

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Reading is an essential skill for learners of English as a second language. For most of these learners, it is the most important skill to master in order to ensure success not only in learning English but also in learning in any content class where reading in English is required. By reading it is possible for them to get information, entertainment, for their career and their study as well. According to Harmer, reading is useful for language acquisition. Provides that students more or less understand what they read, they more they read, the better they get at it. Reading also has positive effect on students' vocabulary knowledge, on their spelling and their writing.<sup>1</sup> Besides that, in the final examination test of each school level almost 90% are reading from where the students are asked to find out the information of text, so the teacher has to pay attention for this case or for reading the subject.

There are many reasons why getting students to read English text is an important part of the teacher's job. In the first place, many students want to be able to read the texts in English

---

<sup>1</sup> Jeremy Harmer, *How to Teach English*, (England: Longman, 2010), p. 99.

either for their careers, for study purpose or simply for pleasure. Based on the explanation, reading is very important for students, especially in reading comprehension. Francoise state that reading comprehension is understanding a written text, means extracting the required information from it as efficiently as a possible.<sup>2</sup> It means comprehending the text fully is needed in reading process, in order to figure out the appropriate information from it.

In fact, reading becomes a monotonous activity for the students because they should know the meaning of the words or sentences. It means that they should open up their dictionary to know the meaning of them one by one. In the reading activity, students not only asked to know the meaning of some word solely but also the whole information of the text. Although to know the whole information of the text is the students should know the meaning of the words, but it will be boring if the students are faced with the situation where they must open their dictionary oftentimes. Such as the statement of Nadiah Ma'mun in her book *Teaching English as a Foreign Language*, teaching reading as one of the aspects in English Language skill must be taught clearly and the material must be well understood by the students to avoid the uncomfortable atmosphere, because usually most of the students in conventional classes only hang up the information

---

<sup>2</sup> Francoise Grellet, *Developing Reading Skill*, (USA: Cambridge University Press, 1981), p. 3.

transferred by the teacher.<sup>3</sup> That is why words are not enough. In teaching learning process needs an activity that can involve students to be an active student. So, they can be encouraged to become independent and adventurous in the learning of language, especially in reading.

On this occasion, the writer interested doing research in MAN 1 Kota Cilegon. MAN 1 Kota Cilegon is a school that located at Jl. Ir. Sutami, km. 2,5 Lebak Denok, Kec. Citangkil, Kab. Cilegon-Banten. Based on the writer's observation when she practiced to teach (PPLK) at MAN 1 Kota Cilegon, she found that the students' reading comprehension was low. They still have difficulties to convey the whole information from a text. These difficulties happened because the students were not able to comprehend the text. Sometimes there are teachers who instruct their students to read a text and ask them to convey the information from the text in front of the class independently. In fact, some students still confusing to find the best way to get the details of the text before they share with other students in the class. Finally, the teacher should re-explain the material, it works twice. When the teacher explanation being an ample part in the teaching-learning process, students will be stuck in their place, it means they have no improvement. This case was caused by several factors such as students' low motivation in learning English, lack of vocabulary, low ability in mastering the reading

---

<sup>3</sup> Muhammad Nafi Annury and Nadiah Ma'mun, *Teaching English as a Foreign Language*, (Semarang: Varos Mitra Utama), p. 23.

skill, the materials of reading text, and the monotonous teaching methods.

The teacher should think about an interesting strategy to teach reading in order to make students always pay attention to the teacher and enthusiastic in the teaching-learning process, including in comprehending a reading text. Nowadays, there are a lot of alternatives to make an interesting teaching-learning process such as teach the students by using a game, song, etc. So do the reading, there are many strategies can be used to improve the reading comprehension of the students.

One of the strategies that can be used to improve the comprehension of students in reading is Reciprocal Teaching Technique. Reciprocal Technique was developed by Annemarie Pallinscar and Ann Brown in 1984. This technique was specially designed for the middle school students or we can say in Indonesia like Junior or Senior High School students. It can create an interactive learning in improving reading comprehension of the students.

Reciprocal Teaching Technique is a reading comprehension strategy that used by the teacher to make students comprehend the text they read by using fab four, four main steps. There are four thoughtfully integrated comprehension strategies, such as predict, question, clarify, and summarize. Here, the students at XI of MAN 1 Kota Cilegon faced by the fab four steps that applied whether in a group or individual task. The students

did not only guess about the meaning or answer some question related to the text but also comprehend the whole content of the text and convey the information. They rolled as a teacher and the teacher rolled as a facilitator who gave feedback. This strategy made the students confident to convey what they got in every step. Report text is chosen as a text that used in this research because this text has complex content where students can combine their basic knowledge to comprehend the text.

Based on the explanation above, the writer would like to take a research study under the title. **“The Effectiveness of Reciprocal Teaching Technique Toward Students’ Reading Comprehension on Report Text”** (An Experimental Research at the Eleventh Grade Students of MAN 1 Kota Cilegon in Academic Year of 2017/ 2018).

## **B. Identification of the Problem**

Based on the background above, there are problems can be identified as follow:

1. The students’ lack of vocabulary.
2. The students get the difficulty to understand of the text.
3. The teaching learning process tend to be monotonous and conventional.

### **C. Limitation of the Problem**

The scope of English is so board. The research may not be able to reach all the aspects to be studied as a whole. There are three points that specified in this research as follow:

1. The subject of this research is the students at the Eleventh Grade of MAN 1 Kota Cilegon in academic year 2017/2018.
2. The research focused on the improvement of students' reading comprehension in teaching report text.
3. The researcher only investigates Reciprocal Teaching Technique as a strategy to teach report text.

### **D. Statements of the Problem**

1. How is the students' reading comprehension ability on report text at the eleventh grade students of MAN 1 Kota Cilegon?
2. How is the effect of Reciprocal Teaching Technique toward students' reading comprehension on report text at the eleventh grade students of MAN 1 Kota Cilegon?

### **E. The Objectives of the Research**

The objectives of the research, the writer purposed as bellow:

1. To know the students' reading comprehension ability on report text at the eleventh grade students of MAN 1 Kota Cilegon.

2. To know the effect of Reciprocal Teaching Technique toward students' reading comprehension on report text at the eleventh grade students of MAN 1 Kota Cilegon.

#### **F. Significances of the Research**

The result of this research can be used as follow:

1. Theoretical

This research can be used to answer on students' ability in reading comprehension of report text and applying the Reciprocal Teaching Technique by the teacher on reading skill at the eleventh grade students of MAN 1 Kota Cilegon.

2. Practically

- a. For the Students

It is expected to give the positive contribution, especially in term of students' reading comprehension by using Reciprocal Teaching Technique.

- b. For the Teacher

Teacher can use the result of this research as reference when they want to improve their ability and get more variation strategies in teaching reading skill. This research can be an evaluation for the teacher who frequently used monotonous strategy in teaching reading in the classroom.

- c. For the Researcher

It can be used to improve her experience in teaching English by using Reciprocal Technique in teaching reading comprehension on report text and it is expected the result of this study can be reference for other researchers who want to conduct research with the same problem.

### **G. Organization of Writing**

This paper arranged to five chapter, the writer organize this writing as follow:

Chapter one is introduction which consists of background of the research, identification of the problem, limitation of the problem, statements of the problem, objectives of the research, significances of the research and organization of writing.

Chapter two is theoretical framework which consists of definition of reading, definition of reading comprehension, the purpose of reading, kind of reading, level of reading comprehension, definition of reciprocal teaching technique, the goal of reciprocal teaching technique, setting of reciprocal teaching technique, steps in teaching reciprocal teaching technique, definition of report text, the purpose of report text, features of report text, previous research, and the hypothesis.

Chapter three is methodology of research which consists of the method of research, place and time of the research,



population and sample, the research instrument, the technique of data collection, and the technique of data analyzing.

Chapter four is result of the research which consists of description of data, analyzing the data, hypothesis testing and interpretation of the data.

Chapter five is closing which consists of conclusions and suggestions.