CHAPTER I

INTRODUCTION

A. Background of Study

Reading is the most useful and important skill for humans. This skill is equally important to productive skills speaking and writing. reading is not only a source of information And for a pleasure activity, but also a means to strengthen and broaden language skills.[1] reading is very necessary to broaden one's horizons and understand and understand foreign cultures. Reading is certainly an important activity to improve language skills.

In reading activity, comprehension is the key element is one of the necessary language skills mastered well by students because reading is an important main factor that influences one's activity in communicating students considers reading as an important activity, because it is often said that reading is a window to the world. by reading, students can get extensive information without having to go anywhere. Most English teachers still use traditional methods to teach reading.

In reality reading is still being complicated problem for Indonesian students right now. use of effective reading strategy in learning process

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[1] M.F. Patel and Praveen M. Jain Dr, *English Language Teaching (Method, Tools, and Technique)*, *Sunrise Published*, 2008.

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is significantly giving influence to students reading comprehension directly. However, up to now teacher who taught reading just focus on students" reading fluency without noted students" reading comprehension. Because of this case, almost of students being less interest in doing reading activity.

Based on interview the researcher found that some students reveal that they were not interested in learning English because teacher taught them by using old fashion styles (teacher centric). draw students attention is selecting attractive learning method. This way they can enjoy learning and improve their reading skills. Reading can be a fun activity for student know the strategy or method of reading. Students need reading comprehension for specific purposes, but they need practical and appropriate strategies. In edition in practice, students were demanded to read various literary materials such as newspapers, magazines, novels, academic books and many more. As consequently, students who love reading will acquire a lot of knowledge, information, entertainment and even problem solving. Therefore, the ability to read text in any format brings great benefits to its readers. All of these goals require adequate literacy. When talking about reading, it can automatically be associated with comprehension or understanding. For example, a reader who understands what he has read can answer

questions about it. That is, the main purpose of reading is to understand something.

Basically reciprocal teaching strategy is a constructivist approach based on the principles of question making, teaching reading skills to low-ability students. Reciprocal teaching is a teaching procedure or approach designed to taught students about cognitive strategies and to help students understand the reading well. Using the reciprocal teaching approach students are taught four specific strategies of understanding and self-regulation, which predict the material to be studied, clarify the elusive terms, asked questions and summarized the reading.

Based on previous problems,the researchers carried out preliminary study by conducting classroom observations and test to find out whether students in Man 2 Kabupaten Serang have problems in reading.

The results of observations show that the researchers finally found a problems that emerged in Man 2 Kabupaten Serang, students were very low interest in English lessons. This is caused by several factors students are lazy, less vocabulary and less interested in reading English texts, they have some reading comprehension problems, for example It is difficult to understand, analyze and find information in a text. so students are difficult to learn. In addition, English teachers

must develop materials that improve students' reading comprehension. English teachers must have good practices when teaching reading in class activities. Because a good method can arouse students' interest in understanding the text. In addition, reading comprehension can enable students to determine the quality and success of a student in continuing their studies and broadening their experience in the world.

When students have poor reading skills, they may have difficulty teaching in their own way, they may have difficulty answering questions if they do not understand the text, and they may have difficulty finding information if they do not understand. know them how to read This means that reading comprehension is very important for students.

In one case in the classroom, the researcher also found students did not understand a certain word, they just did nothing and did not ask the meaning of the word to the English teacher,

Based on the prior problems, is a learning need that can help students improve their reading comprehension and motivate them in the learning process, making it easier for students to find the main material they read. In short, the researcher proposes the title" **The Effect Of Reciprocal Strategy On Student's Reading Comprehension In Descriptive Text At Man 2 Kabupaten Serang.**

B. Identification of Problem

Based on the background above, there are several problems related to thisresearch. The problem can be identified as follows:

1. Students become lazy to read.

2. Lack of student vocabulary.

3. Students are less interested in reading English texts.

4. Students have difficulty understanding texts.

C. Limitation of the Research

Related to the background of the study, the writer limits the focus of the of this study therefore, this study concerns to investigate the use of reciprocal strategy to improving reading comprehension by descriptive text of personal and reading assessing toward students at Man 2 KabupatenSerang.

D. Formulation of Problem

1. What is the effectiveness of reciprocal strategy in teaching students' reading comprehension at MAN 2 Kabupaten Serang?

2. How is the implementation of reciprocal strategy in teaching reading comprehension?

E. Objectives of Study

Based on the research questions, the researcher sets the study aim asfollows:

1. To Know the effectiveness of reciprocal strategy in teaching students'reading comprehension at MAN 2 Kabupaten Serang.

2. To know the implementation of reciprocal strategy in teaching students'reading comprehension at MAN 2 Kabupaten Serang.

F. Significances of Study

There are two fold of significance of this study, they are theoretically and practically. On one hand, theoretically, this study is expected to give valuable contribution especially on adding treasure of knowledge related to the development of reading theories and the use of learning media.

On the other hand, the results of this study are expected to provide benefits to many groups, especially for the researchers, English teachers and students:

1. For the Teachers

It can be help the teachers to facilitate in the teaching process, and created an excited and motivated of students in class, and make students are able to understand the lesson.

2. For the students

It help them learning in understanding learning process, and make them feel confident because they know which have taught by the teachers, example when students learn speaking skill, and they can practice in front of friends because have much.

3. For the school

This research can be beneficial regarding to the achievement of education quality, and research can contributed determining the school to improve quality education.

G. Previous study

In conducting research, to make this research valid, the researcher used three to previous studies to back up the researcher's findings.

The first previous studies from Camelia Parameswara, Andri Wicaksono, Destia Herlisya, (2022), STKIP PGRI Bandar Lampung with title "Reciprocal Teaching Strategy To Improve Students' Reading Comprehension: Action Research".[2] The research finding show that the mutual education strategy was successful in improving students' learning activities and reading comprehension. This can be seen from the average student scores for learning activities and reading

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[2] Camelia Parameswara, Andri Wicaksono, and Destia Herlisya, "Reciprocal Teaching Strategy to Improve Students ' Reading Comprehension : Action Research" 5, no. 1 (2022): 53–59.

comprehension. The student's mean learning activity score increased to 6.66 from the first cycle, but became less active in her second cycle from 7.67. We then found that Cycle 1 had an average score of 67.4 or 51.85% of students passing the minimum proficiency standard, while Cycle 2 had 76.5 or 85.19% of students passing the minimum proficiency standard. ITherefore, the implementation of the mutual education strategy has successfully improved her grade 10 learning activities and reading comprehension in SMKN 9 Bandar Lampung for the 2022/2023 school year.

The second previous studies from S. Sukini, Nuri Ati Ningsih, Dwi Rosita Sari (2018). Universitas PGRI Madiun with title "The Effects Using Reciprocal Teaching Towards Students' Reading Ability Of Recount Text In the Eighth Grade Of SMPN 1 Sine"[3]. Data analysis showed the importance of data. The experimental group has a mean score of 49.20 and the control group has a mean score of 43.25. Based on the two means, we can assume that both groups are significantly different. Sig result. The value of the Lavene test for homoscedasticity is above the tolerance level. Value 0.05. sig result. is 0.095. This means that there is no significant difference between the

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[3] S. Sukini, Nuri Ati Ningsih, and Dwi Rosita Sari, "The Effectof Using Reciprocal Teachingtowards Students' Reading Ability of Recount Text Inthe Eighth Grade of SMPN 1 Sine," *English Teaching Journal : A Journal of English Literature, Language and Education* 6, no. 1 (2019): 38.

two groups and Ho can be rejected. The mean score for the group treated with Reciprocal Teaching is 79.55. Then the average score for the non- cross-educated group is 73.55. Post hoc test results for both groups show that they are significantly different. The results of the independent- samples t-test show a significant difference from sig. 004 by t-test for equivalence of means. This result is lower than the significance tolerance p-value of 0.05. It can be concluded that SMPN 1 Sine's mutual instruction technique in her 8th grade effectively influences students' ability to read recalculated texts.

The third previous studies from Rizki Maulana Sahab (2014). Indonesia University of Education with title ''The Use Of Reciprocal Teaching Procedure In Teaching Narrative Texts To Improve Student's Reading Comprehension''.[4] the dependent t-test was performed in order to determine whether or not there was a significant difference between the pre-test and post-test scores in the experimental group. The result showed that the value of dependent t-test was 5.107, which exceeded the table of critical value with p=0.05 and df-33, 2.034. It indicates that there was a significant improvement of the students score in post-test. Therefore, the null hypothesis. which states there is no significant difference between the two groups, was rejected.

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[4] Rizki Maulana Sahab, "The Use of Reciprocal Teaching Procedure In Teaching Narrative Texts To Improve Student's Reading Comprehension" 2, no. 2 (2014): 81–90.

Based on the prior studies, unfortunately as long as the researcher knew there is no a current study who have been conducted by the latest scholars who investigated the use of reciprocal teaching strategy in improving students' reading comprehension on descriptive text in Islamic senior high school level. Therefore, the researcher firmly believe that this study has to carry out comprehensively.

H. The Organization of Writing

In this study, the researcher organized this paper as follow:

Chapter I is Introduction. Introduction which consist of the background of study, the identification of the problem,limitation of the study, the statements of the problem, the aims of the study, the significance of the study, previous study and organization of writing.

Chapter II is Theoretical Framework. this chapter consist of the theorist from some experts we have conducted the research to this research.

Chapter III is Methodology of Research. This chapter consist of place and time of the study, research methodology, population and sample, the technique of data collecting, hypothesis of the study, and the technique of data analysis.

Chapter IV is The Result and Discussion. This chapter consist of description of the data and discussion of finding.

Chapter V is Conclusion and Suggestion. It consist conclusion for suggestion.