CHAPTER I

INTRODUCTION

This chapter consists of five main section, namely background, problem of the research, purpose of the research, operational definition, significance of the research and scope of the research.

1.1 Background of The Reasearch

Language is one of the most important components of communication and it is used as a means of communication among the nations in all over the world. English is an important language that is spoken all over the world and is commonly used in interaction with the many regions of human existence. It is important to be competent in all four areas of English: speaking, reading, and Writing.

According to Harmer, Jeremy (2007, p. 273), reading takes a lot of effort, and in order to do it successfully, we must first comprehend the meaning of the words. Reading comprehension skills are becoming more and more significant in the educational field. Students need guidance and practice in order to read well. Reading the activity of understanding includes making sense of a text. Therefore, obtaining a general understanding of what is presented in the book should be the goal rather than to comprehend a phrase or a word.

According to Hamra and Syatriana (2010, p. 27) the majority of students at all educational levels find it challenging to read materials written in a foreign language because English is not a native language in Indonesia. (Ferdila, 2014, p. 68) states that many students struggle to read because they lack interest in reading, so they have poor reading skills. Reading English literature is not something that students enjoy. Students do not consider reading to be a fun hobby. The students could not practice reading without a reading assignment from the teacher. The majority of the reading is also completed by the teacher, which made the students rely on teacher throughout the comprehension process.

Many studies have been done in order to build a reading development. a method or set of methods for improving students' reading comprehension. The guided reading comprehension technique of reciprocal instruction promotes students should acquire the abilities that naturally occur to excellent readers and learners. (recap, query, explain, foresee, and react to what they are reading) (Klinger, 2007, p. 131). The teaching method known as reciprocal teaching supports student learning by including both the teacher and the topic presented. The emphasis of the reciprocal teaching style is on what teachers may do to assist students in task planning and completion.

The teacher also assists the students in reciprocal teaching. Prediction, question-making, resuming, and explanation and conclusion are four different approaches used to explore a reading history Palinscar & Brown, (1984) in (Klinger, 2007 p. 131). In couples or small groups, the students use these four comprehension approaches to a common text. The four tactics used in reciprocal instruction assist

students improve their skills. Students will communicate with friends in groups or be able to work together, they can examine problems, talk in front of their peers, and they can come to a decision quickly. As a result, reciprocal instruction gives students the confidence they need to improve as readers.

From previous studies, Defiana (2016, p. 73) conducted research about The Effectiveness of Using Reciprocal Teaching on The Reading Comprehension to The Second Grades of MTSN, She found that there is significant difference in reading comprehension achievement between students who were taught by using reciprocal teaching technique of the second grade of MTsN Pulosari Tulungagung. Ahmadi &Ismail (2012, p. 153) pointed a research about Reciprocal Teaching Strategy as an Important Factor of Improving Reading Comprehension, They found that reciprocal teaching strategy effects strongly on reading comprehension and students" meta-cognitive reading strategies. Form those previous study, it has the same focus in research about the effect of reciprocal reading to students reading achievement. The different are the kind of text that is used in teaching activity that using descriptive and the method in research is using experimental design using two groups.

From the explanation above, this study aims to investigate how reciprocal teaching can enhance students' reading comprehension of descriptive texts.

1.2 Problem of The Research

The researcher develops the problem based on the problem definition. The following are the study's conclusions: "is there any significant effect of reciprocal teaching on reading ability achievment in SMP 1 Muhammadiyah Jember 2022/2023 Academic year.

1.3 Purpose of The Research

Based on the question above, the purpose of the study to know if reciprocal teaching give significan effect for student's reading ability achievement in SMP 1 Muhammadiyah Jember 2022/2023 Academic Year.

1.4 The Operational Definition

1.4.1 Reading Comprehension

Reading comprehension is the ability to process text, understand the meaning of the text. From this ability, students can understand what is meant by the author, then they builds their meaning from the text that has been read.

1.4.2 Reciprocal Method

Reciprocal reading is a methodical approach to guided reading in which students are gradually trained to perform group roles to explore and find meaning in texts. Reciprocal reading emphasises team work and supports independent comprehension skills.

1.5 The Significance of The Research

The writer hopes that the findings of this research can give contribution to the English teaching and learning. It has two major significances, they are theoretical and practical significances :

1.5.1 Theoretical Significance

The result of this research is generally to investigate the effect learning reading using reciprocal method.

1.5.2 Practical Significance

For the teachers the result of this research can give an overview to about teaching using reciprocal method.

1.6 Scope of The Research

Descriptive text method is the only focus of this research. In addition, by using the reciprocal method, the researcher concentrates on literal understanding (main ideas and supporting details) in class.