

CHAPTER I

INTRODUCTION

This chapter presents background of the research, formulation of the problem, hypothesis of the research, objectives of the research, significances of the research, limitation of the research, and operational definition of the key terms.

A. Background of the Research

Reading is a prominent aspect in educational area. It is also one of the skills that should be mastered by the students in learning English subject. Students learn four English skills: listening, speaking, reading, and writing. According to Hammer (2001:199) we can divided these skills in two kinds, the productive and receptive skill. The productive skills are speaking and writing while the receptive skill are listening and reading. Based on, this receptive skill will give many benefits in our life. Through reading activity, students get opportunity much information. They can read and comprehend the Engglish text in book, magazine, newspaper, novel, etc. In mastering the reading skill, English teacher has big responsibility. They should make the students reach good score.

Reading is very important skill for everyone, especially for students. In that if we wants to get information about something, we should be reading. Reading become a basic thing for students,seeing that if students get difficult in reading, they will have trouble in learning process. As a result directly affect for their result in the classroom. They will get bad result for their test.

There are major problems faced by the student when they learn reading subject. According to Ruston (2006:3-5) there are the factors of students problem that can be categorized into major factors; from the students and the other parts surrounding the students. The factors from outside the students are related to the teaching technique, material and media while the students' factor care related to vocabulary, interest and reading strategy.

Meanwhile, in learning reading skill, students often get some problems. First, teacher centered every teacher has different style in teaching there are some teacher who teach creatively and attractively. But the others teacher cannot interact with their students. Mostly, they use lecturing method. That method is conventional (like teacher read aloud and student only listen or repeat it). There are no chances for students to interact with other students or ask question also to respond the text. It will set condition to be very serious and only focus to be the teacher. sometimes, with this situation students will feel bored or sleepy. Second, the text is not interesting and sometimes was too long. Third, students lack of vocabulary always happened and makes the students dislike reading activity. Some problems here can be used by the teacher factors and also by the students' factor. Teacher who is not creative, lazy, and less of technique in teaching students' ability also their condition are some reason why those problem appeared.

The problem is students' skill in comprehending the text. It will be very serious problem in Junior high school (Kemendikbud, 2017:5) suggest especially in Indonesia based on the National education curriculum 2013 they will find many text. The texts are descriptive, recount, narrative and

report. Thus, the students have to have the ability in reading and comprehend the content of text. It is because their opportunity to read the English text not only during English class. Most of Indonesia students practice to read the text. There are no guarantee whether the students understands the text or not. Whereas, the main reading activity goal is the reader can understand what they read, comprehension reading. But most difficult problem that often happened to or students in comprehending the reading text.

Based on the the reality, many text English test that the research found are contained of some reading texts. Then the text will measure students' skill to comprehend the text by answering the tests item correctly. It means, if the students do not understand the content of the text, they will fail in answering the test correctly.

In this case, the research looks at the items of National Examination of English subject of Junior High School in year 2019^{1st} packet. There some texts found in some genres like recount, narrative, descriptive and report (Pusat Penelitian Pendidikan – Balitbang- Kemendikbud, 2017: 36-41). Furthermore, students must have a good reading skill especially in comprehension skill to answer it. However, situation can be faced by teacher through an appropriate technique. One of the techniques in teaching reading skill that teacher can use is reciprocal teaching technique.

According to Klinger, Vaughn, and Boardman (2007: 131) reciprocal technique is a technique which designed to get the comprehension of middle school students who could decode but had difficulty comprehending text effectively. This technique was developed by Annemarie Palinscar and Ann

Brown in 1984. In other word, this technique was specially designed to the middle school students or we can say Indonesia like Junior High School students.

Reciprocal technique has attracted many researchers to conduct similar research. The first research entitled *“Improving reading comprehension through reciprocal teaching technique”* by Febriani (2011).

This research was conducted at MTS. Hidayatul Umam Depok. This research was aimed to identify whether the use of reciprocal technique can improve students reading comprehension for the students of MTS. Hidayatul Umam, Depok.

The second research was entitled *“Using Reciprocal Teaching Technique in Impoving Reading Comprehension”* by Atika (2013). The purpose of this was to prove that the use of reciprocal teaching technique can improve the students’s reading comprehension.

The third research was entitled *“The Use Reciprocal Teaching (RT) to Improve Students’ Reading Comprehension“* by Purwoko (2013). The purpose of this was to identify whether and to what extent the use of reciprocal teaching can improve the students’ reading comprehension skill and to describe what happends to the class climate when reciprocal teaching are implemented in the reading class.

The fourth research was entitled *“The Effectiveness of Reciprocal Technique towards Students Reading Comprehension at SMA 3 Tangerang South”* by Wardani (2015). The purpose of this research was to know whether or not there was an effect of using reciprocal technique.

The fifth research was entitled “*The Effect of the Reciprocal Teaching Model on Developing Jordanian Students’ Reading Comprehension at Mutah University*” by AlSaraireh (2016). The aim of this was is to examine the impact of using the reciprocal teaching model.

Base on the explanation above, the researcher is interested to conduct a research entitled “*The Effectiveness of Reciprocal Technique Towards Students’ Reading Skill of Recount Text of Eighth Grade of SMPN 2 Soko*”. In this research, the researcher will used Recount text to show whether it is effective towards students’ skill to comprehend.

B. Formulation of the Problem

Based on the background above, the research problem can be formula as follow:

1. Is there any significant effect before and after using reciprocal technique towards students’ reading skill on recount text at the eighth grade students of SMP Negeri 2 Soko?

C. Objective of the Research

The objective of the research is to get empirical evidence about the effectiveness of reciprocal technique towards students’ reading skill of recount text.

D. Significance of the Research

The result of this research were hoped to give some significances, not only theoretically but also practically go to:

- For the researcher, this research may contribute to the further researcher who will conduct an experiment with a same topic. It may help them in getting some theories of their experimental variables and the result can be as the considerable one for choosing the next step in conducting the same field of the experiment.
- For students, theoretically, this research can help students can understand the text that they read well. It technique also motivates the students to get higher quality in reading comprehension skill by applying this technique.
- For teacher, this research can help teacher to teach reading skill in the class. It also helps the teacher in new technique which is more interesting than using conventional technique.

E. Limitation of the Research

To avoid a wide discussion, this study is focused on Reciprocal technique in reading skill on the recount text of eighth grade students at SMP Negeri 2 Soko. The method used in this study will a quantitative method and the design in this study will a quasi-experimental research design.

F. Operational definition of the key term

The researcher feels necessary to include the definition of important key terms in order to help the readers understand the ideas presented in the study. The important key terms are:

- 1) Reciprocal technique is a scaffold discussion technique that is built on four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing. These techniques ask students working in

groups to use several learning strategies designed to improve reading comprehension.

- 2) Reading skill is generally defined as automatic processing abilities, where as strategies are deliberate actions performed to achieve a particular goal. A skill can become a strategy when it is used intentionally. Reading processes is related to develop skills.
- 3) Recount text to tell or retell past events or experiences for the purpose of informing or entertaining.