

## **I. INTRODUCTION**

This chapter discusses certain points; introduction deals with background of the problem, identification of the problems, limitation of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of terms.

### **1.1 Background of the Problem**

English is one of language that is used as tool for communication. It has become the international language and used to communicate between the nations of the world. In Indonesia, English is taught as a foreign language and the purpose of learning English is for communication (Yoosabai, 2009). As a foreign language, English is taught from elementary level, up to the university level. There are four main of language skills that should be mastered. They are listening, speaking, reading, and writing. Louisa (1999) states that reading is the fundamental skill upon which all formal education depends. It means that reading is important skill for students. By reading, the students will gain much information and knowledge that is beneficial to themselves.

The recent curriculum, School Based Curriculum (KTSP) (Depdiknas 2006: 297), the objective of teaching reading for the second grade of SMA students is to enable the students to be able to identify main idea of whole text, vocabularies, and some information of reading text. Based on Curriculum above, the students not only have good at reading but also good at comprehending. As we know, English is a subject that will be tested in national examinations (UN) and reading comprehension test is the most dominant item in English exam. Therefore, students who are good in reading are usually academically successfull, but many students got difficulties in reading which are mostly written in English. They have difficulty in finding the main idea of the text or pragraph, the main topics, and the information in the reading text. In reading comprehension, reading is important for the students to comprehend a reading text with having knowledge in general view of the text because it can help them to understand main idea of the text and predict what will be discussed on the text.

Besides, teaching reading comprehension to students is not easy to do for teacher. The teacher often gets many problems in teaching reading. This condition usually happens because the teachers teach the students by using conventional technique. The teacher often uses method which explains everything to students by translating each sentences, word by word rather than helping the students to read by promoting thinking about the meaning (Chandavimol, 1998 in Panmanne 2009). Of course, this condition influence the students' ability in reading comprehending, because they will feel very tiring and bored when they should translate each word. The others technique that teacher usually use is teacher

always asked the students to read aloud a text and then answers the questions based on the text. Hence, English teachers should teach the students by using an interactive way, so they could be expected to present the material and the students can be more active in reading comprehension.

There is one technique that might increase the students' reading comprehension namely, Reciprocal Teaching Technique. Reciprocal Teaching Technique is an instructional strategy based on teacher modeling and guiding practice and students practicing reading task by taking turns leading and conducting discussion in small groups in order to bring meaning to the text (Palinscar and Brown, 1984). In Reciprocal Teaching Technique, there are four systematic sections or strategies that students learn and practice in reading text— predicting, questioning, clarifying, and summarizing. It provides opportunities for students to learn to monitor their own learning and thinking, (Alverman and Phelps, 1998).

Hartman (1994) described Reciprocal Teaching on five stages. They are: (1) teacher demonstration, (2) student learning and guided practice in using the four comprehension strategies, (3) coordinated practice using the strategies with segments of text in small groups led by teacher, (4) practice in small groups of students, and (5) student competence and self-regulation. The teacher will take more active role as the modeling strategy in the beginning and students will learn to take on more responsibility for their own and each others' learning. Through Reciprocal Teaching Technique, students might be more thinking and understand what they are reading. Students can be able to comprehend a reading text such as

main idea of the text and predict what will be discussed on the text easily by using four systematic sections of Reciprocal Teaching Technique.

As a matter of fact, some studies about reciprocal teaching technique in reading comprehension have been carried out. Klingner and Vaughn (1996) study finds out that Reciprocal Teaching has been used to improve the comprehension of students who are able to decode, but display difficulties with the comprehension of text, result from this study indicates significant growth on the overall reading comprehension of the participants. The most significant growth is seen in students' with adequate decoding skills and low comprehension. In a study by Alfassi (1998), there was a significant difference between Reciprocal Teaching students and the control group on a measure of passage comprehension. The Reciprocal Teaching group demonstrated significant improvement on scores from pre-test to post-test. Miller and Rosen (1988) study finds out that students taught using Reciprocal Teaching scores significantly higher on multiple-choice reading comprehension test.

Considering the explanation above, the researcher wanted to know whether the Reciprocal Teaching Technique can increase the students' reading comprehension achievement and to find out the problems faced by the students in learning reading comprehension through Reciprocal Teaching Technique. The researcher has chosen SMAN 1 Kalirejo as the population of this research, since no research about Reciprocal Teaching Technique has been conducted in this school. Narrative text which was used in this research because it was learnt at the second

of semester year students of senior high school and the students regard it as the most difficult text rather than report text.

### **1.2 Identification of the Problems**

Based on the background of the problem above, the researcher would like to identify the problem as follow:

1. Students get difficulties in comprehending the text
2. Students get difficulties in getting the information from the text
3. Students do not know the main idea of the paragraph
4. Students lack of vocabulary knowledge
5. Students' motivation in reading a text is still low
6. Students' reading ability is still low
7. Some of teachers do not have media in teaching learning

### **1.3 Limitation of the Problem**

In line with the identification of the problems, the researcher limits her study to the following problem "the implementation of Reciprocal Teaching Technique in narrative text to increase the students' reading comprehension achievement."

### **1.4 Formulation of the Problems**

Based on background of the problem mentioned previously, the researcher formulated the research problem as follow:

1. Can Reciprocal Teaching Technique increase the students' reading comprehension achievement in narrative text at the Second Grade of SMAN 1 Kalirejo?
2. What problems do the students face in learning reading comprehension through Reciprocal Teaching Technique?

### **1.5 Objectives of the Research**

In relation to the research questions the objectives of this research are

1. to find out whether implementing Reciprocal Teaching Technique in narrative text can increase the students' reading comprehension achievement at the Second Grade of SMAN 1 Kalirejo.
2. to find out the problems faced by the students in learning reading comprehension through Reciprocal Teaching Technique.

### **1.6 Uses of the Research**

The uses of this research are:

1. Theoretically, the result of this research is expected to verify the previous theory and to give contribution to the theory of teaching as a reference for the next researcher who will concentrate in increasing narrative text of the reading comprehension ability in learning English through Reciprocal Teaching Technique.

2. Practically, the result of the research can be used for English teacher that Reciprocal Teaching Technique can increase narrative text of the reading comprehension achievement in learning English.

### **1.7 Scope of the Research**

This research is a quantitative research which was conducted by administrating the pre-test and post-test to find out whether implementing Reciprocal Teaching Technique in narrative text can increase the students' reading comprehension achievement at the Second Grade of SMAN 1 Kalirejo. The students are expected to be able to comprehend the following reading aspects: main idea, specific information, reference, inference and vocabulary. The text used was narrative text because it was learnt at the second of semester year students of senior high school and the students regard it as the most difficult text rather than report text. The texts were taken from students' English textbook, students' task sheet and internet. This research was also conducted through interview to find out the problems faced the students in learning reading comprehension through Reciprocal Teaching Technique.

### **1.8 Definition of Terms**

In this research, the writer uses some definitions of key terms as stated below:

**Reading** is more than knowing what each letter of alphabet stands for, reading involves more than word recognition; that comprehension is an essential of reading; that without comprehension no reading takes place (Dallman, 1982: 23).

**Reading Comprehension** means relating to what someone does not know or new information to what he already knows through printed messages being read. It may be regarded as relating aspects of the world around human being including what is being read to the knowledge, intention and expectation are already have in readers' head (Smith, 1982: 15).

**Reciprocal Teaching Technique** is a process of teaching reading which promotes students' thinking and problem-solving skills while reading. It consists of four main strategies: predicting, questioning, clarifying, and summarizing. The instructional strategies of Reciprocal Teaching Technique are based on teacher modeling and guiding practice and students practicing reading tasks by taking turns leading and conducting discussion in small groups in order to bring meaning on the text (Palinscar and Brown, 1984).

**Narrative text** is piece of writing which has purpose to entertain, it also deal with problematic events that leads to a crisis and to turning points (Gerrot and Wignell, 1994). They also state that the generic structure of narrative text consists of orientation, evaluation, complication and resolution.