

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Study**

Language is the ability to acquire and use complex systems of communication, particularly the human ability to do so, and a language is any specific example of such a system. The scientific study of language is called linguistics. It means that language is a tool or a system of communication for human beings. English is the international language in the world and one of foreign language for Indonesian. It is important to study by Indonesian students.

In teaching English, there are four skills that should be mastered by students, those are; Reading, writing, speaking and listening. Reading is one skill that difficult to understand by students. Reading is not just read the text only. Many students that still considered that reading is an activity read the text by their mouth without understand or comprehend what is text about or what is meaning of the text. That's why many students that difficult to know to be good reader or how to read correctly.

According to Grabe and Stoller (2002:9) reading is the ability to draw meaning from the print page and interpret the information appropriately. The first point to be made about the reading process is reading comprehension. Comprehension is the combination of the new information from the text and the reader's knowledge. Knowledge is the basic element for comprehension. It means that it is relating what we don't know, or new information, to what we already

know. Comprehension is always directed and controlled by the needs and purposes of individual.

Reading skill is one of important skill for students besides others skills in English, especially for Junior High School students. By reading, students can broaden their knowledge and get a lot of information. Therefore, it is very important to teach reading well to the students and make it interesting activities for students.

In the Educational Unit Educated Curriculum (KTSP) and written in the standard competence in the syllabus, students are expected to be able to comprehend the meaning of genre, such as descriptive, narrative and recount text in student's daily life. The minimum exhaustiveness criterion which must be achieved by the students for each indicator in one basic competence is 75%. In fact, based on researcher's experience in teaching practice program (PPLT), most of the students were still hesitate to read or to comprehend the meaning on text and according to them that reading is very difficult to do. It is because they have no many vocabularies to translate the text and also they are lack of motivation or desire to practice reading skill. The effect when they were lack of that point is apparent. For teachers of English, it is very important to take into account the real needs and desires of students. Teaching all students to read is every school district's highest curriculum.

Based on the researcher's preliminary observation conducted in SMP Negeri 2 Pkl.Brandan, the researcher found that the students usually got bored to learn reading, it problem because the teacher still focuses on learning independent

style, the students just read the story by themselves and answer the questions afterwards correctly. The ability to comprehend the text seems so low with that learning style. The writer attaches the students score in two semester academic year 2014-2015 below. The minimum criteria mastery (KKM) is 78.

Table 1.1 The Reading Score of Students grade VII SMP

Semester	Score	Students	Percentage	Mean
1 <sup>st</sup> Semester	$\leq 78$	24 students	66,67 %	58,41
2014/2015	$\geq 78$	12 students	33,33 %	
2 <sup>nd</sup> Semester	$\leq 78$	21 students	58,40 %	63,72
2014/2015	$\geq 78$	15 students	41,60 %	

*Source: Students' Accumulated Score of Grade VII of SMP N 2 Babalan academic year 2014/2015*

This finding really proves that the students' achievement in reading is low. It is because the teacher still used the lecture method which can not improve students' achievement in reading comprehension. The teacher did not want tried to use the new method to make students more active and can improve their reading comprehension. Skills students should have knowledge in many aspects especially in academic terms. One of the ways to get more knowledge is by reading, because without reading they will find difficulties to get knowledge and without knowledge the students will find difficulties in achieving the good score.

Considering the problems above, the researcher wanted to use a new method of learning of reading comprehension, there are many methods that are popular to make teaching reading more effective and interesting; make students become active, enjoy and improve their comprehension about the main point of reading text. The researcher applied the Reciprocal Teaching Method as an alternative method to improve students' achievement in reading comprehension. It

is because the researcher has been reading many references about Reciprocal Teaching method and the researcher supposed it can improve students' achievement in reading comprehension.

Reciprocal teaching method has become an effective method to increase the students' achievement on reading text. As cited in Padang (2014:3) a study that focused on improving students' achievement in reading comprehension through reciprocal teaching strategy has done by Sihombing (2011). On the result of this research, the students were poor in reading abilities because they have difficulties in finding the main idea of the text. After the writer applying reciprocal teaching method on that research, the students' achievement in reading comprehension was improved. It means that reciprocal teaching can become an effective method to improve reading comprehension of students especially on descriptive text.

Concerning the explanation above, the researcher would like to conduct a study on reading comprehension of descriptive text by using Reciprocal Teaching Method that is expected to give a good effect to students' reading comprehension especially on descriptive text.

## **B. The Problem of the Study**

In line with the background of the study, a research problem is formulated as follow: "Is the students' achievement in reading comprehension of descriptive text taught by using Reciprocal Teaching method higher than that taught by using Lecture method?"

### **C. The Objective of the Study**

In relation to the problem above, the objective of the study is to find out the effect of Reciprocal Teaching Method on the students' achievement in reading comprehension of descriptive text.

### **D. The Scope of the Study**

There are many genres of writing learnt in the SMP (Junior High School) such as recount, narrative, procedure, descriptive, and etc. The scope of the study is focused in reading comprehension on descriptive text by applying the Reciprocal Teaching method.

### **E. The Significance of the Study**

Based on the problem of study, this research has some significance:

- 1) For teachers, the method that used as an alternative teaching model or teaching guide framework in teaching reading skill
- 2) For students, this method can used as an effective method to their reading comprehension especially on descriptive text.
- 3) For researchers, who intend in searching more data, as information and as improvement in teaching reading skill.