

I. INTRODUCTION

This chapter discusses about background of the problem, research problems, objective of the research, scope of the research and definition of terms.

1.1 Background of the Problem

English is an international language. Many people around the world should be able to speak English, including Indonesian. Thus, Indonesian Department of National Education has declared English as the first foreign language. Based on this notification, certainly both English teachers and students need to improve and to master the four important language skills, i.e. listening, speaking, reading and writing.

Moreover, Christian and Mary (1976) mentioned that reading is the most important skill of all for the most students of English through the world. By reading, the students are able to access much information which might have otherwise been unavailable, especially English textbook. English textbook is the major source for English lessons, so the teaching learning process needs to involve reading to communicate, share and catch the essential information and

ideas of English lesson. As a matter of fact, reading dominates the teaching materials in most of English textbooks.

Furthermore, Dallman (1982: 23) said that 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. In other words, comprehension is stressed in reading. Thus, in the newest curriculum, School Based Curriculum (KTSP) (Depdiknas 2006: 278), it is stated the goal of teaching reading skill for the eighth grade is to enable the students to construct meaning from the text. It is the same as reading comprehension goal. Without understanding the text, students will get nothing. In summary, comprehension is the basic ability for learning to read; that is, the ability to acquire meaning.

However, based on the writer's pre-observation at SMP Negeri 8 Metro, it was found that the students' reading comprehension is still low. From the writer's pre-observation, they have several difficulty; (1) comprehending sentences with unfamiliar vocabularies, (2) determining the concept of a text (part of text, function, kind, etc.), (3) determining inferences and (4) finding the main idea of a long text. During the reading process, they feel bored and stressed and they did not enjoy the reading process. Finally, they can not comprehend the text.

Furthermore, according to Nuttal (1982: 5-6), one may have difficulties to comprehend a passage because of some problems like unfamiliar code in which the text is expressed, the amount of previous knowledge that the reader brings to the text, the complexity of the concept expressed, and vocabulary knowledge.

Besides that, the technique of teaching reading is also the substantial factor that affects students' problem in reading. As a matter of fact, the conventional reading technique can not give satisfying results. Considering this issue, the writer tried to use reciprocal teaching technique in teaching reading.

Reciprocal teaching technique is one of the best technique because it is an effective way to improve the students' reading comprehension, (Palincsar and Brown, 1984). This technique is used to develop comprehension of texts in which teacher and students take turns leading a dialogue concerning the sections of a text. The systematic sections are incorporated into the technique: predicting, clarifying, questioning, and summarizing. At the beginning, the teacher leads the students to follow the steps or sections correctly. Thus, students gradually learn to assume the role of a teacher in helping their peers constructing the meaning from a text by following the steps. The structure of the dialogue and interactions of the group members requires that all students participate and foster new relationships between students of different ability levels. It provides opportunities for students to learn to monitor their own learning and thinking (Alverman and Phelps, 1998).

Moreover, previous research proved that reciprocal reading is an effective technique for reading comprehension. Palincsar and Brown (1984) conducted a series of studies to determine the effectiveness of reciprocal teaching technique. In their experiment, the improvements are reflected in the regular classroom as the experimental students' percentile rankings. Miller & Rosen's (1998) study found out that students taught using reciprocal teaching technique score higher on a multiple choice reading comprehension test.

Based on the problems and facts stated above, the writer decided to conduct this technique in her research. This research was administered in SMP Negeri 8 Metro since at this school this technique had never been applied before. For the result, it is hoped that the teaching learning process through reciprocal teaching technique can improve students' reading comprehension.

According to the statement above, the writer conducted a research project entitled "The Implementation of Reciprocal Teaching Technique in Teaching Reading Comprehension at The Second Grade of SMP Negeri 8 Metro".

1.2 Research Problems

Based on the background of the research above, the writer addressed the following research questions:

1. Is there any difference in student's reading comprehension score before and after being taught through reciprocal teaching technique?
2. How is the process of teaching reading comprehension through reciprocal teaching technique?

1.3 Objectives of the Research

In relation to the formulation of the problem, the objectives of this research are:

1. To find out whether there is a difference in student's reading comprehension before and after being taught through reciprocal teaching technique in the second grade of SMP Negeri 8 Metro.

2. To investigate the process of teaching reading by using Reciprocal teaching technique.

1.4 Uses of the Research

The uses of the research are as follow:

1. Theoretically, the results of this research are expected to support the previous theories about the implementation of teaching reading through reciprocal teaching technique.
2. Practically, the results of this research hopefully can be used as reference and consideration for English teacher that the techniques is more effective in improving students' reading comprehension ability.

1.5 Scope of the Research

This research focused on the utilization of reciprocal teaching technique and its influence in improving of students' reading comprehension achievement. This research was conducted of the second grade students of SMP Negeri 8 Metro. The writer chose VIII.A class as experimental class. The reading text took from the English Textbook for Junior High School based on KTSP 2006 and writer only applied recount text based on syllabus for Junior High School academic year 2011/2012.

1.6 Definition of Key Terms

Reciprocal Teaching

Reciprocal Teaching is an instructional activity in the form of a dialogue between teacher and students regarding segments of text.

Reciprocal Teaching Technique

Reciprocal Teaching technique is a technique which develops students' ability in comprehending reading materials by using 4 steps; predicting, clarifying, questioning and summarizing.

Recount Text

Recount Text is a text which retells a series of events or experiences in the past. Its purpose is to inform or retell something that happened in the past or a series of past event.

Reading Comprehension

Reading Comprehension is a level of understanding of a text in which this understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text.