CHAPTER I
INTRODUCTION

A. Research Background

In this era reading became one of the compulsory subject that students should know deeper when they learning English. For the increasing of direct communication in foreign language, the development of reading comprehension as a skill and a channel for language input has become the object of attention in education that needs to be researched. According by Hansen (2016:8) Reading is basic to all learning, both in learning in general and in acquisition of languages. Society is highly dependent on knowledge and information. There is a constant overflow of information from numerous sources; the traditional: books, newspapers and magazines.

Reading comprehension is process to make sense of the information and text what they read then they get meaning of the text well. Duke and Pearson (2011:1) states that "effective comprehended not only make sense of the text they are reading, they can also use the information it contains". So, Reading comprehension is very important to teach for children who do not like reading a book or some text. If they have learned reading comprehension they will know how the fun of reading and concluding the information that make sense in the some text.

According Duke and Pearson (2011:3) reading comprehension important for understanding the content that is actually being read; otherwise, readers can't make sense of what they read and will have problems succeeding in academics. Having strong reading comprehension skill is also necessary for passing academic achievement tests and for being able to read effectively for one's career. Because, the goal of reading comprehension is getting information from written text. There are many written text forms in life, such as advertisements, magazines, newspapers, a piece of news; they are printed in written form. In order to get information, readers need to have reading comprehension ability. Reading comprehension is considered as skill in

reading, without it reader cannot get the information either implicit or explicit messages.

According to Harmer (2007:8) proposes have two factors influencing reading comprehension ability. Intelligence is the first factors and the main factor of reader's capability in reading comprehension. The second factor is background knowledge of reader. If the reader has well sufficient background knowledge about the theme of the text he or she is going to read, it will help him or her a lot in comprehending the text.

In addition, Snow (2002:11) explains that there are four elements of reading comprehension, those are cognitive abilities (attention, memory, critical ability, inference, visualization); motivation (a purpose for reading and interest in the content); knowledge (vocabulary and topic knowledge, linguistic, and discourse knowledge, comprehension strategies); and experiences. These are varying among readers and varying within understanding different text types and in the different reading activity.

Based on explanation above the researcher states the student's reading comprehension ability can be measured by the student's knowledge of the text written that they have read. The measurement is a test from teacher. Students are given some questions about the text then they answer it correctly. So the result of student's scores is a tool to verify how far student's achievement in reading comprehension process. The reading comprehension process cannot be directly observed, all scores or data produced by reading test that measures student's reading process indirectly.

Based on the problems above the writer states the strategy that can be used to teach reading comprehension is Reciprocal Teaching. Reciprocal Teaching is teaching strategy in reading comprehension by using four steps there are; summarizing, questioning, clarifying and predicting. Palinscar and Brown in, Freihat *et al* (2012) states that "Two instructional studies directed at the comprehension - fostering and comprehension - monitoring activities of 8th

grade poor comprehenders. The 4 study activities were summarizing (self-review), questioning, clarifying, and predicting. The training method was that of Reciprocal Teaching".

Based on the explanation above, Reciprocal Teaching is considered as an alternative medium that can be used by teacher in teaching reading. According Robertus (2011:3), an alternative way in teaching reading is by reading the text or books. The researcher will apply Reciprocal Teaching Strategy as a medium in teaching reading skill to the eighth grade students in SMP N 1 Selimbau. The researcher conducted a research in the form of quantitative research entitled "**THE EFFECTIVENESS OF USING RECIPROCAL TEACHING TO IMPROVE THE READING COMPREHENSION** *(A Pre-Experimental Study on the Eighth Grade Students of SMP N 1 Selimbau in the Academic Year of 2018/2019)"*.

B. Research Problems

In this research, the researcher will set the research problems by the topic title, which is intended to be covered. The formulation of these problems are listed bellow :

1. Is Reciprocal Teaching Strategy effective to teach reading comprehension to the eighth grade of SMP N 1 Selimbau in the academic year of 2018/2019?

2. How effective is the Reciprocal Teaching strategy for teaching reading comprehension to eighth grade of SMP N 1 Selimbau in the academic year of 2018/2019?

C. Research Purposes

Based on the research problems that the researcher has been formulated above, the research purpose in this research are :

1. To find out the Reciprocal Teaching Strategy is effective for teaching reading comprehension to the eighth grade of SMP N 1 Selimbau in the academic year of 2018/2019

2. To find out how the Reciprocal Teaching strategy is effective for teaching reading comprehension to eighth grade of SMP N 1 Selimbau in the academic year of 2018/2019.

D. Significance of Research

The advantages that can be acquired from this research are :

1. For the Students

This research can encourage them to learn English especially in learning reading. So, they can enhance their reading comprehension and find their comprehension in reading by four activities immediately.

2. For the Teacher

It can be input and reference for the English teachers in teaching reading. Not only in teaching English but also in teaching other lessons which related with reading comprehension. Teacher can know far the students' comprehension in reading and teacher can improve their comprehension in teaching English for next material.

3. For the Researcher

It can be used to be reference in conducting further research to develop another strategy to motivate the students to reading English.

E. Research Scopes

In order to avoid the ambiguity and misunderstanding, it is necessary to restrict the scope of research. There are two main points that will explained below, namely research variable and terminology.

1. Research Variables

In addition, the research variable in this research are split into two variable as Mackey and Gass (2005:149) explained that there are two variable types: independent and dependent. The independent variable is the one that we believe may cause the result while the dependent variable is the one we measure to see the effects the independent variable has on it. So,

there are two variables in this research, they are independent and dependent variable.

    a. Independent Variable

    Independent variable in this research is Reciprocal Teaching strategy

    b. Dependent Variable

    Dependent variable in this research is student's reading comprehension.

2. Research Terminology

    To avoid misunderstanding and misinterpreting of any terms used in this quantitative research, the researcher defines the key words as follow:

1. Reading Comprehension

    Reading comprehension is process to make sense of the information and text what they read then they get meaning of the text well. In this research, students read a narrative text.

2. Reciprocal Teaching

    Reciprocal teaching is the reading strategy using four steps guided by teacher and divide students become groups and do these steps. First is summarizing, students are able to summary the each paragraph of the narrative text. Second is questioning, students ask for themselves and other students using 5W+1H about the text. Third is clarifying, students clear up the unknown word or vocabularies. The last is predicting, students are able to make prediction about the next paragraph of the narrative text. The teacher should lead of these steps and to be a model to their students.

3. Pre-Experimental

    Pre-Experimental research is the only type of research can test hypothesis to establish cause-effect relations (Gay *et al*, 2012:250)

F. Research Hypothesis

Hypothesis is compulsory component of this research. Therefore, it is necessary to have knowledge about what hypothesis is. According to deMarrais and Lapan (2003:333), "A hypothesis is simply a conjecture or a

hunch about the relationship between two variables, usually limited to the independent and dependent variables", every true experimental design must have this statement at the core of its structure, as the ultimate aim of any experiment. In this research, there are 2 types of hypothesis, which are :

1. Null Hypothesis (H_0)

   The use of Reciprocal Teaching as Strategy to teach reading comprehension is not effective to improve students reading skill in the eighth grade students of SMP N 1 Selimbau in academic year of 2018/2019.

2. Alternative Hypothesis (Ha)

   The use of Reciprocal Teaching as strategy to teach reading comprehension is effective to improve students reading skill in the eighth grade students of SMP N 1 Selimbau in academic year of 2018/2019.