CHAPTER I
INTRODUCTION

A. Background of the Research

Reading is the process of understanding written language. It is one of the important aspect in educational goal, because by reading, we can improve the knowledge and get many information or others. Walker (2005: 14) states that reading is an active process in which readers shift between sources of information elaborate meaning and strategy, check their interpretation and use the social context to focus their response. According to Aebersold and Field (1997:15) in general sense, reading is what happens when people look at a text and assign meaning to the written symbols in that text. The text and reader are the two physical entities necessary for reading process to begin. It is however, the interaction between the text and the reader that constitutes actual reading. It means the reader gets from the text may not be exactly the same as the meaning the writer of the text wished of the text wished to convey. Likewise, the meaning that one reader gets from a text may be different from that of other readers reading the same text.

To be able to interpret meanings of text and to understand them, the reader should have reading skill. For most experts, reading skill is most important skill beside listening, speaking and writing. In reading, readers not only have to decode the meaning of words one by one, but also have to understand the meaning in context (phrases, sentences, even discourses). For
students, reading skill is able to increase their language, improve their vocabulary, and learn grammatical rules. In other words, readers not only have to call out the names of words but also have to have ability to understand those expressed by the writer. Nuttal (1996: 4) states that one of very important reading purposes is to get meaning from a text. In teaching-learning process, the roles of teacher in giving material decrease in accordance with the increasing educational level of the students. So the students have to improve themselves by reading a lot. In short, reading is a highly complex skill that is prerequisite to success in our society, especially in learning process.

Reading is a crucial skill which should be developed well by the students at Junior High School level, because there are many books written in English as an international language. On the other side, English for Indonesian is a foreign language not the second one. It may create a new problem in getting information and knowledge from all over the world. The significance of reading strategy is indicated implicitly in the Indonesia National Curriculum of 2006. In this curriculum, it is stated that the objective of teaching reading, as one of the four major skills, in learning English as foreign language in junior high school is to develop the students’ ability to read and to get the message comprehensively from particular reading texts (BSNP, 2006). Most students consider that reading is a boring activity. They feel bored to study in the reading class because some of the students felt that reading was difficult for them and they were not able to understand what they
read. There are many factors that cause this problem, either from the teacher or from the students or even from the text itself. The first is the teacher’s method or technique in teaching. Trianto (2009: 18) stated that much of the teacher’s role or technique in teaching learning process is still transmisif. The teacher transfers and gives the concept directly to the students.

Based on pre-observation on Saturday, November 14th 2015 in one of Junior High School in Purwokerto, especially in teaching reading. There were some problems happen over there. It was found that the teaching learning process was lack of various teaching technique. During reading class, only lecturing that was used to explain the material. The students were active less, because they were rarely involved in teaching learning process. They just listened what the teacher explained. It made them bored easily and the class became not focus and so noisy. Those conditions also could reduce students creativity. The students only knew a little what they learn today and forget it tommorow. The problems were supported by the result of mid test score of this first semester, where the highest mean score was only 58.85 and the lowest mean score was 53.30 (see table 1). Whereas the minimum score that should be achieved by the student was 68. It was being a problem for the teacher and the student itself. It requires improvement of teacher’s teaching English mastery, because the teacher are demanded to be able to improve the students’ reading competence.
<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VIII A</td>
<td>57.02</td>
</tr>
<tr>
<td>2</td>
<td>VIII B</td>
<td>54.75</td>
</tr>
<tr>
<td>3</td>
<td>VIII C</td>
<td>58.85</td>
</tr>
<tr>
<td>4</td>
<td>VIII D</td>
<td>55.31</td>
</tr>
<tr>
<td>5</td>
<td>VIII E</td>
<td>53.3</td>
</tr>
<tr>
<td>6</td>
<td>VIII F</td>
<td>58.77</td>
</tr>
</tbody>
</table>

(source: interview result of teacher in one of Junior High School in Purwokerto)

In order to make the students love reading is by creating condition that reading is fun and challenging. One of the ways in solving the problem was by using an interesting technique. On the contrary, the teacher used uninteresting techniques in teaching learning process. Due to this condition, students became motivation less and did not able to understand the material well. They also became dependent students who were not able to comprehend the material, autonomously. Meanwhile, teaching reading is said successful teaching learning process when students are active in class. (Wallace, 1992:57 as cited in Antoni, 2010: 39) states that a reading strategy is a unitary process which cannot be subdivided into part skills. This means as a process, a reading strategy involves ways of processing text which will vary with the nature of the text, the reader’s purpose and the context of situation.

Having considered the problems of teaching and learning reading, Rotating Trio Exchange was chosen to be examined whether or not it had positive effect on students’ reading skill particularly narrative text. Rotating Trio Exchange technique is an in-depth way for participants to discuss issues with some (but usually not all) of their fellow participant. The exchanges can be easily geared to the subject matter of the training (Silberman, 1995: 83).
Several experiments had been conducted related to Rotating Trio Exchange as a technique in teaching learning process that was able to increase students’ ability. There is a positive effect to the students’ vocabulary mastery who taught by Rotating Trio Exchange. By using this technique, it is expected that the students are able to get better in mastering vocabulary. Moreover, the teacher could use Rotating Trio Exchange to make the students improve their vocabulary mastery (Karlina, 2013). Again, this technique is used in mathematic class. Rotating Trio Exchange can improve the activeness and the achievement of the students in learning mathematic. It is caused that the students are able to help and share the information each other (Mulyaningsih: 2013).

There are some advantages of Rotating Trio Exchange technique in teaching reading. First, member of group is odd. There will be one member who becomes a mediator. Second, each member has more opportunities to contribute to the group. Third, the interaction is easier happen. The last one, rotating trio exchange is faster and easier formed (Huda, 2015: 171).

On the other hand, this technique also has several limitations. By using this technique, there will be many groups give their report to the teacher. Next, teacher should monitor many groups and the ideas of the student are fewer appeared (Huda, 2015:171).

Several contributions will be obtained in terms of curriculum and pedagogy. First, Rotating Trio Exchange technique is useful in curriculum, it is contributed as one of teaching techniques that can be used for enhancing
students’ reading comprehension because by sharing ideas with their friends in group, it can help them understand the learning materials easier and make the lesson plan easy to be done. Second, it also has some expectations in pedagogical implication. It can be one of teaching techniques that can be used by teacher in teaching learning process to help students in understanding the learning materials by using Rotating Trio Exchange technique. The application of this technique will make the students more active in joining the teaching learning process.

B. Reason for Choosing The Topic

There are several reasons for choosing this topic. Reading is an important aspect in learning language because reading can develop and enlarge the knowledge. Referring to reading, the writer quotes Ramelan’s opinion (1990: 1) about it as follows: “Reading plays very important part in our life. Through reading, we can explore the world, countries that have never been visited before and minds or ideas of great people in the past. All of which can enrich our experience and knowledge”. Alshumaimeri (2011:186) states that reading is a crucial skill in learning and communication. Current trends in education consider reading lessons to be an important early step in development of mental and linguistic abilities. Thus, the learners will have a good reading ability. Besides that, by reading we can know everything around the world. Second, Rotating Trio Exchange is rarely used by teacher in reading class because they rarely use various teaching technique.
Then, Rotating Trio Exchange is hopefully effective to build students’ reading competence because it is designed to motivate the students, increase their self confidence and learn to share their ideas. They learn how to work together with other students, they can support and share their mind in group work without fear. Students can do more things with their group than they do it lonely. For those, students are able learn reading effectively.

C. Problem of Research

In line with the explanation previously mentioned, the problem of the research: “Is rotating trio exchange effective in teaching reading to the second year students at one of Junior High Schools in Purwokerto?”

D. The Aim of Research

The aim of the research is to find out whether Rotating Trio Exchange is effective to teach reading at second year students of Junior High School or not.