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# The Use of Reciprocal Teaching Procedure in Teaching Recount Text to Improve Students Reading Comprehension

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## ABSTRACT

The objective of this research were to find out: To find out whether or not the Effectiveness of reciprocal teaching prosedure toward Student reading Skills at the eight grade students of SMP Negeri 3 Dua Pitue Kalosi. This research employed mixed method reciprocal teaching which is designed to focus students' attention on four reading comprehension strategies: clarifying what was read, asking questions, predicting what might follow and summarizing the information with used clusster sampling. The population of this research is the eight grade; exactly the eight grade student of SMP Negeri 3 Dua Pitue Kalosi. The total number of population is class VIII.A=28 and class VIII.B=27 students. The samples in this research is from VIII.B consist 27 students. The data of the research were collected by using teks reading multiple choice. reading test was used to obtain data of the students' reading comprehension. The result of data analysis showed that two was significant difference between the students' score after they were taught by using reciprocal teaching and before they were taught by using reciprocal teaching. It was proved by the mean score of the post-test which was higher than the mean score of pre-test (67,51>24,40). Furthermore, the result of the t-test lower that (0,00<0,05). Based on data analysis, the research concluded that: the used of Reciprocal Teaching improved students' reading comprehension;

**Keyword :** reciprocal, teaching recount, reading comprehension,

## INTRODUCTION

Reading is an activity to understand the reading of the text in order to obtain information from the text we read. Reading is an important language skill because without it it can not gain the diversity of information gained through reading textbooks, novels, newspapers and magazines. Through reading can understand a large amount of knowledge. Reading is a good way to increase our science and own knowledge. Reading activity for many purposes, sometimes we read, for instance, to gain information and existing knowledge, to critique awriting style and writer's ideas or another.

Reading is one of the basic communicative skill, but it has a very complex process. Reading comprehension is a movement to know what the data are given by the author in the composed frame. In this case, reading can be said as an intelligently handle, checks, and inquire questions approximately what the content is almost.

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Hills in Rashidah (2013) states that reading is an eloquent process of incorporating reader information from their own text and background knowledge to construct meaning. Reading is an important way to use language to communicate. Grabe & Stoller in Suparna (2014) states that reading is the ability to draw meaning from the printed pages interpreting this information appropriately. That means understanding and interpreting information from the text is important. This implies that students need to learn a lot of information from a text.

Related to the information above we can conclude that reading comprehension is an activity to find the main idea of the text and then we can know what is the message that the writer will give to the reader. Reading comprehension also can say that we are trying to see how the writer sees something that they ever do or just in their fantasy. We can also say that reading is about understanding the words, sentence, and paragraph and make an interpretation of the text. As we know most of the teachers only use conventional teaching in the class, so the researcher has an idea to apply a new technique to teach student reading comprehension, because a new technique can attract student interest. A technique can bring the students easy to comprehend the lesson. The technique of teaching reading is very important to influence the student to be a good reader. The good teacher must make an improvement to their methods or technique so the student is easy to understand what the teacher teaches to them. From the above explanation, the researcher concludes that reading is an important part of learning and teaching foreign languages, because it can be used for students to understand foreign languages. The crucial problem is the students' comprehension. The problem is, the students felt bored to read a text because it is uninteresting. The students did not know the structure of the sentence, it makes the students work hard to translate the word in the sentence the next. Without reading comprehension, they will keep reading. In teaching reading, it is imperative for teachers to make students understand the textual, ideational, and value meaning of the text. Therefore, teachers need to emphasize the teaching of reading. This is a sustainable challenge because students need to improve their reading skills to get the benefits of reading in progress. Teachers need to use different types of techniques and to continually update their efforts so that students achieve the highest achievement.

## METHODS

In this research, the researcher uses mixed research methods. Mixed research methods are an approach that combines or associates quantitative forms and qualitative forms. Mixed research methods is a research method, namely quantitative research methods and qualitative methods in a single study or one study.

### 2.1 Population

A population is a complete set of individuals or subjects having common observable characteristics. The population of the research is the eight grade students of SMP Negeri 3 Dua Pitue Kalosi.

In academic year 2018-2019. It consists of two classes that include of VIII.A(28 students), VIII.B(27 students)

TABLE 1/Population

No	Class	Population
1	VIII.A	28
2	VIII.B	27
Sum		55

### 2.2 Sample

The sampling technique in this research is cluster sampling strategy. The researcher chooses one class of two classes of eight grade students of SMPN 3 Dua Pitue Kalosi as sample. And VIII.B class is a sample.

TABLE 2/Sample

No	Class	Population
1	VIII.B	27
Sum		27

### Instrument of the Research

#### 2.1 Instrument of The Research

In this research, the researcher uses reading test form like the simple forms of multiple choice. The test are to measure the students reading comprehension. The tests consist of 30 items of multiple choice. That tests are used in both of pre-test and post-test.

### Procedure of Collecting Data

This research used data of students and the procedure in collecting data is present in the chronological order as follows::

#### 1. Pre-test

Before doing the treatment, the students will be given pre-test to know and check their knowledge or reading comprehension. The materials of pre-test is recount texts with the title "The Writer's Trip To Yogyakarta", "To Retell Events For The Purpose Of Informing", "Terrible Day", holiday in australia", "The End Of The Yearand The Oceanorium". Every texts has question, the students will answer the questions based on the each texts. The total number of test is 30 question.

#### 2. Treatment

After giving pre-test, the researcher will conduct treatment for students by using reciprocal teaching. It will be done for four meetings. The researcher gives material of narrative texts with the title "some activities on sunday", "sumatran elephants", "prambanan temple", and "my mom". The reseacher teaches about reciprocal teaching strategy every meeting with time allocation is 80 minutes (2 X 40 minutes) with The steps of the treatment can be explained like this:

- a. The researcher give greeting for the students.
- b. The researcher checklist the students name.
- c. The reseacher gives a motivation to each students before teaching the material.
- d. The researcher introduce reciprocal teaching method to help the students in thier learning process.
- e. The researcher gives example about the material.
- f. The researcher gives chance to students to ask unclearly material.
- g. The researcher instructs the students to answer the question based on the recount text.
- h. The reseracher explains and corrected the students answer.

After all the process, the researcher gave the students comprehension about the activity and ask their suggestion and commentary about the learning process so that each meeting can be more effective and fun between the researcher and the students, the which is related to treatment are Traditional Market and Supermarket, Food in Indonesian, Profession Business and Elephant.

#### 3. Post-test

After doing treatment for four meeting, the pos-test is giving to the eight grade students. The procedure and the material is the same with the pre-test. The result of pre-test and pos-test will be calculated in order to measure whether or not the students will get progress in reading comprehension by using reciprocal teaching method.

## RESULTS AND DISCUSSION

### Results

This section discusses the presentation of student achievement in reading comprehension with the reciprocal teaching. Besides, it will also discuss how students' interest in the game method is applied by the researcher.

Before applying the reciprocal teaching learning, the reading comprehension knowledge of eighth grade students of SMP Negeri 3 Dua Pitue Kalosi was low. The table below shows the results of the students pre test.

**TABLE 3**The Percentage of the students' score of pre-test.

NO	Clasification	Score	Pre-test	
			F	%
1	Very good	86-100	0	0
2	Good	71-85	0	0
3	Average	56-70	0	0
4	Poor	41-55	2	8
5	Very poor	40	25	92
<b>TOTAL</b>			<b>27</b>	<b>100</b>

Table 3 shows that the students' score in test result for pre-test group most of them were in very poor category, 25 (95%) students were classified into very poor, 2 (8%) students were classified into poor. There were not any students classified good and very good. It means before the researcher giving treatment, the students' pre-test poor and the student's English vocabulary has low significantly.

**TABLE 4**The percentage of students' score of post-test

NO	Clasification	Score	Post-test	
			f	%
1	Very good	86-100	0	0
2	Good	71-85	9	34
3	Average	56-70	16	59
4	Poor	41-55	2	7
5	Very poor	40	0	0
<b>TOTAL</b>			<b>27</b>	<b>100</b>

Table 4.2 shows that the students' score in test result for post-test most of them were in good category, 9 (34%) students were classified into good, 9 (38%) students were classified into average and 16(59%) students were classified into poor. There were not any students classified into very poor. It means that there was significant difference students who taught through keyword.

## 2. Mean score and standard deviation of pre-test and post-test.

The mean score and standard deviation of the students in pre-test and post-test are percentages as follow :

**TABLE 5**The mean score of pre-test and post-test

No	Pre-test	Post-test
Mean Score	24.40	67,51
Standard Deviation	9,01818	9.01866

Table 4.3 shows that the mean score of the students in post-test (67,51) was greater than pre-test (24.40), it means that the students who was teach by use of reciprocal in teaching reading comprehension was improve.

## 3. Hypothesis

In testing hypothesis, the researcher used p-value formula (Paired sample test). The level of significant is set at  $\alpha = 0.05$ .

**TABLE 6**/The p-value of the students' score of pre-test and post-test

p-value	Alpha ( )
0.00	0.05

The table 6 above shows that the p-value was lower than alpha ( ) value, it means that null hypothesis was rejected and alternative hypothesis was accepted. This means that the reading comprehension of the eighth grade students of SMP Negeri 3 Dua Pitue Kalosi has improved.

## DISCUSSION

This section deals with the finding that delivered from descriptive statistic and the interpretation of the test result of the group.

### 1.Students' Achievement

Based on the data above, it showed that English reading of students pre-test and post-test has significant different, where students after applied the reciprocal teaching has a higher score better than before applied reciprocal teaching in teaching reading .

The description of the data collected through the test as explained the previous section showed that the students reading improved significantly. It means score of post-test was 67,51. The data in previous section showed that applied reciprocal teaching in learning reading comprehension was effective to improve students' reading comprehension. It is supported by the difference between the test mean score of post-test (67,51) was higher than the pre-test (24.40). This research data indicated that the applied reciprocal teaching in learning reading was significant improve the students' reading comprehension.

Based on the students result obtained and stated in finding above, the reseracher user t-test in inferential statistic through SPSS version 21.0 program to the test the hypothesis. On statistic test result, it showed that the Probabilit Value is lower than alpha ( )(0.000<0.05). It means that  $H_1$  was accepted and  $H_0$  was rejected. It is concluded that there was a significant difference between students in reading. In other words, there was an improvement on the students' reading after applying reciprocal teaching in SMP Negeri 3 Dua Pitue Kalosi.

Data obtained from the post shows that students who are interested in the reciprocal teaching method show high scores. And students' scores before and after the application of the reciprocal teaching method shower an increase. That means the reciprocal teaching method makes more active in reading comprehension learning so that their understanding of reading increases.

## CONCLUSION

Based on the findings and discussion, the use of reciprocal teaching to improve student reading comprehension. The use of Reciprocal in teaching English especially reading, make students' more active and aggressively to read in the classroom. The three components of reading namely accuracy, fluency and comprehensibility are significantly improve by the use of a Reciprocal Teaching. Where the standard deviation of pre test is 14.32 and the post test is 11.87. Then, mean score of the pre test is 49.13 and the post test is 75.52. It's P-Value 0,05 P-Value 0,000. Therefore, the researcher puts forward conclusion that the use of reciprocal teaching improved the students' reading comprehension in the eighth grade of SMP Negeri 3 Dua Pitue Kalosi.

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