THE USE OF RECIPROCAL TEACHING TO IMPROVE STUDENTS’ READING COMPREHENSION
(A Classroom Action Research at the Eighth Grade of SMP Negeri 19 Surakarta in 2007/2008 Academic Year)

THESIS
Submitted to Teacher Training and Education Faculty of Sebelas Maret University to Fulfill One of the Requirements for Getting the Undergraduate Degree of English Education

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ABSTRACT


This study is based on the problem that is the low reading comprehension of the eighth grade students of SMP Negeri 19 Surakarta in the academic year of 2007/2008. It is focused to find out whether reciprocal technique can improve students’ reading comprehension or not and also identifies the phenomena taking place when teaching students’ reading comprehension by using reciprocal teaching.

This classroom action research was conducted in class VIII A, from March to June 2008. The subject of this research is the students of class VIII A of SMP Negeri 19 Surakarta, in the academic year of 2007/2008. This class consists of 40 students, 16 boys and 24 girls. In this action research, the researcher was as the teacher in teaching learning process. This research used reciprocal teaching technique. The procedure of this research consists of identification, planning, action, observation, and reflection. The research is conducted in two cycles. The first cycle consists of two meetings and so does the second cycle. In collecting the data, the researcher uses qualitative and quantitative technique. The qualitative data are obtained from observation, notes, interview, and photograph. The quantitative data are supported by quantitative data that are the mean score of students’ pre test and post test.

The improvement of students’ score can be seen from the differences between pre-test and post-test. The mean score of pre test improves from 5.6 to 5.8 in post test 1 and it also improves to 7.3 in post-test 2. The test result shows that there is an improvement of the students’ reading comprehension after the researcher conducted the research. The results of this research are teaching reading comprehension by using reciprocal teaching technique can improve students’ reading comprehension, increase their vocabulary, encourage them to be active, and enhance their cooperative skills. Through this technique, the students are involved in the teaching learning process. They can share their knowledge and help each other in understanding the lesson material. The students not only learn from the teacher’s explanation, but also learn from their friends who also learn the same thing. This technique provides opportunities for the students to understand the lesson material more by asking other group member without being ashamed and afraid, since the students are usually afraid to ask the difficulties to the teacher. Therefore, the teaching learning process can run well
MOTTO

And whosoever fears Allah and keeps his duty to Him. He will make his matter easy for him.

QS. At Talaq: 4

The key to realizing a dream is to focus not on success but significance - and then even the small steps and little victories along your path will take on greater meaning.

Oprah Winfrey

Knowledge and skills are tools, the workman is character

Author
DEDICATION

This research is dedicated to:
My beloved Mother and Father,
My friends of ’03-ers,
All people that have helped and supported me,
And my alma mater
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The researcher realizes that this thesis is still far from being perfect. He accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers and English education improvement.

Surakarta, April 2011
Aditya Nugraha
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CHAPTER I

INTRODUCTION

A. The Background of the Study

One of the languages used for communication in the world is English. It is considered as an international language. As one of international languages, English plays a very important role in the global communication. People use it in business, politics, science, technology, education, entertainment, etc. Moreover, English also becomes a means for everyone who wants to broaden his knowledge.

Playing a role as an international language, English is used to communicate among people having different cultures in the world. Therefore, lots of important information and knowledge written in books, magazines, journals, and internet are in English. Based on this real fact, people who get information from other parts of this world are supposed to be familiar with English texts. In other words, they need to be good at reading the texts in order that they can effectively and efficiently get the intended information or knowledge. It proves that English has many important roles in the world and of course, Indonesia cannot ignore this fact.

Underpinned by this real fact, the Indonesian government places English as the first foreign language. It becomes a compulsory subject in secondary schools and universities. Even some primary schools have included English in their curriculum. This is the fact of education system, which develops in line with the modern era. Thus, English curriculum always needs improvement in order to generate a better result of learning.
Meanwhile, in the world of language learning, i.e. English learning, there are four skills that should be concerned, namely listening, speaking, reading, and writing. Nevertheless, among the four skills above, reading is the most important skill for most students of English throughout the world. It is reasonable, since the greatest importance of English for most people is to read English textbooks for getting information in many kinds of fields. In every subject, students’ learning activities involve reading. Moreover, in the world of education, all books and handouts are in the written form. It means that students should read them so that they can absorb the contained knowledge. Aebersold and Lee Field (1997: 15) review in general sense, that reading is what happens when people look at a text and assign meaning to the written symbols in that text.

Related to the fact, reading is one of the four major skills that students have to master. In fact, many students of Junior High School find it difficult to understand English texts. They are still poor at reading English texts. Normally they get stuck because of some problems, such as unfamiliar words, inability in understanding the context, being reluctant, and so forth. Apparently, reading is a simple activity, which all English learners can do easily. However, it is not an easy skill to master. A complex process which require specialized skill of the reader and needs a comprehension.

Based on the observation conducted in the eighth grade of SMP N 19 Surakarta, the writer found that the students’ reading comprehension was still low. It can be seen in the learning process, that the students faced difficulties in comprehending an English text. They needed a lot of time to understand. They also faced difficulties in understanding sentences, and finding the meaning of the sentences in a paragraph. That condition caused the students have difficulties in answering questions following the text. As the
result, their score in reading was low. The writer also found that the reading interest of the students was also low. Most the students did not read the text when they got assessment related to an English text. Only few students read the text and did their assessments. Some of them copied their friends’ work or even did not do it. Most of them were passive in reading class.

During the pre-observation, it was also noticed that there were some problems dealing with teaching and learning reading comprehension as follows:

1. The learning process was textbook-oriented. The teacher mostly based her teaching on a certain textbook (Lembar Kegiatan Siswa). There were no various sources used and various activities done during the lesson. The students only moved from task to task stated in the book by answering questions based on a certain reading text in that book.

2. The English teacher still used the conventional technique. During the classroom process, the teacher dominated all classroom activities. Thus, students were not actively engaged in the learning activities. There were little opportunities for unconfident students to get involved in the lesson. Only the active students could learn better.

3. The students were not enthusiastic and interested in reading. Only few students had great willingness to answer comprehension questions voluntarily. Most of them were passive; they answered the questions only if the teacher pointed at them to answer.

Those cases faced by the eighth grade students in SMP N 19 Surakarta might considerably occur because the teaching method used by the teacher does not the students
to be active. The Students are bored with the habitual learning activities having described above. Therefore, the teacher has to be able to use her creativity to establish inviting, enjoyable, and motivating classroom environment.

To overcome such problem especially students’ reading comprehension, there are many teaching techniques that are needed to put into practice, and one of the techniques is Reciprocal Teaching Techniques. Students involved in the Reciprocal Teaching process are checking their own understanding of the material they have encountered (Palinscar, 1986).

Reciprocal teaching is one of teaching techniques used in reading class. This technique of teaching proposes a problem-solving approach to reading. It helps the students find solutions to the problems they encounter during their reading. In the process of reciprocal teaching, the students work in groups, discuss the material (reading texts) through some steps of strategies that will lead them to be efficient readers. According to Palinscar (1986), 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.

The writer hopes reciprocal teaching techniques will really make improvement to the English Learning, especially the reading lesson. Therefore, the writer will carry out this technique into a classroom action research.

. Based on the description above, the writer is interested in studying and would like to discuss THE USE OF RECIPROCAL TEACHING TO IMPROVE STUDENTS’ READING COMPREHENSION (A Classroom Action Research at the Eighth Grade of SMP Negeri 19 Surakarta in 2007/2008 Academic Year)
B. Identification of the Problem

Based on the background of study, some problems can be identified, related to students’ reading comprehension. The problems are:

1. What is actually reciprocal teaching technique?

2. What are strategies of reciprocal teaching technique?

3. What is actually reading comprehension?

4. How reciprocal teaching applied in teaching reading comprehension?

C. Limitation of the Problem

This study focuses on improving students’ reading comprehension by using reciprocal teaching technique, which is taught in junior high school.

D. Statement of the Problem

Looking upon the topic, the problems that need to be answered in this research are as follow:

1. Can reciprocal teaching technique improve students’ reading comprehension?

2. What happen when teacher teaches reading comprehension by using reciprocal teaching?

E. Objective of the Study

Several problems have been previously identified. Those are essentially concerning with the students get the difficulties in comprehending English text and the learning process was textbook-oriented. The application of suitable technique then
becomes the priority in teaching so as to help to solve the problems encountered. Therefore, the objective of the study is to find out whether reciprocal teaching technique is effective for improving the students’ reading comprehension at the eighth grade of SMP N 19 Surakarta.

F. The Benefit of the Study

This research hopefully will give some contributions to the process of teaching English. There are some expected benefits of the study for English teacher, students, and other researchers.

1. For the teachers, they know the importance of reciprocal teaching techniques for improving reading comprehension and are able to apply it to student’s reading comprehension.

2. For the students, they can be more skillful in reading English texts because they have been trained how to read effectively by using the strategies of reciprocal teaching procedure.

3. For other researchers, they can use this study to develop the similar study such as listening, speaking, and writing.
CHAPTER II
THEORETICAL REVIEW

A. Review on Reciprocal Teaching

1. The Concept of Reciprocal Teaching

Every English teacher has his own style of teaching. He may choose a certain technique and method in teaching, depending on the benefit he wants to gain. Reciprocal teaching is one of the techniques used by English teachers in reading class. Reciprocal teaching is an instructional procedure designed to enhance students' comprehension of text. The procedure was designed by Anne Marie Palincsar, from Michigan State University and Anne Brown, from the University of Illinois (Patti's Teacher's Corner). Reciprocal Teaching is a technique used to develop comprehension of text in which teacher and students take turns leading a dialogue concerning sections of a text. Four activities are incorporated into the technique: prediction, questioning, summarizing and clarifying misleading or complex sections of the text (Palincsar, A. S. & Brown, A: 1984). The purpose of this strategy is to improve reading comprehension through the use of student/teacher collaboration. It takes place in the form of a dialogue between the teacher and a group of students. In this dialogue the teacher and students take turns assuming the role of teacher in leading the dialogue about a passage of text.

Reciprocal teaching is collaborative comprehension instruction that focuses on the strategies of predicting, questioning, clarifying, and summarizing. Teacher modeling reciprocal teaching in the Primary Grades student discussions, and connections with texts are three important aspects of reciprocal teaching. A teacher using this style of instruction must be willing...
to transfer responsibility to the students, focus on process rather than products, and teach students to be strategic readers (Palincsar 2003 as quoted by Richards).

According to Lori D. oczkus (1994), reciprocal teaching has four main strategies that teachers and students employ together to comprehend text: predicting, questioning, clarifying and summarizing. He states that he likes to call the strategies the “Fabulous Four” or “Be the Teacher”

Carter and Fekete (1995) state that Reciprocal Teaching is characterized as a dialogue taking place between the teacher and students (or student leader and members of the group) that results in students learning how to construct meaning when they are placed in must read situations (test or assignment).

Based on theories above, the writer conclude that Reciprocal Teaching consists of four comprehension strategies: summarizing, questioning, clarifying, and predicting. The teacher initially models and explains the strategies but gradually students begin to assume responsibility for implementing them.

2. The Three Features of Reciprocal Teaching

The theory of reciprocal teaching presents three key features: scaffolding and explicit instruction, four main strategies, and social interaction.

a. Scaffolding and explicit instruction

The concept of scaffolding is grounded in Vygotsky’s social constructivist learning. According to Vygotsky (1978), every mental function in a child’s development first appears in collaboration with an adult or expert. This collaboration occurs in the zone of proximal development, an area that stands between what children can do by themselves
and what they need assistance to do. With enough practice, children internalize this collaborative form in their mental process and can work alone in new contexts. Graves & Graves (2003), Pearson and Fielding (1991), Pressley (2002), and Rogoff (1990) have defined scaffolding as an effective way to assist students in reaching their higher ability by supporting their accomplishment of a task they could not complete by themselves. Once this level of performance is reached, the teacher decreases his or her responsibility whereas the students take more responsibility in their reading tasks until they become fully independent readers (Malock, 2002). The teachers should provide enough support so that the learners do not give up on the task, but at the same time they should not overly scaffold in a way that the learners are not offered enough opportunities to work actively by themselves. Clark and Graves (2005) review three aspects of scaffolding and its effectiveness: Scaffolding is flexible and supports students in their acquisition of basic skills and higher thinking. It allows for explicit instruction, and allows teachers to teach students of diverse needs.

Reciprocal teaching provides scaffolding through explicit instruction involving the modeling and explanation of the four main strategies, guided practice, independent practice, and the application of the strategies by the students themselves. Rosenshine and Meister (1994) stated that it is easy to memorize strategies, but it is difficult to transfer or apply independent strategic thinking. Teachers need to show their students how to do this through explicit instruction that includes limiting tasks to make them manageable, motivating the learners, pointing out critical features, and demonstrating solutions to problems.
b. The four main strategies of Reciprocal Teaching

Reciprocal teaching requires students to work in groups, discussing the material (reading passage) through some steps of strategies. Basically, as it is stated in the previous section, reciprocal teaching encompasses four strategies namely predicting, clarifying, questioning, and summarizing. Palinscar, A. S. and Brown, A. L. (1986) state reciprocal teaching consists of four comprehension strategies: summarizing, questioning, clarifying, and predicting. The teacher initially models and explains the strategies but gradually students begin to assume responsibility for implementing them.

The first strategy of reciprocal teaching is predicting. This strategy encourages learners to actively think ahead. The learner is anticipating what will come next in the text, based on appropriate prior knowledge and on the structure and the content of the text. This was intended to activate students’ relevant prior knowledge (Pressley and Woloshyn, 1995: 83). Greenal and Swan (1998: 2) note that before reading a text we usually subconsciously ask ourselves what we know about the subject matter. This makes it easier to see what information is new to us and what we already know, as we read the passage. If we can help students, where necessary, to transfer this skill to a foreign language, we can ensure that as they read they are not overloaded with too much new information. Grellet (1998: 17) explains that prediction is not really a technique but a skill to all the reading techniques and to the process of reading generally. It is the faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clues.

In a real practice, this step of strategy seems to encourage greater participation in the reading of various texts, by inviting students to invest something for themselves in the reading experience. In order to make a prediction about a subsequent paragraph of a text,
students have been obliged to read the earlier paragraph searching for hints of the overall organization of the passage. Even they are trained to make prediction of the likely content of the text right after they read its title. Their prediction, therefore, represents their most recent hypothesis about the author’s intention in writing the text. Moreover, this strategy motivates them to read on and discover how accurate their prediction is.

The second strategy that students should carry out is clarifying. When clarifying, learners are dealing with difficulties in the text by being alert to unfamiliar vocabulary, text which is structured or set out in an unfamiliar way, new or difficult concept, and losing track of meaning (Education Ministry of New Zealand, 2004). Obviously, this strategy gives the students to find any ways to tackle their problems of dealing with the text. Consequently, communication among them will occur and hence, they will be active thinkers. Palincsar (1986) views that 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 reference words, and unfamiliar and perhaps difficult concepts).

Summarized from Williams and burden (1997: 150), clarification refers to strategies used by learners to check whether their understanding of a rule or language item.

After recognizing the problem learners can employ some strategies to restore meaning, for example re-reading, using the context of the passage, using their knowledge of written language (vocabulary, structure or grammar), and using a dictionary or thesaurus to check meaning. They can also use other reference materials such as an atlas or a road map. It may also be necessary for them to read the whole passage again to understand the meaning. Based on Oczkus Lori D, (2003: 17) during this step of reciprocal teaching, the teacher and students have the opportunity to share “fix-up” strategies to construct meaning.
The third strategy is *questioning*. In this step of strategy, the learner is exploring the meaning of the text in depth. This strategy gives the learner an opportunity to identify the kind of information that provides the substance for an appropriate question and to frame questions before, during, and after reading (Education Ministry of New Zealand, 2004). Oczkus (2003: 17) views questioning is an important strategy for good readers. In reciprocal teaching lessons, students learn to generate questions about a text’s main idea, important details, and about textual inferences, thereby improving their reading comprehension skills. In addition, questioning often becomes the favored strategy of many students.

Finally, the last strategy to be applied is *summarizing*. In this step of strategy, learner is identifying and integrating important information presented in the text. Oczkus (2003: 18) explains that summarizing is a complex process that requires the orchestration of various skills and strategies. To summarize effectively, students must recall and arrange in order only the important events in a text. Doing this strategy, the learner needs to initially identify the most important content of the reading section. It is also necessary to integrate and own the information which indicates understanding. This step of strategy is obviously a clear indication of whether the material has been understood or not. Based on Rosenshine and Meister (1994), finding from research studies suggest that the ability to summarize is a measure of implementation and also a legitimate measure of comprehension. Thus, if students are unable to summarize, it is a strong cue to the teacher to reprocess the procedure of comprehending the text.
c. Social interaction

Social interaction is based on the zone of proximal development (ZPD) developed by Vygotsky (1978). Through it, students are able to learn or solve harder problems, or reach a more complete development of their potential through some guidance from an adult (teacher or expert) or learning activities such as discussion, brainstorming, and group work. Group work offers four movements of social interaction (Gavalek & Raphael, 1996). First, students in a group learn with the members of their group by sharing, discussing, and peer tutoring. Second, they internalize this knowledge. In reciprocal teaching, students learn the four main strategies through the teacher’s modeling and, later, working in cooperative groups, they think of the four main strategies they have learned, what strategies to use, and when and how to use them, and why to use them. Third, the students build their own understanding and reading process on the basis of what they have learnt from the social setting and thus engage in a process of transformation. Finally, they share their understanding and thinking with the group. In this stage, the students’ thoughts are shaped through group discussion. In reciprocal teaching, each participant in a group has a chance to be a leader and manages group work by discussion through the four main strategies. Social interaction is important because it promotes social learning (Dewitz, Carr & Patbery, 1987). In the reading classroom, working in a group provides opportunities for students to improve their cognitive, metacognitive, and affective strategies. Social interaction improves the students’ ability to resolve comprehension difficulties, improves their higher thinking or metacognition, and increases their motivation. Finally, students create new knowledge from what they internalize in order to reach a higher development of their potential (Stevens, Slavin & Farnish, 1991). In brief, through scaffolding and explicit
instruction, reciprocal teaching provides four key reading strategies for students to comprehend a text better. These strategies encourage students to be actively and consciously involved with a text. Moreover, the expert-novice interaction between the teacher and the student or between peer and peer helps the students to regulate their own rules. This gradually assists them in their becoming independents readers. The following figure is the summary of the reciprocal teaching theoretical framework (Malock, 2002).

![The Reciprocal Teaching Theoretical Framework (Malock, 2002)](image-url)
3. The Benefits of Reciprocal Teaching

Research studies have shown that when reciprocal teaching is implemented, learners will make substantial gains in their comprehension skills (Education Ministry of New Zealand 2004).

Firstly, learners can gain include more self-confidence and motivation to read, improved leadership skills, increased co-operation and greater initiative (Education Ministry of New Zealand 2004). By attempting to clarify the sources of their difficulties, students become familiar with a range of potential comprehension blocks in text. And finally, they can learn ways of dealing with them. Questioning important information in the text helps students distinguish between important information and detail. While constructing a summary encourages them to see the text as a coherent whole. And the predicting gives students a purpose in reading the new section of text. It also activates their prior knowledge in order to construct hypothesis of what will come next in the text and what is on the writer’s mind.

Secondly, other benefits can be gained from the interaction during the process of reciprocal teaching. Teachers have observed that even normally achieving or above average students profit from strategy instruction because it allows them to read and understand more challenging texts. Also, students with more experience and confidence help other students in their group to decode and understand what is being read (Summarized from the Language Arts 2000 Cadre ’95, a group of exemplary teachers from public schools in San Diego County).

B. Review on Reading

1. The Concept of Reading

Reading is the fundamental skill upon which all formal education depends (Moats: 2004). Therefore, reading is a very important activity in human’s life. This is due to the fact that people
mostly get information through reading. In this modern era, moreover, when every aspect of
human’s life develops faster and faster, it becomes more essential since the development is
recorded and issued through media including printed media and internet.

There are many definitions of reading stated by linguists and experts based on their own
view. Dallman (1964: 17) states that reading is defined as an activity which involves the
comprehension and interpretation of ideas symbolized by written or printed language. While
Catherine Wallace (1992:4) defines reading as interpreting means reacting to a written text as a
piece of communication intent on the writer’s part which the reader has some purpose in
attempting to understand.

Aebersold (1997: 15) argues that reading is what happens when people look at a text and
assign meaning to the written symbols in that text. The text and the reader are both necessary for
the reading process to begin. Theorists postulate that in reading comprehension activity, a
psycholinguist process take place. In learning every subject, students’ learn the activities involve
reading.

Reading is an active skill-based process of constructing meaning or gaining knowledge
from oral, visual, and written text including Braille (Wikipedia, the free encyclopedia). Based on
theories above, the writer conclude that reading is a activity to construct meaning which involves
comprehension from written text or written symbols.

2. Models of Reading

In looking for ways to describe the interaction between reader and text, scientists have
also created models that describe what happens when people read (Aebersold and Field, 1997: 17).
Barnet (in Aebersold and Field, 1997: 17-18) provides a thorough summary of three main
models of how reading occurs. They are bottom-up theory, top-down theory, and interactive school of theorists.

a. Bottom-up theory argues that the reader constructs the text from the smallest units (letters to words phrases to sentences, etc) and becomes automatic that readers are not aware of how it operates. However, the disadvantage of this model is that the readers will only be successful in reading if they accurately decode the linguistic units and recognize the relationship between words. However, it is impossible for the readers to store in their memory the meaning of every word in passage. Moreover, it is difficult to related one word to other words. From the above information, it could be said that there are some arguments against the bottom-up model. In the reading process, the readers understand that what they have read is the result of their own constructions, not the result of the transmission of graphic symbols to their understanding, and that without their background knowledge, they cannot comprehend the texts.

b. Top-down theory argues that readers bring a great deal of knowledge, expectation, assumption, and questions to the text and given a basic understanding of the vocabulary and check back when new information appears.

c. The interactive school of theorists argues that both top-down and bottom-up processes are occurring either alternately or at the same time. It describes a process that moves both bottom-up and top-down depending on type of the text as well as on the readers’ background knowledge, language proficiency level, motivation strategy use, and culturally shaped beliefs about reading.

These three models of the reading process help explain how readers construct meaning and how they compensate for their comprehension deficits. Successful readers usually alter their
model based on the need of a particular text and situation. The interactive model, which is the combination of the bottom-up and top-down processes, leads to the most efficient processing of texts. Knowing that the interactive model can help L2 readers in achieving successful reading, teachers should find reading instructions based on this model to promote L2 readers’ abilities. The reciprocal teaching approach is a type of reading instruction that is based on the interactive model. It covers four main reading strategies. In order to understand more about reading strategy instruction, the aspects of language learning strategies and reading strategies will be discussed.

3. Types and Purposes of Reading

Reading without purpose will be useless. Reader must have the purposes of reading to understand the reading passage. Wallace (1996: 6-7) classifies the purposes of reading based on the personal reasons as follows:

1. Reading for survival

Reading for survival is almost literary a matter of life and death. For example, a stop sign for a motorist. Survival reading serves immediate needs or wishes.

2. Reading for learning

It is expected to be exclusively school-related. Reading is intended to support learning.

3. Reading for pleasure

Reading for pleasure is done for its own sake-readers do not have to do it. It is written originally to offer enjoyment.

Every person has different purpose in reading. It will affect the way someone reads for specific purposes. There are four types of reading skills used in language, namely:

1. Skimming

Skimming is used to gather information quickly. For example, reading newspaper (quickly...
to get the general news of the day), business and travel brochures (quickly to get informed)

2. Scanning

Scanning is used to find a particular piece of information. Reader looks for the specific piece of information needed. For example, a conference guide, airplane schedule.

3. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books.

4. Intensive Reading

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail like a contract, a book keeping report.

4. Skimming and Scanning Skills

In teaching reading, we have to use various types of reading. Then, reading by those ways will give a better understanding compared with reading by using one type of reading. Furthermore, people will never read efficiently unless they can adapt their reading speed and technique to their aim when reading. By reading all texts in the same way, students would waste time and fail to remember points of importance to them because they would absorb non-essential information. It is important for readers to use appropriate reading techniques.

In Junior and Senior High School, skimming and scanning skills are types of reading technique which are often used by students in accomplishing a task because students intend to search and find important information in the texts. These ways are more efficient than the other types. Skimming is used to quickly identify the main ideas of a text while scanning is used to
find specific information in the text. Skimming and scanning cannot actually be separated because these two ways help students to understand the whole text.

According to Lunzer and Garner in Davies (1997: 137), skimming is a rapid style used mainly to establish what a text is about before deciding where to read while scanning is a kind of skimming to see if a particular point is present in the text or to locate it. It is difficult to draw clear boundaries between skimming and scanning because scanning involves some skimming of large section of text, and skimming must embrace some scanning. Both of them are rapid superficial reading and aimed at searching rather than deep processing of the text.

Skimming and scanning are two different forms of a broader category. They are just distinguished by purpose; the purpose of skimming is to gain an overall impression of the text while scanning is to locate specific items of information (Grellet, 1996: 19). It means that when skimming, readers go through the material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the writer. In scanning, on the contrary, readers let their eyes go over the text until they find what they are looking for, whether it is a name, a date, or a less specific piece of information.

It is stated in http://42explore.com/skim.htm that there are many strategies that can be used when skimming. Some people read the first and last paragraph using headings, summarizes, and other organizers as they move down the page. This technique is useful when readers are seeking specific information rather than reading for comprehension. On the other hand, when scanning, readers search for key words or ideas. They concentrate on finding a particular answer that are needed and determine whether it is the answer of the question or not. From the definitions above, it can be concluded that skimming and scanning are types of reading which are
used for finding information from the texts, either finding specific information or searching the main idea of the whole text and the main idea of individual paragraph.

C. Review on Comprehension

1. The Concept of Comprehension

Comprehension is the key to reading. We as people enjoy reading because we can understand what text is telling us, relate it to our own lives, and thus remember it in our minds (The Comprehension Project).

According to Elizabeth et al (2003: 14) Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

According to Scriven the term “comprehension” appears to be essentially synonymous with “understanding” over its main range, (although its range is desirably narrower, excluding the use of the latter in “an understanding” that is roughly equivalent to “an arrangement or agreement”). Comprehension (the essence of reading) is often taken to mean reading comprehension in the literacy literature unless restricted specifically or by inference from its context. The reconstruction of the intended meaning of a communication accurately understanding what is written or said. The presumption here is that meaning resides in the message received is congruent with message sent.
Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading, (see in http://www.readingrockets.org/teaching/reading101/comprehension). Reading without understanding what is said in the text is useless. Therefore, the special target in reading is to comprehend the content of what they read.

From the definitions above, comprehension can be concluded as the process of interpreting written or printed material containing information to get meaning and gain understanding.

2. Strategies for Improving Comprehension

Many instructional approaches can be used effectively to develop comprehension skills. Some are important to building background; others are useful for teaching the technical comprehension skills and overcoming specific difficulties. Effective teaching necessitates an understanding of, and ability to use, a variety of methods.

There are general principles of instruction which can be used as guides in implementing programs to develop the abilities which make up the specific skills of comprehension. According to Kennedy (1984: 197-198), those named below are representative and could be used profitably in most classroom.

a. Encouraging the Use of Oral Language

If the oral counterparts of the words used in reading matter are unknown, there will be little chance to develop understanding. Any activity that increases facility in speaking and understanding spoken language will aid in developing a background for comprehension and there should be ample time for class discussion, conversation, and oral reporting.
b. Motivating Pupils

Pupils must want to read if they are to develop comprehension. Each class period can provide opportunities for enlisting their interest in the materials and exercises being used, planning objective to be attained, and doing independent reading. If a pupil can be convinced of a personal need to read, instruction will be much less difficult.

c. Providing Practice in Reading Easy Material

Nothing will facilitate the development of comprehension more than relevant practice. Systematic exercises should involve reading materials that are within the experience and achievement range of a reader. Unsuitable materials not only keep the thought process intact, they develop increased speed of recognition, which goes hand in hand with comprehension.

d. Encouraging Purposeful Reading

A major reason young readers fail to comprehend is that they do not have specific purposes in mind when they scan or read material. Unless they have a reason for reading, they have no incentive to remember the content.

e. Stressing Vocabulary Development

Meager sight and recognition vocabularies make comprehension difficult. One of the surest ways to increase comprehension is to plan a program of vocabulary development that will stress sight and independent word recognition, as well as understanding of words.

In this study, the teaching method proposed to be applied for developing students’ reading comprehension is reciprocal teaching. Doing this technique gives the students opportunities to use language to communicate what they want to say. The outcome of the reading task reflects a purposeful reading and provide motivation.
D. Review on Reading Comprehension

1. The Meaning of Reading Comprehension

Reading as one of the language skill is a process that involves reader, text, and interaction between reader and text. Reading cannot be separated from the knowledge readers bring to a text in understanding reading namely schema and strategies, because in the process of decoding written symbols to assign meaning, what writer means may be different from reader gets. Furthermore, the meaning that one reader gets from a text may be different from that of other readers that reading the same text. This variation occurs because of influences of the reader by family, community, and cultural environment and because of individual differences in motivation, aptitude and other personal characteristics. (Aebersold and Field 1997: 15).

Kennedy (1981: 192) defines reading comprehension as a thought process through which readers become aware of an idea, understand it in terms of their experiential background and interpret it in relation to their own needs and purpose. Smith and Robinson (1980: 54) state that reading comprehension is the understanding, evaluating and utilizing of information and idea gained through an interaction between the readers and the author.

Reading comprehension can be defined as the level of understanding of a passage or text (From Wikipedia, the free encyclopedia). While Grellet (1998: 3) states that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible.

From the definitions above, reading comprehension can be concluded as an interactive process of understanding, evaluating and utilizing information from a written text through an interaction between the readers and the author as efficiently as possible.
2. Questioning Technique in Reading Comprehension

There are seven major question types of questions that have been found to be useful in guiding reading, namely main idea questions, detail questions, vocabulary questions, sequence questions, inference questions, evaluation questions, and creative response questions (Burns et. al, 1984: 203-204). We define them one by one as follows:

a. **Main Idea Question**

Students are asked to identify the central theme of selection.

b. **Detail Questions**

Students are asked for bits of information conveyed by the material

c. **Vocabulary Questions**

Students are asked for the meaning of words used in the selection

d. **Sequence Questions**

Students are asked about events in their order of occurrence

e. **Inference Questions**

Students are asked about that is implied but not directly stated in the material

f. **Evaluation Questions**

Students are asked for judgments about the material

g. **Creative Response Questions**

Students are asked to go beyond the material and create new ideas based on the ideas they have read.
3. Factors Affecting Reading Comprehension

Difficulties in reading comprehension are produced by a variety of factors. These factors according to Kennedy (1981: 195-197) include:

**a. Inadequate Instruction presented by teachers**

Inadequate instruction practices include selecting the wrong skills emphasize, presenting the skills to rapidly for groups or individuals, to grasp them adequately or neglecting to evaluate progress adequately.

**b. lack of Pupil Interest**

It is difficult to any but the most thoroughly disciplined readers to concentrate on material they dislike or that is unrelated to their personal interests. Without thoughtful attention to content comprehension of such materials will be negligible. Lack of interest causes the mind to wander, eliminates any desire to excel, encourage a dislike for the task, and reduces consciousness effort.

**c. Unsuitable Materials**

When reading materials are used regardless of whether they are appropriate for pupils in a particular classroom, difficulties in comprehension can result. Such required materials may be too difficult or too easy, stress the wrong skills, have little relationship to the pupil interests, or generally be of poor quality. If unsuitable materials are used exclusively, interest lags, skills development is unbalanced, and all forms of comprehension are discouraged.

**d. Vocabulary Difficulties**

An excessive vocabulary burden forces the readers to rely on dictionary or to bypass many important words. When any appreciable number of words is left out, understanding must suffer.
E. Reciprocal Teaching and Reading Comprehension

Palincsar and Brown (1984) explained that the purpose of reciprocal teaching is to promote the readers’ ability to construct meaning from texts and facilitate the monitoring of their path to comprehension. It is based on a sociocultural method through which readers are modeled, explained, and guided in acquiring strategies within a social, supportive environment. Moreover, the four main strategies of predicting, questioning, clarifying, and summarizing promote and enhance reading comprehension (Dole et al., 1991). Baker and Brown (1984) and Palincsar and Brown (1985) stated that those four main strategies were based on the following criteria: 1) the successful readers employ these strategies; 2) these strategies support both comprehension monitoring and comprehension fostering; 3) each strategy is applied when there is a problem in reading a text; 4) these strategies are regarded as metacognitive strategies. For these reasons, the readers who are taught through reciprocal teaching are more aware of their own thinking and reading process. Indeed, they build effective reading plans such as setting a purpose to the reading, hypothesizing on what is being read, and drawing and testing hypotheses, interpretations, and predictions; they monitor and control their thinking process and check whether they understand; and they evaluate their own reading process, problem solving skills, and comprehension. Reciprocal teaching builds in the readers a metacognitive awareness of the active nature of reading, of task demands, and of self-regulating, in order to succeed in reading comprehension.

In conclusion, reciprocal teaching is a method providing vital reading strategy instruction that emphasizes on metacognitive awareness. Its goal is to improve readers’ reading comprehension and to facilitate their becoming independent readers. It offers three features: scaffolding and direct instruction, practice of the four main strategies, and social interaction.
F. Reciprocal Teaching Applied in Teaching Reading Comprehension

Reciprocal teaching is a cooperative learning instructional method in which natural dialogue models and reveals learners' thinking processes about a shared learning experience. Teachers foster reciprocal teaching through their belief that collaborative construction of meaning between themselves and students leads to a higher quality of learning (Allen, 2003 as cited in Richards). They are not just passive receivers of information. They cognitively interact with new information, based upon what they already know.

One of the ways to discuss text deeply and to give students experiences is through social interaction. Oczkus (2003: 23) confirms that reciprocal teaching builds on the cooperative nature of learning that causes one’s reading comprehension to be deepened through social interactions. This implies that when an individual solve his problem in isolation, he uses his own understanding and therefore involves limited perceptions. In opposite to this, social interaction is an effective problem solving. It is so because the interaction involves others to contribute ideas and perceptions for solutions to a problem. When one individual gives response to the problem, it stimulates further analysis by another member of the group. As well as, this will lead third person to refine their thinking by proposing further additions and insights.

The interaction may be described as students talking to each other-discussing text, questioning and sharing points of view. Consequently, from the interaction they can gain and assimilate knowledge and at last find solution for the problem.

Summarized from Pressley and Woloshyn (1995: 84), for teacher who wish to try this approach, there are, in our view, for key ingredients:
1. Teach student to (a) make prediction about what is going to be in text, (b) generate question about the text content, (c) seek clarification of points that are not well understood or are confusing, and (d) summarize what has been read.

2. Encourage students in interaction to discuss text as they apply strategies to text. That is, encourages students to share their prediction with one another, ask questions of one another about the text, seek clarification about the text from fellow students, and summarize the text for one another.

3. Have a student leader whose role is to orchestrate the discussion rather than “play teacher” as conceived in the original reciprocal teaching intervention.

4. Teach students how to ask questions, since not knowing how to generate questions is a bottleneck that can undermine the effectiveness of the approach.

Finally, all the above principles are in line with the heart of reciprocal teaching which is composed of four strategies, namely predicting, clarifying, questioning, and summarizing to promote students comprehension.

**G. Rationale**

In learning English, learners have to master the four main skills, namely: reading, listening, speaking, and writing. Reading is one of the four language skills taught to be mastered. It is often difficult to know how to improve student skills. Reading without reading comprehension makes students difficult to accomplish the specific text at hand. Therefore, students should have good reading comprehension skills if they want to master English well.

Good English learning process is students-centered; learners should have active roles in doing classroom activities. Meanwhile, the teacher has responsibility to guide and facilitate their
learning. In addition, the teacher has to be able to build good atmosphere; enjoyable and motivating classroom environment to make the students easier in reading the text. Dealing these phenomena, the teacher should use another technique to make their students to be effective readers.

Reciprocal Teaching has a concept that students take over the teacher’s role in small group as they assume responsibility for leading the discussion. It is combined by the four main strategies the student and their group employ together to comprehend text: predicting, questioning, clarifying, and summarizing. It is rewarding in that students learn by themselves, learn more, learn interpersonal or social skill, feel more involved, feel more confident, feel more dedicated, enjoy the class, teach each other and become independent learners.

Dealing with learning reading, the writer assumes that the concept provides students stimuli in building their motivation and interest to read English texts and then help them to develop their comprehension.

H. Hypothesis

Based on the theories above the hypothesis can be formulated as follows: Students’ reading comprehension can be improved by using reciprocal teaching technique in the teaching learning process.
CHAPTER III

RESEARCH METHODOLOGY

A. The Setting of the Study

This research was conducted in SMP N 19 Surakarta on March to June 2008. It is located at Jl. Brondongan Serengan Surakarta. SMP N 19 Surakarta has three grades namely the seventh grade, the eighth grade, and the ninth grade. Each grade consists of six classes. Beside eight classrooms, the other buildings are library, teacher office, headmaster office, administration office, computer room, language room and mosque. SMPN 19 Surakarta. Teaching and learning process in SMP N 19 Surakarta are done in six days from Monday up to Saturday.

B. The Subject of the Study

The subjects of this study are the eighth grade students of class A of SMP Negeri 19 Surakarta in the academic year of 2007/2008. There are 40 students occupying the class, 24 girls and 16 boys. Most of the students of class A have high ability but they are still passive in the class. Most of them come from average economic level families.
C. The Method of Research

The research method used in this study is an action research. Wallace (1999: 4) states that action research is basically a way of reflecting on a teacher’s teaching (or teacher training, or management of an English Department, or whatever it is the teacher does in ELT). It is done systematically by collecting data on teacher’s everyday practice and analyzing it in order to come to some decisions about what the teacher’s future practice should be.

In line with what is said by Wallace, Ebbutt in Hopkins (1985: 45) states that action research is about the systematic study of attempts to improve educational practice by groups of participants, by means of their own practical actions, and by means of their own reflection upon the effects of those actions.

Furthermore, Kemmis and McTaggart in Nunan (1992: 17) state that there are three characteristics of action research. Firstly, the action research is carried out by practitioners rather than outside researchers. Secondly, the kind of research is collaborative, and thirdly the research is aimed at changing things.

Burns (1999: 30) suggests the characteristic of action research as follows:

1. Action research is contextual, small scale and localized. It identifies and investigates problems within a specific situation.

2. It is evaluative and reflective as it aims to bring about change and improvement in practice.

3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners, and researcher.
4. Changes in practice are based on the collection of information or data which provides the impetus for changes.

From the definition above, it can be concluded that action research is a systematic study to overcome education problems done by teachers or practitioners by means of their own reflection upon the effects of those actions.

In this study, the classroom action research that is conducted is an attempt to improve students’ reading comprehension. This classroom action research is going to be carried out using reciprocal teaching. The effects of the action can be known after using reciprocal teaching technique in reading comprehension. The reflection shows whether the technique of reciprocal teaching can improve the students’ reading comprehension or not to be higher than before.

D. The Model of Action Research

This action research uses a model developed by Kemmis and McTaggart in Burns (1999: 32). There are four steps in action research, namely plan, action, observation, and reflection. These four steps are included in procedures of action research. The procedures of action research in this research are as follows:

1. Identifying the problem

In this step, the researcher identifies the problem occurring in the class. The problems refer to the factors making the students difficult in reading. To identify the problem, the researcher observes the teaching learning process, interviews the teacher, and conducts a pre-test.
2. Implementing the action research

Based on Kemmis and Mctaggart, action research occurs through a dynamic and complementary process, which consists of four essentials ‘moments’: planning, action, observation, and reflection (Burns, 1999: 32). These moments are the fundamental steps in a spiraling process through which participants in an action research group undertake to:

a. Planning.
   In this step, the researcher develops a plan of critically informed action to improve what was already happening. The researcher makes lessons plans about certain topic.

b. Action
   The researcher acts to implement the plan. This is the step where the researcher conducts the technique in the class based on the plan made, the teaching learning process of using reciprocal teaching technique.

c. Observing.
   The researcher observes the effects of the critically informed action in the context in which it occurs. He observes how the process of the teaching learning runs. The researcher also monitors and writes the responses of the pupils in the class. In this step, the researcher is helped by the teacher.
d. Reflection.

Reflection seeks to make sense of processes, problems and issues in strategic action. If the researcher finds some difficulties unsolved during the teaching learning process, the researcher prepares the re-planning steps. The researcher reflects on these effects as the basis for further planning, subsequent critically inform action and so on, through a succession of stages. The researcher tries to formulate the conclusion of the previous steps. The result of observation is analyzed and evaluated.


In order to make sure whether or not there is an improvement of the student’s reading comprehension, the researcher gives the students tests. After giving the test, the researcher analyzes the result of the test by scoring it, and then finds the mean of the scores. After the mean of the score is found, the teacher can find supporting data which show whether there is an improvement of the students’ reading comprehension than before or not, as it has been known that the mean scores previous reading comprehension is still low.

Based on Hopkins point of view (1993:48), the model of action research can be illustrated as follows:
E. Data Collection

The first data of the research are collected by using qualitative method: interview, observation, questionnaire, test, and photograph. The interview with the teacher and the questionnaire completion were done in the pre-research to find the problem occurred in the teaching and learning reading comprehension. The researcher did the observation by making field notes.
The second was quantitative method. The data collected using quantitative method was gotten from the test. In this research, the researcher used objective items of pre-test and post-test. The total numbers of test items were 40 items. The test consisted of vocabularies that had been taught to the students.

F. Data Analysis

The process of teaching and learning reading comprehension is analyzed by investigating the data collected during the process of action research. They are the qualitative data and the quantitative data. The qualitative data include: research diaries, observation report, field notes, questionnaires, and photographs of teaching and learning process. The quantitative data includes pre-test and post-test score. Then, the quantitative data result is analyzed by comparing the mean score of pre-test and post-test to know whether there is an improvement of students’ reading comprehension or not.

Finally, by analyzing the observation result and test result, the conclusion can be made whether or not reciprocal teaching can improve students’ reading comprehension.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the classroom action research conducted in the eighth grade of SMP N 19 Surakarta in the 2007/2008 academic year. It describes and discusses the data collected from the research.

A. Research Findings

The description of the research finding can be explained as follows:

1. Pre research result

The pre research result deals with the activities conducted before the research to identify problems faced by the teacher and the students during the teaching learning process.

Before conducting the research, the writer held a pre research to identify problems that occurred during the teaching learning process in relation with the students’ reading comprehension improvement before using new technique, to identify the teacher’s technique in teaching reading comprehension and the students’ learning activities during the teaching learning process. This pre research included observing the teaching learning process and giving open-ended questionnaires to the students.

The writer as the observer reported that the teacher did not have many alternative techniques for teaching reading class. The teacher often gave their
students homework to translate the text. The writer also reported that the teacher found difficulties in her teaching. The problems were identified as follows: (1) the students got unsatisfying reading comprehension improvement, (2) the students had low motivation, (3) the students had not been active during the teaching learning process, (4) students were getting bored in the middle of the teaching learning process and (5) the students were not eager in following the teaching learning process because the teacher never used media as alternatives to attract the students’ attention, not only from the students’ book.

While from the open-ended questionnaires result, it is known that most of the students considered that reading was an interesting subject. However, students also had problems in improving their reading comprehension. The problems were: they had difficulty to comprehend a text, they got difficulties to translate the text. According to them, their teacher taught too fast in teaching reading.

Considering those problems, the writer decided to implement a new technique by using reciprocal teaching technique in teaching reading comprehension in order to improve the students’ reading comprehension and to overcome the problems that occur during the teaching learning process.

2. Research Implementation

The research implementation of using reciprocal teaching to improve students’ reading comprehension includes two cycles. Every cycle consisted of two meetings and each of them took 60-80 minutes. There were four steps in each cycle: planning, action, observation, and reflection.
a. Cycle 1

1) Planning

The writer designed teaching learning activities by using reciprocal teaching technique in order to improve students’ comprehension skill and to overcome the problems that occur during the teaching learning process. It was expected that reciprocal teaching technique could improve students’ comprehension and motivated them to be active also enjoyed the teaching learning process. This reciprocal teaching technique stimulated them to concentrate in understanding the text.

In planning the action, the writer prepared the teaching materials, the teaching aids, the students’ worksheet, the lesson plans, and anything related to the action. Dealing with the materials, the writer prepared materials based on the national curriculum and the most appropriate text to teach reading. In selecting the text, the writer selected the text based on several factors: the age, the language level the interest of the students.

2) Action

a) The first meeting, Monday, 2nd June 2008 (08.00-09.20 am)

After having prayer with the students, The English teacher introduced the researcher or the writer to the students and she allowed the writer to handle the class then the writer became the teacher during the research. Firstly, the writer acted as the teacher greeted students and checked their attendance, but some of them were still noisy. Then as introduction, the writer tried to attract their attention by asking some students to tell about their dreams in the previous night. The students began to pay

commit to user
attention to the teacher. Later, the writer told students that they were going to learn about recount and asked to student of what they knew about recount text, students just spoke softly. The writer pointed a student to tell their knowledge about it. Some students felt not understood about recount text. Then writer gave short explanation about recount text and also the teacher told students about recount text by using and practicing the different technique. Before giving explanation about this technique, the writer reminded to students that before practicing this technique, the student had to make groups. After that, the writer divided the students into ten groups, one student became leader of each group. The class was very noisy when they looked for their group friends.

The next part, the writer introduced the whole class to each of the skill in the process of reciprocal teaching technique. The writer explained the students how to practice four comprehension strategies in reciprocal teaching technique. Next, the writer gave the example of how to apply the techniques. All of students watched it seriously.

Firstly, the writer wrote on the board a title of text ““Jaya Ancol Dreamland’” and he tried encouraging the student to guess or predict on what the text was going to be about. The writer asked several stimulating questions to make the students easily to guess, such as “What do you think about the title?” and “What do you think will happen next?” Many students were very enthusiastic to predict what the text was going to be about. The writer also the leader of discussion recorded some prediction on the board. Secondly, the writer distributed the students a short text and gave them
two minutes to read. Having read the text, the writer went to the next practice. The second strategy was clarifying. When clarifying, it related with difficulties in the text by being alert to unclear vocabulary and text that is structured or set out in an unfamiliar way. This section, the writer helped them by asking “Are there any words or phrases that confused you?” Some of them asked about new vocabulary to the writer. Some students only got the synonym, antonym, or clue only from the writer. Consequently, communication among them occurred, they would be active thinkers. After recognizing the problem, the students employed some strategies to restore meaning, for example re-reading, using the context of the passage, using their knowledge of written language (vocabulary, structure or grammar), and using a dictionary to check meaning. After that, the writer gave them explanation what they would do for the next strategy. The writer asked the students to explore the meaning of the text in depth so that they made the questions dealing with text easily. Then the writer pointed a student to read his question then another groups answered that question. Finishing the discussion, the writer continued the activity by having the students to summarize the text. In this step of strategy, the writer asked the students to identify and integrate important information that was presented in the text. In order for the students made the summary easily. The writer also summarized content of the text. Then, one of the students read the summary front of the class. In the end of the meeting, the writer gave the students homework. They were asked to practice that technique by themselves. The teacher finished the meeting by asking the students to
resume what they learned that day. Afterwards, the writer said good-bye to the students, and leaved the class.

b) **The second meeting, Wednesday, 4th June 2008 (07.45-09.15 am)**

As soon as the writer entered the class, he greeted the students. Then checked their attendance reviewed the previous lesson. In this meeting, the teacher divided the students into ten groups consisting of four students, one student became leader of each group. Next, the writer warmed up the activities by asking the characteristics recount text to the students. It purposed to get attention of the students that were still noisy. The writer told the students, that they would practice the use of the four reading strategies; predicting, clarifying, questioning, summarizing on recount text by small-groups discussion. In this meeting the writer gave the example of reciprocal teaching procedure in applying the text.

After that, the writer distributed the student groups’ worksheets, then the writer asked students to write the name and members of the group in the student groups’ worksheets. After that, the writer wrote a title on the board “*Camping*”, and then all of groups looked only the title and made prediction about that. The writer recorded some students’ answers on the board. All of groups wrote their prediction about the text in the student groups’ worksheet by themselves. The writer distributed a reading text that related the title for all of groups. The next activity, all of groups silently read the paragraph of the text passage. In the first paragraph, the writer tried to lead the discussion by asking what the unclear part or word and then the writer asked students to make the question.
The last step, the students summarized what were read in the first paragraph. After that activity, the writer asked students to read the next part of the text silently. Having read, students took turn directing the dialogue in the group by predicting, clarifying, questioning, summarizing in discussing the text. The leader of each group acted as discussion leader for that paragraph by leading the group through the subsequent steps. The leader of each group provided clarification of any difficulties experienced in that section of the text. The leader of each group located and stated the main idea of that paragraph. The leader of each group summarized the content of that paragraph. The writer moved from group to group to observe the student’s progress and provide assistance only when needed. Each of group then used the four reading comprehension strategies completely on their own providing feedback to each other. Students gave each other feedback on strategy use. In the end of meeting, the writer reviewed the lesson. He did not forget to give homework to the students. Then, he closed the lesson after having pray together.

3) Observation

The observation was carried out by the writer when the teaching learning process was going on. And the result of the observation can be explained as follows:

a) The first meeting

In the first meeting, the number of students in this class was big, it made not all of the students were involved in teaching and learning process. Some of them cheated with his friend but when they were ordered to answer the question, the students were not brave to raise their hand to answer it. When the writer pointed
at them, some of them said that they could not answer the questions. While the
writer was giving explanation about the lesson, the students were still noisy,
especially the boys in the back row. Then, in teaching and learning process, many
students were not active. They were afraid and ashamed when they were asked
about the question. Most of the students did not bring dictionary. Considering
about the case, the writer ordered them to borrow dictionary in the library.

Generally, the students were still confused with the technique when the writer
gave direction and explained the procedures of reciprocal teaching technique.
Some of them asked the writer to explain more about the technique. The writer
repeated the explanation and gave the example how to apply the techniques
clearly. Furthermore, several students dominated the teaching learning process
only. The others were still ashamed to be active showing their ability.

b) The second meeting

In the second meeting, the writer still used the same technique. Firstly, the
writer checked the students’ understanding by giving several questions dealing
with the last meeting. From the review, the writer knew that they still remember
the last lesson. Before the writer asked students to apply four reading strategies,
he gave a sample practice in the first paragraph only. The next section, every
group applied this technique by themselves. When the students were discussing
with partners to establish this technique, the class situation becomes a little bit
noisy. At the same time, the writer walked around the class offering helps to the
students. That was the first time they used this technique in reading discussion.
Every group seemed awkward to apply this technique. The main problem they had, it was only in making summary. They missed main point on summarizing section dealing with text. It indicated that they had problem in setting up the general idea. However, during the instructional process, they looked enjoy it.

4) Reflecting

After having observed the teaching learning process, there were some problems that must be solved. In the reflecting phase, some solutions were made as considerations for the further planning to overcome the problems arise.

a) The first meeting

Although the teaching learning process ran well and the students had good concentration and attention toward it, the teaching learning process was still dominated by some students. Not all of them had been active learners yet. They looked ashamed to get involved in the activities actively. In fact, some students were not able to comprehend the text well. Therefore, the writer should do the following actions in avoiding the same problems to occur again:

- The writer should give more attention to the students because they were still afraid and ashamed when they were asked the questions.
- The writer needed to review the technique after giving explanation the technique to help students get better comprehension in applying it.

b) The second meeting

The students’ responses concerning all the activities in the teaching learning process were getting better. Most of them seemed awkward to apply this

commit to user
technique. They still got problem in set up the main summary. In overcoming those problems, the writer was necessary to do the following activities:

- The teacher should create activities to overcome in making good summary.
- The teacher should give the students more practice in applying this technique so that the learners gain more self-confidence and motivation to reading, improved leadership skills, increased co-operation and greater initiative, etc.

After conducting the first cycle of the research, the writer found that the research had not reached optimum result to overcome the problems that occur during the teaching learning process. Based on the consideration that the students still had problems in improving their reading comprehension and the problems identified in the beginning of the research had not been solved optimally. It was necessary for the writer to design appropriate activities to solve the problems and the weaknesses appear in the first cycle so that satisfying result can be obtained.

Based on the observation result above, the writer thought it was necessary to conduct the second cycle.

b. Cycle 2

1) Revised plan

The action planning for the second cycle was made based on the result of the first cycle. Based on the first cycle, the result showed that the students had not been optimal to get involved in the teaching learning process. They were still shy to be active and sometimes, they had problem in comprehending story. To overcome these weaknesses, the writer revised the plan for the next cycle. In this cycle, the writer commit to user...
taught the same procedure of reading with the one in the first cycle but he taught by using different texts and the students practiced it paragraph by paragraph. It was the same as the activity done in the first cycle. In order to motivate the students to become active learners, the writer designed an encouraging teaching learning process in which the students could get involved within the activities optimally.

The writer prepared himself with the text that enables the students to comprehend better and more easily. He also gave a student more opportunity to practice that technique. This procedure was aimed for the students to acquire the four strategies and applied them to any text with ease. He prepared everything in implementing the second cycle including the teaching materials, the students’ worksheet and the lesson plans.

2) Action

a) The first meeting, Monday 16th June 2008 (08.00 - 09.20 am)

After praying, the writer greeted the students. Before the writer continued the lesson, he gave a little review in applying reciprocal teaching technique. After that, he gave some explanations dealing with implementation of reciprocal teaching technique in the first cycle to overcome the students’ difficulties in making the summary. Next, the writer gave student more practice. Firstly he divided the class into some groups. Each group consisted of four persons. The way to make the group was the student counted the number one up to ten. The group was made from the number which was mentioned by the student. So there were ten groups. The writer distributed a descriptive text entitled “The Hawaiian
“Island” to the leaders of all groups by paragraph to paragraph. The next activity, the students took over the teacher’s role in small groups as they assumed responsibility for leading the discussion. Then, paragraph by paragraph, students practiced the strategies, while the writer provided feedback to them and continued to model and explain the strategies. As the students progress, the writer gave less and less help and finally withdraws control until the students can manage the procedure themselves. The writer moved from group to group to observe the student’s progress and provided assistance only when needed. After discussion finished, the writer asked all of the groups to write a summary to share with the class for comments and ideas for revision. All of the students discussed the task actively. They discussed the task to make a good summary. The writer saw that they did not need much time in making summary because the text given was short. Even almost all of the groups had done individual task. They had finished the entire tasks well. The writer saw that all of the groups had finished the task and then she asked them to report the result of their discussion in front of the class as usual.

When the turn to report the result of their discussion came, the students were all ready. The class discussion was very interesting. Almost all of the students were active because the text given was easy to understand. All of the volunteers from each group could answer the questions from other group. They could explain about the text clearly. They could explain the generic structure, the text organization, the main idea, and also the summary of the text. It seemed that
The students had really understood about descriptive text and also the content of the text.

Then, the writer asked the class to vote for the strongest summary. Sharing the summary to the class helped the students so that their summaries would be accurate. Because the time is almost up, he invited the students to ask what their problem in applying this technique and after that, he closed the lesson and said goodbye.

b) The second meeting, Wednesday 18th June 2008 (09.15 - 10.35 am)

After greeting and checking the students’ attendances, the writer reviewed the previous lesson. Then, the writer distributed a descriptive text entitled “Brazil”. As usual, he asked them to make group, and each member of every group had a chance to lead a discussion (within the group) about the text given by the teacher. This procedure purposed to acquire the four strategies and to be able to apply them to any text with ease. One student asked questions, the other student answered and the next one commented on the answer. While one student making summary, the other student commented on or helped to improve his summary. When one student identified a difficult word, the other student helped to infer the meaning and give reasons for the inferences they made. The students still took discussion by using the text.

After all groups finished their tasks, the writer asked one of the members from each group to report the result of their discussion in front of the class and as usual the other groups were asked to comment on the groups’ result of discussion.
Some other groups gave their comment enthusiastically; they gave their opinion to comment the result of the discussion of the other group. The class discussion was interesting. When group four reported the result of their discussion, there were question about the main idea of the first paragraph. The volunteer of this group said that the main idea of the first paragraph was *All about Brazil*. The other group gave another answer. They said that the main idea of the first paragraph was *Brazil is one of the countries in South America*. Then the writer asked whether there was any other opinion or not. One student said that the main idea was *the location of Brazil*. Then the writer asked the students to conclude the answer, and they decided that the summary of the text was *about the location of Brazil and its citizen is very friendly*. After all groups had reported the result of their discussion, the writer collected their worksheet.

Finally, the writer reviewed the lesson by giving the conclusion about the reciprocal teaching procedure. The writer did not give homework to the students. Then, he closed the lesson and said goodbye.

3) Observation

a) The first meeting

In the second cycle, the writer gave the students more practice the step on applying the reciprocal teaching steps. The writer also tried to repair the students’ summary of the procedure by sharing summary to whole class to got comments and idea for revision. The students seemed very enthusiastic in following the activities within the teaching learning process. They were happy and enjoyed the
teaching learning process very much. The students did not have trouble in applying this technique and comprehending the text. The students also were able to get summary accurately.

b) The second meeting

The overall teaching learning process ran very well. The writer still gave the students more practice with some texts. Each step in this meeting could increase their motivation to be a good reader. The students were able to lead themselves in-group to read by modeling the strategies that good readers used. The students were motivated to become active learners. Each of members tried to become the best leader of the group. They seemed not shy and awkward in implementing this technique.

At the end of the lesson, the writer reviewed the lesson by giving some questions dealing with the lesson in that day. The writer didn’t give homework to the students. Then, he closed the lesson.

4) Reflecting

a) The first meeting

In this meeting, the text given was short so the students could do all of the tasks faster than before. The students really could do the task well. Almost all of groups finished the task very well. When they had to report the result of their discussion, the writer asked the other member from each group to report it. The writer wanted to give the same opportunity to all of the students so that the class
discussion was not dominated by some students only. In this way, the teaching learning process made the passive students more active than before. The class discussion was very interesting. If there were different answers or opinion of other groups, they responded it. They gave comment enthusiastically although not totally in English.

The writer had been successful to motivate the students to become active learners. By the reciprocal teaching technique, the students were able to comprehend the text well. The interesting atmosphere within the activities which made the students enjoyed while they were learning. Moreover, both the students and the writer are in a good relationship to succeed the teaching learning process.

b) The second meeting

The students got better ability to comprehend the text. It indicated that the students’ reading comprehension is getting better in applying this technique in cycle 2. The students’ behavior toward the teaching learning process is getting better as well. They shared and discussed the tasks together, solved the problems together, consequently, there was no difference between the good students and the poor ones in their participation. It can be seen from their activeness and motivation in following activities during the teaching learning process.

3. Test result

After conducting the cycles of the research, the writer conducted a test (post test) of text consisting 40 items. From pre-test result, the writer found that the mean of the students’ score is 56.06. In the first of cycles, the writer conducted post test 1.
Its mean score is 57.70. The result of the post test 2 shows that the students’ mean score is 73.88. The description of the pre-test score, the post test score and the mean scores can be seen as follows:

a. The students’ pre test and post test 1 and 2 score:

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b. The calculation of the students’ pre test and post test mean score:

1) The students’ mean score for pre test

\[
\bar{X} = \frac{\sum x}{N}
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\[
\bar{X} = \frac{2242.5}{40}
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\[
\bar{X} = 56.06
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2) The students’ mean score for post test 1

\[
\bar{Y} = \frac{\sum y}{N}
\]

\[
\bar{Y} = \frac{2250}{39}
\]

\[
\bar{Y} = 57.70
\]
3) The students’ mean score for post test 2

\[
\overline{Y} = \frac{\sum Y}{N}
\]

\[
\overline{Y} = \frac{2955}{40}
\]

\[
\overline{Y} = 73.88
\]

B. Discussion

This section presents the discussion of the research findings concerning with the students’ responses toward the reading teaching use reciprocal teaching technique and problems faced by the writer during the research.

1. Reading comprehension tests

The result of the students’ reading comprehension shows that the use of reciprocal teaching in the teaching learning process can improve the students’ reading comprehension significantly. It can be concluded that implementing Reciprocal teaching technique in the teaching learning process can improve the students’ reading comprehension. The students’ mean scores have been improved that in the pre-test, it is 56.06 and in the post test 1. It is 57.70 then post test 2, it is 73.88. The improvement of the students’ reading comprehension can be described as follows:
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<tr>
<td>Σ</td>
<td>2242.5</td>
<td>2250</td>
<td>2955</td>
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<tr>
<td>MEAN</td>
<td>56.06</td>
<td>57.70</td>
<td>73.88</td>
</tr>
</tbody>
</table>

Table 2. The Comparison between Pre Test Score and Post Test 1 and 2 Score

2. Teacher’s diaries

After teaching, the writer as the teacher during the implementation made teacher’s diary. The writer made notes toward his teaching that covers his observation to the students’ behavior and development, the materials, the lesson plans and everything relating with the teaching activities. In his first teaching diary, the writer noted that the teaching learning process ran well. The reciprocal teaching technique was interesting for the students and the activities of reciprocal teaching steps could attract the students to be active. Unfortunately, there were some students who had not been able to comprehend the technique well; they could not do the exercise well. Furthermore, they were still shy to be active getting involved during the teaching learning process. The teaching learning process was also dominated by several students only. In his second teaching, the teacher found that the students can comprehend the text better. They were enjoying the teaching learning process. In establishing the main idea of the text, the students had problem with clarifying words, phrases, or sentences that are unclear. Then, in his third teaching diary, the writer found that the students did not have problem in comprehending the text. They were so active and enthusiastic in following the activities within the teaching learning
process. Students’ problem with vocabulary decreased since they have initiative to open dictionary when they met difficult words. Lastly, in the fourth teaching diary, the writer also noted that the students were able to practice the four strategies comprehend the text well so that they got the ideas of the text well too. The students got motivation during the teaching learning process actively. Moreover, both the students and the writer as teacher had good cooperation within the teaching learning process.

Having investigated the teacher’s diaries, the writer found that the teaching learning process was conducted in a good cooperation between the teacher and the students. The teacher was always aware of the students’ problems and tries to solve the problems immediately. The use of reciprocal teaching, could improve the students’ reading comprehension. It also improved the students’ behavior by motivating them to be active learners. Then, it could be said that in this research, the use of reciprocal teaching in the teaching learning process can improve the reading comprehension of the eighth grade of SMP N 19 Surakarta.
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Having conducted the research of teaching reading comprehension by using reciprocal teaching in Junior High School, it can be seen that reciprocal teaching is a very useful technique to improve Junior High School students’ reading comprehension. The statement that explains reciprocal teaching can improve students’ reading comprehension is viewed from the conclusion of answering research questions. Research questions are covering the questions about how far reciprocal teaching can improve students’ reading comprehension and what happen in the class when reciprocal teaching techniques are implemented in teaching reading comprehension.

The first problem is about how far reciprocal teaching can improve students’ reading comprehension. After the researcher analyzed the result of action research which has been conducted to improve students’ reading comprehension of Junior High School students, it can be seen that the implementation of reciprocal teaching in teaching reading comprehension can improve students’ reading comprehension. The improvement of students’ reading comprehension is also supported by the result of the test score. The mean of pre-test score is 5.6 and it improves to 5.8 in post-test 1. Meanwhile, the mean score of post-test 1 is 5.8 and it increases up to 7.3 in final post-test. From the test result, it shows that there is an improvement of students’ reading
comprehension after the writer conducted the research. It proves that teaching reading comprehension by using reciprocal teaching can improve students’ reading comprehension.

The second problem is about what happens in the class when reciprocal teaching is implemented in teaching reading comprehension. The researcher draws conclusions from two views that are from the students’ roles and from the teacher’s roles. First is from the students’ roles. The students’ roles are more focused on the involvement of some certain activities. The students’ activities are paying attention to the teacher’s explanation, making a discussion with other friends, sharing their knowledge, answering the questions enthusiastically, helping each other in understanding the lesson material and learning from their friends who also learn the same thing. By using reciprocal teaching, the students become more active in joining and paying attention to the lesson. The students are given opportunities to understand the lesson material more by asking other group member without being ashamed and afraid, since the students are usually afraid to ask the difficulties to the teacher. Second is from the teacher’s roles. There are some teacher’s roles that appear while applying reciprocal teaching in reading comprehension. The teacher can play roles as planner, manager, quality controller, facilitator and motivator. The teacher can play those roles well when conducting teaching reading comprehension by using reciprocal teaching. However, the major role is the teacher as facilitator, while the other roles supported the teacher’s role as facilitator.
B. Implication

In the language teaching and learning, it is important to implement an appropriate teaching method. The method applied should provide a good atmosphere for teaching-learning process so that students will be willingly active in the classroom activities. Based on the research, it is obvious that the students’ reading comprehension can be improved by implementing Reciprocal teaching. The use of communicative and interesting tasks can build an inviting classroom environment so that the students are encouraged to learn reading. In addition, working in groups or pairs to finish the tasks helps the students to understand the text they read better by sharing opinion with each other’s teammates. For that reason, the lesson is student-centered. When the students are active in the learning process, they get better understanding of what they learn. Dealing with this, in this research, teaching reading through reciprocal teaching improves the students’ reading comprehension.

C. Suggestion

In the end of this chapter, the writer would like to give some suggestions related to this research, which will hopefully be helpful for English teachers, students, institutions and other researchers.

1. English teachers

Teachers should stimulate the students to be active in the teaching-learning process. In the process of teaching and learning of reading, teachers...
should motivate and challenge them to read more effectively. In this case, the language teachers should choose a certain teaching method that can build a good atmosphere of teaching-learning process – enjoyable and inviting classroom activities such as reading through Reciprocal teaching.

2. Students

   English students should have great motivation to learn English. They also need more practice at home or at school to explore their English. Then, they should be creative to find the best way to learn English by themselves because each student has their own style in learning. They can learn by using technique or teaching aids that are interesting for them. Reciprocal teaching technique is an alternative way that can be chosen by the students. Learning in group provides the students opportunities to share information and ideas with others. It helps them to understand more about the materials and learn more about others’ perspectives and personal feedback so that they can solve the problem and find a solution.

3. Institutions

   The institution that deal with English teaching-learning in their programs should take a policy in modifying the English teaching-learning curriculum that will be implemented in those institutions as far as it is not out of the basic competence stated in the national curriculum.

4. Other researchers
Actually, other researchers can study the reciprocal teaching technique to improve other language skills such as listening skill, writing skill and speaking skill in giving more contribution to the language teaching.