IMPROVING STUDENTS’ READING COMPREHENSION ON DESCRIPTIVE TEXT THROUGH RECIPROCAL TEACHING
(A Classroom Action Research at The Seventh Grade Students of SMP N 7 Surakarta in 2015/2016 Academic Year)

Angela Suryaningsih Penny
Ch. Evy Tri Widyahening
Slamet Riyadi University Surakarta

ABSTRACT

The aims of the research are 1) To know the class condition when Reciprocal Teaching is implemented in a teaching and learning process and 2) To know whether using Reciprocal Teaching in teaching learning English improve students’ reading comprehension in descriptive text. In order to achieve the aims, the researcher conducted a Classroom Action Research.

The research applied is Classroom Action Research to know if there is an improvement in students reading comprehension. The research was conducted in two cycles. In collecting the data, the researcher used test, interview, and observation. In analyzing the data, the researcher used data quantitative (pre-test and post-test) and qualitative data (data collection, data reduction, data display and conclusion). The research was conducted at the seventh grade students of SMP Negeri 7 Surakarta in 2015/2016 Academic Year.

The research implementations showed that: (1) There was an improvement in students reading comprehension after Reciprocal Teaching implemented in the teaching and learning process, and 2) The students showed better achievement in reading comprehension. It could be seen from some indicators: (1) the students’ reading comprehension improved; (2) the use of a right technique increased the students’ achievement in teaching and learning reading; (3) the use of interesting topic that was related with students’ like their favorite singer, place, or toy world increased the students’ enthusiasm and motivation in teaching and learning reading; (4) the students could practice their critical thinking by doing the steps in Reciprocal Teaching; and (5) in teaching learning the students became more independent and critical. Besides that, Reciprocal Teaching is a good technique to improve students’ reading comprehension. It could be seen from the result of the research as follows: the mean score of pre-test was 54.3, in post-test 1 increase up to 67.3, and improved to 78.8 in post-test 2. The students also motivated and focused in the learning and teaching process, which could be seen from the attention they pay to the teaching and learning process.

The researcher concludes that Reciprocal Teaching Technique can improve the students’ reading comprehension at the seventh grade students of SMP N 7 Surakarta in 2015/2016 Academic Year. Therefore, Reciprocal Teaching Technique can be used as a great technique in teaching and learning reading comprehension in classroom.

Keyword : Reciprocal Teaching, Reading Comprehension, Action Research
ABSTRAK


Tujuan penelitian ini adalah 1) Untuk mengetahui kondisi kelas ketika Reciprocal Teaching diimplementasikan pada proses belajar mengajar 2) Untuk mengetahui apakah menggunakan Reciprocal Teaching pada pengajaran bahasa Inggris dapat meningkatkan pemahaman membaca siswa pada teks deskriptif. Dalam mencapai tujuan tersebut, peneliti melaksanakan penelitian tindakan kelas.


Penelitian ini menunjukkan: 1) Terjadi peningkatan pemahaman mebaca siswa setelah Reciprocal Teaching diimplementasikan pada proses belajar dan mengajar, 2) Prestasi siswa menjadi lebih baik dalam pemahaman membaca. Hal tersebut dapat terlihat dari beberapa indikator (1) pemahaman membaca siswa meningkat (2) Penggunaan sebuah teknik yang tepat dapat meningkatkan pemahaman membaca siswa pada proses belajar dan mengajar membaca; (3) Penggunaan topik yang menarik, seperti penyanyi favorit, tempat atau mainan dapat meningkatkan rasa antusias dan motivasi pada proses belajar dan mengajar membaca; 4) siswa dapat berlatih berfikir kritis dengan tahapan yang ada pada Reciprocal Teaching dan 5) Siswa menjadi lebih mandiri dan kritis. Reciprocal Teaching adalah teknik yang baik dalam meningkatkan pemahaman membaca siswa. Hasil tersebut dapat dilihat dari hasil penelitian sebagai berikut: nilai rata-rata pre-test adalah 54.3 di post test 1 meningkat menjadi 67.3 dan meningkat menjadi 78.8 pada post-test 2. Siswa menjadi lebih termotivasi dan fokus pada proses belajar mengajar, yang dapat dilihat dari perhatian yang mereka berikan pada proses belajar mengajar.

Peneliti menyimpulkan bahwa teknik Reciprocal Teaching dapat meningkatkan pemahaman membaca siswa kelas tujuh SMP N 7 Surakarta pada tahun pelajaran 2015/2016. Teknik Reciprocal Teaching dapat digunakan sebagai teknik yang baik dalam belajar mengajar pemahaman membaca didalam ruang kelas.

Kata kunci: Reciprocal Teaching, Pemahaman Membaca, Penelitian Tindakan.
INTRODUCTION

Nowadays English becomes an international language. English is used in many aspects over the world to communicate and cooperate. In Indonesia, English becomes one of the things which take a part in national education system. The students in Indonesia required to study English from kindergarten until university. For mastering English, the students should learn four language skills namely listening, speaking, reading, and writing. From those skills, reading is one of useful and important skill to be learnt. According to Nunan (2003:68), reading is a fluent process of readers combining information from the text and their own background knowledge to build a meaning. So, the students have to mastering reading in order to get the meaning of the text.

In SMP N 7 Surakarta, there were some problems in English teaching learning. The teacher did not make changes in delivery of content to students. The students were not interesting because the teacher tended to put herself as an educator. That is the reason why the students’ had low motivation in reading comprehension and did not know the strategies to find general and specific information of the text.

One way to solve those problems is the use of a technique. Brown (2001:16) defines techniques as any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. One of a good technique is Reciprocal Teaching. According to Palinscar and Brown (in Oczkus, 2010:2), Reciprocal Teaching is a scaffolded discussion technique that is built on four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing. Reciprocal Teaching is a good technique to solve the problems in class VIIF because Reciprocal Teaching is very suitable with the characteristics of students.

According to the reasons, the researcher decided to conduct a Classroom Action Research on reading because the researcher wanted to know the class condition when Reciprocal Teaching is implemented in a learning process and also to know whether using Reciprocal Teaching in teaching learning English improve students’ reading comprehension in Descriptive Text.

According to Hennen (in Stone, 2009: 44), states that reading comprehension is not just reading, but making connection with the text to make meaning of the reading. Students should be able to read with a high quality through making higher level of connection and a deeper connection with the text. It can be concluded that reading comprehension as the ability to understand phrases and choice of words used in a text and speech.
Grabe (in Silberstein, 1994:12) states that the goal in reading class is to develop a fluent, independent readers who set their own goals and can learn reading aspects through reading. By the theory above, the important thing in teaching reading is that the students can learn to be independent readers.

In teaching learning reading, the researcher used Reciprocal Teaching Technique. Cooper and Greive (2009: 45) state that Reciprocal Teaching is a process involving four distinct activities (questioning, clarifying, summarising and predicting) employed in a students’ led, team approach to develop reading comprehension skills among students. It can be concluded that Reciprocal Teaching is discussion about text between teacher and students by using four activities (questioning, clarifying, summarizing and predicting) to improve students’ reading comprehension.

According to Marzano, Pickering, and Polock (2001: 43) there are four activities of Reciprocal Teaching, as follows:

a. Summarizing
After students have silently or orally read a short section of a passage, a single student acting as teacher (i.e., the student leader) summarizes what has been read. Other students, with guidance from the teacher, may add to the summary. If students have difficulty summarizing, the teacher might point out clues (e.g., important items or obvious topic sentences) that aid in the construction of good summaries.

b. Questioning
The students leader ask some questions to which the class responds. The questions are designed to help students identify important information in the passage. For example, the student leader might look back over the selection and ask questions about specific pieces of information. The other students then try to answer these questions, based on their recollection of the information.

c. Clarifying
Next, the students leader tries to clarify confusing points in the passage. He might point these out or ask other students to point them out. For example, the student leader might say, “The part about why the dog ran into the car was confusing to me. Can anyone explain this?” Or, the student leader might ask students to ask clarification questions. The group then attempts to clear up the confusing parts. This might involve rereading parts of the passage.
d. Predicting

The students leader asks for predictions about what will happen in the next segment of the text. The leader can write the predictions on the blackboard or on an overhead, or all students can write them down in their notebooks.

METHOD

This research used Classroom Action Research (CAR). Somekh and Lewin (2005: 89) define Action Research is directly addresses the problem of the division between theory and practice. It integrates the development of practice with the construction of research knowledge in a cyclical process.

Action Research contains several cycles. In each cycle consist of four steps. The four steps are explained as follows:

1. Planning

The researcher prepared instructional planning related to the action will be implemented. There are some preparations in this step:

a. The researcher prepared questions for interview to know the students’ competency and the problems in teaching learning English.

b. The researcher prepared lesson plan and teaching material to implement in doing the action.

c. The researcher prepared students’ worksheet to know the situation of teaching learning process when Reciprocal Teaching is applied.

d. The researcher prepared the test to know whether students’ reading comprehension is improved or not through Reciprocal Teaching.

2. Action

In this step the researcher implemented planning into classroom. The actions are:

a. Giving pre-test to know the students’ capabilities.

b. Teaching reading comprehension through Reciprocal Teaching.

c. Giving post-test to know the success of the research.

3. Observation

The researcher observed all activities in teaching learning process through the application of lesson plans. The result of the observation are written in observation sheets.

4. Reflection

The researcher evaluated teaching learning process by analyze the data in observation sheets. From the self-reflection the researcher could find out whether the students reading
comprehensions improves or not. The result can be used to consideration to make plan, conduct the next meeting, and answer the hypothesis.

In the technique of analyzing the data, the researcher used quantitative and qualitative for data analysis.

a. Quantitative Data

The result of the test was analyzed using non-independent test. It was used to analyze the result of teaching and learning process or to know the difference before and after the cycle.

The mean of pre-test and the post-test are calculated with the formula:

\[ \bar{x} = \frac{\sum x}{n} \quad \bar{y} = \frac{\sum y}{n} \]

Where:
- \( \bar{x} \) = means of pre-test scores
- \( \bar{y} \) = means of post test scores
- \( n \) = the number of students

(Ary, Jacob, and Sorenson, 2010: 108)

The t-value can be calculated with the formula as follows:

\[ t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\bar{D})^2}{N(N-1)N}}} \]

Where:
- \( t \) = the t-value for non-independent (correlated) means
- \( D \) = the difference between the paired score
- \( \bar{D} \) = the mean of the differences
- \( \sum D^2 \) = the sun of the squared score difference
- \( N \) = the number of pairs

(Ary, Jacob, and Sorenson, 2010: 177)

b. Qualitative Data

In this research, the researcher used interactive model for qualitative data analysis. Miles and Huberman (in Sugiyono, 2010: 337) describe the interactive model of data analysis, they are:
1) Data collection
Data collection is to collect the data, a sub-stage follows immediately or co-exists with the collection of the data, the generation of hypothesis. At the end of the data collection stage, the researcher will collect the data and also establish a number of hypotheses, construct or categories that begin to explain what is happening in the classroom.

2) Data reduction
Data reduction refers to the process of selecting, focusing, amplifying, abstracting, and transforming the data that appear in written-up field notes. Data reduction process continuous after field work, until a final report is complete.

3) Data display
Display is an organized assembly of information that permits conclusion drawing and action taking. Looking at display help us to understand, what is happening and to do further analysis or action based on the understanding.

4) Conclusion drawing or verification
Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification integrally linked to conclusion drawing, entails revisiting the data as necessary to cross-check or verifies these emergent conclusions. In this step, the data which is display and linked is checked again to see systematic patterns and interrelationships between the data. The data is analyzed to make conclusion.

Figure 1 Components of data by Miles and Huberman’s
(in Sugiyono, 2010:338)
RESULT AND DISCUSSION

Results

Before conducting the first meeting in cycle I, the researcher had done the pre-test. The pre-test was done on Wednesday, October 21\(^{st}\), 2015 at 07.00 a.m until 08.20 a.m. In pre-test, the students were asked to answer the questions which consisted of 50 questions based on the text. The purpose of the test was to measure the score of students’ reading comprehension. The data showed that the mean score of pre-test was 54.3. But, the minimal score (KKM=Kriteria Ketuntasan Minimal) is 75. It was lower than KKM.

The researcher conducted post-test 1 on Wednesday, November 4\(^{th}\), 2015 at 07.00 a.m to 08.20 a.m. Just like in pre-test, the students were given 50 questions and there were about 10 different descriptive texts with different theme. The mean of the post-test 1 is 67.3. It was higher than pre-test (54.3) but it was still lower than the minimal score (KKM=Kriteria Ketuntasan Minimal) which is 75.

The post-test II was conducted on Wednesday, November 18\(^{th}\), 2015. The lesson started at 07.00 a.m. to 08.20 a.m. In this test the students had to answer 50 questions based on 10 different texts just like in previous tests, in pre-test and post-test 1. It was multiple choices. The result of the test was quite satisfying, the result of the mean score in post-test II was 78.8. It was higher than KKM. So, the students’ score were achieved.

Discussion

The implementation of Reciprocal Teaching Technique was success to improve the students’ reading comprehension significantly based on the result of first and second cycle. The result of improvement of the students could be seen on the result table as follows:

<table>
<thead>
<tr>
<th>Mean of Pre-Test</th>
<th>Mean of Post-test 1</th>
<th>Mean of Post-test 2</th>
<th>t-value of Cycle I</th>
<th>t-value of Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>54.3</td>
<td>67.3</td>
<td>78.8</td>
<td>13.63</td>
<td>25.57</td>
</tr>
</tbody>
</table>

*Table 4.1 Result of the Research*

From the table above, it could be said that the mean score of the post-test 1 (67.3) has significantly improved from pre-test (54.3). While the mean of post-test 2 (78.8) has increased from post-test 1 (67.3).

Based on the analysis using t-test, the result between pre-test and post-test 1 was 13.63. It was consulted in the t-table and the result was that \( t_0 > t_1 \) in significance 5 \% (13.63 > 2.042). It meant that there were significance improvement which was described
before in the learning of reading comprehension through Reciprocal Teaching Technique in pre-test and post-test 1.

Then the result of analysis using t-test between post-test 1 and post-test 2 was 25.57. It could be concluded that $t_0 > t_1$ in significance 5 % ($25.57 > 2.042$). It meant that there were significance from learning of reading comprehension through Reciprocal Teaching Technique in post-test 1 and post-test 2.

The table showed the improvement of the students’ scores. Reciprocal Teaching Technique was suitable for teaching learning process. The improvement can be seen from the result of students’ pre-test and post-test which was done in every cycle.

It could be summarized that there was significant improvement of the students’ comprehension in reading descriptive text step by step based on the stage of Reciprocal Teaching Technique.

CONCLUSION

Based on the result of this Action Research, the researcher could conclude that the use of Reciprocal Teaching Technique in reading comprehension on descriptive text at VII F students of SMP N 7 Surakarta in 2015/2016 academic years was successful, the conclusions are as follows:

1. Reciprocal Teaching Technique could improve the students’ reading comprehension on Descriptive Text.
   It could be shown that the students could read well, focused, and understood more about Descriptive Text. It was indicated in their achievement in the score test. After conducting cycle 1, their mean score in the post-test 1 (67.3) was higher than the mean of pre-test (54.3). Then after conducting cycle 2, their mean score in the post-test 2 (78.8) increased highly from the mean of post-test 1 (67.3). It meant that the students reading comprehension is getting improvement and progress through Reciprocal Teaching Technique.

2. The class condition after implementation of Reciprocal Teaching in teaching learning reading comprehension so far was good.
   The students were enthusiastic in learning English using Reciprocal Teaching Technique. During reading class, the students showed positive improvement of their behaviors in joining the class. Almost all of the students were more enthusiastic and motivated to learn reading. They were more active and focused in joining the class. They gave more attention to the researcher’s explanation and instruction. Therefore, the students understood more about the material and the technique discussed.
REFERENCES


Marzano, R; Pickering, D; and J. E. Pollock. 2001. *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. Virginia: Association for Supervision and Curriculum Development.

