CHAPTER I

INTRODUCTION

This chapter gives a brief description of the whole content of research included background, the scope of study, the aim of the study, hypothesis, research method and data analysis.

1.1 Background

In Indonesia, English is taught as a foreign language and the purpose of learning English is for communication (Yoosabai, 2009). In the teaching and learning process of English students must master all of the English skills. One of skill is reading. Reading is regarded as the most vital and necessary for students in both classroom context and an extracurricular environment (Grabe and Stoller, 2002). Reading is necessary because it seems to be common source to achieve and develop learners' knowledge and skills.

In contrast to the goal above, a lot of students lack of basic reading, also for many Indonesian students who learn English as a foreign language. In reading process, some students could read aloud well but afterwards they appeared unable to retain the information that they had read. Many students have trouble in summarizing or pulling main ideas from their reading. They may complete a reading assignment and not even realize that they had problems understanding the text (Ozckus, 2003). In fact, many Indonesian students are still having difficulties

to find the main ideas and supporting ideas in a text or paragraph. Likewise, they are unfamiliar with synonym in text.

Results from other studies have revealed that teaching reading comprehension to students is not an easy task to do for teacher. It might happen because of classes of a large size, limited reading strategies, and the lack of consideration in applying the appropriate strategy or methods in teaching and learning process that are able to make reading process successful (Yoosabai, 2009). The teacher usually uses method that explains everything to students by translating each sentences, word by word rather than helping students to read by promoting thinking about the meaning (Chandavimol, 1998 in Panmanee 2009). It make students think that joining reading instruction is very tiring and boring since it obliges students to deal with meaning of each word. Another unproductive teaching strategies which is teacher always did is students are asked to read aloud sentence by sentence by section and then answer the teacher's questions Actually, English teachers can present the material well and meet all learners need if they can teach the students by using an interactive way.

In order to encourage and activate students to read interactively, teachers need to find effective training for students to use different reading strategies for different purposes in order to help them develop reading comprehension (Panmanee, 2009). One particular strategy that could improve students' reading comprehension and ability to monitor their own learning is reciprocal teaching strategy. Reciprocal teaching strategy is a very powerful strategy for improving reading. Reciprocal teaching strategy, as defined by Palincsar and Brown (1984),

refs to an instructional activity based on teacher modeling and guiding practice and students practicing reading tasks by taking turns leading and conducting discussion in small groups in order to bring meaning to the texts. A reciprocal approach provides students with four specific reading strategies that are actively and consciously used as texts - Clarifying, Predicting, Questioning, and Summarizing. The process of reciprocal teaching strategy is the teacher first models a set of reading comprehension strategies and gradually transfers responsibility of the four strategies to the students. The teacher models the strategies less frequently as students become more confident with the strategy (Doolittle, 2006).

Through reciprocal teaching strategies, the teacher initially instructs the students about the strategy, gradually the responsibility is transferred to the students. (Nasution, 2009). The students are divided into groups. The leader of the group initiates the discussion by summarizing the text, asking questions, clarifying misunderstanding and generating predictions. Students could learn strategies that help them think and understand what they are reading effectively. Students use the four key strategies when they read each paragraph in order to figure out the meaning of each part of the text. Reciprocal teaching strategy offers students opportunities to start the process of thinking and breaking down their reading paragraph by paragraph. (Palincsar and Brown, 1985).

Referring to those explanations above, the research is aimed to investigate the use of reciprocal teaching strategy to improve students' reading comprehension. In detailed, the research is entitled the use of reciprocal teaching strategy in improving students' reading comprehension.

1.2 Research Questions

The study is conducted to answer these following questions:

1. Can Reciprocal Teaching Strategy improve students' reading comprehension?

2. What are students' responses toward the advantages or disadvantages of using reciprocal teaching strategy in reading comprehension?

1.3 The Aim of the Study

The aims of the research are to find out whether reciprocal teaching strategy improves students' reading comprehension and conducted to find out the students' responses toward the advantages or disadvantages of using reciprocal teaching strategy in teaching reading comprehension.

1.4 Scope of the Study

The scope of the research is to find out whether reciprocal teaching strategy effectively facilitates the tenth grade students of a vocational school in Subang in reading comprehension. Moreover, the research also investigates the students'

responses toward the advantages or disadvantages of using reciprocal teaching strategy in teaching reading comprehension.

1.5 Significance of the Study

The research is expected to give an input for teachers in teaching English as foreign language especially in teaching reading comprehension. The research is also expected to be an alternative method in helping, guiding and motivating the students to improve their English reading ability, relaxed and pleasant learning conditions in the classroom. In addition, it is expected to be an inspiration for teachers to improve the education in Indonesia.

1.6 Hypothesis

In brief the hypothesis of this study is the null hypothesis: there is no significant difference between students' reading comprehension in the class using reciprocal teaching strategy and in the class which does not employ reciprocal teaching strategy.

1.7 Population and Sample

The population of this research is the tenth grade students of one of Vocational School The samples of this research are two classes which are chosen from the population. The first group is X5 as the experimental group and the second is X3 as the control group. Each group has at least 40 students.

1.8 Research Method

1.8.1 Research Design

The method of this study is Quasi Experimental with pre-test post-test design. This design uses pre and post test with purposive subjects. This study is chosen because the researcher uses control and experimental group but doesn't randomly assign participants to group (e.g. they may intact group available to the researcher) (Cresswell, 2003: 167). The researcher will give pre test and post test to experimental and control group, while the experimental group will receive some treatment before accomplish the post test. The research design of this study is being presented as the table below:

G1	T1	X	T2
G2	T1		T2

G1 : Experimental group

G2 : Control group

T1 : Pretest

T2 : Posttest

X : Treatment

1.8.2 Instruments

The instruments used in this research are reading comprehension test for pre test and post test and also questionnaires. Pre test are used to know students' ability before the treatment, and post test are used to analyze students' ability after the treatment. In this research, questionnaire is used to give additional inputs concerning students' responses of the reciprocal teaching strategy in their reading comprehension.

1.8.3 Procedures

1.8.3.1 Testing Instrument

The instrument was tested to another class which was not the observed classes of the research in order to have a good instrument.

1.8.3.2 Collecting Data

The research will employs reading tests as its instrument. All students both experimental group and control group will get pre test and post test. In experimental group after they get a pre test they will get a treatment of reciprocal teaching strategy, whereas in control group the students will not get the treatment. And in the end of the treatment the students will get a post test. After post test, students in experimental group will get the questionnaire to get their responses about the use of reciprocal teaching strategies on their reading comprehension.

The techniques used in collecting the data are:

- Pre-test will be given in the early meeting to know their skill before they get the treatment.

- Post test is given in the end of the treatment to know whether there is any improvement on their reading skill or not and the result will be compared with the control group.

- Reciprocal strategy as a treatment is used in improving students' reading comprehension to experimental group.

- Questionnaire is filled by the students after post test

1.8.3.3 Analyzing Data

After getting the data and information about the research completly, the pre test and post test in experimental and control group will be analyzed by using t-test in SPSS 16.0 for window. The result of the test of experimental group and control group will be compared to know that the use of reciprocal teaching strategies is more effective than conventional strategies in improving students' reading comprehension. After that the data collected through questionnaire were classified. Moreover, the students' responses toward the use of reciprocal teaching strategy in improving reading comprehension were concluded whether advantages or disadvantages. This research also analyze the students' gained score to find what improvements that were gained by the students in the experimental group from reciprocal teaching strategy.

1.9 Clarification of Terms

- Reading comprehension. In this study, reading comprehension is the process of reading which involves conscious and unconscious use of various strategies. Further, the reader expected to build a model of the meaning on writer's assumption and attention (Yoosabai, 2009).

- Reciprocal Teaching Strategies is a process of teaching reading which is promotes students' thinking and problem-solving skills while reading. It consists of four main strategies: predicting, questioning, clarifying, and summarizing. The instructional strategies of reciprocal teaching strategies are based on teacher modeling and guiding practice and students practicing reading tasks by taking turns leading and conducting discussion in small groups in order to bring meaning to the text (Palincsar and Brown, 1984).

- Experimental study is the study of testing of finding out whether or not two variables have a cause effect relationship. In this study, the two variables are dependent variable which is students' reading comprehension and independent variables which is reciprocal teaching strategies.

1.10 Organization of The Paper

This research paper will be organized as following:

Chapter I Introduction

This chapter will consist of an introduction which provides the information on the background of the study, the scope of the study, statement of the problem, significance of the study, research methodology, clarification of terms and organization of paper.

Chapter II Theoretical Foundation

This chapter will concentrate on theoretical foundation that is relevant to the research, which are the reciprocal teaching strategies is the main issue.

Chapter III Research Methodology

This chapter will discuss about methodology of the research that consist of formulation of the problem, aims of this research, data collection, scope of the study, analytical frameworks and data analysis.

Chapter IV Findings and Discussion

This chapter discuss about the results of the research and the discussion of research findings.

Chapter V Conclusions and Suggestions

This chapter will consist of conclusion of the study includes the implication and suggesting for further research and for the related institutions.