

Chapter One

Introduction

This chapter contains the background of the study, the statement of the problem, the limitation of the problem, the research questions, the purposes of the research, the significances of the research, and the outline of the research.

The Research Background

To be a good learner is a responsibility of the student. One of the criteria of a good learner is that the student should be autonomous learners or independent learners. By becoming independent learners the students can master all the language skills. Furthermore, being independent learners, the students can develop and succeed in the learning process since the students can master the four skills that are used to gain and obtain their knowledge. Grabe and Stoller (as cited in Demiroz, 2010) stated that “reading is one of the inevitable medium for independent learning, whether the goal is performing better on the academic task, learning more subject matter, or improving language abilities” (p. 81). They further stated that reading is a process of conducting and acquiring a message in the text by a reader. It means that reading is important to students because by reading the students can understand the information in the text. Thus, to be independent learners, the students need the reading skill that can be used to improve and achieve their knowledge.

However, reading is not easy for students. Jhonson (2008) argued that the students face many problems in reading such as the difficulties to get the intended meaning and the idea of the text. He adds that there are some factors that influence and make the students have poor reading skills. The first factor is that the students do not

have motivation. The second factor is that they do not have a technique and strategies in reading. The third factor is that they have lack of skills in reading aloud.

In the class, teachers often ask the students to read a text and then they should answer the questions based on the text. It is one of the ways the teacher check the students' reading comprehension. Reading comprehension is one of the goals in reading, and it is also a product of reading. Reading comprehension means when the students read a text they should understand and comprehend the text in order to get messages or ideas that the writer puts into it. According to Jhonson (2008), reading is the practice of using text to create meaning. It means when the students read a text, they should understand the main idea in the text. Thus, the students need reading comprehension if they want to succeed in reading. In reading comprehension, the students do not only need to know each word in the text, but also to comprehend the whole text.

There are some difficulties that usually happened in reading comprehension, and the students need to solve them. The difficulties are lack of grammar knowledge, and limited vocabulary. This is strengthened by Day and Bamford (1998), who state that students need both vocabulary knowledge and linguistic knowledge in order to master the second language or foreign language.

There are two kinds of reading, namely reading in the source language and reading in the target language. Most of the students may not find any problem or difficulties, when they read in their source language, but they may have difficulties when they read in the target language. Similarly, this problem happened when the

researcher did the internship program in April 2014 at SMP Muhammadiyah 1 Gamping in grade VIII. This problem was found when the teacher asked the students to read and comprehend a narrative text in English. Most of the students felt confused and frustrated when they could not understand the text since the students had difficulties to get the meaning from the text.

For this reason, the researcher wants to apply a teaching technique that can be used to improve the students' reading skill. The technique is reciprocal teaching technique. Reciprocal teaching technique is one of the teaching techniques that can be used to teach the students' understanding and strategies in reading. Palinsar and Brown (1984) state that reciprocal teaching technique is an instructional procedure in which the teacher and students take turns leading discussion about what they have read. By using this technique, the teacher instructs the students to do classroom discussion as learning activity. Based on a research conducted by Harjono, Sumarsono, and Imran (2013), Reciprocal Teaching Technique is very useful to improve the students reading comprehension in general, and narrative text in particular. Students' comprehension strategies can be developed by using this technique. There are four strategies that can also be developed, that is predicting, summarizing, clarifying and questioning. These four strategies can help the students understand the text easily, and the students can get the information from the text. Through implementing reciprocal teaching technique in the classroom, the students are expected to be more active than teachers, while the role of teachers is only as instructors and facilitators for their students. Such situation is usually known as a student-centered approach.

The purpose of reciprocal teaching technique is to make students become autonomous learners. It means the students can practice English skills with or without teachers, especially in reading. This technique also gives the students opportunities to develop their learning style, and it makes student more confident. Hence, reciprocal teaching technique is important to improve students' reading comprehension in which this technique can monitor the reading skill of the students.

This research observes whether or not the reciprocal teaching technique approach can effectively improve students' reading comprehension at SMP Muhammadiyah 1 Gamping. There are only few studies concerning reciprocal teaching technique that have been found (Harjono, Sumarsono, and Imran (2013); Nugraha (2011)), which were conducted at second year students of MA AL-Masyudient NW Kawo and SMP Negeri 19 Surakarta, and there is no such research in the context of SMP Muhammadiyah 1 Gamping. That is why the researcher would like to do a research entitled "The Effectiveness of Reciprocal Teaching Technique in Improving Reading Comprehension at SMP Muhammadiyah 1 Gamping."

Statement of The Problem

There are some texts in English that the students need to comprehend such as descriptive text, narrative text, persuasive text, recount text, report text, procedure text and etc. The students at SMP Muhammadiyah 1 Gamping have some problems in reading. Some of them face difficulties in comprehending English text especially narrative text. The problems deal with vocabulary mastery, and grammatical knowledge. If those problems are not solved then they will create many other problems for students especially in improving their reading comprehension.

In fact, reading is not easy to be learned because in the reading process, the students need to understand the content of the text. It means the students should not only know each word in the text, but also should comprehend the text. Most of students feel frustrated and confused when they read in the target language because they cannot understand the main idea from the text. Therefore, the teachers need techniques to help the students in reading, for instance, Reciprocal Teaching Technique, Translation of a Literary Passage Technique, Reading Comprehension Questions Technique, and Antonyms/synonyms Technique. Teaching techniques play an important role in improving students reading' comprehension because they can minimize the problems in reading by using the appropriate strategies. Then, the researcher chose reciprocal teaching technique as a teaching technique because reciprocal teaching technique easy to apply in the classroom and it is appropriate teaching technique that can be used at SMP Muhammadiyah 1 Gamping since the teachers at SMP Muhammadiyah 1 Gamping not yet to apply this teaching technique.

Limitation of The Problem

It is impossible if the teacher teach all the texts in English at the same time and as researcher explained in the background of the study that the researcher taught narrative texts at SMP Muhammadiyah 1 Gamping. Thus, the researcher limits the study on the effectiveness of reciprocal teaching technique in improving students reading comprehension, especially in reading narrative texts at SMP Muhammadiyah 1 Gamping. This technique is expected to develop the students' ability to use four strategies in reading namely predicting, summarizing, clarifying, and questioning. The

researcher expects that this technique can help the students understand the text and improve their reading comprehension.

The Research Question

Based on the research background, the statement of the problem, and the limitation of the problem, the research questions in this research is as follow:

1. Is reciprocal teaching technique effective in improving reading comprehension in comprehending narrative texts at SMP Muhammadiyah 1 Gamping?

The Research Purposes

Based on the research questions, the purpose of this study is to reveal whether the reciprocal teaching technique is effective in improving reading comprehension at SMP Muhammadiyah 1 Gamping. In line with that purpose, the researcher expects to answer the research question.

1. To find out the effectiveness of using reciprocal teaching technique in improving reading comprehension in comprehending narrative texts at SMP Muhammadiyah 1 Gamping.

Significances of The Research

The researcher expects that this research will be useful for the researcher, pre-service teachers, students, and other researcher.

Researcher. This research will be useful for the researcher as a student and a pre-service teacher. This research will make the researcher more aware of the problems which happen in reading and the researcher can solve the problems by choosing and applying the appropriate teaching technique. It can also improve the researcher's

knowledge about teaching technique that can be used in teaching reading, especially reciprocal teaching technique to teach narrative texts.

Pre-service teachers. This research will be useful for pre-service teachers because this research provides information about the technique in teaching reading English text, especially reciprocal teaching technique. Furthermore, as a future teacher, they can guide their students to apply the technique that can help them understand the text, especially narrative texts.

Students. This research will give the students information about the strategies in reading that can make students understand the text easier. It also makes students more aware to overcome the problems that usually happen in reading, especially reading narrative texts.

Other researcher. The researcher expects that this research will be useful for the future researcher. They can continue this study more in-depth and also they can use this research as their reference. They can do the study with other types of text such as descriptive and persuasive texts.

Outline of The Research

This research proposal consists of five chapters. Chapter one is about the introduction of this research. The content of this chapter is the research background, statement of the problem, the limitation of the problem, the research questions, the research purposes, significances of the research, and the outline of the research. Chapter two discusses the literature review that consists of the theory about reading skill, types of reading, narrative texts, reading comprehension, reciprocal teaching technique, the

advantages of using reciprocal teaching technique, the review of related studies, conceptual framework, and the hypothesis. Chapter three discusses the methodology that is used in this research. In this part, it consists of the research design, research setting, population and sample, data collection methods, data collection procedures, and data analysis. Chapter four discusses the result and discussion in this research. This chapter explains the result of this research in detail. Chapter five presents a conclusion which is consisted of conclusion, implication, and recommendation.