

Chapter 1: Introduction

In this chapter, the researcher explained several things related to this research which consists of several points such as Basic Consideration, Research Question, Objective of Research, The Scope of Study, and The Significance of Research.

Basic Consideration

As one of the prominent aspects of communication, reading is essential for an individual personal and social fulfillment for taking information. Through reading, students can get much information by understanding the content of the text and increase the knowledge.

Reading is one of the basic communicative skills which have a very complex process. The process is readers are expected to be able to comprehend what is being discussed. According to Djiwandono (1996, p.62), reading is an important activity and becomes more important in this modern world, where the development in every life aspect occurs very quickly. As a part of language skills in a reading activity, the students are not only reading a text but also trying to understand what they are reading. Djiwandono (1996,p.63) points out that understand all types of information in a selection of texts, requires not only the reading activity, but also the ability to understand the content, and able to comprehend a lot of information quickly, accurately, and easily. It means that reading comprehension is important in the reading activity. According to Brown (2003, p.54), reading comprehension is the construction of the meaning of written the tough of a reciprocal interchange of ideas between the reader and the message

in the particular text. In these words, the readers can understand the contents of the text. Meanwhile, Kennedy (1981,p.192) said that comprehension is a tough process through which readers become aware of an idea, understand it in terms of their experimental background, and interpret concerning their own needs and purposes. It means reading comprehension refers to the readers' understanding of the text itself. In learning reading many texts can be used to get information or to entertain the readers, one of which is recount text. Anderson (1997, p.49) said that recount text is a text which tells events happening in the past in a sequence of time. The purpose of the text is to tell the audience about what happened in the past and when it happened. It means that recount text is an event or someone experienced in the past. It purposes to give information or entertaining the reader. According to Djiwandono (2008, p. 176), there are several indicators of reading comprehension, they are synonym/antonym, main idea, explicit, implicit, and inference.

But based on the researchers' experiences when taught at SMP Negeri 5 Gorontalo the researcher found almost all of the students had difficulty in reading comprehension. First, most of the students have lack vocabulary. For example, to find synonyms and antonyms of the word *Clever* is difficult for students because the word unfamiliar for them. Second, most students get confused to determine the main idea of a passage. Third, most students difficult to determine the explicit and implicit meaning of the text. Fourth, most students are confused to determine inference of the text. Appropriate techniques are needed to be able to engage students' enthusiasm in the learning process and to achieve learning objectives.

There are many techniques that teachers can use in teaching reading; one of them is cooperative learning. In cooperative learning also have many types one of them is reciprocal teaching technique. Reciprocal teaching is an instruction model which first developed by Palincsar and Brown in 1984.

According to Klinger, Vaughn, and Boardman (2001, p.131), reciprocal teaching is an instruction that is developed to help students who can decode the language but have difficulty in comprehending the text. According to Suparna (2014, p.15), reciprocal teaching is a reading strategy that starts as an oral dialogue among teacher, student, and text. In this case, reciprocal teaching is a kind of cooperative learning that needs students involved in group discussion guided by the teacher with explicit instruction. Through these techniques students' become more participate in the small passage of text.

Therefore, the researcher chooses reciprocal teaching technique in the teaching and learning process in reading, because of emphasis on reading comprehension and particularly in short term. The reciprocal technique involves training students to use four strategies. First, predicting strategy that involves finding clues in the content of the passage in the text. For example, students can use the title, picture, and some clues of the text. Students will share and discuss their predictions with their group. Second, clarifying strategy in this step students learn how to be prepared in reading text that they do not understand. The third is question generating. In this step, students learn how to find important information by giving questions about the main idea from the passage and questions about an

important detail. Fourth is summarizing, in this step every group makes a summary of the main idea and supporting details in their own words.

Before conducting this study, the researcher looks at several research papers associating with technique to see whether improving students' ability in reading comprehension. First, Aditya Nugrah a student from Sebelas Maret University in Surakarta. The research was conducted in 2011, with the title: The Use of Reciprocal Teaching to Improve Students' Reading Comprehension. Uses classroom action research method in the eighth grade of SMP 19 Surakarta in 2007/2008. The researcher uses qualitative and quantitative methods. The qualitative data are obtained from observation, notes, interviews, and photographs. The quantitative data are supported that are the mean score of students' pre-test and post-test. The test result shows that there is an improvement in the students' reading comprehension after the researcher conducted the research. The result of the research in teaching reading comprehension by using reciprocal teaching method can improve students' reading comprehension, increase their vocabulary, encourage them to be active, and enhance students' cooperative skills.

Second, research by IkaFhatma Sari in 2014 entitled "The Effectiveness of Using Reciprocal Technique on Students' Reading Ability of Narrative Text". In this research, the researcher focused on Narrative text. The researcher used a quantitative research design and used a quasi-experimental design.

While in this study, the researcher used recount text. It is because, in the syllabus of K-13 in the second-grade class, students learn to recount text. The researcher uses a pre-experimental design which used purposive sampling. Thus, the previous had some differences.

Based on the explanation above, the researcher conducts research titled "Improving Students' Ability in Reading Comprehension by Using Reciprocal Technique (This Research will be conducted at the eighth-grade students of SMP N 5 Gorontalo)".

Research Question

Based on the explanation above, the research question of this research is "Can reciprocal techniques improve students' ability in reading comprehension at the eighth grade of SMP N 5 Gorontalo"?

Objective of Research

The objective of this study is to find out whether the reciprocal technique can improve students' ability in reading comprehension at the eighth-grade students of SMP N 5 Gorontalo.

The Scope of the Study

The researcher limits this research improving students' ability in reading comprehension. Especially, in long functional text refers in recount text. The material related with syllabus in SMP N 5 Gorontalo. It is using curriculum 2013 Permendikbud 2016 number 24, which include:

- KD 4.11(teks recount). KD 4.11.1 (menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis,

sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).

- KD 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsisosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

The Significance of Research

The result of this study is expected to be used theoretically and practically:

Theoretically

The result of this study is expected to give the information about the problems that commonly happen in teaching and learning reading.

Practically

The results of this study are useful for students to provide information about problems and factors in learning reading.

a. To the student

Hopefully, the students more understand reading comprehension, and they can improve the skill of reading to increase their ability in reading.

b. To the teacher

Hopefully, the research can guide students in learning reading comprehension, and the teacher can give information about the skill of reading comprehension in teaching reading.