# CHAPTER I

# INTRODUCTION

In this chapter, the writer discusses: Background of the study, Problem of the study , Objective of the study, Significance of the study, Hyphotheses of the study, Variabel of the study,  The Limitation of the study, Operational Definition of key term, and Frame of discussion.

## A. Background of the Study

Teaching-learning (learning by doing) are two  concept which almost cannot be separated in each other, especially in implementaion at schools. Teaching is system consisting of the component depents on each other in an organized, such as the objectives, subject matter, teaching method, media, organizong the classroom, and evaluation.[1] Learning is a systtem(process) to educate students that is palanned designed), implemented, and evaluated sytematically in order to the learners can achieve the learning objectives effectively and efficiently.

In teaching English, there are four language skills that should be mastered, they are: listening, speaking, reading, and writing. In the teaching and learning process, the four language skills are taught and developed, but reading skill is the most important skill that can support the process of mastering the other skills and improving knowledge. In most cases, the students in English classes want to develop proficiency as a means of gaining access to information rather than of communicating socially. The students can

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[1]Siti Masrokah, *The Effectiveness of Semantic Mapping Concept in Increasing The Eight Grade Students' Score in Reading Descriptive Text at MTs Muslimat NU Palangka Raya,* Palangka Raya : STAIN Palangka Raya, Thesis Sarjana, Unpublished, 2011, p.1

develop their knowledge and obtain much information through reading activity, as Adelstein and Pival states quoted by Henny, "Reading is not only to satisfy our curiosity about others, but also to improve ourselves. We hope that reading for information in books and articles will help us live in the good life".[2]

Reading is an interactive process. The reader processes his or her background knowledge and the printed text using specific skills and strategies to form expectations and predictions about the text, selecting and using the most productive cues to confirm or reject those predictions. This process takes place until the reader is satisfied with the information he or she gets from the printed message, and the reacts to it accordingly. Reading is more pragmatically as an understanding a messageconveyed by the writer through visual and non-visual information.[3] According to Smith, "Reading is spesialized and complex skill invloving a number of more general skills that have to be understood in any serious analysis of the subject".[4] In Addition Anderson has stated Siti Masrokah that:[5]

Reading is a very complex process; it requires a high level of muscular coordination, sustained effort and concentration. Reading is more than just visual task. Not only must the readers use and identify the symbols in front of them, but also they must interpret what they read in the light of her background knowledge, associate it with past experience and project beyond the in term of ideas,judgments, application and conclusion.

It shows that in reading skill, the students must be able to understand and comprehend of the text. Frequently, the students get involved in unfamiliar

[2]*Ibid,* p. 3

[3]Endang Fauziati, *Teaching of English as a Foreign Language,* Surakarta: Muhammadiyah University Press, 2002, p. 139.

[4]Yeni Ratnasari, *The Implementation of Jigsaw Model of Cooperative........*p.3

[5]Siti Masrokah, *The Effectiveness ofSemantic Mapping Concept ......*, p.2

problems because reading is not a single skill but an interrelated process of many skills. Therefore, teacher's teaching strategy in teaching and learning process of reading is extremely important to determine students' ability of reading skill.

There are some problems faced by the students in learning, especially reading skill such as lack of motivation and lack of ability. As stated by Cook in Linse quoted by Arifin that in learning needed motivation and ability. These two things cannot be separated in learning. Motivation will be appear when the students fell interested to the lesson. During the students full fill their anxious of the lesson, thestudents will built their ability to understand about the lesson.[6]

In this study, MA Hidayatul Insan Fii Ta'limiddin Palangkaraya.as target location of the study. MA Hidayatul Insan Fii Ta'limiddin Palangkaraya is one of the Islamic Senior High Schools inPalangka Raya which was built in2001. Based on the interview with english teacher in MA Hidayatul Insan Fii Ta'limiddin Palangkaraya.conveyed that most of the students of this school have good capability in all subjects, including English. However, there were still many students who did not have good capability in subjects, especially English. The students in this school think that English is difficult subject, so they were difficultto comprehend the English lesson. In Teaching english especially in reading lesson students have difficulties in reading passage or text. They also faced difficulties in understanding sentences, and finding the

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[6]Zaenal Arifin, *Jigsaw Model of Cooperative Learning Strategy in Teachin Reading Skill at the MTsN 1 Model Students of Palangka Raya*, Palangka Raya: STAIN Palangka Raya, Thesis Sarjana,Unpublished, 2012, p. 2.

meaning of the sentences in a paragraph. That condition caused the students have difficulties in answering questions following the text.[7]

In accordance with school base curriculum for senior high school, the students are expected to understand the kinds of text, and one of them is narrative text. Based on the interview with some students in MA Hidayatul Insan Fii Ta'limiddin Palangkaraya, especially tenth grade students. Theyfeelbored and less motivated in learning English, and they think that English is very difficult to be learned. They said in reading they learn many kind of texts. But, in learn narrative text they have problem on finding the major elements of the narrative text including setting, character, conflict or problem, the plot and resolution in the text. These problems occurred because of the students less interested in reading skill, the lack of vocabulary knowledge, and also it has not enough time in reading activity.[8]

The cases in MA Hidayatul Insan Fii Ta'limiddin Palangkarayashould be solved by comport learning that could increase the student motivation and also ability. Comport learning could be created by encourage, enlighten, and empower the student role in the class. Because of uncomfortable learning so the problem is exiting. So, by conducting the comport one  is the way to increase the student motivation and  also ability in achieving the goals of learning.

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[7]Observation result in MA Hidayatul Insan Fii Ta'limiddin Palangkaraya , On August  5th, 2015.

[8]Observation result in MA Hidayatul Insan Fii Ta'limiddin Palangkaraya , On August  5[h], 2015.

In line with that, reciprocal teaching could be a good solution for the problem above. Reciprocal Teaching is an activity that requires students and teachers to take turns the role of teacher to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, questioning generating, clarifying and summarizing. By applying reciprocal teaching, the students can share each other about the difficulties in understanding the text. Having better comprehension and understanding of the text is very important for the students because they can answer the questions correctly and understand what the text tells about.

Reciprocal TeachingorReciprocalLearningis alearning strategy to improve reading comprehension. First developed by Palincsar, reciprocal learning intended to encourage students to develop skills that are owned by the readers and learners effectively, such assummarizing, questioning, clarifying, predicting, and respond what they read.[9]

Palincsar describes the concept of reciprocal teaching quoted by Nur Atika et al.:[10]

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, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue.

According to Rosenshine and Meister in Yuwade, reciprocal teaching is an instructional strategy that directly teaches students to apply metacognitive

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[9]Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran (Isu-Isu Metodis dan Paradigmatis),* Yogyakarta : Pustaka Pelajar, 2013, p.216

[10]Nur Atika et al., *Using Reciprocal Teaching Technique in Improving Reading Comprehension,*e-Journal of English Language Teaching Society (ELTS) Vol. 1 No. 1 2013 p.2

thinking as they make meaning from atext.[11] In addition Lysynchuck et al. stated that "The reciprocal teaching model has been used to improve comprehension for students who can decode but have difficultycomprehending text."[12]

There are some benefits of using reciprocal teaching such as: for teacher Reciprocal Teaching, provides a useful tools for engaging students, individually and socially, in the exploration and critical evaluation of texts.reciprocal teaching can also help them to control the whole student in classto get the meaning of the texts since they take fewer roles in the discussion. Morover, it can also help the teacher to observe each student's development during activities.[13]

By implementing reciprocal teaching , learner will make substantial gains in their comprehension skils. The benefits of reciprocal teaching that learners get are :[14]

1. Greater knowledge of the topic

2. Improved skills.

3. More positive attitudes when extracting, organising, and recording information.

4. More self confidence and motivation to read.

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[11]Yuwadee Yoosabai, *The Effects of Reciprocal Teaching on English ReadingComprehension in a Thai High-School Classroom*. Dissertation, Ph.D. (English).Bangkok: Srinakharinwirot University, 2009, p.24

[12]*Ibid,* p.24

[13]Rizki Maulana Sahab, *The Use of Reciprocal Teaching Procedure in Teaching Narrative Texts to Improve Students' Reading Comprehension,* Bandung : Universitas Pendidikan Indonesia, Thesis Sarjana, Unpublished, 2014, p. 3

[14]www.education.vic.gov.au/studentlearning/teachingresources/english/literacy/, *More about Reciprocal Teaching,* Dept of Education, p.1

5. Improved leadership skills.

6. Increased co-operation and greater initiative.

In addition,  student can get benefit to achieve reading comprehension by learning and applying the four strategies. As they familiar with the strategies, they can start the thinking process to find out the meaning of each paraghrap of the text. It supported by Panmanee that " reciprocal teaching strategies offers the teachers and strudents opportunities  to start the process of thinking and breaking down their reading paraghrap by paraghrap."[15]

Basedon thedescriptions above, the study focus on the student' comprehension on reading narrative text with the purpose of helping students to increase the reading comprehension. And this study is entitled :

**THEEFFECT OF RECIPROCAL TEACHING STRATEGY TOWARD READING COMPREHENSION OF THE TENTH GRADE STUDENTS OF MA HIDAYATUL INSAN FII TA'LIMIDDIN PALANGKARAYA.**

**B. Problem of  the Study**

Is there any significance effects of reciprocal teaching strategy toward reading comprehension of the tenth grader of MA Hidayatul Insan Fii Ta'limiddin Palangkaraya ?

**C. Objective of the study**

To find out the effect of reciprocal teaching strategy on students reading comprehension of the tenth grader of MA Hidayatul Insan Fii Ta'limiddin Palangkaraya.

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[15] Wanpavee Panmanee, *Reciprocal Teaching Procedure andRegular Reading Instruction : Their Effects on Students' Reading Development,*  Prince of Songkla University, 2009, p. 2

**D. Significances of the Study**

The study will give benefits, both theoritical and practical :

1. Theoretical Significance

The result of this study is expected to confirmthe theory of reciprocal teaching can be used as the effective strategy in teaching reading comprehension or not, especially on the student reading comprehension score.

2. Practical Significance

The result of this study is expected to give a contribution to the teacher about the effect of reciprocal teaching to students in increasing their reading comprehension about text. The study is expected to help the students to solve their reading skill. Furthermore, the result of this study is also expected to give support to the teacher and students in developing the e nglish reading comprehension.

**E. Hypotheses of the Study**

The hypothesis divided into two categories, alternative hypothesis and null hypothesis.

1. Alternative hypothesis (Ha)

There is significant effect of Reciprocal teaching strategy for students' reading comprehension of the tenth grader of MA Hidayatul Insan Fii Ta'limiddin Palangkaraya.

2. Null hypothesis (Ho)

There is nosignificant effect of Reciprocal teaching startegy for students' reading comprehension of the tenth grader of MA Hidayatul Insan Fii Ta'limiddin Palangkaraya.

## F. Variable of the Study

A variable is a construct or characteristic that can take on different values or scores.[16] There will be two variables in this study; independent variable and dependent variable. First, free variableorindependentvariableisa variablethat affectsoris the cause ofthe changeorthe emergence ofthe dependentvariable. Second, dependentvariableisa variablethat is affectedorthatan advanceddubecause of theindependent variables.[17]

The variables in the study will be as follows:

1. Independent variable: Independent variable of this study is reciprocal teaching strategy as a technique in teaching reading comprehension (X).

2. Dependent variable: Dependent variable of this study is the result of the student's reading comprehension score who involve in this study (Y).

## G. Scope and Limitation of the Study

Thescope of this study will only be conducted to know the effect of reciprocal teaching strategy on the topic of narrative text, in particular of tenth grader students of MA Hidayatul Insan Fii Ta'limiddin Palangkaraya.. This

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[16]Donald Ary., Chris Sorensen., Lucy Cheser Jacobs.,& Asghar Razavieh,*Introduction to Research in Education.* Canada: Nelson Education, 2010, 8th Ed, p.37.
[17]Dr. Deni Darmawan, S.Pd.,M.Si, *Metode Penelitian Kuantitatif,* Bandung : PT Remaja Rosdakarya, 2013, p. 109

study will only discuss about narrative text, because narrative exist in the syllabus which means can be teach in this semester.

This study only chose the literal and interpretive or refential of comprehension. This level is suitable to the students in MA or SMA level because literal level of comprehension is the most simple. The students only attempt to answer the questions related to the text.

## H. Operational Definition of Key Term

1. The effect is size to measur of the strenght of the relationship between two variable shown by the difference two means calculated that has been gotten after treatment.[18]The effectof this study is using of RT strategy and without using RT strategy on students' reading score.

2. Reciprocal teaching is an instructional strategy that directly teaches students to apply metacognitive thinking as they make meaning from a text.[19]

3. Reading comprehension is the process of making meaning from text.[20] The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

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[18]Donal Ary et al , *Introduction to research in Education*, USA: Wadsworth Cengage Learning, 2010, p. 640

[19]Mohammad Reza Ahmadi, *Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension*, Theory and Practice in Language Studies, Vol. 2, No. 10, pp. 2053-2060, October 2012.

[20]G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, DOI 10.1007/978-94-007-1174-7_2, © Springer Science +Business Media B.V. 2011

## I. Frame of Discussion

The framework of discussion these studies are:

Chapter I    : Introduction that consists of Background of the study, Problem of the study , Objective of the study, Significance of the study, Hyphotheses of the study, Variabel of the study,  The Limitation of the study, Operational Definition of key term, and Frame of discussion.

Chapter II    : Review of related literature consist of Previous Study, Review on Reading (The Nature of Reading, Level of Comprehension, Principles in Teaching Reading, Problems in Reading, and Assesing Reading) , Review on Reciprocal Teachin (The Nature of Reciprocal Teaching, Benefit of Reciprocal Teaching, and Principles in Using RT in Teaching Reading).

Chapter III   : Research method that consists of Approach and Type of Research, Population and Sample, Data Collecting Procedures, Instrument of The Study, Instrument of Try Out, Instrument Validity, Instrument Reability, Level of Difficulty and Data Analysis Procedures.

Chapter IV   : Result of Study which covers Description of the data, Test of Normality and Homogeneity, Result of the Data Analyses and Discussion.

Chapter V    : Closing covers and suggestion.