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CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading is known as the receptive skill in the written mode that produces an indirect communication process between the writer and the reader. Reading is one of the important language skills that must be mastered by the students. According to Murcia (2001:200), reading is to learn which involves complex thinking skills in which students must comprehend the material from a text by using their own through activities which can help them to analyze text, such as summarizing passage, determining main ideas, and following the argument in the text. According to Nunan (2003:68), reading is a fluent process of readers to combine some information from a text and their own background knowledge to build meaning.

Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language. Reading is certainly an important activity for expanding knowledge of a language. According to Karen (2003:90), comprehension is the center of reading, which up to the end of 3rd grade, children are learning to monitor their own level of comprehension while reading. According to Dorn (2005:33), reading comprehension is a complex process regulated by cognitive, emotional, perceptual and social experiences.



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Based on the explanation above, the writer concludes that reading is a process to convey the message or information. By reading, the reader will know what they read and be challenged to response the ideas of the author.

English is taught at State Junior High School 10 Tapung Kampar Regency by implementing school based curriculum KTSP. In State Junior High School 10 Tapung Kampar Regency criteria for students' minimum passing grade for English subject is 74. In the curriculum, at the semester two of the eighth grade, English is taught 2 meetings x 40 minutes a week. The basic competence stated in this syllabus for the eighth grade is the students are able to comprehend the meaning of the functional texts or short essay such as *narrative* and *recount text* into daily life. In this research, the writer focuses on Narrative text.

Based on the writer's preliminary research at State Junior High School 10 Tapung Kampar Regency, the teacher taught reading through the types of text available in the student textbook. Besides, the teacher introduced the genre and explains the kinds, purpose, and characteristics of the text. After the teacher explains it, the teacher asked students to answer the question based on the text. At the end of the class, the teacher gave feedback for students' reading and submits them. Based on preliminary study of the eighth grade students of State Junior High School 10 Tapung Kampar Regency, some of students still have difficulties in mastering English skill, especially in reading. The students' activity in reading comprehension is still very far from the expectations of the curriculum.

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The cases are seen from the symptoms as follows:

1. Some of the students could not identify the main idea of the narrative text.
2. Some of the students could not identify the generic structure of the narrative text.
3. Some of the students could not identify the language features of the narrative text.
4. Some of the students could not identify the reference of the narrative text.
5. Some of the students could not identify the meaning of the words of the narrative text.

Based on the problems stated above, the teacher needs to apply an appropriate strategy that can solve the problems. The writer found that the students often find difficulties in comprehending a given text. Reading comprehension strategy must be taught. Considering these problems, the writer designed a research that tested one of reading comprehension strategies called Reciprocal Questioning (Request) strategy. Reciprocal Questioning (Request) is a strategy that teachers students' how to analyze their comprehension when reading. This strategy involves the teacher and students generating and responding to questions. This strategy involves the teacher and students generating and responding to questions. Reciprocal Questioning is very important for the students. According to Manzo, & Estes, (2001:134), Reciprocal Questioning is a reading strategy that gives

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students the opportunity to ask questions of the teacher, because this strategy aids in the improvement of students' questioning, reasoning, and (reading) comprehension skills, this technique allows the teacher as a Facilitator, to demonstrate the thinking skills that need to be exercised when answering and asking valuable questions, it helps the students to learn in a stress free environment, this process teaches students to use meta-cognition, or thinking about their own thinking, to analyze their own ability to ask good questions.

Based on the problems above, it is considered that the Reciprocal Questioning (Request) strategy can improve students' in reading comprehension. Therefore, the writer is interested to carry out a research entitled: **“The Effect of Using Reciprocal Questioning (Request) Strategy on Reading Comprehension of Eighth Grade Students at State Junior High School 10 Tapung Kampar Regency”**.

B. The Definition of The Term

To simplify the process of designing and application of the research and to avoid misunderstanding and misinterpretation, it is necessary to define the operational definition of the terms in this research:

1. Effect

Jack C Richards and Richard Schmidt (2010:190) noted that effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. In this research, an effect is defined as the result of teaching reading treated by using Reciprocal

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Questioning (request) strategy on reading comprehension of eighth grade students at state junior high school 10 Tapung Kampar regency.

2. Request (Reciprocal Questioning)

Reciprocal Questioning (Request) is a strategy that teachers students' how to analyze their comprehension when reading. This strategy involves the teacher and students generating and responding to questions. According to Manzo & Estes (2001:134), reciprocal Questioning is a reading strategy that gives students the opportunity to ask questions of the teacher. Reciprocal Questioning gives the teacher and students opportunities to ask each other their own questions following the reading a selection. According to Manzo (1969), Reciprocal Questioning (Request) is a questioning strategy that encourages students to ask informed questions.

3. Reading Comprehension

Reading is the key of knowledge, so through reading the students get much information about anything. It is nothing without having comprehension. According to Dorn (2005:33), reading comprehension is a complex process regulated by cognitive, emotional, perceptual and social experiences. In this study, reading comprehension of narrative text is the capability of the eighth grade students of State Junior High School 10 Tapung Kampar regency.in comprehending reading text.

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C. PROBLEM

1. Identification of The Problem

Based on the background illustrated above, it is precisely stated that the students still have a lot of problems, especially in term of reading comprehension.

Furthermore, the problems in this research can be identified as follows:

1. Why did the students not know how to identify the main idea of the narrative text?
2. Why did the students not know how to identify the generic structure of the narrative text?
3. Why did the students not know how to identify the language features of the narrative text?
4. Why did the students not know how to identify the reference of the narrative text?
5. Why did the students not know how to identify the meaning of words of the narrative text?

2. Limitation of The Problem

The problem of this research focused on using Reciprocal Questioning (Request) strategy for reading comprehension of eighth grade students at State Junior High School 10 Tapung Kampar Regency. In order to avoid misunderstanding to the problems, it is

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necessary for the writer to limit the problems of this research. The writer focuses of the Narrative text.

3. Formulation of the problem

Based on the limitation of the problems stated above, the problems of this research are formulated in the following research questions:

- a. How is the students' reading comprehension taught by using Reciprocal Questioning (Request) strategy on reading comprehension of eighth grade students at State Junior High School 10 Tapung Kampar regency?
- b. How is the students' reading comprehension taught without using Reciprocal Questioning (Request) strategy on reading comprehension of eighth grade students at State Junior High School 10 Tapung Kampar regency?
- c. Is there any significant difference of using Reciprocal Questioning (Request) strategy on reading comprehension of eighth grade students at State Junior High School 10 Tapung Kampar regency?
- d. How large is the significant magnitude of the effect of using Reciprocal Questioning (Request) strategy on reading comprehension of eighth grade students at State Junior High School 10 Tapung Kampar Regency?

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D. The Objectives and Significance of the Research

1. The objectives of the research

The objectives of the study in this research are:

- a. To find out the students' reading comprehension taught by using Reciprocal Questioning (Request) strategy on reading comprehension of eighth grade students at State Junior High School 10 Tapung Kampar regency.
- b. To find out the students' reading comprehension taught without using Reciprocal Questioning (Request) strategy on reading comprehension of eighth grade students at State Junior High School 10 Tapung Kampar regency.
- c. To find out whether there is significant difference of using Reciprocal Questioning (Request) strategy on reading comprehension of eighth grade students at State Junior High School 10 Tapung Kampar regency.
- d. To find out how large is the significant magnitude of the effect of using Reciprocal Questioning (Request) strategy on reading comprehension of eighth grade students at State Junior High School 10 Tapung Kampar regency.

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2. The significant of the research

The finding of this research is hopefully expected to give valuable contribution as follows:

- a. It is expected to give the positive contribution related to the proses of teaching and learning English, especially in term of students' reading comprehension by using Narrative text of the eighth grade students at State Junior High School 10 Tapung Kampar regency.
- b. It is expected to develop the theories on teaching and learning English as a foreign language and for those who are concerned with the current issue on learning and teaching language, especially about reading comprehension.
- c. To fulfill one of the requirements to finish the writer's study in The Department of English Education State Islamic University of Sultan Syarif Kasim Riau.