CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

English as a foreign language is widely employed from elementary to tertiary in the educational system. Since EFL is typically taught in non-English speaking countries like Indonesia, English is taught as a foreign language in Indonesian public schools. As a foreign language, English is utilized by EFL students to communicate in a wide range of social contexts. English competency is critical for global communication in this era of industrial revolution 4.0 (Suprayogi and Pranoto, 2019). Listening, speaking, reading, and writing are all integrated into the study of English. One of the linguistic skills that must be taught in English class is reading. Reading is a gateway to learning a lot of new things. Reading can help students succeed in school and have a fulfilling career if they make it a habit (Pustika and Wiedarti, 2019). If we use the right reading comprehension approach, we can gain a variety of benefits from reading. Reading is one of the most difficult skills students may acquire in the classroom, but it is also vital for foreign language students. As a result, reading offers an excellent possibility for students to broaden their horizons.

Students must comprehend the reading passages assigned to read during the teaching and learning process. During the COVID-19 epidemic, students were forced to learn on their own and stay at home for extended periods, which resulted in disinterest and a lack of motivation in studying. Even though schools have begun to open for limited face-to-face meetings, the class does not appear to be conducive.

Many students were bored and communicated about topics unrelated to the lesson. Students, on the other hand, must first have an interest in reading in order to enjoy it. As Utami and Nur (2021) stated, Hidi (2001) argues that students' enthusiasm in the reading process plays an important role. In a lot of classroom contexts, student participation is one of the most important factors in their learning achievement (Tatar, 2005; Sari, 2017).

However, after doing pre-observation on December 17th, 2021, with an English teacher from the eleventh-grade students at SMA Al-Azhar 3 Bandarlampung, Mrs. Sarah Fonda, S.Pd., it was discovered that students had reading difficulties. The students still have trouble finding specific information, identifying main ideas, and distinguishing explicit and implicit information in the text. Several factors contributed to this situation, including students' low willingness to learn English, a lack of vocabulary, limited ability to master reading skills, and reading text materials. Prihatini (2020) also found that lack of student engagement was one reason for students' problems with reading comprehension. Reading comprehension challenges are caused by several variables, one of which is a lack of student engagement. The internet and other entertainment media make it hard for teachers to get and keep the attention of their students during teaching and learning (Suprayogi and Pranoto, 2020). Students found it difficult to comprehend English, and the distinctions between the language they used every day and the language they had just acquired were the reasons that caused students to lose interest. It should be challenging to understand the reading if students are not interested. In this situation, to overcome the homely environment throughout the session, the teacher should be more creative in conducting teaching techniques.

Reading becomes an increasingly crucial skill to teach in senior high school, as students must master this skill in order to pass the examination. The Indonesian government has decided that English should be one of several courses included in the National Examination at the junior high and senior high school level, given the increasing importance of being able to communicate in English on a global scale (Mandasari and Oktaviani, 2018). According to the Indonesian government's curriculum syllabus for 2013, students in the eleventh year of senior high school must demonstrate four essential competencies:

3.9 *Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (factual report)*

3.10 *Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis (analytical exposition)*

4.13 *Menangkap makna dalam teks ilmiah faktual (factual report)*

4.14 *Menangkap makna dalam teks eksposisi analitis (analytical exposition) tentang topik yang hangat dibicarakan umum*

It can be concluded that students should master some competencies based on those essential competencies. Students in senior high school are expected to have particular reading comprehension abilities, such as finding the text's main idea, finding explicit information and implicit information, determining word meaning based on context, and determining reference, according to the Graduate Competency Standards (SKL). As a result, students must also get a high score on the English exam, with the Minimum Mastery Criterion (KKM) set at 78 for the eleventh grade.

As a result, to overcome the unappealing environment throughout the session, the teacher should be more creative in conducting another technique. The student must be taught some strategies to help them understand what they are reading. Language learning strategies are critical to achieving success in the language learning process in the classroom (Putri and Sari, 2020). Language learning methods contribute to understanding the structure and usage of language necessary to generate the target language (Pustika, Simamora and Wahyudin, 2021). Language learning strategies can help students not only achieve their learning goals but also improve their language abilities (Ayu and Gustanti, 2021). The teacher should develop a new and engaging method to boost students' interest in reading. Reading is typically taught interactively in the classroom in order to trigger students' engagement (Ayu, Diem, and Vianty, 2017). Developing an effective reading teaching technique is urgently needed to increase students' reading comprehension. Thus, in this present research, the researcher proposed a teaching strategy called "Reciprocal Teaching" to help students enhance their reading comprehension. According to Palincsar and Brown (1984), Teaching in which students and teachers engage in dialogue is known as reciprocal teaching. Reciprocal teaching is used to assist with their reading comprehension problems using four strategies: predicting, clarifying, questioning, and summarizing. Reciprocal teaching was created to help teachers use cooperative learning dialogues to teach reading comprehension independently. With this strategy, students who engage in peer cooperation will achieve measurable academic advances and acquire a more positive attitude about the subject. When used in reading activities, the collaboration will assist students in developing their

reading skills, comprehension, and learning to comprehend texts with lots of information.

Based on the given description above, the researcher was interested in investigating the use of Reciprocal Teaching Integration Strategy to increase the reading comprehension of eleventh-grade students at SMA Al-Azhar 3 Bandarlampung, entitled: "The Effect of Reciprocal Teaching Integration Strategy to Enhance Students' Reading Comprehension at the Eleventh Grade of SMA Al-Azhar 3 Bandarlampung."

1.2 Research Questions

Based on the background of the study, the research questions were formulated as follows:

1. How is the implementation of the Reciprocal Teaching Integration Strategy in teaching reading to eleventh-grade students at SMA Al-Azhar 3 Bandarlampung?
2. To what extent does the Reciprocal Teaching Integration Strategy improve the reading comprehension of the eleventh-grade students at SMA Al-Azhar 3 Bandarlampung?

1.3 Research Objectives

Based on the research questions above, the objectives of this research were:

1. To explore the process of implementing the Reciprocal Teaching Integration Strategy in teaching reading to the eleventh-grade students at SMA Al-Azhar 3 Bandarlampung.

2. To find out the improvement of students' reading comprehension at the eleventh grade of SMA Al-Azhar 3 Bandarlampung.

1.4 Uses of the Study

The researcher expected the following benefits as a result of this research:

A. Theoretically

The uses of this research are as follows:

1. This research can contribute to the validation of earlier theory on the Reciprocal Teaching Integration Strategy.

2. This research can be used as a guide for other researchers who wish to do research utilizing the same theory.

B. Practically

The result of this research hopefully can give practical benefits as follows:

1. Teachers

The research findings will assist teachers in resolving reading comprehension difficulties, provide a new viewpoint on teaching and learning, and incorporate reflective thinking into their teaching and learning processes to discover the best answer to future challenges.

2. Students

The results of this study assist students in identifying the most effective technique for assisting them in reading a variety of English texts. Additionally, it will serve as a strong encouragement for students to enhance their English skills.

3. School

This study hopes to assist SMA Al-Azhar 3 Bandarlampung in developing their teaching and learning processes in order to act as a backup solution for future teaching and learning challenges.

1.5 Scope of the Study

This study focused on students' reading comprehension in the Reciprocal Teaching Integration Strategy. This study used long functional text, especially narrative text, as the teaching and learning material. The topics examined in this research include improving students' reading comprehension through the Reciprocal Teaching Integration Strategy. This research did not cover students' abilities in other contexts except reading. The sample for this study was one class from the eleventh grade of SMA Al-Azhar 3 Bandarlampung, namely XI MIPA 2, which consists of 31 students. The study was carried out in the even semester of the 2021/2022 academic year.