

CHAPTER I

INTRODUCTION

This chapter consists of five parts. The first part is the background of the study which describes why I carry out the research. It is followed by the second part, that is, research questions. Objectives of the study are stated in part three. The benefit of the study is written in part four, and the last part of this chapter is organization of this thesis.

A. Background of the Study

Based on the curriculum of English education in Indonesia, the goal of the English teaching is communicative competence or discourse competence which is realized in four language skills, namely listening, speaking, reading, and writing. Among the four skills, reading is the most important skill as stated by Carrel: For many students, reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language.(Carrel in Carrel et. Al. 1988: 1)

Besides, reading seems to be given the most attention by English teachers in Senior High School since the English teaching in this school aims at achieving informational level of literacy. It is hoped students have ability for accessing the accumulated knowledge in order to construct a meaning which reciprocates the intention of the writer. They are being a text participant or able to comprehend a text (Wells, 1987) Comprehending texts means carrying out the activity of reading.

Furthermore, based on the content standard of the curriculum of English education in Indonesia, the aim of the teaching of reading in Senior High School is that students have competence to comprehend variety of text, both short functional texts and monolog texts, in order to be able to participate in the various contexts of society and to access Social and technology. This competency standard is described into two based competencies. It is hoped that high school students have two based competencies in the learning of reading. Firstly, they can respond either formal or informal written short functional texts like announcement, advertisement, banner, poster, etc. accurately, fluently, and acceptably in the various contexts of society, and to access Social and technology. Secondly, they can respond various written monolog texts like narrative, description, exposition, etc. accurately, fluently, and acceptably in the various contexts of society, and to access Social and technology.

In addition, reading material takes the most portions in language testing. For example in national examination, up to now only two language skills are tested nationally, that is, listening and reading, in which the testing material consists of 70% reading comprehension. It is hoped by mastering reading comprehension, students succeed in their national examination. Indeed, reading is very important in a language classroom.

Finally, reading plays an important role in increasing man's way of life. Reading enables people to access many kinds of information. Having various information will broaden human's understanding of life. Therefore, students are expected to have sufficient competence in reading comprehension.

Reading, indeed, is very essential in a language classroom. However, the competence of the students' reading comprehension, especially the eleventh grade students of SMAN 2 Boyolali in the academic year of 2011/2012, is still low. This can be seen from the result of the students' first mid semester test in the academic year of 2011/2012. Among seven classes of grade XI, grade XI Social 3 had the lowest average score in the reading test. The highest score in the grade is 66. It was achieved by one student. The lowest score is 40. It was also achieved by one student. While the average score is 46.68.

The other supporting data indicating the students' problem in reading comprehension was shown by the students' result in the pre test of reading comprehension. The pre test was held in October 26th 2012. The test consists of 25 items. The form of the test is objective consisting of six aspects of reading skill, namely, skimming, scanning, reading for detailed information, reading between the lines, reference, and deducing meaning from context. The result is shown in table 4.1. The table shows that the average score is 56.39.

The described condition is, of course, a problem in the learning process, especially in the learning of reading. After doing some observation, I got a conclusion that the problem appears due to some causes. Among others are (1) the lack of students' motivation, (2) the lack of opportunities for collaboration, and (3) the lack of opportunities to use reading strategies directly.

The lack of students' motivation in the learning process is indicated by the students' attitude during the learning process. During the learning process, only few of them pay attention to the learning activity. Besides, most of the

fellow teachers teaching the students often complain about the students' lack of motivation. Most students of grade XI Social 3 often neglect tasks the teachers give them.

Motivation plays an important role in the learning process, included the language learning process. A study investigating the role of students' motivation and attitudes in second language (L2) study within an online language course context (LOL) shows that motivated students studied regularly and productively to take every opportunity to perfect their language skills. This finding reinforced the importance of students' motivation and attitudes in L2 study. Motivation has close relationship with instruction, as stated by Winne and Marx (1989) that motivation is both a condition for, and a result of, effective instruction. The lack of students' motivation will cause the low of students' achievement. Students have low motivation because they think negatively about learning. They feel they get nothing from learning. Therefore, to solve the problem of motivation teacher needs to provide learning instruction which can improve students' motivation.

Beside motivation, collaboration also plays an important role in the success of the learning of reading. Opportunities for collaboration are one of the four components that can lead student to be successful in the learning of reading as stated by Fielding and Pearson (1994). By working collaboratively, students gain access to each other's thinking processes and teach one another effective reading strategies (O'Malley and Pierce. 1995: 95). Teacher needs to create instructional strategy which enables students to work collaboratively.

The third cause why the students' competence in reading comprehension is still low is the lack of opportunities to use reading strategies directly. Fielding and Pearson (1994) reported that one of the more important findings to emerge from research on reading instruction over the last fifteen years is that reading comprehension can be increased by teaching comprehension strategies directly. In fact, Fielding and Pearson found that: in some studies, less able readers who had been taught a comprehension strategy were indistinguishable from more able readers who had not been taught the strategy directly. (O'Malley and Pierce.1995: 95). Therefore, teacher needs to apply instructional strategy which enables students to use reading strategies directly.

Based on the above description, then, the writer decides to overcome the students' problem of reading comprehension by applying reciprocal teaching strategy. Reciprocal Teaching is an instructional approach designed to increase reading comprehension by encouraging students to use reading strategies. Reading comprehension strategies typically used in Reciprocal Teaching are summarizing, questioning, clarifying, and predicting (Palincsar and Brown 1984).

I hope by applying this strategy, the students' competence of reading comprehension can be improved because the application of reciprocal teaching strategies makes students active. The students' activeness in the learning process means they directly experience the learning. Direct experience in learning will increase their motivation because with the experience students

feel they get beneficial. Furthermore, they realize that they need learning. And consequently, their motivation increases. The increase of students' motivation will improve their learning achievement.

Besides, reciprocal teaching strategy requires collaboration. Collaboration means cooperative learning. In such learning, students directly involved. Students' involvement in the learning process will accelerate them in achieving the instructional goals because students will learn well when they are involved. In this case David Vale and Anne Feunteun (1995) write:

What is known is that children learn best when they are involved, and when their work is valued. They learn best when they are the owners of their work-when they have the opportunity to experience and experiment for themselves (Vale and Feunteun 1995: 28)

In addition, collaboration can lead students' success in reading comprehension. Fielding and Pearson (1994) stated that reading programs having the following four components can lead to student success: (1) extensive amounts of time in grade for reading, (2) direct strategy instruction in reading comprehension, (3) opportunities for collaboration, and (4) opportunities for discussions on responses to reading.

Furthermore, reciprocal teaching strategy can increase students' competence in reading comprehension because in the application of reciprocal teaching strategy, students directly use reading strategies, namely, summarizing, questioning, clarifying, and predicting. Meanwhile the direct use of reading strategy is one of the four components which can lead students' success in reading comprehension as stated by Fielding and Pearson above.

Therefore, due to the above description, then the writer planned to use reciprocal teaching strategy to solve the students' problem in reading comprehension. The application of reciprocal teaching strategy is expected to be able to improve the students' competence of reading comprehension.

B. Research Questions

Having described the background of the study, the writer, then, focused the study on the following questions:

1. Can the application of the reciprocal teaching strategy improve the reading comprehension competence of students grade XI Social 3 at SMAN 2 Boyolali in the academic year of 2011/2012?
2. How effective is the learning of reading comprehension when reciprocal teaching strategy is applied to students grade XI Social 3 at SMAN 2 Boyolali in the academic year of 2011/2012?

C. Objectives of the Study

This study is generally aim at improving reading comprehension competence of students grade XI Social 3 at SMAN 2 Boyolali in the academic year of 2011/2012 through the application of reciprocal teaching strategy.

And specifically, it is aim at obtaining information of the following matters:

1. Whether or not the application of reciprocal teaching strategy can

improve reading comprehension competence of students grade XI Social 3 at SMAN 2 Boyolali in the academic year of 2011/2012.

2. How reciprocal teaching strategy is effective in the learning of reading comprehension for students grade XI Social 3 at SMAN 2 Boyolali in the academic year of 2011/2012.

D. Benefits of the Study

1. Practical Benefits

- a. English teachers can improve their students' competence of reading comprehension through the application of reciprocal teaching strategy.
- b. Principals can socialize reciprocal teaching strategy to their teachers since the application of reciprocal teaching strategy can improve students' competence in reading comprehension and create effectiveness in the learning process. Therefore, reciprocal teaching can be an alternative strategy to overcome the teachers' problems in the learning process.
- c. Other researchers can carry out such a research by developing other language skills as well as other subjects. Especially in language learning, there are still a lot of aspects which need exploration. And the researchers have chance to use reciprocal teaching strategy to do it. By doing so, it is hoped that students are able to use language accurately, fluently, and acceptably in the various contexts of

society, as well as to access Social and technology.

2. Theoretical Benefit

It is hoped that the result of the study can be used as reference and comparison for further research. Furthermore, reciprocal teaching strategy will be implemented not only in the field of language learning, but also in the learning of other subjects. Finally, it is hoped that the application of reciprocal teaching can be an alternative method in increasing the quality of education in Indonesia. Because by applying reciprocal teaching in the learning of reading, students' competence in reading comprehension will increase, therefore, students are able to study the other subjects more easily, and as a result they will become literate people who can increase the quality of education in Indonesia.

E. Thesis Organization

This thesis is organized as follows: Chapter one deals with the background of the study, research questions, objectives of the study, benefits of the study, and thesis organization;

Chapter two is literature review which presents relevant literatures leading to the framework of the study. This chapter consists of six main parts, namely, part A, presenting theoretical description which talks about reading and reciprocal teaching, part B, presenting previous study, parts C, D, and E, are respectively present Rationale, Action Hypothesis, and Indicator.

Chapter three is research method. This chapter describes research setting, data and data sources, technique of data collection, research procedures, and technique of data analysis;

Chapter four presents and discusses the research findings, and lastly, chapter five provides the conclusion, implication, and suggestions.