

# CHAPTER I INTRODUCTION

## A. The Background of The Study

Based on the syllabus of Senior High School the students are expected to be able to master the four language skill in studying English namely : speaking, listening, reading and writing. This study will be focused on reading comprehension. Reading is one of the important languages skills in academic field beside listening, speaking, and writing. As Grabe and Stoller (2002:9) state the reading is ability to draw meaning from the printed page and interpret this information appropriately. Reading is needed to get information or main idea from what the reader uses knowledge, skills, and strategies to determine what the text meaning is. So, reading is the important way in getting much information from the text.

Reading is a language process. The product of interacting with the printed language should be comprehension. Reading isn't happening without comprehension. Comprehension is the capacity of understanding the text fully. From the explanation above, reading comprehension means how the reader can find out the message and comprehend the text well. In reading comprehension, there are four levels of comprehension : literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension. The four levels have many difficulties for students. In this study the writer uses the four levels to make the questions, but most of the question based on the level of literal and interpretative comprehension.

Because both of the levels often use to ask the student to know their understanding of the text. Sometimes the students face many difficulties in this level. In literal comprehension, the students retrieve the information directly stated in the text whereas interpretative comprehension the main idea are not directly stated in the text, so the students must make their own conclusion for the text they read.

The spesific problem of the students often face in reading the text which is difficult to recognize the main idea, to clarify words and to glean meanings or to comprehend the text fully. The students just read the text without giving much thought to get the information from the text so that their reading comprehension will be poor.

Based on the writer's observation in SMA NEGERI 1 PARANGINAN Kabupaten Humbang Hasundutan, Sumatera Utara, she observed that the process of comprehending a reading text was still a serious problem for the students. Many students were difficult to comprehend reading text after they had read. They have low ability in reading comprehension because it is very difficult for them to comprehend the text. Thats why they were not interested with reading and even felt bored while Reading Learning Time. For the first meeting, she has give an introduction about what the narrative text about. She explain the social function, generic structure, and grammatical features. Sometimes they were sleepy and made noise in the classroom. When they were given any reading task, among ten students, only two students finished it. The others didn't finish it because they didn't understand the text. It was caused that they do not have many

vocabularies so they feel difficult to understand the text, to read and to recognize the new words. They only read the text word by word without comprehend.

Based on the writer's observation, the student's achievement in reading is low since they were faced with some problems. First, when they read something, they just pronounced the words, they still lacked vocabularies, they could not get the main idea, they didn't understand the concept of the genre, and also they were confused how to build meaning from the text. Second, they had not any motivation for learning reading. Third, sometimes they were not interested in teacher's strategy in teaching reading and they also didn't understand how to read well, they didn't have any strategy for reading. This research also be able from the interview between the writer with the teacher. And from the reading comprehension test score that the writer get from the teacher's note shows that the mean score for this reading comprehension is about 40% meanwhile the expected score that they can get is about 80% based on KKM. All those problems cause the student's achievement in reading are low.

So, to solve the problem above the teacher must have method or ways to help the students to improve their reading comprehension. In this study, the writer used Reciprocal Teaching Method as a teaching method. Reciprocal Teaching Method (Pallinscar : 1982) refers to an instructional that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by using four strategies: predicting, clarifying, questioning, and summarizing strategy.

This method appropriates the problem above because sometimes when the teacher asks the students to predict or to clarify the text, not all the students can answer the teacher's question. So if the students can predict and clarify the difficult word from the text, the students can answer the teacher's question based on the levels reading comprehension automatically. And the students can summarize the text with their own words. This dialogue is described as reciprocal because each learner acts in response to another. This interaction may occur between teacher and student as well as among students. Though the Reciprocal Teaching Method assumes that the students can solve their problems in reading comprehension.

Based on the background above, the writer hopes that this method can help the students to improve student's reading comprehension. Because from the writer's research, the teacher never uses this method to increase the students achievement in reading comprehension. And the teacher feel excited to apply this method in the class to make the significant effect for students achievement in reading comprehension.

**Table 1.1** The Grade XI students' Science of Reading Comprehension Test

<b>Semester</b>	<b>Score</b>	<b>Students</b>	<b>Percentage</b>
<b>First Semester</b>	>75	40 students	42%
<b>2013/2014</b>	<75	37 students	58%
<b>Second Semester</b>	<75	38 students	39%
<b>2013/2014</b>	>75	40 students	61%

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

Based on the background of the study above, the problem of the study is formulated as follows :

“Is there any significant effect of Reciprocal Teaching Method on students’ reading comprehension?”

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

The objective of the study is to find out The Effect of Using Reciprocal Teaching Method on Students’ Reading Comprehension.

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

There are four levels of reading comprehension; they are literal, interpretative, critical, and creative comprehension. In this study, the levels of reading comprehension are limited and focused on literal and interpretative comprehension. This research focuses on identifying the effect of Reciprocal Teaching Method on students’ comprehension in reading narrative text.

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

The result of this study is expected to be useful for :

1. Teachers that the result of the study is important for those who are involved in teaching and learning process, especially for teachers, teachers can use this strategy as a means to improve students’ reading comprehension.
2. The others researchers that the result of the study will be very useful for those who are interested in doing a research related to the study.
3. The students they can improve their ability in reading comprehension and have good reading after they learn Reciprocal Teaching Method.