

I. INTRODUCTION

This chapter discusses several points to support the reasons for conducting the research. It includes introduction that deals with the background of the problem, identification of the problems, limitation of the problem, formulation of the problems, objectives of the research, uses of the research, and scope of the research.

1.1 Background of the Problem

English is one of the subject matters learned by students that are given at every educational level, such as in elementary school, junior and senior high school, in other hand the students should master four language skills they are listening, speaking, reading, and writing. Reading is even more important for junior high school students since they have to be highly competitive in English entrance examination.

Therefore, the ability to read and comprehend text efficiently is crucial for EFL student. Reading may be the most frequently used skill rather than other skill. The students are expected to read information is mostly written in English. It can be concluded that reading dominate the teaching material in almost English textbook.

In the fact at SMPN 2 Natar there were many problems in English Subject. Most of the students still had difficulty in reading comprehension. They had difficulty

in comprehending the text. The student had low motivation in vocabulary. Students had difficulty in finding main idea of the passage with long sentence, main topic, explicit and implicit specific information in reading text. The students were not active in teaching learning process, and the teacher still apply the same old teaching strategy and did not try other various strategies. Therefore the teacher had to create or use such kind of a technique in teaching reading comprehension that were able to raise the students' motivation and achievement to learn it.

Reading comprehension is a complex process in which the reader used his or his ability to find information. It means that the reader must be able to comprehend the meaning of the text. The readers do reading activities to find out the aim of the text. It also has a process where the reader must have a good strategy to get the best way to understand the text. It is important to encourage the students' knowledge and it can guide the student to think about their own ideas.

Based on the explanation above, the researcher used reciprocal teaching technique to improve students' reading comprehension achievement. According to Palinscar & Brown (1984) reciprocal teaching is a cooperative learning method of improving reading comprehension. It can be used in individual tutoring/learning. The reciprocal teaching is one of the reading instruction methods which cover the necessary reading strategies that were predicting, questioning, clarifying and summarizing.

Each strategy has its own purpose within the process. With group discussion, either with a teacher or without, students learn to focus on their means of understanding the text. While in discussion, students start the first strategy,

predicting. This is the stage where the students were encouraged by the teacher to predict or hypothesize about what the author would be discussed in the text. Following prediction students begin to generate question about the text, which continues the process of comprehension.

In the second strategy is questioning, this is the stage where the students process and identify the information that is presented to them and analyze it. After students are given several questions, the next stage is clarifying. This is the third stage where the students were learning to understand and identify a difficulty in comprehend the text, such as unfamiliar vocabulary and concept. And the last strategy is summarizing, this is the stage where the students will identify and integrate the most important information of the text.

Palinscar & Brown (1984) explains that the purpose of reciprocal teaching is to promote the readers' ability to construct meaning from the text and facilitate the monitoring of their path of comprehension. The students monitor their own thinking through the reading process. Reciprocal teaching technique has four main strategies that could help students to comprehend the text. They were predicting, questioning, clarifying and summarizing.

Those four main strategies are used by the successful readers, these strategies also support both monitoring and developing comprehension, and each strategy is applied when students have some problem in comprehend the text. Based on those reasons above, the researcher wanted to investigate the problem, especially using reciprocal teaching technique as the technique in teaching learning process in reading comprehension.

1.2 Identification of the Problems

According to the background above, the following problems could be identified:

1. The students had difficulty in comprehending the text.
2. The students had difficulty in finding main idea, explicit and implicit specific information in reading text.
3. The students lack of vocabulary mastery because they had to open dictionary to find the meaning.
4. Students were not active in teaching learning process.

1.3 Limitation of the Problems

Based on the identification of the problems above, the researcher focuses on the use of reciprocal teaching technique to improve students' reading comprehension achievement using narrative text and also to find out the students' response after being taught through reciprocal teaching technique. To find out the improvement of students' reading comprehension of narrative text, the researcher uses the score of a set of pre- test and post- test, and questionnaire to find out the students' response.

1.4 Formulation of Research Problems

According to the condition above, the main problem was formulated as follow:

1. Can the use of reciprocal teaching technique improve the students' reading comprehension achievement?
2. What is the students' response after being taught through reciprocal teaching technique?

1.5 The Objectives of the Research

In reference to the problems, the objectives of the research were

1. To find out whether reciprocal teaching technique can be used to improve the students' reading comprehension achievement.
2. To find out the students' response after being taught through reciprocal teaching technique.

1.6 Uses of the Research

The uses of the research were:

1. Theoretically, the result of this research are expected to verify the previous theories dealing with teaching reading using reciprocal teaching technique and it could be used as a reference for further research.
2. Practically, the result of this research provides information for English teacher, especially of SMPN 2 Natar whether reciprocal teaching technique can improve the students' reading comprehension achievement.

1.7 Scope of the Research

This research is quantitative research. The research was conducted at the third grade of SMPN 2 Natar. The focus of this research were how the teacher teaches reading comprehension including the five aspects of reading comprehension and also the activities of teaching reading using narrative text which was taught by reciprocal teaching technique which had four strategies they were predicting,

questioning, clarifying and summarizing. The improvement would be seen in the score of pretest and post test.

1.8 Definition of Terms

To get the clear understanding of this study, the researcher would like to give some definitions of the following terms.

1. Reading Comprehension

Reading comprehension is a process in understanding the text in order to make the reader has the same perception with the author's.

2. Reciprocal Teaching Technique

Reciprocal teaching technique is cooperative learning method of improving reading comprehension that also can be used for individual tutorial/teaching.

3. Narrative Text

Narrative text is kind of text which tell a sequence of events and used to amuse or entertain the reader.