

CHAPTER I

INTRODUCTION

1.1 Background of the Study

As a worldwide language, English is vital for individuals in all nations including Indonesia. When learning English, students need to master four language abilities such as : listening, reading, speaking and writing. In an academic environment, students' use perusing exercises as the primary way to learn new data. Likewise, perusing furnishes understudies with the chance to adapt autonomously, like studying the subject without depending on the educator. Consequently, individuals believe that perusing is by all accounts the main scholastic language expertise that a second language understudy ought to obtain (Grabe and Stoller, 2001).

Reading comprehension entails more than just reading aloud. but Reading is established to comprehend the meaning of words, phrases, and paragraphs, as well as the link between the concepts.. Díaz and Laguado (2013:137) state perusing appreciation isn't only an open cycle, it suggests an unpredictable interaction wherein the perusers distinguish essential data and can anticipate, to gather, to contend and to perceive author's perspectives.

Reading competence is essential in both the target and native languages. When students read texts in the source language, they may not encounter any difficulties, but when they read messages in the target language, the opposite occurs. As an instructor, I've seen a lot of pupils who are perplexed when they have reading difficulties. There isn't anything to show them how to put it together. In

terms of reading, the teacher merely asks pupils to read the text and respond to the book's comprehension questions. As a result, pupils' reading abilities and habits are often poor. There are several reasons for this problem: (1) Because the material is dull, the teaching skills are boring, or the book is too tough, pupils are not motivated to read.; (2) They believe they will need to comprehend every word in the book, so they continue to look up the term in the dictionary to learn what it means., (3) Reading abilities and techniques are restricted, and reading aloud will slow them down, perhaps obstructing comprehension.

The above factors are actually students' problems and need to be overcome. And with this Covid 19 pandemic, everything will be done online, but it depends on the situation. If it is possible to do research at school, then it will be good as well. Therefore, the author proposes a technique that can be used to improve students' comprehension. The proposed technology is "reciprocal teaching". Students participating in the reciprocal teaching process are checking their understanding of the material they encounter (Palinscar, 1986).

Reciprocal teaching is a method of instructing students in reading classes. To overcome the difficulty, this teaching style suggests a reading strategy. It can assist pupils in solving issues that arise throughout the reading process. In a peer-to-peer teaching situation, students in a group discuss the subject (read the book) using a method that will help them become better readers. According to Palinscar (1986), the purpose of reciprocal teaching is to promote collective efforts between teachers and students and between students to make the text meaningful.

Reciprocal teaching is a method of instructing students in reading. To overcome the difficulty, this teaching style suggests using a reading method. It can assist kids in solving reading issues. In a peer-to-peer teaching situation, students in a group discuss the content (read the text) and go through various strategic stages to become better readers. According to Palinscar (1986), The goal of reciprocal teaching is to encourage collaboration between professors and students in order to make the material more relevant. The author thinks that reciprocal teaching approaches will significantly increase English learning, particularly in the reading lesson. As a result, the author will apply this method to a classroom action research project.

Based on the description above, the author is interested in learning and would like to discuss *UTILIZING RECIPROCAL TEACHING METHOD TO IMPROVE THE STUDENTS' READING COMPREHENSION AT SMA NEGERI 1 MUARA JAWA (A Classroom Action Research at the Ten Grade of SMA Negeri 1 Muara Jawa in 2021/2022 Academic Year)*

1.2. The Problem of the Study

According to the research background, the research question is formulated as follows

1. How can reciprocal teaching be implemented effectively in improving the students' reading comprehension?
2. To what extent reciprocal teaching can improve the students' reading comprehension?

1.3 The Objective of the Study

In relation to the researcher's problem above, the purpose of this study was to:

1. To identify how reciprocal teaching can be utilized effectively in improving the students' reading comprehension.
2. To identify to what extent reciprocal teaching can improve the students' reading comprehension.

1.4 The Scope of the Study

The authors believe that limiting this study was essential. The author wanted to explain the teaching method of reading subjects, but the scope of this study was to introduce a mutual teaching method of reading comprehension teaching methods for first-year high school students.

1.5 The Significance of the Study

It is expected that the results of this study will help:

- a) To get more knowledge for the education of reading for research. In addition, this study will help him with more research and research. For the research, it will gain more knowledge about teaching reading. Besides, this research will help him in further research or study.
- b) It provides useful information to help teachers perform reading comprehension learning more creatively., and
- c) Information to anyone interested in conducting a thorough study of reading comprehension learning.