

CHAPTER 1

INTRODUCTION

This chapter is divided into five subtopics namely background, problem statement, objective of the research, the significant of the research and the scope of study.

Background

In the recent years, the KTSP (Kurikulum Tingkat Satuan Pendidikan) has been developed into all School Level in Indonesia. According to Depdiknas (2005, p.12) In this curriculum, the students that have graduated from school are expected to master the four language skills (listening, speaking, reading, and writing) and also have the ability to communicate both in oral language to achieve functional and informational literacy.

One of the aspects of the language that must be mastered by the student is speaking, because speaking skill is a crucial aspect in learning English especially to support other skills. Speaking skills is not directly owned by any individual. It requires an intensive training and guidance. As stated by Farris in Supriyadi (2005, p.179) that mastering speaking skill is important for the students thus, they will be able to develop their ability in four important aspects, those are, thinking, reading, writing, and listening.

Meanwhile, the English learning process nowadays is still dominated by the teacher so that students tend to be passive during the teaching and learning process. This has resulted low speaking ability of the students in learning English.

It is supported by Alexander(2012, p.1) who stated that the teaching qualities, particularly the techniques used in teaching process are important. He further explained that the implementation of the language learning from Elementary School to High School in Indonesia tend to be passive since the teachers give too many materials without giving chances to the students to develop their speaking ability.

Based on the pre-observations conducted in class VIII SMP 1 Talaga Jaya, it is found out that the method used in the teaching and learning process tend to be monotonous as lectures interspersed with question and answer method. The use of this method cannot motivate the students to be active in learning activities, so students sometimes seem bored. They do not pay attention to the teacher's explanation so that students become passive. Based on the observations of researcher at the school for speaking competence, the researcher recorded data of student learning outcomes in daily test and it has not resulted as what is expected, thus, the students cannot communicate well.

In addition there are several obstacles related to student motivation which are included in the category of low motivation. For instance, students are less creative in learning, students simply imitate the example that has been given by the teacher, students also participate less in the group. This condition causes the process of English learning does not work as expected. Sriwilani stated that (2010, p.6) In English learning through a creative and innovative approach, the process of learning conversational skills (speaking skills) can take an active, effective, and fun.

There are many methods used in speaking as practiced by Irianty (2011) with Role-Playing Technique, Sundari (2013) with movement games, and Srientini (2012) with REIS (reading, explain and imitation), but this method cannot be used as a benchmark for studying speaking and improving students' speaking skills.

Reciprocal teaching is a learning method which is proposed by Brown and Palinscar (1984, p.17). In this type of teaching method a teacher can apply some points of Reciprocal Teaching such as summarizing, questioning, explaining and predicting into a study group that makes the classroom atmosphere more active. So, the authors bring reciprocal teaching technique to improve students' speaking skills.

This technique has been used in a variety of learning competencies. Saleh (2014) stated that the reciprocal teaching method that has been implemented in improving student's skills in reading, and Purbowaty (2012) applied the reciprocal teaching method have successfully improved students' ability to think creatively. They described that reciprocal teaching is efficient in improving their speaking ability.

Based on the description above, researcher provides solution of existing problems in order to be able to improve the students' motivation and speaking skills in learning English by using a model of reciprocal teaching.

Reciprocal teaching is model learning activities undertaken by students in certain groups and give priority to four points are classification questioning, predicting and summarizing. This allows the students to achieve success based on his ability

to learn individually and by giving contribution to other group members when they are working in groups.

English teachers should change the way how the English teaching and learning process run in the class. It is also consistent with the statement of Madya in Purbowaty (2012, p.12) the critical success factors of learning is a teacher at the junior high school or senior high school. The teaching of speaking skill should be increased. It will be needed by the students in their future career. One alternative is the effectiveness of reciprocal teaching method in improving student speaking skills.

In learning activities using reciprocal teaching, students actively seek out the information necessary to answer the question itself so they will be able to explain and be able to interact with friends and teachers. It can enhance the students' ability to speak (communicate) using reciprocal teaching learning and it is also expected to motivate students to learn in order to further improve their speaking ability in the classroom.

Thus, the main reason why this topic is carried out on this research is that this topic is quite unique to be conducted because there are a lot of number of teachers and students who do not really understand and aware with the implementation of the reciprocal teaching method in English learning activities.

Considering the explanation above, it has been formulated the title of this research as follow: **The effectiveness of reciprocal teaching method in improving students' speaking skills**

Problem Statement

The problem of the research is formulated as follows.

Is Reciprocal Teaching method effective in improving the students' speaking skills at SMPN 1 Talaga Jaya?

Objective of the Research

The study is aimed to:

Knowing the effectiveness of reciprocal teaching method in improving speaking skills students'

The Significances of the Research

This study is expected to give theoretical and practical significances.

Theoretically, this study is useful to examine the consistency of the preceding empirical findings about the influence of reciprocal teaching strategy in teaching speaking.

Practically, this study is expected to give contribution for students, teachers, and school. For students, this study practices their speaking skills by using reciprocal teaching method. For the teacher, this study gives information about the procedures of reciprocal teaching method in teaching speaking skills. For school, it gives information about the benefits of using reciprocal teaching method in teaching speaking skills so that it can use in future.

The Scope of Study and Delimitations

In this research, the researcher just focuses on the effective of reciprocal teaching method in improving the students' speaking skills

This study has delimitation specifically on eight grade students of Junior high school. This study will delimitate to the students who becomes as the sample to participate. The researcher just takes two classes as the sample of this research.