

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is one of the four language skills that is important to achieve to show that one is able in learning a language. Reading is the ability to draw meaning from the printed page and interpret this information approximately (Grabe and Stoller 2002:9).

Since reading is an activity to draw meaning or take information from printed or written text, one who does reading activity is expected to know better after reading. In fact, many students are still having problems with reading. As a proof, when the researcher did a Teacher Training Practice (PPLT 2011), there were students who were not interested in reading, they were unable to find the meaning of what they read and they did reading when they had homework only. These students' failure may be not only caused by the students' lack of knowledge to comprehend the text, but also caused by the teacher's strategy in teaching.

Further, in English Curriculum, Educational Unit-Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan, KTSP) of Senior High School level states that there are four language skills that should be achieved in learning process namely, listening, speaking, reading and writing. Reading is one of the four skills that must be

mastered. It is stated that the students are intended to comprehend the text. In grade tenth of Senior High School, the several kinds of text genre are reports, narrative, analytical expositions.

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 interpreting the meaning and information from the text. In Indonesia, especially in the small towns or regions, the students' reading comprehension is low. One of the factors causing it is the method used in the teaching and learning process. The students are just asked to read and answer the questions 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 specifically in reading since reading can develop and broaden knowledge.

Improving students' reading comprehension is 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 comprehend the text. Grabe and Stoller (2002) argue that those who are responsible for teaching find themselves in a range of instructional settings, 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 redesign courses in order to make an interesting learning process for students.

Reciprocal teaching method offers a way to help students to be active and easier to interpret meaning or information in reading. This method benefits both the teacher and the students. Reciprocal teaching method enables students to comprehend the text with or without the teacher, then for teacher reciprocal teaching helps him/her design an interesting teaching process.

Based on the explanation above, the writer is interested to conduct a research which is entitled "Improving students' achievement in reading narrative text by using reciprocal teaching method". In this research, the writer wants to know, how far the reciprocal teaching method can improve the students' achievement in reading comprehend.

B. The Problem of the Study

Based on the background of the study, the problem of the study proposed as the following "Is the use of reciprocal teaching method significantly improve the students' achievement in reading narrative text?"

C. The Objective of the Study

The objective of the study is to investigate whether the application of reciprocal teaching method can improve significantly students reading skill.

D. The Scope of the Study

Based on the Curriculum in Senior High School grade tenth, there are some types of text that must be taught, they are: reports, narrative, analytical expositions. But in this case, the research focuses on narrative text by using reciprocal teaching as method in teaching.

E. The Significance of the Study

The findings of this study are important and useful for:

1. The English teachers to improve their interest and ability in teaching reading by applying reciprocal teaching method
2. The students to improve their interest and comprehension in reading by practicing reciprocal teaching method
3. The researcher who wants to conduct a research related to this study.