CHAPTER I
INTRODUCTION

A. The Background of the Study

Language has a very important role in human activities, it used to communicate with other people to expressing feelings, purposes, ideas, even in spoken or written way. In the study of a language, there are four skills that should be well mastered by those who are interested in learning it, this applies also when someone studies English. Learning English is becoming more and more important nowadays. This era of globalization is an era full of challenges and competitions where the proficiency in spoken and written English is strongly. With this competence, it enables to one communicate with other people from different countries in many activities, because communication is an essential needed for socialization.

One of the most important languages that is used in a global setting is English. In relation to the importance of English, in Indonesia, English has been taught from the Elementary School level up to the University and even now, it has been taught in the Kindergarten level. Furthemore, English is a compulsory subject. Learning English in Senior High School is based on the Educational Unit Level Curriculum (KTSP). It focuses on learning the text so that the students can express their ideas in spoken as well as written ways. In learning English as a foreign.

Based on the writer's observation at SMA Negeri 1 Siabu MADINA, through interview with the English teacher, the students of first and second grade still get

difficulty to read. There are some reasons that are raise to the case, such as the lack of students' intrest to read, the lack of students' knowledge about kinds of text and their generic stucture and also most of them still have insufficient skills in reading. The lack of reading comprehension of the students' can be caused by some reason below.

The first reason is, the lack of interest and concentration in reading. When the students lose their interest and concentration in reading, this is very difficult to the students to reach high reading achievement.

The second reason is, failure to understand words and sentences in a text. If the students could not understand words or sentences in texts which they read, they get difficulties to comprehension the texts. The last reason is, insufficient knowledge background of the students about the topic of the text. When the students did not have sufficient background knowledge about the topic of the text which they read, they get difficulties to comprehension the text. Based on the explanation above, it seems clear that there are many problems in English reading teaching learning process. It is English teachers' task to solve the problems. There are many ways to solve the problems. One of them is the use of appropriate reading strategies in teaching reading. An apropriate reading strategy can facilitate the reading process and give the students a clear sense of what they are reading. It also can improve the reading comprehension of the students.

In this paper, Writer would like to use Reciprocal Teaching as his strategy to improve students' reading comprehension, because there a lot of advantages by using this strategy, based on some researchers.

Improving students' reading comprehension not an easy task. Teaching reading nowadays is directly faced to some problems above. Reading comprehension centers on the ability to derive meaning from what is read. Without comprehension, a student does not really read. It is the teacher's responsibility to help the students to comprehension the text. Grabe and Stoller (2002:9) argue that those who are responsible for teaching find themselves in a range of instructional setting, including classrooms devoted solely to reading, classrooms that emphasize integrated skills and classroom with sheltered or other forms. In all of these settings, the teacher can guide the students toward becoming better, more strategic readers. Teacher needs to assess students' reading needs. Teacher should design and resign courses in order to make an interesting learning process for students.

Reciprocal teaching strategy offers a way to help students to read and comprehend the text more be active and easier to interpret meaning of information in reading. This strategy benefits both the teacher and the students, using this strategy the students are the center, they will be in the groups that consists of various good students and weak students. Every groups consists of 5 students. They will study together to get better achievement in form of individual improvement scores after taking the individually.

Every member in a groups may be responsible for their groups progress so that they will get predicate super groups that means they willl have high achievement. Reciprocal Teaching Strategy enables with or without the teacher, then for teacher Reciprocal Teaching helps him/her design an interesting teaching process.

However, many students who have been graduated from senior high school level do not reach the goal stated in the curriculum: to be able in the four language skills. Especially in reading, they find it really complicated though reading is a receptive skill.

The students are able to read the text only without being capable of interpretating the meaning and information from the text. In indonesia, especially in the small town or regions, the students reading comprehension is low. One of the factors causing it is the strategy used in the teaching and learning process. The students are just asked to read and answer the question related to the text. This strategy makes the students do not fully understand of what they have read and what they read for. It is really expected that there is an improvement in teaching and learning English especially in reading since reading can develop and broaden knowledge.

Indra (2011:45) conducted a reseach about*Improving Students' Reading Comprehension through Implementing Reciprocal Teaching Method it consisted of five meetings*. The findings showed that the students' scores in reading comprehension test improved. The data showed that the average score in reading comprehension test was improved from 40.27 to 68.06. The improvement was 27.79. Furthermore, the data also showed that there was no one of student gett the score. The findings also showed that the implementation of the Reciprocal Teaching method made the students actively involved in teaching learning process. The data showed in meeting 4 that there were 86.00% of students made a prediction, 91.66% of students make at least two clarifications of difficult words, 83.33% of students generate their own questions related to the text they read, and 80.55% of students made a summary of the text.

Based on the explanation above, the researcher had conducted a research in improving students' achievement in reading comprehension by applying Reciprocal Teaching Strategy.

B. The Problem of Study

Based on the background of the study, the problem is formulated as follow: "Is Reciprocal Teaching Strategy significantly able to improve the students' reading comprehension achievement?"

C. The Objective of Study

The objective of the study is to investigate whether or not the applying of Reciprocal Teaching Strategy can improve the students' reading comprehension achievement.

D. The Scope of the Study

The study is restricted on improving students achievement reading comprehension in narrative text through Reciprocal Teaching Strategy.

E. The Significance of the Study

The Findings of the study are expected to be useful and relevant both theoritically and practically.

Theoritically the findings are expected to:

1) The horizons on theories of language learning,

2) apply theories on the second language learning, and

3) be the reference for those who want to conduct a further research in English teaching learning process.

Practically the findings are relevant and useful for:

1) English teachers to provide the information in their attempt to decide the using of Reciprocal Teaching Strategy in teaching reading comprehension,

2) To improve students' ability in reading comprehension and to motivate them to be active in reading.