

CHAPTER 1

INTRODUCTION

1.1 Background of the study

English is one of foreign language, which more popular than any other language in the world. English also plays important role in the process of modernization. English has been used in almost every country in the world. In Indonesia, English becomes the foreign language that has important role in the development of the country. It can be seen from the use of English in many field of living. In education, for example there are many scientific books written in English. Furthermore, in globalization era requires the use of language that can be understood by everyone around the world. Therefore in order to able to survive in the globalization era, one needs to master English. By mastering English, he/she can learn anything and communicate with everyone.

Judging by this real fact, Indonesia government place English as the first foreign language. It becomes compulsory subject in secondary school and universities .Even some primary schools have included English in their curriculum. However, the more something develops, the more the change it makes. This is true in line with the modern era. Thus, English curriculum always needs improvement in order to generate a better result of learning.

Meanwhile, The Indonesia government inserts English into curriculum at school in certain level. One of the levels is senior high school. There are English basic school and components. Based on the curriculum 2006 KTSP (kurikulum

tingkat satuan pendidikan) English are Listening, Reading, Speaking, and Writing. The English components are grammar and vocabulary. Reading is the activity that student learn a lot in the school curriculum. It means that the teaching of English in Indonesia put more emphasis on reading.

Teaching English is very difficult as a foreign language has changed time to time based on what curriculum is used. In school-based curriculum 2006 KTSP (kurikulum Tingkat Satuan Pendidikan) the curriculum is design to help learners take an active approach to learning and to use the language they know. New language is practiced in a variety of different context.

Reading activity itself requires both language and knowledge. You can not read a story in English if you do not know English. You also need to share some assumption and experience with the teacher about whatever reading material you want to read.

The English teacher of MA NU Nurul Ulum still used conventional technique in teaching. In reading class, the teacher told his students to read passages for certain minutes. During the reading, students may look up in their dictionary whenever they have problem dealing with the meaning of difficult words or they can simply ask their friends of some words they do not know.

Based on the statement above, the writer tries to make contribution the problem ancountered by the students in reading English text by cunducting an experiment on the implementation of reciprocal teaching entitle “ The Ability of Reading Narrative Text of the Tenth Grade Students of MA NU Nurul Ulum

Jekulo Kudus by Using Reciprocal Teaching Technique in Academic Year 2011/2012

1.2 Statement of the Problem

From the explanation above, the writer would like to presents some research problem as follow:

1. How is the ability of reading narrative text of the tenth grade students of MA NU Nurul Ulum Jekulo Kudus in academic year 2011/2012 who are taught by using conventional technique?
2. How is the ability of reading narrative text of the tenth grade students of MA NU Nurul Ulum Jekulo Kudus in academic year 2011/2012 who are taught by using reciprocal teaching technique?
3. Is there any significant difference on student's ability of reading narrative text between the tenth grade students of MA NU Nurul Ulum Jekulo Kudus in academic year 2011/2012 who are taught by using reciprocal teaching technique and those by using conventional technique?

1.3 Objective of the Study

Based on the research problem above, the purposes of the research can be mentioned as follow:

1. To find out the ability of reading narrative text of the tenth grade students of MA NU Nurul Ulum Jekulo Kudus in academic year 2011/2012 who are taught by using reciprocal teaching technique.

2. To find out the ability of reading narrative text of the tenth grade students of MA NU Nurul Ulum Jekulo Kudus in academic year 2011/2012 who are taught by using conventional technique.
3. To find out the significant difference on student's ability of reading narrative text between the tenth grade students of MA NU Nurul Ulum Jekulo Kudus in academic year 2011/2012 who are taught by using reciprocal teaching technique and those by using conventional technique or not.

1.4 significance of Study

The study about the uses of reciprocal teaching technique in reading classroom, hopefully the reciprocal teaching technique will significant contribution to english language teaching and learning .i.e;

1. The teacher of MA NU Nurul Ulum

By doing this research, the writer wants to give the contribution for the teacher in MA NU Nurul Ulum about English especially in teaching reading. The teacher can improve the quality of their students in learning english especially the ability of reading narrative text.

2. For the students of MA NU Nurul Ulum

The research will give the result of the student's ability of reading narrative text by using reciprocal teaching.

3. For the reader

They can implement the strategies of reciprocal teaching procedure.

1.5 Scope of the Study

The writer makes the limitation of the research on the uses of reciprocal teaching technique and reading material that is narrative text.

Reciprocal teaching technique is one of the techniques used by English teachers in reading class. Reciprocal teaching moves the process of reading class instruction modeled by the teacher through the class and small group instruction modeled by the students individually silent reading. It is a problem solving approach to reading. (<http://www.Miamisci.org/tec/rteaching.html>).

While the conventional, teaching is a technique used by an English teacher of MA NU Nurul Ulum to teach in a traditional setting. Marcer (1994 : 211) describes traditional setting in which a teacher begins with an objective and presents primary instruction to the class. The primary instruction is mostly presented in the form of lecture, text book reading, teacher-led discussing or possible combination of any of this procedure. This kind of setting is just with rows of student's desk and teacher's desk at front.

Reading narrative text is the text contains of folk tales or short story. And the characteristic of the tenth grade students of MA NU Nurul Ulum are the students who have been studying in this school in the academic year 2011/2012 actively.

1.6. Definition of Terms

1. The ability in reading is the ability in understanding written text as the result of teaching English. It is the ability in finding specific information from the passage, identifying main ideas, and identifying explicit and implicit information.

2. Reciprocal teaching is one of the techniques used by English teacher in reading class. Reciprocal teaching moves the process of reading from whole the class instruction modeled by the teacher through whole the class and small group instruction modeled by students to individualized silent reading.

3. Narrative text is a text which tells about various story that is happened in the past time and its social function is to entertain the readers.

4. The tenth grade students of MA NU Nurul Ulum Jekulo Kudus is the tenth grade students of MA NU Nurul Ulum Jekulo Kudus in academic year 2011/2012 who is taking English subject.

CHAPTER II

As mentioned in the previous chapter, this research is held to find out the mastery of narrative text for the tenth grade student MA NU Nurul Ulum academic 2010/2011. This chapter explains about English Narrative text in MA NU Nurul Ulum. The English teaching itself includes the purpose, the material and the method of English teaching at MA NU Nurul Ulum. This chapter also discuss about the definition of narrative texts, The form used in English narrative text, the structure, the types and meaning of narrative text. For the first sub title will be discussed about the English teaching method used in. MA NU Nurul Ulum

2.1 Teaching English in MA NU Nurul Ulum.

English has been taught at MA NU Nurul Ulum as foreign language and it becomes one of the compulsory subject, each student must take English subject.

Brown (2000:7) explains that English teaching is guiding and facilitating of learning, enable the learners to learn, setting the condition for learning English well. He then adds that teaching English showing or helping someone to learn how to do something, giving instruction, guiding the study of something, providing with knowledge, causing to know o understand about English. Brown (2000:7)

According to the statement above, we know that the role of teacher is very important in teaching-learning process. The success of teaching-learning process depends on several factors: the most important is the teacher. Teacher has to give

the students with some interest in language learning especially in learning English.

The teacher handles the English teaching process. Also, each teacher has a responsibility to teach the students in extracurricular activity. The teacher used the scheduling of the classes, the outward form of the instruction and the basic program in every meeting. So, the achievement of the English teaching purposes can be successful.

2.1.1 The Purpose Of Teaching English in MA NU Nurul Ulum

English teaching at MA NU Nurul Ulum has process in the emphasizing of the English lesson itself and the communicative approach. The English lesson emphasizing is in the competence development and the student's skills in the using English as a means communication. They are listening, writing, reading, and speaking. These purposes can be achieved if the students practice to communicate in English lesson intensively and continuously. The practices certainly have to reflect the use of English language authentically as in the daily activity. This case also have purpose to develop the life skills of the student and as the implementation of the contextual teaching and learning strategy. The communicative approach emphasizing that the English lesson must be contextual, authentic and meaningful. In the teaching process, student must be active to communicate in a discussion form or a group to solve the problem or do some exercise given. It has purposes to help the fluency of the student's English ability.

