

## **I. INTRODUCTION**

This chapter describes the background of the study, identification of the problems, limitation of the problem, formulation of the problems, objectives of the research, significances of the research and the scope of the research.

### **1.1 Background of the Problems**

Language is one of the most important things in communication and it is used as a tool of communication among the nations all over the world. As an international language, English is very important and has many interrelationships with various aspects of life of human being. In Indonesia, English is considered as the first foreign language and taught formally from elementary school through the university level.

There are four skills that should be mastered in English, they are: listening, speaking, reading, and writing. The reading skill becomes very complex in the education field, therefore students need to be trained in order to have a good reading skill. Since knowledge is rapidly accumulated and committed to print, the ability to comprehend reading is primarily crucial to be improved, so that the students can get the message and information conveyed in the text. The English subject at junior high school consists of those skills, which are presented with integrated. It is obviously that teaching reading is a part of junior high school

program which must be covered in teaching learning process, and the aim of teaching reading skill in teaching English is to enable students to comprehend the text and to get implicit and explicit information from the text.

In reality most of students at junior high school level still have problems in comprehending a text. The achievement of student's of junior high school in comprehending a reading text still far from the objectives state in the curriculum that many SMP students have difficulties in comprehending the English text.

In the newest curriculum, School Based Curriculum (KTSP) (Depdiknas 2006:278), the goal of reading skill teaching process 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, student will get nothing even confusing. In summary, comprehension is the necessary basic ability for learning to read; that is, the ability to acquire meaning from print.

According to the writer's experience when she took the field practice program at SMPN 1 Natar 2009-2010, she found that one of the problems faced by the students was that they often found difficulty in comprehending the text. As the result their average score of reading was low. The writer assumes that this happens because they are unable to identify the main ideas, specific information, reference and inference of each paragraph of the text. They also found many unknown words on the text. This problem leads them to spend much time to open their dictionary and to find the meaning of the difficult words.

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 teaching reading technique is also the substantial factor that affects students' problem in reading. As a matter of fact, the conventional reading technique cannot give satisfied results.

Considering this issue, the researcher tried to compare the two techniques; those are Reciprocal Teaching Technique (RTT) and Contextual Teaching and Learning (CTL). Reciprocal Teaching Technique (RTT) is the best one because it is an effective way to improve the students' reading comprehension. This technique is used to develop comprehension of expository 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, questioning, clarifying and summarizing. At the beginning, teacher leads the students the steps or sections correctly. Thus, students gradually learn to assume the role of teacher in helping their peers construct meaning from text by doing the steps. The structure of the dialogue and interactions of the group members require that all students participate and foster new relationships between students of different ability levels.

On the other side, the researcher infers that by Contextual Teaching and Learning (CTL) teachers create a natural environment, so the students experience not just know the knowledge but also know how to implement their knowledge in the real world. And also with teachers' role as an organizer, facilitator and motivator make the students feel relax to receive the subject easily.

From the problems above, the researcher tried to solve the problems by having a comparative study between two techniques that is Reciprocal Teaching Technique (RTT) and Contextual Teaching and Learning (CTL) in reading comprehension.

The researcher used these technique to find out whether one or both of them effective or not for increasing students' reading comprehension achievement.

These techniques were chosen the Junior High School students have monologue/essay e.g. recount text, narrative text, descriptive text, procedure text, as their reading material stated in curriculum 2006.

Considering these, the researcher decided to conduct these two techniques and compare which one is better. This research administered in SMP Negeri 5 Metro as the school that never been held this research before. The result finally could become a consideration for teachers nowadays to make the teaching reading comprehension better and increase the reading comprehension ability. Therefore, the researcher tried to find out whether there is any significant difference of students' reading comprehension between students who are taught through Reciprocal Teaching Technique and those who are taught through Contextual Teaching and Learning (CTL) at the second grade of SMP Negeri 5 Metro.

## **1.2 Identification of the Problems**

In relation to the background above, the following problem can be identified:

1. The students tend to be passive (teacher-centered)
2. The students are still poor in finding out main ideas, supporting ideas and details in reading text.

3. The student's lack of reading motivation, lack of vocabulary and reading strategy are some factors which cause problem in comprehending a text.
4. The teacher still applies the same old teaching strategy and had not tried other various strategies.
5. The students get bored while learning. It may be because the teachers do not use the authentic materials and only adopt the course book. It cause the students do not realize and understand the emphasis of reading in a real knowledge.
6. The students have no good self confidence in learning English. So it is difficult for them to learn English well because they regard that English is difficult to be learnt well.
7. The students are lazy to memorize the words and practice English in their daily life. So they cannot use English well.
8. The teacher uses inappropriate technique in teaching English. So it is difficult in helping student understanding reading comprehension easier.

### **1.3 Limitation of the problems**

In line with the identification of the problems above, the writer would like to focus the research on the classroom activity by using Reciprocal Teaching Technique (RTT) in order to prove the effectiveness of Reciprocal Teaching Technique (RTT) in teaching reading comprehension.

#### **1.4 Formulation of the problems**

To deal with the limitation of the problem above, the problem of the research is formulated as follow:

1. Is there any significant difference in students' reading comprehension achievement between those taught through Reciprocal Teaching Technique (RTT) and those taught through Contextual Teaching and Learning (CTL)?
2. Which strategy is more effective to improve students' reading comprehension achievement?

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

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

1. To find out whether there is a significant difference in students' reading comprehension achievement between those taught through Reciprocal Teaching Technique (RTT) and those taught through Contextual Teaching and Learning (CTL).
2. To investigate which strategy is more effective to improve students' reading comprehension achievement

## **1.6 Uses of the Research**

Based on the objective above, the uses of the research are:

1. Theoretically, the results of this research are expected to confirm and clarify the previous theories about the effectiveness of teaching reading through Reciprocal Teaching Technique (RTT) and Contextual Teaching and Learning (CTL)
2. Practically, the result gives information to the English teachers, especially of SMPN 5 Metro whether Reciprocal Teaching Technique (RTT) can increase students' reading comprehension.

## **1.7 Scope of the Research**

This quantitative research is focused on the utilizing of Reciprocal Teaching Technique (RTT) and its influence in increasing of students' reading comprehension ability in comparison to the CTL. This research was conducted to the second grade students of SMP Negeri 5 Metro. Through lottery the researcher was choose three classes consisting experimental class, control class and try-out class. The reading text was taken from the English Textbook for Junior High School based on KTSP and researcher applied recount text based on syllabus for Junior High School.