

CHAPTER I

INTRODUCTION

This chapter presents an overview of the study. It covers background of the study, research questions, research purposes, research significances, rationale, and previous studies.

A. Background

Speaking is one of the four language skills (listening, speaking, reading, writing). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions or ideas, intentions, hopes and point of view. In addition, people who know a language are referred to as ‘speakers’ of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. As Wilga M. Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication.

Developing speaking skills is vital importance for EFL students. Nunan (1999) and Burkart & Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, speaking is probably a priority for most learners of English. Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers.

In this research, based on the researcher’s observation to the object of the research at MTsN 1 Sumedang. The researcher found the problems in MTsN 1 Sumedang are, students lack of vocabulary and pronunciation and also faced

difficulty in speaking English. Most of the students cannot speak up and well, students' limitations in English session. They are expected to using English in English session. The researcher found a phenomenon that students actually need to improve speaking skills, and are more interested in being directly involved in the learning process.

With regard to the phenomena, therefore, the researcher tries to lessen the problem encountered by the students in speaking by conducting the implementation of reciprocal teaching in speaking class. Reciprocal teaching is one of teaching techniques intended used in speaking class. This technique of teaching proposes a problem-solving approach to speaking skill. It helps the students find solutions to the problem they encounter during their speaking. In the process of reciprocal teaching, the students work in groups; discuss the material through some steps of strategies which will lead them to be efficient (Cotteral, 1990:30). In the new curriculum, students are no longer objects but become subjects in developing the theme of learning in the classroom. Thus, standards apply in the components of comfort and change.

Reciprocal teaching technique can be implemented to improve speaking skills students, how to coordinate the use of four comprehension strategies: predicting, clarifying, generating questions, and summarizing. Reciprocal teaching technique is an effective approach that is used by the teacher in speaking subject. According to Suprpto (2008) in his journal, the influence of reciprocal teaching approach is very variety. It is influenced in communication skill, motivation, achievement, and cognitive achievement.

So, the researcher thinks that reciprocal teaching can be implemented to improve students's speaking skills. It can be used to improve students' speaking skills which is expected to provoke students' activity.

A previous research contains about "Reciprocal Teaching For Improving Eleven Grade Students' Reading Comprehension Achievement" by Testiana Deni Wijayatiningsih (2013). This research has focused on reading comprehension with the same technique (Reciprocal Teaching Technique). Meanwhile, this research is "The Implementation of Reciprocal Teaching Technique to Improve Students' Speaking Skills".

B. Research Questions

From the description above, this study is intended to answer two following research questions:

1. How the implementation of reciprocal teaching technique is carried out to improve students' speaking skills?
2. What are students' responses on the use of reciprocal teaching technique to improve their speaking skills?

C. Research Objectives

From the research questions above, this study is aimed at obtaining two following objectives.

1. To find out the implementation of reciprocal teaching technique is carried out to improve students' speaking skills.

2. To find out students' responses after experiencing reciprocal teaching technique.

D. Significances of The Research

The study is significant at least in three areas including theory, practice, and professional aspects. Theoretically, the result of this study can increase the wide knowledge of reciprocal teaching technique for the reader, particularly, the teachers and the students.

Practically, this research can provide an alternative method in teaching English and improving students' speaking skills. In addition, by the use of speaking, it will increase the students' ability in understanding the implicit meaning of English. Professionally, this study is also expected to the teacher to be creative in selecting the teaching method to improve students' speaking skills.

E. Framework of Thinking

According to Palinscar and Brown (1984), reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue.

The purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text. Each strategy was selected for the following purposes:

Summarizing, provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across sentences, across paragraph, and across the passage as a whole. When the students first begin the reciprocal teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the paragraph and passage levels.

Question generating reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. question generating is a flexible strategy to the extent that students can be taught and encouraged to generate questions at many levels.

Clarifying is an activity that is particularly important when working with students who have a history of comprehension difficulty. These students may believe that the purpose of reading is saying the words correctly; they may not be particularly uncomfortable that the words, and in fact the passage, are not making sense. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why text is difficult to understand (e.g., new vocabulary, unclear referent words, and unfamiliar and perhaps difficult concepts). They are taught to be alert to the effects of such impediments to comprehension and to take the necessary measures to restore meaning (e.g., reread, ask for help).

Predicting occurs when students hypothesize what the author will discuss next in the next. In order to do this successfully, students must activate the relevant background knowledge that they already possess regarding the topic. The students have a purpose for reading: to confirm or disprove their hypotheses. Furthermore, the opportunity has been created for the students to link the new knowledge they will encounter in the text with the knowledge they already possess. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.

In summary, each of these strategies was selected as a means of aiding students to construct meaning from text as well as a means of monitoring their reading to ensure that they are in fact understanding what they read by speaking. Or it can be said that reciprocal teaching in this context is a kind of technique used for teaching speaking by incorporating reading activities and allowing the students to work in groups and play such roles as Summarizer, Questioner, Clarifier and Predictor.

Speaking Skill

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used

language skill. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication.

The Roles of the Teacher during Speaking Activities

According to Jeremy Harmer, *The Practice of English Language Teaching: Forth Edition*, (Harlow: Pearson Education Limited, 2007), p.347-348.

During speaking activities, teacher needs to play number of different roles. They can be prompter, participant, even feedback provider as viewed by Harmer as follow:

a. Prompter

When students sometimes get lost in speaking, teacher can leave them to struggle out of situations on their own, and indeed sometimes, this may best option. However, teacher may be able to help students and the activity to progress by offering discrete suggestions.

b. Participant

Teacher should be good animators when asking students to produce language. This can be achieved by setting up an activity clearly and with enthusiasm. At other times, teachers may want to participate in discussions.

c. Feedback Provider

When students are in the middle of speaking task, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations.

In summary, when teacher being a prompter, a participant, even a feedback

provider, they have to be careful that they do not force students, do not participate too much and do over correction.

The Goal of Teaching Speaking

The goal of teaching speaking skills is communicative efficiency (*The National Capital Language Resource Center, Washington D.C, 2004*). It means learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar or vocabulary and to observe the social and cultural rules that apply in each communication situation.

How to Use Reciprocal Teaching Technique to Improve Speaking Skills

In applying reciprocal technique, the researcher distributed the material to be discussed by the students. Since of the procedure of reciprocal strategy demanded students to be able to predict where the students are asked to make a prediction what will the reading material be about. In this process the student tried to make a correlation their prior knowledge to the information consisted in the material. From the first cycle until the second cycle the researcher had given about reading material to be discussed. And the materials enriched students' vocabularies.

In accordance with Palinscar and Brown 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. Therefore, in order all students got more active in the dialogue process of discussion in applying predicting, summarizing, clarifying, and questioning about reading material given, the researcher and

collaborator gave any help to lead the student involve in those activities. In other words, the researchers gave scaffolding to the students until they could lead and do discussion in good order. Summarizing provides the chance to identify the most important information of the text. Questioning reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. Clarifying gives an opportunity to students to clarify any unfamiliar message, difficulty word and if they have problem they might reread the difficulty one for asking help in discussion.

F. Relevant Studies

The first previous study is about *“Applying reciprocal Teaching Technique to Improve Students Comprehension of Mathematic Concept”*. The researcher is Munifah Fajarwati (2016) from Yogyakarta University. In this research, the writer used Classroom Action Research (CAR) as her method. The researcher used three components to collecting data, there are observation, test and documentation. For the data analysis, the researcher used technique of interactive analysis which include data reduction, data display and conclusion. Finally, the result of this research is reciprocal teaching technique could improve students’ comprehension of mathematic concept, it means that reciprocal technique is success in improving students’ comprehension of mathematic concept.

The second previous study is about *“Reciprocal Teaching of Comprehension Strategies Improves EFL Learners’ Writing Ability”*. The researcher is Mohammad Reza Ghorbani (2016), Faculty of Education in University of Bojnord, Bojnord, Iran. This research is aimed at improving students’ skills of

writing by EFL learners'. This design was an action research study that consisted of planning, action, observation and reflection. The difference with researcher is the media implementation and also the design.

The third previous study is about *"Improving Students Reading Comprehension Using Reciprocal Questioning Technique a Classroom Action Research in SMK Diponegoro Salatiga in Academic Year 2007/2008"* The author is Ani Afida (2008). This research was designed by using classroom action research in which this research study concerned with teaching reading comprehension by using reciprocal technique could effectively improved and increased the low ability in reading comprehension in SMK Diponegoro, Salatiga, while teacher focused on the improving speaking skills.

The fourth previous study is about, *"Improving Reading Comprehension Through Reciprocal Technique to the Tenth Grade Student of SMK PGRI 4 DENPASAR in Academic Year 2013/2014"*. The researcher is Kadek Suparna (2014), Faculty of Teacher Training and Education in Mahasaraswati University, Denpasar. This research aims to improve the tenth grade student's reading comprehension through reciprocal technique at the SMK PGRI 4 Denpasar in academic year 2013/2014. The findings of the research are expected to be useful and relevant theoretically and practically. In this research, researcher just focused on the influence using reciprocal techniques for the students comprehension in reading, while the researcher focused on improving speaking skill with using reciprocal teaching technique method