

CHAPTER I INTRODUCTION

This chapter is intended to provide an overview of the study. It contains background, research questions, research objectives, significances of study, rationale, hypothesis, and previous studies.

A. Background

Reading is one of the language skills that students should be mastered. The goal of reading is to gain meaning from text (Berrio, Martelo, & Franco, 2018). It means that the activity of reading is typically to obtain new information on a specific topic or concept. To achieve the goal, a student must be able to identify the main idea of a text effectively. According to Lord (2015), determining main idea in text is a key building block of a student's reading comprehension.

While getting main idea in a text is not easy. According to Kieras (1985), van Dijk, & Kintsch (1983) as cited (Hare, Rabinowitz, & Schieble, 1989) finding a main idea thus ought to be more difficult. Many readers lack comprehension strategies for accomplishing main idea tasks; others do not master these strategies until late in the middle grades (Brown & Day, 1983; Winograd, 1984) cited in (Afflerbach & Walker, 1992). In addition, this problem also happens in Indonesia. As mentioned in Media Indonesia *Kompasiana* that published on November 2017 by Lestari Ambar, it was reported that many students still difficult to comprehend an English text. Especially a text that contains a scientific word. This problem affects on the students' achievement in English. On the other hand, based on the information from English teacher in SMPN 1 Sukamantri, students in 8th grade are still hard to get main idea in a text. In a class, students were hard to identify main idea, and only 30% of students could identify it. There were 70% of students still hard to identify main idea. There are two factors that make students hard to identify main idea. The first is internal factors. Some students do not understand the meaning of main ideas itself, their lack of vocabulary mastery and they are still confused when they find long English texts. The second is external factors.

The teaching method used by the teacher does not make students interested in reading the text properly.

To solve the problem above, the researcher proposes Reciprocal Teaching Method (RTM). Reciprocal teaching is one of the methods which can be applied to overcome the problem. Reciprocal teaching (RT) as an instructional procedure can be used to improve students' text comprehension skills through scaffolded instruction of four comprehension-fostering and comprehension-monitoring strategies (Navaie, 2018).

Related to the previous study, the researcher is not the first researcher who takes this method. This method was taken by the researcher who uses the same method. Komariah et al (2015) takes a reciprocal teaching method to improve students reading comprehension. Same with previous research, Navaie (2018) also applies the reciprocal teaching method to improve students' reading comprehension but he applies this method for Iranian EFL learners. Different from both previous research, Ahmad (2014) applies reciprocal teaching method to improve students' speaking skill.

However, this research is different from researchers above. In this research, the focus of reading comprehension is specific that is to find out mind idea from text. Finally, the researcher undertakes this research with the title **“Reciprocal Teaching Method (RTM) to Improve Students' Reading Comprehension in Getting Main Idea.”**

B. Research Questions

From the description above, this study is intended to answer three following research questions:

1. How is students' achievement in reading comprehension before being taught by using Reciprocal Teaching Method (RTM) in getting main idea?

2. How is students' achievement in reading comprehension after being taught by using Reciprocal Teaching Method (RTM) in getting main idea?
3. How significant is the difference of students achievement in reading comprehension before and after being taught by using Teaching Method (RTM) in getting main idea?

C. Research Objectives

From the research questions above, this study is aimed at obtaining three following purposes:

1. To find out students achievement in reading comprehension before being taught by using Reciprocal Teaching Method (RTM) in getting main idea;
2. To find out students achievement in reading comprehension after being taught by using Reciprocal Teaching Method (RTM) in getting main idea;
3. To find out whether there are significant differences in students achievement in reading comprehension before and after being taught by using Reciprocal Teaching Method (RTM) in getting main idea.

D. Research Significances

Practically, this research is expected to give a benefit for English teacher, students, and also the readers. This research is expected to provide a reference for English teacher to find the suitable method in teaching reading comprehension especially in getting main idea from a text by using Reciprocal Teaching Method (RTM). On the other hand, this research is expected to help students in identifying main idea from a text. The last, this research is expected to give a knowledge for the readers especially knowledge about the method of learning and teaching to enrich students' reading comprehension.

Theoretically, the research findings in this research can contribute to developing the teaching theory of students' reading comprehension in getting

main idea and in choosing the appropriate method especially in teaching reading comprehension. In addition, this research can be used as a reference for another researcher who want to conduct the research about the method in teaching and learning process especially in teaching reading comprehension.

E. Limitation of the Study

This study focused on finding main idea from a descriptive text in reading activity. The reason of finding main idea in reading activity is because students have not understood how to identifying main idea. Also, this study only takes one class as a participant. The sample choosen is in class VIII B, as suggested by the English teacher. The researcher taught students more in main idea of descriptive text.

F. Hypothesis

According to Sugiyono (2004) hypothesis is a statistical statement about population parameters. While, (Meilia, 2010) states that A hypothesis is a temporary statement that is still weak, then need to be investigated. In the hypothesis, two variables will be investigated. In this research, the first variable is reciprocal teaching method (RTM) as variable X and the second variable is students' reading comprehension in getting main idea as variable Y. The formulated hypothesis is described as follows:

Ha: There is a significant difference in students' reading comprehension in getting main idea after the implementation of the reciprocal teaching method.

H0: There is no significant difference in students' reading comprehension in getting main idea after the implementation of reciprocal teaching method.

G. Rationale

According to Berrio et al (2018) reading is a cognitive process that stimulates different brain areas, allowing the development of many thinking skills. It allows people to understand other people beliefs, customs, ways of life and stories. In reading, students will found an information in a passage. Basic reading skill

involves the processes of skimming, scanning, extensive and intensive reading Arthi (2018). According to Pang, et al. (2003), reading is an activity to understand written texts. Moreover, Snow (2002, p. 11) describes reading comprehension as “...the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading.” A reader who wants to be a high proficiency reader should be able to comprehend the main idea, guess word meanings, find details and information, and make inferences (Mikulecky & Jeffries, 1996).

Gunning (2010: 24) argues that the main idea is a summary statement that includes the details or ideas in a selection. It means that main idea is the point that the author want to convey to the readers. According to Watson et al., (2012) as cited in (Coombs, n.d.) the ability to properly identify main idea aids in a student’s ability to draw inferences, read critically, summarize, and remember what they have read. Van Dijk and Kintsch (1983) as cited in (Afflerbach & Walker, 1992) suggest that the successful use of macrostrategies for text summarization is dependent on related comprehension strategies, such as the deletion of unimportant information, and the elimination of redundant information. To make students interested in reading comprehension especially in identifying main idea from text, teacher should be able to find a suitable method. One of the methods that can be applied by the teacher in teaching reading is Reciprocal Teaching Method (RTM).

Reciprocal teaching is a research-based approach that targets comprehension skills and encourages active student participation (Stricklin, 2011). During reciprocal teaching, the teacher models how to use four comprehension strategies while leading a dialogue: summarizing, questioning, Clarifying, and predicting. Reciprocal teaching allows the teacher and students to scaffold and construct meaning in a social setting by using modeling, think-aloud, and discussion.

As a teaching and learning method, reciprocal teaching has several advantages according to Palincsar (1986). First, RTM can increase students ability in

summarizing a text with practice and worked more independently than the students not using this method. Second, RTM can help students develop interpersonal communication skills since they have to interact with other students and the teacher. Since students team and help each other, this teaching method involves students helping and teaching other students. This is thought to boost student self-efficacy and self-esteem. Third, RTM requires time and practice to implement successfully. Fourth, there is mutual collaboration between students and also teachers.

H. Relevant Studies

Many studies have confirmed the positive effects of reciprocal teaching. There are some previous researches that relate to this research. The first is research was conducted by (Komariah et al., 2015) about Improving Reading Comprehension through Reciprocal Teaching Method. This study is aimed at discovering the benefits of the Reciprocal Teaching Method (RTM) in the reading classroom, finding out the achievements of students after four comprehension training sessions of using RTM, and exploring the perceptions of students on the use of RTM. This study was used qualitative design. Observations, tests, documents and interviews were collected to get the data. The result showed that the students were more active and productive in the reading classroom after RTM sessions and their reading proficiency improved. Students learned how to apply several of the strategies from RTM while reading. The results also showed that the students preferred this method for teaching-learning reading compared to the conventional one.

The second research was conducted by (Navaie, 2018) about The Effects of Reciprocal Teaching on Reading Comprehension of Iranian EFL Learners. This study was aimed at investigating the effectiveness of the Reciprocal Teaching Method (RTM) on reading comprehension of intermediate Iranian EFL learners in Iran. This study was used a quasi-experimental research using intact groups, involving pretest-posttest measurements. The result of this research showed that reciprocal teaching can improve reading comprehension of Iranian EFL learners.

The third research was conducted by (Ahmad, 2014) about improving students' speaking ability by using reciprocal teaching strategy at the twelve grade students of SMKN 1 Rambah Rokan Hulu Regency. The purpose of this research was to know the extent of reciprocal teaching can improve speaking skill of student of the third grade level of SMKN 1 Rambah Kab. Rokan Hulu and to know the factors influence the improvement of speaking skill of student of the third grade of SMKN 1 Rambah by using Reciprocal Teaching. The participants of the study are 39 students. The data were collected by speaking test, observation checklist, filed notes/video recording, and interview. The result showed that Reciprocal Teaching Strategy could improve students' speaking ability.

The last research was conducted by (Seftiawan, 2018) about the implementation of reciprocal teaching as a means of reading strategy in a senior high school. The method used in the research is qualitative-based interpretation. The result showed that RTM can help students constructing a meaningful reading.

In the previous studies, generally most focused on using RTM as a method to developing students' reading comprehension. This research differs from those previous researches. In this research, the activity of reading will be more specific that is find out mind idea from a text. In the treatment of study, the researcher focuses more in improving students' reading comprehension in getting main idea using RTM.



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