

## CHAPTER I

### INTRODUCTION

This chapter presents about introduction that consist of background of the study, statement of the problem, purpose of the study, significant of the study, scope and limitation of the study and also definition of the key terms.

#### **1.1. Background of the Study**

In general, language is an important part in human life, until it can not be imagined how is life without language. Language is foremost a means of communication, and communication almost always takes place within some sort of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it. (Amberg and Vause:2)

English is the most popular language in the world. English is spoken at a useful level by some 1.75 billion people worldwide that's one in every four. By 2020, people forecast that two billion people will be using it or learning to use it. And it is the economically active, the thought leaders, the business decision-makers, the young, the movers and shakers present and future who are learning and speaking English. They are talking to each other more and more and English is the 'operating system' of that global conversation (Robson:2)

Teaching English is an important part in Indonesian education. This language is taught through formal school from the elementary school until

university. The students are hoped to master English early. The ability of communication usually is the main goal of English teaching.

Generally, English involves some skills. They are identified as receptive skills and productive skills. Receptive skills concern with the ability to encode others' messages; reading and listening. Productive skills deal with the ability to decode messages to others; speaking and writing. All of the language skills support each other.

One of the most important components in learning English process is reading. Reading is a set of skills that involves making sense and deriving meaning from printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read (Nunan,2005:69). Reading is defined as a manner of the readers which receive and process new information from the text and the degree to which they must relate what is new to what is already known (Crawley and Mountain,1998:41). In addition, talking about reading a text, it means that we are talking about organization of ideas. He adds that the activity of reading belongs to one tool that opens windows to the world, unlocks doors to opportunities, and expands our minds to new ideas (Crawley and Mountain,1998:42).

The reading material of second grade students of MTs PGRI 1 Gajah Ponorogo basically aims at improving the students' reading ability up to the intermediate level and developing the students' comprehension competence. The students are given a book of reading theories as guidance for learning. This class is expected to be applied when students cope with compulsory content lesson such

as Introduction to Linguistics, Introduction to Literature, Cross Culture Understanding. For most second language learners who are already literate in a previous language. Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies (Brown,2000:306)

The lack of students' ability in reading skill works is also because of their insufficient reading habit. The students do not have big motivation to read any literary books, whether from the teachers or the students themselves. The insufficient reading habit is not only found in the MTs PGRI 1 Gajah Ponorogo students but also in most students in our country, Indonesia, it is found that the reading habit in our society is still not developed well although it says that a lot of people claim that they benefit from reading, but most of them do not make reading as a habit. Ironically, it is also found that the reading habit is even not found in the educated middle class, which means that the direct or indirect impacts of the information age are not fully fruitful.

The researcher conducted an observation as a preliminary study in one class of second grade students of MTs PGRI 1 Gajah Ponorogo She continued her observation in the third month of second grade of MTs PGRI 1 Gajah Ponorogo in the last of December 2015 in the first semester with the same students. So far, she found that the strategy of the reading teacher is reading the text first at least twice and then asking the students to read the text aloud. After she explained some words that she thinks are difficult for the students, she prepared some questions to be answered by the students.

Reciprocal Teaching has four main strategies that teachers and students employed together to comprehend text: predicting, questioning, clarifying, and summarizing. I like to call the strategies the “Fabulous Four” or “Be the Teacher” strategies because children can relate to and understand these terms. My students know that when I refer to the Fabulous Four I am directing their attention to a set of strategies that good readers use. They also know that the phrase “Be the Teacher” suggests that they take turns playing the teacher’s role while using the strategies (Tanya:14).

Therefore, the researcher is interested in the implementation of Reciprocal Teaching Method to improve the eighth grade students’ reading comprehension of MTs PGRI 1 Gajah Ponorogo in the academic year of 2015/2016

## **1.2 Statement of the problems**

Based on the background of study above, the writer states the statement of the problem as follows:

Is the implementation of Reciprocal Teaching Method able to improve the eighth grade students reading comprehension of MTs PGRI 1 Gajah Ponorogo in the academic year of 2015/2016?

## **1.3 Purpose of The Study**

The purpose of the study that the writer wants to determine whether the implementation of Reciprocal Teaching Method is able to improve the reading

comprehension of eighth grade students of MTs PGRI 1 Gajah Ponorogo in the academic year of 2015/2016

#### **1.4 Significance of the Study**

The results of this classroom action research will benefit for the learning process for Students, Teacher, Researcher and School are:

a. Students

Students can grasp the meaning of the text easily and be more active in learning reading. This study also expected to help them in mastering vocabulary and reading material as well as possible and make their boredom disappears by using highly varied strategies.

b. Teachers

The teacher can evaluate clearly what the result of teaching is. And they will know the students' comprehension about the text that they give to them. And they will try to use a new strategy in their teaching and learning process. It is as a material consideration in teaching, guiding and encouraging students to be more active in the learning process.

c. Researcher

This study is expected to increase the horizon of thinking and broaden their knowledge and get practical experience in this research. give contribution to readers, particularly the students of English department of UNIVERSITAS MUHAMMADIYAH PONOROGO. By using this strategy, perhaps the researcher will get one solution in improving students' reading comprehension.

#### d. School

It is for the contributions and to add a reference library of research results. And also to improve student academic achievement which will affect the quality of the learning of the agency.

### 1.5 Scope and Limitation of the Study

This study is restricted to the implementation of RTM in the teaching of reading comprehension. Specifically, the study is concentrating on how the RTM can improve the students' comprehension in understanding some aspects of the texts in reading. The strategy is implemented during the teaching of second grade of MTs PGRI 1 Gajah Ponorogo especially VIII A in the academic year of 2015/2016

### 1.6 Definition of the Key Terms

*Reading* : Reading is a set of skills that involves making sense and deriving meaning from printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read (Nunan,2005:69)

*Reciprocal Teaching Method* : A process involving four distinct activities (questioning, clarifying, summarizing and predicting) employed in a student-led,

team approach to develop reading comprehension skills among primary students. (Cooper and Greive,2009:45)