

BAB I

INTRODUCTION

A. Background of Study

English is now regarded as a universal language. English is a language that everyone on the planet uses to engage and communicate. Many nations currently use English for everyday communication in addition to using it in formal settings. In this sense, English is essential for everyone on the planet. English remains a foreign language in Indonesia, exclusively utilized in classrooms and not in everyday conversations. These conditions make it harder for the students to acquire English because they only study or encounter English when attending that particular institution.

On the other hand, many schools and institutions now require students to take English. English is seen as a valuable instrument for accessing the world of information, which is why it is chosen as a mandatory subject. The four components of English are speaking, listening, writing, and reading. Every learner will become aware of them. When they realize that reading is one of the English language abilities, many pupils struggle. Students continue to struggle when they read textbooks or attempt to respond to reading comprehension questions in tests or textbooks.

Reading involves taking in and making sense of information that is presented in written language through printed materials. This indicates that reading is an activity that requires the interpretation of information conveyed in words¹. According to Chandavimol, reading is a valuable ability that individuals utilize to seek knowledge, comprehension, and enjoyment.² As they read, individuals draw upon their previous experiences or background knowledge. They then create new experiences and learn new things as a result of doing this and reading the book. Some readers understand a book

¹ Urquhart & Weir, *Reading in a Second Language: Process Product and Practice*. New York: Longman, 1998, 20

² Chandavimol, *Reading Comprehension: An Active Engagement or a Passive Experience*. PASAA, 28, 1998, 31

more quickly and more effectively than others because they have distinct schema and methods for applying their experiences to what they read.

One of the four essential language abilities, reading, can be categorized into two types: basic reading and reading comprehension. Basic reading is the effort made by those who cannot yet read to acquire reading skills (for instance, learning the alphabet or simple words). In contrast, reading comprehension focuses on grasping the meanings within a specific text.

Since senior high school students must be extremely competitive on the National English Test, English admission test, and final exam, reading is crucial. Students struggle while learning to read at the university level since most reading instruction still uses the instructor as a role center. Additionally, university English instruction differs from secondary school instruction in various ways, including legislation, hours, instructional objectives, teaching methodology, and content teaching. Therefore, reading and comprehending text efficiently is crucial for senior high school students, especially Eleventh-grade students of MAN 1 Pandeglang.

From prior observations, the researcher noted that when the teacher asked students to read the material, many of them did not participate actively. The students mainly focused on the initial paragraph to find difficult words, later translating those words without thoroughly reading the entire text. This approach appeared to benefit the more engaged learners in the class.

After the students completed the questions, the teacher would read them out loud and allow those who knew the answers to raise their hands and respond right away. This scenario kept the attentive students actively involved, while the less attentive ones merely listened and copied answers from their peers.

Concerning this issue, various education researchers are studying ways to enhance the understanding of text comprehension. This naturally leads to the development of numerous strategies and approaches for teaching reading. One effective approach to tackle the challenge of reading comprehension difficulties is reciprocal

teaching. Why is reciprocal teaching a preferred option? Blakey and Spence argue that reciprocal teaching is among the most efficient strategies for fostering cognitive and metacognitive skills, which is advantageous for learners as it incorporates structured methods that empower them to select their strategies for planning, monitoring, and assessing their learning processes..³

According to the information provided, the researcher indicates that a student's ability to understand reading can be assessed through their familiarity with the text they have gone through. This assessment comes in the form of a test given by the teacher. Students are presented with several questions regarding the text, which they then respond to accurately. Therefore, the scores achieved by students serve as a means to determine their level of success in the reading comprehension task. The reading comprehension process itself cannot be observed directly; instead, all scores or results obtained from reading assessments reflect the reading process indirectly.

In response to the aforementioned problems, the author proposes that Reciprocal Teaching effectively improves reading comprehension. This approach comprises four key elements: summarizing, questioning, clarifying, and predicting. Palinscar and Brown highlight in Freihat et al that "Two instructional studies concentrated on strategies that promote comprehension and assess understanding in 11th-grade students facing challenges with comprehension. The four strategies involved were summarizing (self-review), questioning, clarifying, and predicting. The method implemented for instruction was Reciprocal Teaching. " Based on this explanation, Reciprocal Teaching is considered a practical choice for teachers to incorporate into their reading lessons. Robertus points out that another successful method for teaching reading involves interacting directly with texts or books..

This research presents something new by investigating how reciprocal teaching techniques work in various socio-cultural settings, including Indonesia. Furthermore, it looks into how this technique can be applied in advanced educational stages and its

³ Blackey,E.D.,and Spences,S.*Developing Metacognition*,ERIC document Reproduction Service.1990.67

combination with digital tools. A multidisciplinary perspective, along with modern assessment strategies, is introduced to offer a broader understanding of how reciprocal teaching influences students' reading comprehension..

B. Identify the Problem

The main problem is students' low levels of reading comprehension, which can affect their academic achievement. Students may face difficulties in applying effective reading strategies, which may limit their ability to comprehend the text.

The question is to what extent students participate in the learning process using the Reciprocal Teaching method, and whether the level of participation affects learning outcomes.

C. Scope and Limitation Problem

In this research, it is important to constrain the current investigation as the issue pertains to reading instruction for senior high school students, particularly focusing on the eleventh-grade A students at MAN 1 Pandeglang. This study will concentrate on variations in the effects of Reciprocal Teaching according to gender or specific traits of the students, including their initial reading skill levels or the circumstances of students with special needs.

D. Formulation of Problem

Based on the above description about the background of the problem, the identification of problem and the limitation of problem, the research problem that can be formulated as follow :

1. How does the reading comprehension ability of grade XI students at MAN 1 Pandeglang before and after being taught with the Reciprocal Teaching Method, as shown by the pre-test and post-test results?
2. What are the effect of Reciprocal teaching method towards Students' reading comprehension?

E. Objective of Study

1. To determine the difference in the reading comprehension abilities of grade XI students at MAN 1 Pandeglang before (pre-test average score of 39.00) and after (post-test average score of 78.00) being taught using the Reciprocal Teaching Method.
2. To examine the effect of the Reciprocal teaching method towards Students' reading comprehension.

F. Significant of Study

The research hopes that the present study will be useful in society broadly, especially for the need of teaching and learning in English education. The research divides the significance of the study both of theoretically and practically.

a. Theoritically

Theoretically, the present study will be beneficial as a reference for developing knowledge about the use of the reciprocal teaching as a method in building student's reading comprehension.

b. Practically

Practically, the result of this present study will be expected to provide significances for teacher, student, and the research herself.

1. For the students

The present study hopes that students can provide opportunities for students to learn independently, creatively, and be more active during reading activities through an effective approach, in this case, the Reciprocal technique. The researcher hopes that students can overcome their reading difficulties through an optimistic attitude.

2. For the teachers

After the teacher knows about the effect of reciprocal students can provide opportunities for students to learn independently, creatively, and be

more active during reading activities, and the teacher can evaluate it. If the method is successful, the teachers have to maintain it to improve their teaching strategy.

3. For the researchers

By using the reciprocal teaching technique, the research will evaluate the method. If the method is effective, it will be developed by the researcher for her students in the future. In addition, the study will be a review for the next research..