CHAPTER I
INTRODUCTION

In this chapter, the writer discusses: Background of the study, Problem of the study, Objective of the study, Significance of the study, Hypotheses of the study, Variables of the study, The Limitation of the study, Operational Definition of key term, and Frame of discussion.

A. Background of the Study

Teaching-learning (learning by doing) are two concept which almost cannot be separated in each other, especially in implementation at schools. Teaching is a system consisting of the component depends on each other in an organized, such as the objectives, subject matter, teaching method, media, organizing the classroom, and evaluation. Learning is a system (process) to educate students that is planned, designed, implemented, and evaluated systematically in order to the learners can achieve the learning objectives effectively and efficiently.

In teaching English, there are four language skills that should be mastered, they are: listening, speaking, reading, and writing. In the teaching and learning process, the four language skills are taught and developed, but reading skill is the most important skill that can support the process of mastering the other skills and improving knowledge. In most cases, the students in English classes want to develop proficiency as a means of gaining access to information rather than of communicating socially. The students can

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1Siti Masrokah, *The Effectiveness of Semantic Mapping Concept in Increasing The Eight Grade Students’ Score in Reading Descriptive Text at MTs Muslimat NU Palangka Raya*, Palangka Raya: STAIN Palangka Raya, Thesis Sarjana, Unpublished, 2011, p. 1
develop their knowledge and obtain much information through reading activity, as Adelstein and Pival states quoted by Henny, “Reading is not only to satisfy our curiosity about others, but also to improve ourselves. We hope that reading for information in books and articles will help us live in the good life”.²

Reading is an interactive process. The reader processes his or her background knowledge and the printed text using specific skills and strategies to form expectations and predictions about the text, selecting and using the most productive cues to confirm or reject those predictions. This process takes place until the reader is satisfied with the information he or she gets from the printed message, and the reacts to it accordingly. Reading is more pragmatically as an understanding a messageconveyed by the writer through visual and non-visual information.³ According to Smith, “Reading is specialized and complex skill involving a number of more general skills that have to be understood in any serious analysis of the subject”.⁴ In Addition Anderson has stated Siti Masrokah that:⁵

Reading is a very complex process; it requires a high level of muscular coordination, sustained effort and concentration. Reading is more than just visual task. Not only must the readers use and identify the symbols in front of them, but also they must interpret what they read in the light of her background knowledge, associate it with past experience and project beyond the in term of ideas, judgments, application and conclusion.

It shows that in reading skill, the students must be able to understand and comprehend of the text. Frequently, the students get involved in unfamiliar

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²Ibid, p. 3
⁴Yeni Ratnasari, The Implementation of Jigsaw Model of Cooperative......p.3
⁵Siti Masrokah, The Effectiveness ofSemantic Mapping Concept ......, p.2
problems because reading is not a single skill but an interrelated process of many skills. Therefore, teacher’s teaching strategy in teaching and learning process of reading is extremely important to determine students’ ability of reading skill.

There are some problems faced by the students in learning, especially reading skill such as lack of motivation and lack of ability. As stated by Cook in Linse quoted by Arifin that in learning needed motivation and ability. These two things cannot be separated in learning. Motivation will be appear when the students fell interested to the lesson. During the students full fill their anxious of the lesson, the students will built their ability to understand about the lesson.6

In this study, MA Hidayatul Insan Fii Ta’limiddin Palangkaraya.as target location of the study. MA Hidayatul Insan Fii Ta’limiddin Palangkaraya is one of the Islamic Senior High Schools in Palangka Raya which was built in2001. Based on the interview with english teacher in MA Hidayatul Insan Fii Ta’limiddin Palangkaraya.conveyed that most of the students of this school have good capability in all subjects, including English. However, there were still many students who did not have good capability in subjects, especially English. The students in this school think that English is difficult subject, so they were difficultto comprehend the English lesson. In Teaching english especially in reading lesson students have difficulties in reading passage or text. They also faced difficulties in understanding sentences, and finding the

meaning of the sentences in a paragraph. That condition caused the students have difficulties in answering questions following the text.⁷

In accordance with school base curriculum for senior high school, the students are expected to understand the kinds of text, and one of them is narrative text. Based on the interview with some students in MA Hidayatul Insan Fii Ta’limiddin Palangkaraya, especially tenth grade students. They feel bored and less motivated in learning English, and they think that English is very difficult to be learned. They said in reading they learn many kind of texts. But, in learn narrative text they have problem on finding the major elements of the narrative text including setting, character, conflict or problem, the plot and resolution in the text. These problems occurred because of the students less interested in reading skill, the lack of vocabulary knowledge, and also it has not enough time in reading activity.⁸

The cases in MA Hidayatul Insan Fii Ta’limiddin Palangkarayas should be solved by comport learning that could increase the student motivation and also ability. Comport learning could be created by encourage, enlighten, and empower the student role in the class. Because of uncomfortable learning so the problem is exiting. So, by conducting the comport one is the way to increase the student motivation and also ability in achieving the goals of learning.

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⁷Observation result in MA Hidayatul Insan Fii Ta’limiddin Palangkaraya, On August 5th, 2015.
⁸Observation result in MA Hidayatul Insan Fii Ta’limiddin Palangkaraya, On August 5th, 2015.
In line with that, reciprocal teaching could be a good solution for the problem above. Reciprocal Teaching is an activity that requires students and teachers to take turns the role of teacher to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, questioning generating, clarifying and summarizing. By applying reciprocal teaching, the students can share each other about the difficulties in understanding the text. Having better comprehension and understanding of the text is very important for the students because they can answer the questions correctly and understand what the text tells about.

Reciprocal Teaching or Reciprocal Learning is a learning strategy to improve reading comprehension. First developed by Palincsar, reciprocal learning intended to encourage students to develop skills that are owned by the readers and learners effectively, such as summarizing, questioning, clarifying, predicting, and respond what they read.\(^9\)

Palincsar describes the concept of reciprocal teaching quoted by Nur Atika et al.:\(^{10}\)

Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue.

According to Rosenshine and Meister in Yuwade, reciprocal teaching is an instructional strategy that directly teaches students to apply metacognitive


\(^{10}\)Nur Atika et al., *Using Reciprocal Teaching Technique in Improving Reading Comprehension*, e-Journal of English Language Teaching Society (ELTS) Vol. 1 No. 1 2013 p.2
thinking as they make meaning from text.\textsuperscript{11} In addition Lysynchuck et al. stated that “The reciprocal teaching model has been used to improve comprehension for students who can decode but have difficulty comprehending text.”\textsuperscript{12}

There are some benefits of using reciprocal teaching such as: for teacher
Reciprocal Teaching, provides a useful tools for engaging students, individually and socially, in the exploration and critical evaluation of texts. Reciprocal teaching can also help them to control the whole student in class to get the meaning of the texts since they take fewer roles in the discussion. Moreover, it can also help the teacher to observe each student’s development during activities.\textsuperscript{13}

By implementing reciprocal teaching, learner will make substantial gains in their comprehension skills. The benefits of reciprocal teaching that learners get are:\textsuperscript{14}

1. Greater knowledge of the topic
2. Improved skills.
3. More positive attitudes when extracting, organising, and recording information.
4. More self confidence and motivation to read.

\textsuperscript{12} Ibid, p.24
\textsuperscript{13} Rizki Maulana Sahab, The Use of Reciprocal Teaching Procedure in Teaching Narrative Texts to Improve Students’ Reading Comprehension, Bandung: Universitas Pendidikan Indonesia, Thesis Sarjana, Unpublished, 2014, p. 3
5. Improved leadership skills.

6. Increased co-operation and greater initiative.

In addition, student can get benefit to achieve reading comprehension by learning and applying the four strategies. As they familiar with the strategies, they can start the thinking process to find out the meaning of each paraghrap of the text. It supported by Panmanee that “reciprocal teaching strategies offers the teachers and strudents opportunities to start the process of thinking and breaking down their reading paraghrap by paraghrap.”

Based on the descriptions above, the study focus on the student’ comprehension on reading narrative text with the purpose of helping students to increase the reading comprehension. And this study is entitled: THE EFFECT OF RECIPROCAL TEACHING STRATEGY TOWARD READING COMPREHENSION OF THE TENTH GRADE STUDENTS OF MA HIDAYATUL INSAN FII TA’LIMIDDIN PALANGKARAYA.

B. Problem of the Study

Is there any significance effects of reciprocal teaching strategy toward reading comprehension of the tenth grader of MA Hidayatul Insan Fii Ta’limiddin Palangkaraya?

C. Objective of the study

To find out the effect of reciprocal teaching strategy on students reading comprehension of the tenth grader of MA Hidayatul Insan Fii Ta’limiddin Palangkaraya.

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15 Wanpavee Panmanee, Reciprocal Teaching Procedure and Regular Reading Instruction: Their Effects on Students’ Reading Development, Prince of Songkla University, 2009, p. 2
D. Significances of the Study

The study will give benefits, both theoretical and practical:

1. Theoretical Significance

The result of this study is expected to confirm the theory of reciprocal teaching can be used as the effective strategy in teaching reading comprehension or not, especially on the student reading comprehension score.

2. Practical Significance

The result of this study is expected to give a contribution to the teacher about the effect of reciprocal teaching to students in increasing their reading comprehension about text. The study is expected to help the students to solve their reading skill. Furthermore, the result of this study is also expected to give support to the teacher and students in developing the English reading comprehension.

E. Hypotheses of the Study

The hypothesis divided into two categories, alternative hypothesis and null hypothesis.

1. Alternative hypothesis (Ha)

There is significant effect of Reciprocal teaching strategy for students’ reading comprehension of the tenth grader of MA Hidayatul Insan Fii Ta’limiddin Palangkaraya.
2. Null hypothesis (Ho)

There is no significant effect of Reciprocal teaching strategy for students’ reading comprehension of the tenth grader of MA Hidayatul Insan Fii Ta’limiddin Palangkaraya.

F. Variable of the Study

A variable is a construct or characteristic that can take on different values or scores. There will be two variables in this study; independent variable and dependent variable. First, free variable or independent variable is a variable that affects or is the cause of the change or the emergence of the dependent variable. Second, dependent variable is a variable that is affected or that an advanced due because of the independent variables.

The variables in the study will be as follows:

1. Independent variable: Independent variable of this study is reciprocal teaching strategy as a technique in teaching reading comprehension (X).

2. Dependent variable: Dependent variable of this study is the result of the student’s reading comprehension score who involve in this study (Y).

G. Scope and Limitation of the Study

The scope of this study will only be conducted to know the effect of reciprocal teaching strategy on the topic of narrative text, in particular of tenth grader students of MA Hidayatul Insan Fii Ta’limiddin Palangkaraya. This

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study will only discuss about narrative text, because narrative exist in the syllabus which means can be teach in this semester.

This study only chose the literal and interpretive or refential of comprehension. This level is suitable to the students in MA or SMA level because literal level of comprehension is the most simple. The students only attempt to answer the questions related to the text.

H. Operational Definition of Key Term

1. The effect is size to measur of the strenght of the relationship between two variable shown by the difference two means calculated that has been gotten after treatment.\(^{18}\) The effect of this study is using of RT strategy and without using RT strategy on students’ reading score.

2. Reciprocal teaching is an instructional strategy that directly teaches students to apply metacognitive thinking as they make meaning from a text.\(^{19}\)

3. Reading comprehension is the process of making meaning from text.\(^{20}\) The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

\(^{18}\)Donal Ary et al., *Introduction to research in Education*, USA: Wadsworth Cengage Learning, 2010, p. 640


I. Frame of Discussion

The framework of discussion these studies are:

Chapter I : Introduction that consists of Background of the study, Problem of the study, Objective of the study, Significance of the study, Hypotheses of the study, Variable of the study, The Limitation of the study, Operational Definition of key term, and Frame of discussion.


Chapter IV : Result of Study which covers Description of the data, Test of Normality and Homogeneity, Result of the Data Analyses and Discussion.

Chapter V : Closing covers and suggestion.