

CHAPTER I

INTRODUCTION

A. Background

Reading is a very important language skill in students' life. It is supported by several reasons. Firstly, reading helps students to get a lot of knowledge about everything in the world. Through activity of reading books, magazines, or newspaper, they can get information related to science and technology development, recent news about sports, and so on. Secondly, it helps them to get news and information about something is happening in any parts of the world. Another reason, it gives pleasure for students too. When they are tired, they read books, newspaper or magazine on the entertained column such as: comedy, short story, quiz, etc. In the other words, reading makes students to be relaxed. From the reasons, it's obvious that reading activity gives knowledge, information and also entertainment. Thus, it is truly important for students' life.

As the language skill, reading must be developed and mastered by students in teaching English. The reading skill can help them to enlarge knowledge, ability, skill, and insight in English. Reading is the fundamental language skill to master other skills. As Farr (in Iswara and Harjasunaja, 1996: 3) states "reading is the heart of education".

The ability of reading becomes a basic requirement to master lesson materials. It requires understanding and attention from students as well as teachers. However,

when I observed the teaching and learning process at SMA Negeri 1 Gorontaloon March 2013, most of the eleventh grade students at the Science Programwere difficult to comprehend English narrativetext. In contrast, comprehension is one of the requirements for understanding the text. If the students do not have a good comprehension, they cannot understand the content of the narrative texts as whole.

Actually, there are several requirements should be owned by the students in understanding English texts. They are: (a) written discourse, (b) short functional and monologue texts, (c) supporting competencesincludes: linguistics (i.e. grammar, vocabulary, phonology, syntax), socio-cultural (i.e. expressions and speeches), strategy (i.e. overcoming problems appeared in communication process), and discourse (Depdiknas: 2007: 308).

Especially in teachingreading,the students are expected to have a good ability in comprehending English texts. In this case, they have to know meanings of phase, word, sentence and reference. Beside, they must understand explicit or implicit information and main idea. However, it is not an easy task to do. Teachers should practice these matters continuously. They have to apply a suitable reading strategy in teaching reading class.

Based on my experience in the Teaching Practice, for example, I identified some students' problemsin comprehendingnarrative texts. They were: (a) lack of mastering word meaning and reference, (b) lack of knowledge about translation, (c) lack of determining topic of the text and main ideas of paragraphs, (d) lack of identifying implicit and explicit information, and (e)lack of sorting detailed written

information. All these problems were the main obstacles for the students to comprehend the text.

In this research, I would like to apply reciprocal reading strategy to overcome the students' problems in reading comprehension. *Ahmadi and Gilakjani(2012: 1) state that* reciprocal reading had a significantly positive effect on the English reading comprehension. This statement means that reciprocal reading strategy is one of solution to teach reading, especially narrative text. This strategy can practice the students' mastery towards reading materials step by step, so they comprehend each sentence, formulate and answer questions, and also make a prediction toward a further text or story. Hopefully, the reciprocal reading strategy can solve the students' problems in reading comprehension, increase students' learning outcome in reading skill, and give a positive impact toward the quality of teaching reading. The title of this experimental research is: "The Influence of Reciprocal Reading Strategy toward Students' Reading Comprehension" and it conducted at SMA Negeri 1 Gorontalo.

B. Reasons for Choosing the Topic

The choice of this topic is considered on the following reasons.

1. Reading is one of the major skills in English subject taught at Senior High School.
2. To know the influence of reciprocal reading strategy in improving the students' reading comprehension.

C. Problem Statements

The problem of the research is formulated as follow.

1. Doesreciprocal reading strategy influence the students' reading comprehension at SMA Negeri 1 Gorontalo?
2. How is the influence of reciprocal reading strategy toward the students' reading comprehension?

D. The Basic Assumptions

The assumptions of this research are as follows.

1. The students' ability individually in reading comprehension is different one another.
2. Reciprocal reading is one of the teaching strategies to increase the students' reading comprehension.

E. The Objectives of the Research

The study is aimed at:

1. Knowing the influence of reciprocal reading strategytoward the students' reading comprehension.
2. Describing how is the influence of reciprocal reading strategy toward the students' reading comprehension.

F. The Significances of the Research

This study is expected to give theoretical and practical significances. Theoretically, this study is useful to examine the consistency of the preceding empirical findings about the influence of reciprocal reading strategy in teaching reading comprehension.

Practically, this study is expected to give contribution for students, teachers, and school. For students, this study practices their reading comprehension by using reciprocal reading strategy. For teachers, this study gives information about the procedures of reciprocal reading strategy in teaching reading comprehension. For school, it gives information about the benefits of using reciprocal reading strategy in teaching reading comprehension so that it can use in future.

G. Delimitation of the Study

This research is focused on the use of reciprocal reading strategy and its influence toward the students' reading comprehension at SMA Negeri 1 Gorontalo. The material of reading is limited on narrative text.