

CHAPTER I INTRODUCTION

A. The Background of Study

Reading is one of the important skills to be mastered by the students besides writing, speaking, and listening in order to be able use English as global language to communicate and get information well. Grobe and Stoller (2002 : 9) state that reading is the ability to draw meaning from the printed page and interpret the information appropriately.

By reading, students can broaden their knowledge and get a lot of information. Therefore, it is very important to teach reading well to the students and make it interesting activities for students.

Reading is considered to be an important early step in the development of mental and linguistic abilities. Reading comprehension is the ultimate purpose of reading because the purpose of all reading is to understanding and interpret what is read.

In Educational unit Educated Curriculum (KTSP) and written in the standard competence in the syllabus of the second year of senior high school, students are expected to be able to comprehend the meaning of formal and informally text in the forms of narrative, procedure, descriptive, and recount in daily life context. The minimum exhaustiveness criterion which must be achieved by the students for each indicator in one basic competence is 75%.

In fact, most of the students are not able to fulfill the expectation of the curriculum. Based on writer's experience in teaching practice program (PPLT)

most of the students still have low ability to comprehend a text when they read. The same case also occurs at SMA PRAYATNA Medan. Most of the students are hesitate to read the text because according to them reading comprehension is difficult to do because they have no enough vocabulary and they have to translate whole the text to understand and get the idea of the writer.

Based on the preliminary observation conducted in SMA PRAYATNA Medan grade XI, it was found that most of the students have difficulty in reading comprehension. Their mean of score are still under the minimum exhaustiveness criteria (KKM) applied in the school. The minimum competence criterion of English in the school was 70. Whereas, their achievement in reading comprehension is still low and more than 50% did not achieve the passing grade. It can be seen from their mean of score in last semester. Their mean of score is 68.

Considering the condition above, The teacher need a new strategy of learning reading text activity in order to make the students become active, enjoy ,and comprehend about the main point of reading text. There are many strategies that are popular to make teaching reading more effective and interesting. These strategies are expected to be useful to improve the students' reading comprehension achievement. Applying Reciprocal Teaching Technique is one of the effective strategies that are recommended to be applied.

Reciprocal teaching technique becomes an instructional procedure designed to enhance student's reading comprehension of a text. Through this technique the role of teacher is an instructor for the process, explaining and drawing a conclusion about the text together with students.

Reciprocal teaching technique consist of four strategies in series such as, predicting , clarifying, questioning, summarizing, and by cooperatively. Teacher (or tutor) and students share responsibility for acquiring the reading strategies. After initially assuming major responsibility for teaching these strategies, the teacher gradually shifts responsibility to the student. Every student is expected to participate in discussions.

A study that focused on improving students' achievement in Reading Comprehension Through reciprocal Teaching Strategy has been done by Sihombing (2011). The research was done in SMP N 3 Medan. The researcher found that more than 50% of the students cannot achieve the minimum completeness criteria in reading. The research resulted that the students are poor in reading ability because they have difficulties in find the main idea of a text, they lack of vocabularies that make they cannot comprehend the whole content of the text well. At the end of the research, after applying the reciprocal teaching technique, the students' achievement in reading comprehension is improved. It was proven from the mean of the score. The finding of Sihombing was concluded that the mean score of cycle I and II 69, 92 and 76,95 and the result of observation pointed that the students were more active during teaching learning process.

Another research was conducted by Baiduri (2013) on the Effect of Using Reciprocal Teaching method on Reading Comprehension Achievement of Eight Grade Students' at SMP N 1 Kencong Jember (2012/2013/. The researcher used pre experimental design in this study, which single group post- test only design. The researcher found that the students have difficulties in reading comprehension.

They cannot find the information from the text they have read, because they are accustomed to translating text only and answering the question based on the text which makes the learning process not interesting and makes the students become passive. At the end of the research after applying the reciprocal Teaching it helped students more actively engaged in learning and their result of her research showed that the mean score of experimental class which was taught by using reciprocal teaching was higher than control class which was taught without reciprocal teaching. It was proven from the results of the post test, the mean score of the experimental class was 84,43 whereas, the mean score of control class was 80,43.

Based on the explanation, the writer would like to do a study on reading narrative by using Reciprocal Teaching Technique that is expected to improve students' reading comprehension in narrative text.

B. The problem of the Study

Based on the background of the study, the research problem was formulated as follows: "Is there any significant effect of Reciprocal Teaching Technique on student's reading Comprehension Achievement in Narrative Text?"

C. The Scope of the Study

In this study, the researcher focused on Reciprocal Teaching Technique on student's reading comprehension achievement, since there are many genre of texts such as: recount, narrative, procedure, descriptive, and report in this study the researcher focus in narrative text.

D. The Objective of Study

In relation to the problem, the objective study was to find out the significant effect of Reciprocal Teaching Technique in teaching learning process on the student's achievement in reading comprehension.

E. The Significance of the Study

The result of this study was expected to be useful and meaningful for :

1. The English teachers to apply this teaching technique to improve their student's reading comprehension achievement.
2. The students to improve their reading comprehension achievement by using this Reciprocal Teaching Technique.
3. The readers to increase and update their knowledge about how to improve reading skill and as the reference for further study related to this research