

CHAPTER I

INTRODUCTION

1.1 Background of The Study

In Indonesia, English is one of the subject matters learned by students in every educational level, i.e. junior high school, senior high school, and college. English is taught as a foreign language here. In education context, it has function as a means of communication in daily life, to get knowledge, to make interpersonal communication, to share information and to enjoy language lesson in English culture (Depdikbud, 2003: 6). In English language learning, there are four skills that should be mastered by the students: listening, speaking, reading, and writing. One of those skills that is useful for getting information is reading skill.

Richards and Renandya (2002: 273) stated that reading has special spotlight in many second or foreign language teaching situations. Through reading, students can get a lot of information, enjoyment, and increase the knowledge. Everyone can achieve or do something because they read before. When students read, they will draw information and relate it to the expectation and knowledge that they already have. It is good to broaden their knowledge, since the world is always developed with new things day by day, and the students as a new generation will deal with the world changes sooner or later.

Based on some studies, it is found that reading comprehension of Junior High School students in Indonesia is low, even it is lower than that in other

countries (Republika, 2011:7). The problem also happens to the students of X Junior High School, located in the central of Surabaya. The researcher observed on the reading activity of 8th grade students there. One of the major problems of teaching reading that the teachers face in the school is how to make the students understand or comprehend better.

First, it is because students do not understand what they read or what information to look for in the text. They know how to read, but if the teacher asks them to recall what they have read a few minutes before, most of them would not be able to tell the teacher what the story was about. The students often got confusion toward word meaning of the unfamiliar word. It made them get difficulty in understanding the content of written materials. When they met some references, they did not know what they refer to. Furthermore, the students had problem in determining the main ideas that made them incapable to catch the detailed information of a text. They did not get the information which were actually stated and implied in the text. Due to these difficulties faced by students, the students got low scores.

Second, students have low motivation in reading. It can be seen from their behavior during the lesson. Most of the students did not pay attention to the text but they talked to their classmate or played with their book. They did not show satisfying eagerness in paying attention to teacher's explanation. When being questioned, most of them remained silent, showed little response, and stared blankly at the passage.

Third, students lack of socialization during the learning process. The teacher was merely talking during the learning process that made him or her dominate the class. The teacher gave little or even no chance to the students to have a discussion that allowed them to share what they know from the text or asking questions related to the lesson. They could not exchange ideas and express their opinion with their friends.

Based on some problems that have been discussed, it is very important to conduct a research as an effort to improve students' reading comprehension. For that reason, the researcher would like to do a research using reciprocal technique on reading comprehension achievement of 8th grade students in X School, Surabaya. The researcher wants to find out how the use of reciprocal technique can improve students reading comprehension achievement and also to find out the students' response after being taught by using this technique. Reciprocal Technique has four main points that could help the students to comprehend the text, i.e. predicting, questioning, clarifying, and summarizing.

This study, therefore, try to find out the effect of using reciprocal technique on students' reading comprehension achievement.

1.2 The Problem

In line with the background of the study, the study is conducted in order to answer the following question: What is the effect of using reciprocal technique on reading comprehension achievement of 8th grade students?

1.3 The Objective

The objective of the study is to find out the effect of using reciprocal technique on reading comprehension achievement of 8th grade students.

1.4 Theoretical Framework

Mikulecky and Jeffries (2007:74) define reading comprehension is not only interpreting and understanding words but also relate the idea of the text with readers' knowledge. It is the process of receiving information between the readers and the text, when the readers understand the information that is asserted in the text by relating it with readers' knowledge.

Proficient readers can apply appropriate cognitive reading strategies to facilitate their comprehension. They are also aware of their own reading process through which they apply regulatory mechanisms, the so-called metacognitive strategies proposed by Baker and Brown (1984), to control and monitor their reading behavior, in order to facilitate effectively the reading process (Baker & Brown, 1984). However, less proficient readers with insufficient knowledge of cognitive strategies cannot make sense of a text they have read because they fail to control or monitor their own reading process (Baker & Brown, 1984). Therefore, the researcher attempts to improve students' reading comprehension by employing reciprocal technique.

Reciprocal Technique is an instruction model which is first developed by Palincsar and Brown in 1984. Foster and Rotoloni (2008:2) define reciprocal technique as a teaching method that gives students model and prompts students thinking process on how to share their learning experience. It is a model or

technique in teaching reading comprehension which allows students to share their experience and idea relating to their thinking about the text they had read.

Palincsar and Brown (1984) explained that the purpose of reciprocal technique is to promote the readers' ability to construct meaning from texts and facilitate the monitoring of their path to comprehension. It is a method through which students are given models and explanations, are guided in applying reading strategies, and are trained to be independent readers in a social, supportive environment. Moreover, the four main strategies of predicting, questioning, clarifying, and summarizing can promote and enhance the reading comprehension of the students.

1.5 The Hypotheses

1.5.1 Alternative Hypothesis (H_a) :

There is a significant difference between the students' reading comprehension achievement before and after being taught using reciprocal technique.

1.5.2 Null Hypothesis (H_o) :

There is no significant difference between the students' reading comprehension achievement before and after being taught using reciprocal technique.

1.6 The Assumptions

This study is based on the following assumptions:

1. The students who have been taught using reciprocal technique will give different result on reading comprehension achievement than those who have not taught using reciprocal technique.
2. Each meeting may potentially affect the students' reading comprehension achievement.
3. The significant different of the pre-test and post-test can be compared statically.
4. Teachers should pay attention to which students that have mastered and have not, so they can create such a strategy to make the students understand and comprehend better.
5. In this research, sex, age, intelligence, and the students' English mastery or other prior knowledge will not be examined, since they are considered homogeneous.

1.7 Scope and Limitation of The Study

In junior high school, reading comprehension becomes one of the material taught in the English subject. Since English covers a great area and different levels of skills, this study is delimited to reading comprehension for 8th grade students.

It is a pre-experimental study within a delimited scope of sample using one group consists of two classes taking English subject in the academic year 2016-2017. One group consists 61 students of 8th graders.

The study itself was delimited to studying the effect of using reciprocal technique on reading comprehension achievement of 8th grade students.

1.8 The Significance of The Study

The result of this study is expected to give clear explanation about the effect of using the Reciprocal Technique in the students' reading comprehension. They will receive appropriate treatments which facilitate them in the process of learning reading. Besides, it also provides them a good learning environment which may help improving their motivation in learning reading.

This study will also give information for teachers who will teach reading comprehension. They will have an alternative method of teaching reading. Besides, it can be used as a reference for the teacher to implement such a technique in order to vary the teaching techniques used in class and to avoid monotonousness in teaching.

For the other researchers, the result of this research can be used as a reference and information to conduct a further research about reciprocal technique with different levels of students, different designs, or different materials. The findings are expected to give a real understanding to the researcher on applying their knowledge in the real field.

1.9 Definition of Key-Terms

In order to clarify the terms used in study, the writer finds it necessary to define the following key terms:

- Reading

Nunan (2003: 68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

- Reading comprehension

Koda in Grabe (2009:14) states that reading comprehension is the process when readers dig and relate information of the text with what they already have known.

- Reciprocal technique

It is an instructional strategy based on modeling and guided practice, in which the instructor first models a set of reading comprehension strategies and then gradually cedes responsibility for these strategies to the students (Brown & Palincsar, 1989; Palincsar, 1986; Palincsar & Brown, 1984, cited in Doolittle et al., 2006).