#### CHAPTER I INTRODUCTION

#### The Background of Study

Reading has a great positive impact on one’s life. It’s during childhood that reading inspiring stories can have a deep impact on child’s mind. If during these years of a child’s life, books become his companions, the child develops the hobby of reading and grows up to be more versatile that he would have without reading.

Therefore, reading is one of important English skills that should be mastered. According to Harmer (2001: 210), in mastering reading skill, English teachers have a great responsibility. They should make the students reach the standard score. This skill gives many benefits in our life. Through reading activity, students can earn much information. They can read and comprehend the English texts in books, magazines, newspaper, novels, etc.

Brummit (2012: 1) reading comprehension is the act of understanding what you are read. While the definition n can be simply state the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, and interactive, process that occurs before during and after a person reads a particular piece of writing. Teaching reading strategies and guiding students towards self- regulated reading routines are promising approaches to fostering reading comprehension in students with learning disabilities.

Based on *Permendiknas* No.23 2006 as cited in Wiyasa (2015: 2), the aim of

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reading in the curriculum is to make students able to comprehend the meaning of written language, both interpersonal and transactional. Students are direct to understand many kinds of text types such as recount, descriptive, and narrative. They are also expected to gain knowledge and information from the texts. The fact implies that one of the requirements to reach success in comprehending reading text and teaching reading is the use of teaching reading strategy.

In Indonesia, reading is one of the English skills that every student learn since they are in junior high school. Although students are learn it for many years, some of them still have low reading comprehension ability. Based on the interview with some English teachers in SMPN 3 Halongonan Timur. The students have difficulties in mastering reading skill. The teacher said that students’ reading comprehension is low. The teacher added that they still need guidance while they are reading text. The teacher often helps students by discussing a text together before the students read the text. However, the effort is not enough to improve students’ reading comprehension. The students are not interested in practicing reading. They do not have motivation to practice reading.

There is one strategy that can be applied on the students’ teaching reading strategy, it is Reciprocal Questioning (ReQuest) Strategy. According to Manzo (1969), the ReQuest strategy is designed to encourage students to formulate and develop their own questions, find purpose in learning, develop an inquiring attitude, and develop independent comprehension techniques. Reciprocal Questioning (ReQuest) is a variation on the Reciprocal Teaching strategy. It is a reading strategy that gives the teacher and students opportunities to ask each other

their own questions following the reading of a selection. This strategy allows students to learn to create more effective questions, models questioning techniques and proper questioning of texts. The strategy models questioning as students and teacher alternate asking and answering questions after reading specific passages.

Ching-Ying Pan in his research, in the title “Effects of Reciprocal Peer- Questioning Instruction on EFL College Students’ English Reading Comprehension”found the indicate statistically significant differences in favor of reciprocal peer-questioning instruction on English reading comprehension, particularly among high- and medium profiency students. Compared with conventional lecture instruction, reciprocal peer-questioning instruction created a more positive attitiude toward learning English reading in conclusion, so we strongly recommend EFL instructors use reciprocal peer-questioning instruction college English reading classroom. Yuniarti is in her research, in her title “The Use of Reciprocal Questioning (ReQuest) Strategy in Teaching Reading Comprehension”. She found of this research showed the use of ReQuest strategy was effective to the students which can be seen in the computation of data analysis that showed the mean score of post-test was 73.82, which was better than pre-test that was only obtained 53.82. And also, the computation of the effect size (ES) was 1.38 which was categorized highly effective. The previous studies have the same focused with this research, it was reciprocal questioning. Then, those studies are mostly focused on the effect of using of this strategy in improving of students’ reading comprehension achievement. However, the results from most of

the studies are positive. The students who received reciprocal questioning were significantly better in reading skill than those instructed through other techniques. So, in this study, the researcher will focus on the development of this strategy as reading comprehension strategy.

In this strategy, It can be said Reciprocal Questioning strategy with use asking and answering questions is able to use in teaching reading because can focus on practicing to answer the questions besides that reading should be more practice in understanding the materials to get a good result in teaching. Therefore, the researcher is interested in developing reading comprehension materials by using reciprocal questioning (request) for the grade VIII students of SMPN 3 Halongonan Timur.

#### The Identification of Problem

There are some factors that influence the teaching and learning process. The first is the students. They have different interest, ability, and behavior. These will affect their achievement in learning English. Motivation is the basic factor in the learning process in the classroom. The students who have high motivation will be active but those who have low motivation will be passive and disturb the others.

The second is the teachers. As teachers, they have to design the teaching- learning process in the class in order to make it interesting and enjoyable. However, most of them do not have variations in teaching English. They just explain the materials and after that ask the students to do some exercises. That

is why the students get bored in the teaching and learning process.

The third is materials. It has an important part in the learning achievement. It is because the materials are used as a source of language, as a learning support, as a stimulation, and as a reference. The students will be interested to learn English if they are provided with the appropriate and interesting materials. Waters (1987) considers that good materials contain interesting texts, enjoyable activities and opportunities for learners to use their existing knowledge and skills.

The fourth is media. It has an important role in the teaching and learning process. It is a bridge to transfer the materials to the students. Good media should be interesting and communicative in order to help the students to learn optimally.

The last is strategy or method. The teaching strategy or method affects the teaching-learning process and its result. However, there is no one best strategy or method for all situations. It means that the strategy or method will be appropriate for certain activities but may not be appropriate for anothr activity.

#### The Limitation of Problem

In this study, this study will focus on developing reading comprehension materials by using reciprocal questioning (request) for the grade VIII students of SMPN 3 Halongonan Timur. Then the researcher focuses in Reading Comprehension by using Reciprocal Questioning Strategy that will be tested into the descriptive text.

#### The Formulation of Problems

Based on the background above, the problems of the study can be stated as follows:

* + 1. How is the development of reading comprehension achievement based on teaching strategy?
		2. How is validity of reading comprehension achievement based on teaching strategy?
		3. How is the effectiveness of reading comprehension achievement based on teaching strategy?

#### The Objectives of the Study

On the basis of the above problems, the objectives of this study are to find out:

1. How is the development of reading comprehension achievement based on teaching strategy?
2. How is validity of reading comprehension achievement based on teaching strategy?
3. How is the effectiveness of reading comprehension achievement based on teaching strategy?

#### The Significance of the Study

The researcher hopes the result of this research to be useful theoretically and practically. Theoretically the findings are expected

* + 1. to be the input for the teachers and educational institutions to teach reading comprehension.
		2. to enrich readers understanding in research specifically related to English teaching strategy in Senior High School, and
		3. to help the students to enrich their practical knowledge about learning strategies especially reading strategy. And to be more fun in learning English,

Practically the findings will be of some use

1. to assist the English teachers in improving students' reading achievement, especilally, because it can be used as an alternative in varying the English teaching related with reading comprehension.
2. to be able to change paradigm saying that reading is boring activity.

Hopefully, by these strategies reading is able to be an interesting activity to be done by anyone.