge and information all over the world. Besides, reading is also a useful source for students to achieve and develop the other skills: writing and speaking. Harmer (2001) stated that:

Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for the language students. Reading texts also provide opportunities to study language: vocabulary, grammar, pronunciation, and the way we construct sentences, paragraphs, and texts. (p. 312)

In Indonesia, final examination has become an issue for several years, especially English subject. In the English examination, the skills tested are the reading skill and the listening skill. However, it is obvious that the reading skill is dominantly tested in the examination. Therefore, the high school students are likely demanded to have a good reading comprehension in order to achieve a good result in their final examination. This condition eventually makes teachers tend to focus more on the reading skill rather than the other skills: the writing skill, the speaking skill and the listening skill.

However, teaching reading still deals with the complex structure of language and long reading passages with several unfamiliar words. As the result, students might find difficulties to gain the whole meaning of the text since most teachers and students tend to use Bahasa Indonesia during in and tend to translate

sentence by sentence or even word by word to get the meaning (Masduqi, 2005). This often leads to affect lack of students' interest and motivation, even, when they have trouble to construct meaning of a sentence consisting of unfamiliar words. On the other hand, having interest in reading is truly important as their success in reading comprehension. "Having an interest in reading means having the motivation to read and to respond affectively, to seek to enlarge our self understanding and our sense of self-worth through reading" (Sadoski, 2004).

In fact, encouraging students' interest and motivation is not an easy task to do for teachers. For several years, most of teachers in Indonesia are more likely to use Grammar Translation Method (GTM) in teaching reading since teachers focus on the grammatical rules found in the text, translation of the text. In addition, the discussion led by teachers tends to use Bahasa Indonesia. The procedural activity is, firstly, students will be asked to read the text, and then translate the text into Bahasa Indonesia. As follow, teachers will discuss the text by using Bahasa Indonesia and finally students will be asked to answer some questions given by teachers.

The strategy seems successful whenever the questions are orally answered by some students. However, teachers cannot guarantee that every student gets the meaning and content of the text. Moreover, only active students will probably get involved in the teacher-students interaction to find out the answers while some lower achiever students will tend to be silent. As the result, students might complete reading assignment, yet, some of them cannot achieve reading comprehension of the text. Therefore, teachers have to find out appropriate strategy to help the students to improve students' reading comprehension and help them to control themselves in the easier way.

One strategy that is regarded to effectively be able to improve students' reading skill is Reciprocal Teaching Procedure (RTP) created and developed by Palincsar and Brown in 1984 (cited in Wisaijorn, 2008). According to Panmanee (2009), RTP focuses on background knowledge, reading strategy and group discussion. This method involves explicit instruction such as *predicting*,

clarifying, questioning, and summarizing to develop students' reading comprehension (Palincsar and Brown, 1984, cited in Wisaijorn, 2008). By using this method, the students will be helped since they will work in groups to discuss the particular text to get the meaning of each paragraph. As for teachers, Reciprocal Teaching Procedure provides a useful tool for engaging students, individually and socially, in the exploration and critical evaluation of texts (Doolittle et al., 2006). RTP can also help them to control the whole students in class to get the meaning of the text since they take fewer roles in the discussion. Moreover, it can also help the teachers to observe each student's development during activities.

In addition, students can get benefit to achieve reading comprehension by learning and applying the four strategies. As they are familiar with the strategies, they can start the thinking process to find out the meaning of each paragraph of the text. It is supported by Panmanee (2009) that "reciprocal teaching strategies offer the teachers and students opportunities to start the process of thinking and breaking down their reading paragraph by paragraph."

Recent studies have revealed the effectiveness of the application of Reciprocal Teaching Procedure. Freahat' and Al-Makhzoomi (2012) found that Reciprocal Teaching Procedure did improve the Jordanian EFL students' reading comprehension behavior after the training and demonstrate its effectiveness to the subjects' reading comprehension behavior. Sarasty (2002) also found that the RTP was successful to efficiently increase students' reading comprehension. Moreover, the most participant found that Reciprocal Teaching Procedure is a fun activity.

In high school context, there are several genres to be taught in which narrative is one of them. Narrative text was selected as the data in the study since this kind of text is included in the curriculum of every educational institution including elementary school, junior high school and senior high school. In addition, it is often stated in the SKL (Standard Kompetensi Lulus). The narrative text was used as the reading items in the final examination for senior high school

from 2007 to 2012. Therefore, it has likely more chance to appear in the following final examination.

Based on this phenomenon, the study investigates the use of Reciprocal Teaching Procedure in teaching reading narrative. Thus, this study tries to find out whether or not there is a significant improvement of the students' reading comprehension of narrative texts. This study is also conducted to know the students' response toward the use of RTP in the classroom activity. Moreover, the study is expected to give more insights in the research of implementation of RTP in Indonesia where the research has not been widely conducted.

1.2. Statement of the Problems

The researcher lists two problems to solve as follows:

1. Is the use of Reciprocal Teaching Procedure effective to improve the students reading comprehension?
2. What are the students' responses towards the use of Reciprocal Teaching Procedure in the classroom?

1.3. Limitation of the Study

Many kinds of teaching reading strategies can be used in teaching narrative texts. This study focuses on the implementation of Reciprocal Teaching Procedure in teaching narrative texts to second grade of senior high school students.

The study investigates the effectiveness of Reciprocal Teaching Procedure used by English teacher in one of Cirebon senior high school. The study concerns with the use of Reciprocal Teaching Procedure in teaching English narrative text and the students' response to its implementation.

1.4. Aims of the Study

The aims of the study are to figure out whether or not reciprocal teaching procedure effectively improves the students' reading comprehension and to know the students' responses towards the implementation of Reciprocal Teaching Procedure.

1.5. Significance of the Study

Theoretically, the findings of the study can enrich the theory and method in teaching narrative text through reading-speaking activity. Practically, this study is expected to be an input for English teachers concerning the use of Reciprocal Teaching Procedure in improving the students' reading comprehension as a consideration in teaching narrative text.

Furthermore, this study is expected to be a reference for the next English department students to concern on the effectiveness of Reciprocal Teaching Procedure in teaching reading narrative text.

1.6. Research Method

1.6.1. Research Design

The study uses quantitative study since it is appropriate to measure the effectiveness of Reciprocal Teaching Procedure in improving students' reading comprehension because the study deals with data and numbers. According to Creswell (2012, p. 15), the process of data analysis in quantitative study uses mathematical procedure, called statistics. The study is specifically conducted as a quasi-experimental study since the researcher is going to compare the use of Reciprocal Teaching Procedure and the use of Grammar Translation Method in two different classes.

Therefore, the researcher takes two EFL classes to be given different treatments. One group is the experimental group that received Reciprocal

Teaching Procedure as its treatments, whereas, another one is the control group which obtained Grammar Translation Method as its treatments.

The quasi experimental design uses nonrandomized control group pre-test and post-test design can be figured as follows:

Table 1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

- O refers to observation/measurement
- X refers to treatment given to experimental group.

1.6.2. Data Collection

As the researcher lists two research questions, two kinds of data are collected including test (pre-test and post-test) and questionnaire. Pre-test is administered to both experimental and control groups before treatments. It is aimed at discovering the students' prior reading comprehension. Besides, post-test is also administered to both groups to find out whether or not there is an improvement of the students' reading comprehension after treatments. In addition, questionnaire is only given to the experimental group students to find out their response towards the use of Reciprocal Teaching Procedure.

1.6.3. Data Analysis

Since there are two problems stated at the beginning of this chapter, two kinds of data, pre-test and post-test, and questionnaire, are analyzed differently. The data of pre-test and post-test are analyzed into two steps. First, the data are analyzed to find out the normal distribution and the homogeneity of variances. It

is aimed at finding out the significant degree of the students' comprehension in reading narrative text to both groups. Second, the independent t-test is also employed by using SPSS 20 for windows. It is purposed to find out the difference between the two groups in both the pre-test and the post-test. It is also aimed at figuring out the progress of both groups from the pre-test score and the post-test score. On the other hand, the data obtained from questionnaire are analyzed by calculating the frequency of students who chose several items given.

Finally, the findings of the study are summarized to determine the effectiveness of implementing Reciprocal Teaching Procedure in the EFL classrooms, and its strength and weaknesses from the students' point of view.

1.7. Clarification of the Terms

To avoid unnecessary misunderstanding, here some terms used in this study are clarified:

Reading comprehension refers to the process of readers' interaction with the text by using particular reading strategies to create meaning of a text (Brown, 2001, & Chard, 2008)

Extensive reading is a reading process that focuses on the general meaning of the text that can be achieved by skimming and scanning (Brown, 2001).

A narrative is a text type that tells a story (Joyce & Feez, 2004, cited in Emilia, 2011, p. 135) in which a sequence of actions is the focus. (Derewianka, 1996, cited in Bruce, 2008)

Reciprocal Teaching Procedure is a teaching reading method that involves some strategies such as predicting, clarifying, questioning, and summarizing (Palinscar, 1984).

Grammar Translation Method is a teaching strategy that focuses on the use of mother tongue (L1) in which grammar explanation is the core of the activity to facilitate the students to translate the sentences of the whole text (Brown, 2001).

1.8. Organization of the Paper

The organization of this paper is begun with chapter I, introduction. This chapter introduces the background issues discussed in the paper. It consists of background, statement of the problems, limitation of the study, aims of the study, significance of the study, research method, clarification of the terms and paper organization. Chapter II explains theories and literature related to the study. It covers theory of reading, narrative, and teaching reading methods: Reciprocal Teaching Procedure and Grammar Translation Method. Chapter III presents the methodology or research design used by the researcher. This chapter consists of research design, data collection and data analysis. Chapter IV, findings and discussion, explains the findings of the study and the discussion according to data obtained. Finally, chapter V, conclusions and suggestions, is fulfilled by conclusion of the study that is ended by suggestions.