

I. INTRODUCTION

A. Background of the Problem

English is an international language. Almost all people in the world should be able to speak English. 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 master the four important language skills. 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 source of English lesson so teaching learning process needs to involve reading to communicate, share and catch the essential information and ideas of English lesson. Actually, reading dominates the teaching materials in almost English textbook. 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 word, comprehension is stressed in reading.

Thus, in 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, students will get nothing. In conclusion, comprehension is the necessary ability for learning to read; that is, the ability to acquire meaning.

However, according to the researcher's observation at SMP N 1 Natar, there were still many students that were low in reading comprehension ability (See Appendix 5). From the researcher's observation, they had difficulty in: (1) comprehending sentences with unfamiliar vocabularies, (2) determining concept of text (part of text, function, kind, etc.), (3) determining inferences and (4) finding the main idea of the long text. 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 (Nuttal, 1985: 5-6).

Besides that, the technique is also the substantial factor that affects students' problem in reading. As a matter of fact, the conventional reading technique can not give satisfied results. Considering this issue, the researcher tries to compare the two techniques; those are reciprocal teaching technique and ordinary (lecture) technique.

Reciprocal teaching 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. It provides opportunities for students to learn to monitor their own learning and thinking, (Alverman and Phelps, 1998).

Moreover, the previous research proved that it was an effective technique for reading comprehension. Palincsar and Brown (1985) conducted a series of studies. In their experiment, the improvements were reflected in the experimental students' rankings. Miller & Rosen's (1998) study found out that students taught using reciprocal teaching technique score significantly higher on a multiply-choice reading comprehension test.

On the other side, ordinary technique that is usually used by teacher at school is lecture technique. Lecture technique is a technique of delivering information and knowledge orally for a number of student that are usually passive. It is very easy to be done, control and organize the class. The students listen carefully, take a note and observe the lesson (A.S. Makmun, 2003).

Considering these, the researcher decided to conduct these two techniques and compare which one is better. This research was administered in SMP Negeri 6 Metro as the school that never been held this research before. The result finally can 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 ordinary (lecture) technique and which one is more effective.

B. Research Problem

Based on the background of the research above, the researcher addresses the following research question:

1. “Is there any significant difference of students’ reading comprehension achievement between students who are taught through reciprocal teaching technique and those who are taught through ordinary (lecture) technique?”
2. “Is teaching reading comprehension through reciprocal teaching technique more effective than through ordinary (lecture) technique?”

C. Objectives of the Research

1. To investigate whether there is a significant difference of students’ reading comprehension achievement between students who are taught through reciprocal teaching technique and those who are taught through ordinary (lecture) technique.
2. To know which one of the two techniques is more effective applied in teaching reading comprehension at Junior High School.

D. Uses of the Research

The uses of the research are as follow:

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 and ordinary (lecture) technique.

2. Practically, the results of this research hopefully can be used as reference and consideration for English teacher which of the two techniques is more effective in increasing students' reading comprehension ability.

E. Scope of the Research

This quantitative research is focused on the utilizing of reciprocal teaching technique and its influence in increasing of students' reading comprehension ability in comparison to the ordinary technique. This research was conducted to the eight grade students of SMP Negeri 6 Metro. Through lottery the researcher chose 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 will only applied recount text based on syllabus for Junior High School.

F. Definition of Key Terms

1. 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). In other word, comprehension is stressed in reading.
2. Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. (Partnership for Reading, 2005)
3. Reciprocal teaching technique is a technique used to develop comprehension of expository text in which teacher and students take turns leading a dialogue concerning sections of a text. Four activities are incorporated into the

technique: predicting, questioning, clarifying, and summarizing (Palinscar and Brown, 1984).

4. Ordinary (lecture) technique is a technique of delivering information and knowledge orally for a number of student that are usually passive A.S. Makmun, 2003).
5. Recount 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 (<http://allaboutenglish-zone.blogspot.com/>).