

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading holds an important role in our life. By reading, people are able to get a lot of information from printed materials and text. According to Grabe and Stoller (2002: 4), reading can be thought as a way to draw information from text and to form an interpretation of that information.

Reading is not as easy as people think. Reading is a complex process. So, people face some difficulties when they want to get information through reading. Similarly, the students also find it difficult to understand a text. For example, students face some problems in getting the meaning, finding the main ideas, and interpreting the information of the text. They can not grasp the ideas and answer the questions based on the texts. It means that they can not comprehend the text.

Reading is not happening without comprehension. Comprehension is the capacity of understanding the text fully. Reading comprehension is a process of constructing meaning from the text. The readers are expected to be able to recreate the meaning intended by the writer and interpret the information well. Grabe and Stoller (2002: 17) state that reading comprehension is the ability to understand information in a text and interpret it appropriately. Reading comprehension requires very rapid and automatic processing of words, appropriate skills in forming a general meaning, and representation of main ideas. In stratified educational unit curriculum (Kurikulum Tingkat Satuan

Pendidikan/KTSP) of Junior High School states that the students must be able to grasp the sufficient information of the text.

The difficulty of teaching reading was found out by the writer when she had the practice of Field Experience Practice (*Praktek Pengalaman Lapangan/PPL*) in SMP Negeri 1 Perbaungan. It was found that most of the students felt it difficult to comprehend the texts given. It is showed by the students' scores collected by the writer through reading comprehension test in which 3 students (8.33%) got score 80; 6 students (16.67%) got score 70-79; 15 students (41.67%) got scores 60-69; 7 students (19.44%) got scores 50-59; and 5 students (13.89%) got scores 0-49. The data on the result of students' test reveal that the students' average score was 62.5 (sixty two point five). Therefore, if it is compared to the minimum standard value (KKM) of English in SMP Negeri 1 Perbaungan for grade VIII which is 73, it indicates that most of the students' comprehension of reading text is still low. It was the case because of some factors, such as lack of vocabulary and unfamiliarity with the topic. Those factors affected the students' achievement. It made the students get low achievement in reading comprehension. Besides, the students felt that the teaching and learning process was monotonous and uninteresting. The students were just asked to read the text which was translated into Indonesian, discuss the content, and finally answer some questions based on the text.

Based on the writer's interview and observation at SMP Negeri 1 Perbaungan, it was found that most of them agreed that reading comprehension is such difficult lesson to understand. It is proved by their achievement in reading.

The students told that it happened because of some factors. First, the teacher's strategy in teaching reading was not interesting and it made the students felt bored. Second, students were not motivated to know about the materials given to them. It was due to the fact that they were not familiar with the topic. Third, they were still in lack of vocabularies and correct grammar. It proved that the process of teaching and learning reading did not run well.

There are some genres of text which are taught at the level of Junior High School. Recount text is one of the genres which is included in the Junior High School syllabus in Indonesia. According to Education Unit-Educated Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*) of Junior High School, students at grade VIII (eight) should be able to understand the content and function of recount text in the context of daily life to access knowledge. But, in reality most of students are not able to comprehend the text. The writer also found that many VIII (eighth grade) students were not be able to achieve success in the learning process of reading text, especially the recount text as she discovered in the Field Experience Practice (*Praktek Pengalaman Lapangan/PPL*) which was held in SMP Negeri 1 Perbaungan.

In the teaching of English, there are many methods and strategies which can be applied, especially in reading. Reciprocal Teaching Method is one of them. Reciprocal Teaching Method (Palincsar, 1982: 25) refers to an instructional activity that takes place in the form of dialogue between the teacher and students regarding segments of text. The dialogue is structured by using four stages: predicting, clarifying, questioning, and summarizing.

This method is appropriate to the problem of students' reading comprehension because sometimes when the teacher asks the students to predict or to clarify the text, not all the students can answer the teacher's questions. So, if the students can predict and clarify the difficult words from the text, the students can answer the questions based on the levels of reading comprehension automatically. And the students can summarize the text in their own words. This dialogue is described as reciprocal because each learner acts in response to another. This interaction may occur between teacher and students as well as among students.

Rotua (2010) has ever made an experiment research to find out whether the use of Reciprocal Teaching Method significantly affects the students' achievement in reading comprehension especially in narrative text for Senior High School students. The result showed that the use of Reciprocal Teaching Method significantly affect students reading comprehension.

In this study, Reciprocal Teaching Method will be used to teach recount text because the form of the text is simpler and it is appropriate for students' level. In addition, it is included in the syllabus of Junior High School students especially the eighth graders.

Based on the description above, the writer is interested in conducting a research dealing with the reading comprehension of recount texts. In this research, the writer wants to know how effective the Reciprocal Teaching Method can improve the students' comprehension of recount texts.

B. Problem of the Study

Based on the background of the study, the problem of this research is formulated as the following: “Does the application of Reciprocal Teaching Method significantly improve the students’ achievement in reading recount text?”

C. Objective of the Study

Based on the problem of the study, the objective of the study is to investigate whether the application of Reciprocal Teaching Method significantly improves the students’ achievement in reading recount texts.

D. The Scope of the Study

This study is limited to the reading process in which the students can improve their achievement of comprehension in reading recount text by using Reciprocal Teaching Method. There are three levels of reading comprehension, namely literal, interpretative, and critical reading. This research only focuses on literal and interpretative reading. Another limitation is that this study focuses on the personal recount text which is taught in grade VIII of Junior High School.

E. The Significances of the Study

The finding of the study is expected to have both theoretical and practical importance in writing as a process and product especially the framework of reading.

- 1) Theoretically, the finding of the study is expected to enrich the theories of reading.
- 2) Practically, the finding of the study is expected to give a feedback to the:

- a. English teachers who want to develop their students' ability in reading comprehension especially in reading recount text,
- b. Students who want to solve their problems in reading recount texts.
- c. Other researchers who are interested in doing the related study, enlarging their knowledge, and understanding about reading comprehension strategies.



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