CHAPTER I

INTRODUCTION

A. Research Background

Speaking is the key of communication. For the students, the achievement of English speaking is an important measure of academic success.[1] Kalayo and Ansyari point out that many learners regard speaking ability as the measure of knowing a language. They regard speaking as the most important skill they can acquire and they assess their progress in terms of their accomplishments in spoken communication.[2] According to Nunan speaking is the single most important aspect of learning a second or foreign language.[3]

A success of students in speaking is measured through the accuracy and fluency of their speaking ability. According to Harmer Speaking is using all the language at their command to perform some kinds of oral task.[4] The students should always practice in classroom or out of the classroom activities. They can express their ideas with other people by speaking.

In any language education programs, it is not an easy work for teachers or facilitators to create the spoken ability among their learners, especially the English learners correctly and accurately. Besides, it needs a hard work, be professional in teaching English

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[1] Marianne Cecle and Murcia Lois McIntosh, *Teaching English as a Second of Foreign Language*, (Los Angeles: New Bury House University of California, 1987), p.126.

[2] Drs. Kalayo Hasibuan, MEd-TESOL and Muhammad Fauzan Ansyari, S.Pd.I. *Teaching English as a Foreign Language (TEFL)* (Pekanbaru: Alif Riau Graha UNRI Press, 2007), p.101.

[3] David Nunan, *Language Teaching Methodology a Textbook for Teachers*. (New York. 1991), p.39.

[4] Jeremy Harmer, *The Practice of English Teaching* (England. 1988), p.87.

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with certain educational qualification and appropriate strategy in order to achieve the goals of teaching.[5]

Teacher is supposed to be a model for his/her students by having good knowledge about learning process as the basic of the teaching and learning activity.[6] How can the students be able to speak English, while the teachers do not use English as media of instruction.

Therefore, the teacher needs an approach, so that the students have better behaviour in speaking. There is an approach which can improve students' motivation in speaking skill, it is Reciprocal Teaching Approach.

Reciprocal teaching approach is an effective approach that is used by the teacher in speaking subject. According to Suprapto in his journal, the influence of reciprocal teaching approach is very variety. It is influenced in communication skill, motivation, achievement, and cognitive achievement.[7]

Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading session. The teachers' model, then help students learn to guide group discussions using four strategies: Predicting, Questioning, Summarizing or Retelling, Clarifying.[8]

Based on the observation conducted at the seventh grade of SMPN 1 Mojoanyar Mojokerto, the writer found that the student speaking skills was still low. It can be seen in the learning process that the students faced difficulties in comprehending of speaking skill. They needed a lot of time to understand. That condition caused the students have difficulties in speaking English.

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[5] Drs. Kalayo Hasibuan, M.Ed-TESOL and Muhammad Fauzan Ansyari, S.Pd.I, *Teaching English as Foreign Language (TEFL)* (Pekanbaru: Alif Riau Graha UNRI Press, 2007), p.31.

[6] Drs. Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya* (Jakarta: Rineka Cipta, 1997), p 97.

[7] Suprapto Jielwongsolo, "Reciprocal Teaching", (accessed on February 14,2017,http://supraptojielwongsolo.wordpress.com/2008/06/17/recipro cal-teaching/).

[8] Donna Dyer, "Reciprocal Teaching", (accessed on February, 28 2017, http://www.readingrockets.org/strategies/reciprocal_teaching)

Moreover, the students' motivation was also still low to speak English. They did not want to try to speak even though they were involved in any speaking activities that were held by the teacher such as discussion, debate, English day, speech contest, storytelling, etc. When the teacher asked them for what substantively affect their motivation to speak English. The answer of some students gave such description about the real problem faced in learning English such as strategy used by the teacher, learning environment, supporting facility and many else.

Furthermore, the students will not get optimal standard achievement in speaking because they do not know what their aims to speak English, the condition and situation in the classroom have not been designed naturally for speaking, and the student still lack in use vocabulary, grammatical and acceptable interaction. Therefore, the teacher must think how the classroom interaction should best be designed to cater the student communication need.

Based on those problems above, the writer believed that Reciprocal Teaching Technique would be very useful for the teaching learning process because the students were given a large opportunity to speak and they belonged to such group discussion which also gave good motivation for them to speak among the group and also to the teacher.

In applying Reciprocal Teaching Technique, the students discussed some reading material. They thought about it, and then they were speaking each other in the group to discuss what the reading material was about. In addition, in reciprocal procedure, the students have their own job or function for a specific problem to solve in form of dialogue with the teachers or among the group. In other words, the students had much time to speak during the discussion process to show their responsibility in solving the problem of the text.

Based on the description above, the writer is interested in studying and would like to discuss THE USE OF RECIPROCAL TEACHING TECHNIQUE FOR IMPROVING SPEAKING SKILL AT THE SEVENTH GRADE STUDENTS OF SMPN 1 MOJOANYAR MOJOKERTO.

B. Research Questions
1. How is the implementation of reciprocal teaching technique to improve speaking skill of the seventh grade students of SMPN 1 Mojoanyar Mojokerto?
2. How is the improvement of the study after using reciprocal teaching technique in the students speaking skill of the seventh grade students of SMPN 1 Mojoanyar Mojokerto?

C. Objective of the Study
1. To identify the implementation of reciprocal teaching technique to improve speaking skill of the seventh grade students of SMPN 1 Mojoanyar Mojokerto.
2. To find out the improvement of the study after using reciprocal teaching technique in the students speaking skill of the seventh grade students of SMPN 1 Mojoanyar Mojokerto

D. Scope and Limitation
Based on the problem statement, the writer realizes that it is impossible to carry out a classroom action research based on all the problem above. The writer limits the problem to the teacher's monotonous technique in teaching speaking skill. The writer used reciprocal technique to teach speaking of the seventh grade of SMPN 1 Mojoanyar Mojokerto.

E. Significance of the Study
The advantages of conducting this study:
1. For the teachers, they know the importance of reciprocal technique for teaching speaking and are able to apply it to students speaking skill.
2. For the students, they can be more skillful in speaking because they have been trained how to speak effectively by using the strategies of reciprocal techniques procedure.
3. For other researchers, they can use this study to develop the similar study such as reading, listening and writing.

F. Definition of Key Term
To make easier in understanding this research, the writer defines the key terms as follows:
1. Reciprocal Teaching

In accordance with Palinscar who introduced this technique: The formal definition of reciprocal teaching is as follows: "Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text".[9]

2. Technique

Technique is a way of doing something, especially one that needs special skills.[10]

3. Improve

Improve is become or make better, make a good use of something.[11]

4. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.[12] It is form and meaning are dependent on the context in which it occurs, including the participants themself their collective experiences, the physical environment and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations.[13]

5. Skill

Skill is capacity needed to implementing some tasks, which is the development of training results and experience gained.

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[9] Annemarie S Palinscar, A. and Ann L Brown. 1984, "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities", *Cognition and Instruction 1,2.,* (http://eca.state.gov/forum/vols/vol33/no4/p29.htm, accessed on January 11, 2017).

[10] Oxford University, *Oxford Learner's Pocket Dictionary,* (New York: Oxford University Press, 2008).
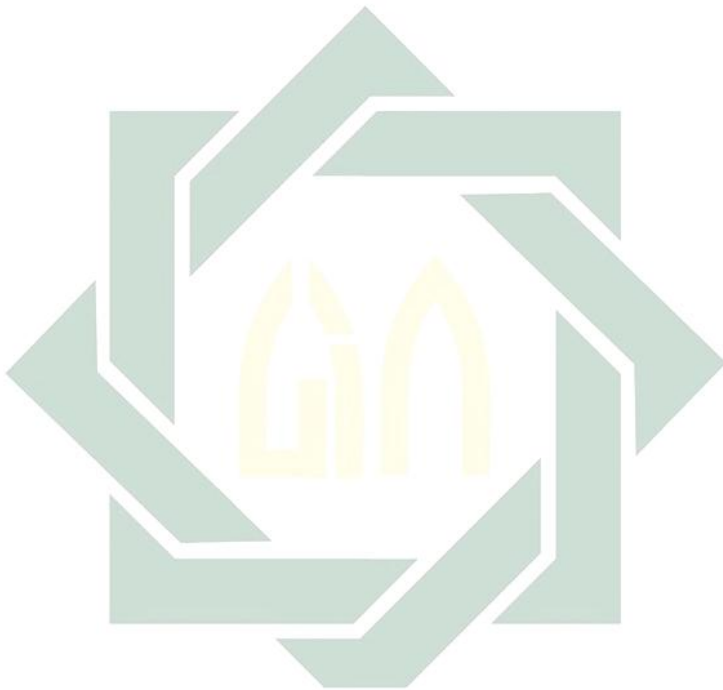
[11] Oxford Dictionary, *Oxford Learner's Pocket Dictionary...,* p. 216.

[12] H.D Brown*, Teaching by principles: an interactive approach to language pedagogy. Englewood Cliffs,* (NJ: Prentice Hall Regents, 1994).

[13] A. Burns & H. Joyce*, Focus on speaking,* (Sydney: National Center for English Language Teaching and Research, 1997).

6. Student
   Student is person who studying at the school or university.[14]

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[14] Oxford Dictionary, *Oxford Learner's Pocket Dictionary...,* p.429.