

CHAPTER I

INTRODUCTION

This chapter presents and discusses about the background of the study, statement of the problem, scope of the study, the objective of the study, and significance of the study.

1.1 Background of the Study

Education is a means by which people develop and acquire knowledge, skills, values and attitudes. It paves the way for development and plays vital role (serve as catalyst) in bringing socio-cultural, economical, technological, political and environmental advancements. However, to achieve these goals or to attain quality education, the teaching learning process at all educational institutions should be supported by strong two way communication (teacher-students or student's- students) meaning active participation had better observed during the whole course provision sessions (Tesfaye, S., & Berhanu, 2015:29)

English is an international language and it is used all over the world. Nowadays, English become an important language. Harmer (2007:1) states that English is a language used widely for communication between people who do not share the same first or second language. In Indonesia, English as a foreign language and it is a compulsory subject in the curriculum. This subject is taught start from elementary school until university and also tested in the national exam.

In learning English, there are four basic skills that have to be mastered by learners. They are listening, speaking, reading, and writing. Reading as the first phase has important role because the ability of students to convey the information in some texts is determined by students' comprehension in reading. Reading ability cannot be separated from comprehension. Without comprehending what they read, students cannot achieve their academic success. In comprehending a text, students have to be guided by teacher which has ability to guide them properly.

At tenth grade students of Islamic senior high school level, students were expected to learn some types of text, such as report, analytical exposition, hortatory exposition, narrative, and spoof. There are some difficulties in comprehending a text for second grade students of Islamic senior high school, especially narrative text. Commonly, they cannot find the generic structure of a story, such as orientation, complication, resolution, and re-orientation and also other elements of a story, such as plot, character, and setting. Moreover, students are lack vocabularies.

In fact, reading becomes a monotonous activity for the students because the students frustrated when they have difficulties in reading in the target language. The students were exposed by traditional method in reading. The teacher only asked the students to read the texts and answer the comprehension questions. Actually, teaching reading as one of the aspects in English Language skill must be taught clearly and the material must be well understood by the students to avoid the uncomfortable atmosphere, because

usually most of the students in conventional classes only hang up the information transferred by the teacher.

Considering the facts, it was needed to find an applicable technique in teaching reading comprehension, where students are guided in getting proper ideas and information from a text. In case, reciprocal teaching technique helped students increase their competence in comprehending reading. Sahab (2014:81) states that reciprocal teaching technique is one of teaching extensive reading methods that include four strategies: *predicting*, *clarifying*, *summarizing*, and *questioning*. Reciprocal teaching technique had lots of benefit in teaching reading, such as helping the students to comprehend the text easily. As a result, it made students more enthusiastic and interest in teaching and learning process of reading comprehension.

In this study, the writer used effective strategy to improve students' reading comprehension by using reciprocal teaching technique, where reciprocal teaching technique is one of cooperative learning. According to (Raslie, Mikeng, & Ting, 2015:132), studies on the use of the reciprocal teaching strategy have shown positive impacts on learners' reading comprehension. The literature has shown that reciprocal teaching can improve comprehension skills of struggling readers whose skills are compromised due to social and intellectual circumstances. Another limiting condition on reading comprehension is poor proficiency in the language. However, studies on text comprehension of second or foreign language

learners and reciprocal teaching intervention are lacking although the technique was first developed three decades ago (Raslie et al., 2015:132).

Finally, based on the statements above, the writer was interested in conducted a research entitled “The Effectiveness of Reciprocal Teaching Technique (RTT) in Teaching Reading Comprehension of Narrative Text (A *Quasi Experimental Research at the Tenth Grade Students of Islamic Senior High School Wahid Hasyim Bangsri in the Academic Year of 2018/2019*).”

1.2 Statement of the Problem

Based on the background of the study, the statement of the problem can be formulated as follows: How effective is reciprocal teaching technique in teaching reading comprehension of narrative text for tenth grade students of Islamic Senior High School Wahid Hasyim Bangsri in the academic year 2018/2019?

1.3 Scope of the Study

There were many techniques in teaching English especially in teaching reading comprehension can be used by teachers. The research focused on the effectiveness of reciprocal teaching technique in teaching reading comprehension of narrative text.

1.4 Objective of the Study

Concerning with the statement of the problem above, the objective of the study is to examine the effectiveness of reciprocal teaching technique in teaching reading comprehension of narrative text for the tenth grade students

of Islamic Senior High School Wahid Hasyim Bangsri in the academic year 2018/2019.

1.5 Significance of the Study

This study gave some benefits to English teaching learning development. These benefits can be categorized as follows:

1. Theoretically

This study was expected to be able to develop previous studies and give contribution to the education in Indonesia.

2. Practically

- a. For teacher: this study can provide an effective and interesting way to facilitate teacher in teaching reading comprehension of narrative text by using reciprocal teaching technique.
- b. For students: the effectiveness of reciprocal teaching technique in learning process can make students understand with the material easily and also can motivate students to study more, so that it can increase the students' reading comprehension of narrative text.
- c. For the writers: the result of this study can answer the curiosity about the effectiveness of reciprocal teaching technique in teaching reading comprehension of narrative text.

