

CHAPTER I

INTRODUCTION

1.1 Background of The Study

In English language learning, reading is recognize as an essential component of English language learning because engaging in reading activities enables students to acquire a wide range of knowledge, expand their vocabulary, and develop an understanding of various grammatical structures. Reading also allows students to broaden their knowledge of the world while enhancing their overall language proficiency. Within the context of English as a foreign language (EFL), reading comprehension serves a vital role in enabling students to understand written information, interpret meaning, and acquire new knowledge effectively. As a core component of English language learning, reading comprehension provides the foundation for academic achievement and the development of language proficiency. According to Wahyudi & Rozimela, (2024), reading comprehension is a fundamental skill in education that forms an important basis for academic achievement and continuous learning. Therefore, improving students' reading comprehension is considered one of the main objectives of English instruction at the senior high school level.

At SMA Negeri 5 Tanjungpinang, the Merdeka Curriculum is used and Deep Learning is implemented. English language learning requires students to develop four essential language skills. According to (Yulistiani et al, 2020), English encompasses four main skills, such as listening,

speaking, reading, and writing. These language skills contribute significantly to the development of students' communication skills. Of these four skills, reading comprehension is among the essential competencies for students to master. This is because through reading, students not only obtain information from texts, but also develop critical thinking skills, broaden their cultural horizons, and improve their language skills.

However, in reality, there are still many students at SMA Negeri 5 Tanjungpinang, specifically those in eleventh grade. Most eleventh grade students have problems such as not being able to speak English, often mispronouncing vocabulary, still finding writing difficult, and many still unable to read and comprehend reading material (reading comprehension). These problems can be attributed to several factors, including limited English vocabulary, low motivation to read English tests or books, and a lack of effective reading strategies. These factors result in students often skimming through texts without really understanding their content and meaning, thereby preventing the intended learning objectives from being achieved.

This problem shows that the instructional strategies implemented by teachers throughout the instructional process of reading comprehension have not yet been fully effective. In the process, some teachers continue to rely on conventional learning strategies such as lectures, direct text explanations, or giving exercises without providing effective strategies to students. Learning strategies like this make students passive in reading and

only see the final outcome rather than on the process of constructing meaning from the texts they read. Ideal reading learning should emphasize the application of strategies that actively involve students in constructing and comprehending the meaning conveyed in the text, developing critical thinking skills, and encouraging cooperation among students in understanding the content of the reading in depth.

Reciprocal Teaching Strategy is one instructional approach that helps to overcome problems related to low reading comprehension among students. The reciprocal teaching strategy is recognized as an effective instructional approach for improving students' reading skills and comprehension at the early levels (Hasibuan, 2017). This strategy was introduced by Palincsar and Brown in 1984 as a cooperative learning approach that focuses on improving text comprehension skills through collaborative between teachers and students. In practice, this strategy involves four main activities, namely predicting (predicting the reading based on available clues), questioning (asking questions about the content of the text to explore understanding), clarifying (explaining or clarifying parts of the text that are difficult to understand), and summarizing (summarizing important information from the reading).

Through the application of these four steps, the Reciprocal Teaching Strategy is not limited to fosters a deeper comprehension of the text, while encouraging students to become actively involved in learning activities. Students act as readers and discussion leaders who are responsible for the

understanding of their group members, while teachers serve as facilitators who provide guidance and monitor the learning process of students. This strategy creates a collaborative, interactive, and student-centered learning environment, making reading more enjoyable. According to Tantowie et al, (2022), the application of reciprocal teaching strategy not only improves students' understanding of reading texts, is not limited to gives them the opportunity to monitor and assess their own leaning progress and ways of thinking. The main objective of reciprocal teaching is to enable students to communicate and collaborate within their groups to understand the text provided by the teacher. The structure of the dialogue and the interactive process between group members requires active participation from all students, which ultimately fosters healthy competition and creates a supportive and conducive learning environment. In this study, a reciprocal teaching strategy consisting of four procedure or steps, starting from predicting, questioning clarifying, and summarizing, will be applied to procedural text learning.

Procedural texts are one of the subjects studied in eleventh grade. These texts aim to explain the steps or procedures involved in doing something, such as how to make food and drinks, use tools, or carry out an activity. According to Kismawati et al, (2023), procedural texts are used to provide explanations about something through a series of organized steps that are commonly performed in everyday life. Understanding procedural texts requires good reading skills because students are expected to identify

the organizational structure of the text, instructional vocabulary, and the sequence of steps presented. According to Dirgeyasa (2016), procedural text refers to a text that explains the steps required to perform an activity through steps arranged in sequence.

In previous studies, many researchers used reciprocal teaching strategies combined with descriptive, narrative, argumentative, and other types of texts, rather than procedural texts. Utama & Hidayatullah, (2025), used descriptive text in their research entitled “Reciprocal Teaching Strategy on Students' Reading Comprehension of Descriptive Text”. From the results of this study, the results demonstrated that students achieved significantly better scores on the post-test than on the pre-test. This shows that this approach has considered potential in enhancing reading comprehension skills.

In addition, Butar et al, (2023), also used narrative texts in their research entitled “Using Reciprocal Teaching Strategy to Improve Grade Eight Students' Reading Comprehension of Narrative Text at SMP Negeri 2 Siantar”. The results of this study indicate that the use of the reciprocal teaching strategy as an instructional approach has a significantly enhances students’ reading comprehension, especially in vocabulary mastery, identifying main ideas, drawing conclusions, locating factual information, and recognizing references in narrative texts.

In these two studies, they both used the reciprocal teaching strategy but with different types of texts. In the research by Utama & Hidayatullah,

(2025), they used descriptive texts, while Butar et al. used narrative texts in their research. The similarity between the two studies is that they were both applied to enhance students' reading comprehension.

Based on the above explanation, the importance of this study lies in the effectiveness of using reciprocal teaching strategies on students' reading comprehension of procedural texts, rather than narrative, descriptive, argumentative, or other types of texts. This research seeks to determine the effectiveness of the reciprocal teaching strategy is students' reading comprehension. Based on the issues described above, the researcher was motivated to conducted this study entitled “The Effectiveness of Using Reciprocal Teaching Strategy on Students' Reading Comprehension in Procedural Text at Eleventh Grade”.

1.2 Identification of The Problem

Based on the background presented above, the researcher identified the following research problems:

1. Students are not being able to speak English.
2. Students still often mispronounced vocabulary.
3. Students still found difficulties writing in English.
4. Many students are still unable to read and comprehend reading material.

1.3 Limitation of The Problem

To clarify the focus of the research, avoid misunderstanding and prevents digressions, this study focuses on investigating the effectiveness of

using Reciprocal Teaching Strategy in teaching students' reading comprehension skill at eleventh grade, particularly in understanding procedural text.

1.4 Research Question

Based on the explanation above, the research formulated the formulated the following research question:

“Is there any effectiveness of using reciprocal teaching strategy on students' reading comprehension of procedural texts?”

1.5 Research Objective

This study is to determine the effectiveness of using reciprocal teaching strategy on students' reading comprehension in procedural text.

1.6 Significant of The Research

1) Theoretical Significance:

1. The researcher expected this study can become an English learning strategy that can be applied in school.
2. The research was expected to improve the quality of students' reading comprehension.
3. The researcher predicting that this study would serve as a reference for future research.

2) Practical Significance:

1. For Teachers: This study provides insights and guidance for English teachers in applying Reciprocal Teaching Strategy as an alternative to improve students' reading comprehension.
2. For Students: The use of Reciprocal Teaching can help students become more active and strategic readers, enabling them to better understand the reading text.
3. For Future Researchers: The findings of this study may serve as a reference for future studies in similar topics and encourage further.

1.7 Definition of The Key Terms

1. Reading comprehension:

The ability to understand and identify the main ideas in a text, find detailed information, interpret vocabulary and the purpose of the text, as well as sequence the steps in the text and determine the purpose of the procedural text.

2. Procedural text:

A type of text used to explain how to make something with systematic steps.

3. Reciprocal teaching strategy:

a dialog-based or cooperative and metacognitive-based teaching strategy that aims to improve reading comprehension of procedural texts.