

I. INTRODUCTION

1.1 Background

Based on the syllabus of KTSP/ curriculum 2006, there are four kinds of language skills to be mastered in learning English, namely: listening, speaking, reading, and writing. On the other hand, based on the latest curriculum that is applied in Junior High Schools in Indonesia that is KTSP the students are expected to learn English from several of text. It means that the students are to deal with many texts during the English lesson, so reading extremely dominates the teaching learning in the classroom, especially reading comprehension

Unfortunately, Based on the researcher's pre observation at grade eight of SMPN 21 Bandar Lampung , not all the junior high school are good at reading. In general, students have difficulty in comprehending main ideas of the passage with long sentences, main topics, and explicit and implicit specific information in the reading text. This condition shows that reading is not a simple task to do for some people. It can be seen from their average score of the final result of the reading test which is 55. It means that the students' final test result are still far from the target aimed as the KKM (Kriteria Ketuntasan Minimal) of the class of that school

is 65. Obviously it proves that the reading score of the students is very low. In other words, that most of students faced the difficulties to comprehend or to understand reading material.

Considering that less than 50% of students passed the standard score, which is 65, the writer used 65 as passing score in this Classroom Action Research. This standard score, 65, was used to prove whether or not Reciprocal Teaching Technique can help students improve their reading comprehension achievement and students' participation in the class.

In teaching-learning process, the teacher as facilitator who has responsibility to help their students in order to be interested in the lesson given should be able to choose and create an interesting technique in order to reach aims of teaching English which have been stated in the curriculum.

Anthony in Vauliani (1997), states that technique is particular trick, strategy, or contrivance use to accomplish an immediate objective. The technique depends on teacher, he or she should be able to select or choose the technique which can support the teaching learning process. So, whatever the techniques will be used by the teacher, it is better for the teacher to consider which technique is the most effective in teaching reading, so that the teaching of reading comprehension will be useful and enable the students to comprehend reading materials.

So the researcher applied reciprocal teaching technique in reading as a technique for the Junior High School students. Reciprocal Teaching was a technique used to develop comprehension of recount text in which teacher and students took turns leading a dialogue concerning sections of a text. Four activities are incorporated into the technique: prediction, questioning, summarizing and clarifying misleading or complex sections of the text.

The purpose of Reciprocal Teaching was to help students to improve their comprehension in understanding the text and their activities in reading class. The technique was chosen not only promote reading comprehension but also provide opportunities for students to learn to monitor their own learning and thinking. The structure of the dialogue and interactions of the group members required that all students participated and foster new relationships between students of different ability levels relationships and hence helped create an ideal learning atmosphere.

According to the statement above, the researcher proposed a research project entitled “Improving Students’ Reading Comprehension achievement through Reciprocal Teaching Technique at second year of SMP Negeri 21 Bandar Lampung.”

1.2 Research Problem

- How can the use of reciprocal teaching technique improve the students’ reading comprehension achievement in class VIIIB of SMPN 21 Bandar Lampung?

- How can the use of reciprocal teaching technique improve the students' activities in the teaching learning process in class VIIIB of SMPN 21 Bandar Lampung?

1.3 Objective of the Research

- To find out whether the use of reciprocal teaching technique can improve students' reading comprehension achievement in class VIIIB of SMPN 21 Bandar Lampung?
- To find out whether the use reciprocal teaching technique can improve the students' activities in the teaching learning process in class VIIIB of SMPN 21 Bandar Lampung?

1.4 Uses of the Research

Theoretically the significances of the research are:

- Hopefully this Classroom Action Research can give contribution to teachers and the curriculum developers about the quality of reciprocal teaching technique in reading comprehension.

Practically, the results of this research are expected to be beneficial for:

- To be consideration for English teachers to apply reciprocal teaching technique in teaching reading in their classroom.
- To encourage students' responsibility for leading the small-group discussions of the text

- To enable the students to be good readers.

1.5 Scope of the Research

This classroom action research was conducted at SMPN 21 Bandar Lampung. The setting of this research was the second year students. This research was focused on using the reciprocal technique to improve the students' reading comprehension achievement. This technique was applied to the class VIIIIB of SMPN 21 Bandar Lampung because these students were expected to be able to use reading comprehension strategies independently, including text prediction, summarization, question generation, and clarification of unknown or unclear content.

This research discussed the process of reading comprehension class using reciprocal teaching technique. The text employed in the research was recount text; this is one of the texts taught in first semester of the second year of junior high school.

1.6 Definition of Terms

1. Reading is the meaningful interpretation of printed or written verbal symbols.
2. Reading comprehension is defined as an interactive process between the readers and the text, in that reader is required to fit the clues provided in the text to his or her own background knowledge

3. Reading comprehension achievement is students' scores in reading comprehension after treatment has been given.
4. Reciprocal teaching is an instructional activity in the form of a dialogue between teachers and students regarding segments of text.