

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a tool for communication that use a variety of symbols to convey thoughts, feelings, and aspirations to another. Vardeber (1999) stated that “language is a communication system formed of words used by people living in the same geographical area, tradition, and culture.” Even when two people communicate using the same language, their meanings may not always be the same. This means that effective communication depends on both the sender and the recipient comprehending the information, significance, and goal of what is being communicated. It is crucial to have effective and precise communication skills.

Language is employed in the contemporary era of globalization to foster goodwill among nations. Language is utilized to spread knowledge, religion, and culture in the modern technological age. People from many nations are brought the adoption of English as an international language. According to the Indonesian national curriculum, English is a compulsory for students. There are four different skills in English: reading, listening, writing, and speaking. Writing and speaking are productive skills, whereas reading and listening are receptive skills. Reading is one of the abilities that students need to acquire because it enables them to learn new things and widen their perspectives. Therefore, it is crucial for students to be

proficient readers in order to understand the information being delivered by the author.

Patel and Jain (2008) stated that reading is a very significant activity since “reading is a transaction between the reader, the text, and the author’s objectives. Comprehensive reading is still a challenge for students. Harmer(2001) stated that most students struggle to apply their prior knowledge to new topics and lack vocabulary. They were unable to find the right information based on the text they read. The majority of students had difficulties on some unfamiliar words when reading, thus the teacher must come up with an activity to help students improve their ability to comprehend the content in a text as well as to broaden their vocabulary.

The teacher must create a pleasant learning atmosphere to motivate students to study with enthusiasm to improve their reading skills by applying suitable learning strategy in the classroom. There are many theories of approaches and methods that teachers can use in teaching activities in the classroom. The teachers’ point of view in choosing a strategy depends on their perspective on what students need after looking at students’ condition because each strategy will produce a different response through the delivery of learning materials.

Based on the preliminary observation made by the researcher at SMA Negeri 9 Medan, the researcher observed the English teacher in teaching reading activities in the classroom. First, the teacher read the student’s attendance to make sure all the students entered the class. The teacher divided the students into small groups randomly. The teacher started the lesson by asking the students to open the

book on reading section. The teacher asked the students to read the text silently. The teacher opened the reading activity by asking the students to make predictions by the heading and unfamiliar words from the text. The teacher asked each group to make questions based on the text they read and asked the other groups to answer the questions. After that, the teacher gave a chance for each group to clarify their understanding the topic of the text with another group's understanding. The last, teacher asked the students individually to make summary from the text.

The researcher noticed that some students seemed passive following the lesson during the learning process. It could be seen when the teacher opened question and answer session only some students looked actively. The scores produced by the students after learning process are not optimal. Researcher found that 29 out of 36 students still got score below the KKM (minimum score 75). Based on that findings, the researcher interviewed the teacher to find out what strategy was used in reading activity.

The researcher (R) interviewed the teacher (T) to know the strategy that he used in teaching reading activity in the classroom. As can be seen below:

Good morning sir. May I know what type of teaching strategy that you use in the classroom especially in reading activity?

T: Good morning. Well, I use reciprocal teaching strategy in the teaching reading activity in the classroom.

R: Can you give your reasons why you use this strategy?

T: I use this strategy because it can require students to be active in the classroom especially in group discussions. In addition, this strategy is suitable for use in the 2013 curriculum because it focuses on the student center.

Based on the interviewed above, the English teacher used reciprocal teaching strategy in teaching reading comprehension. Reciprocal Teaching Strategy was developed by Palinscar (1984) to assist students who were having trouble understanding a text by boosting their self-confidence to study on their own. This strategy is used through dialogue and discussion techniques, which give students a chance to become a leader for the discussion and build the conversation with the teacher and other students. Although reciprocal teaching was introduced in reading journals during the 1980s, today's version of reciprocal teaching has grown and developed.

After doing pre-observation, researcher noticed that the stages of the reciprocal strategy carried out by the teacher were not correct and complete. The teacher asks the students to explain what they have read, create questions for other groups to answer, and make a summary of the text that has been discussed without giving directions. Oczkus (2018) stated that reciprocal stages must be carried out correctly and can be adapted to the conditions of the students in the class. Reciprocal teaching strategy is carried out through four stages of activity: predicting, questioning, clarifying, and summarizing which are carried out using collaborative techniques.

Predicting encourages students to think ahead based on their prior

knowledge based on the text they read. This stage provides opportunities for students to combine the knowledge they already have with the knowledge they will gain from the text. At this stage they will confirm whether their predictions are acceptable or not. The teacher chooses a leader who plays the role of the teacher for every group. Then the leader exchanges his/her role with his/her classmates in the group after every dialogue. The teacher gives 3 questions starter to guide their predictions.

Questioning invites students to explore the text more deeply to check students' understanding of the ideas of each paragraph and important information from the text. At this stage the teacher will give 2 initial questions consisting of an on-the-surface question and an under-the-surface question. The teacher gives the opportunity for each group to respond to other groups' answers in turn. The teacher also gives opportunity to each group if they have a question to other groups.

Clarifying helps students to solve the confusion they face during reading activities. At this stage, the teacher's role is needed to check and clarify each student's answer at the previous stage. The teacher also gives opportunity for every group members so state what they don't understand.

Summarizing is the process of identifying the important information and ideas within a text. The teacher asks every group members to summarize the text in two or three sentences that consists of the main idea and most important details. The students can use text features such as heading, bold word and what the author wants to say to make a strong summary.

In high school context, there are several genres to be taught in which analytical exposition is one of them. Analytical Exposition is a kind of text type that presents one side of an issue in a form of arguments. In other word, it can be said that an analytical exposition is used to argue point of view or to persuade the audience to do something, to persuade the reader or listener that something is the case. Therefore, the reader must have critical thinking to understand the author's purpose for the reader. In addition, the researcher chooses the analytical exposition because it was studied in second semester of grade XI according to the time and research object of the researcher.

Based on the phenomenon, the research was conducted to investigate the use of Reciprocal Teaching Strategy by English teacher in teaching reading comprehension on analytical exposition text.

B. The Problems of the Study

The questions concerning from the background of the study above are:

1. How does the English teacher use reciprocal teaching strategy in teaching reading comprehension on analytical exposition text?
2. What are teacher's difficulties in using reciprocal teaching strategy?

C. The Objectives of the Study

3. To analyze the use of reciprocal teaching strategy in teaching reading comprehension on analytical exposition text.
4. To know teacher's difficulties in using reciprocal teaching strategy.

D. The Scope of the Study

Based on the problems that were found in the field, the researcher restricts the problems to reach the aim of this study. This study focuses on the use of reciprocal teaching strategy (RTS) by English teacher adapted by Oczkus (2018). This research is conducted on the Science C class of grade eleventh in SMA N 9 Medan. There are various text types. The researcher limits the text to analytical exposition text.

E. Significance of the study

It is anticipated that this study will be significant in certain ways for the author and other individuals. For example:

1) Theoretically

The results of this study will inform others on how to use reciprocal teaching strategy correctly and appropriately to improve student's reading comprehension. This information will also be useful for those who want to conduct some research.

2) Practically

a. For English teacher

This research is expected to make creative teacher to create fun teaching-learning process, especially in improving reading comprehension.

This strategy is also expected to provide a reference for teacher to choose and determine strategy to reduce students' boredom in reading activities in the class.

b. For students

By doing this research, the author hope that reciprocal teaching strategy can encourage students to like learning English, especially in reading activities. This strategy can help students to understand the text they read, no matter they can understand English or not.

