



IMPROVING READING COMPREHENSION OF THE SECOND YEAR STUDENTS OF SMA NEGERI 16 BULUKUMBA THROUGH RECIPROCAL TEACHING TECHNIQUE.

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Abstract

This research aimed at finding out whether or not Reciprocal Teaching Technique is effective to know the students' ability reading comprehension. Pre-experimental method was applied in this research with one group pretest and posttest. The instrument of this research was reading comprehension test that consisted of 40 items in two components, namely 10 items for vocabulary and 30 items for reading comprehension test. The population of this research was the second grade students of SMA Negeri 16 Bulukumba district bontobahari , academic year 2016/2017. The taken randomly total sample of this research consisted of 30 students from class

The result of this research showed that the second year students of SMA Negeri 16 Bulukumba disctrict Bontobahari have fairly good score on the pretest with the mean score 7.58 then get improve to excellent score on the posttest with the mean sore 8.01. The data were analyzed by using t-test showed that the value of the t-test 12.5 is greater that the value of the t-table 2.045. It indicated that the Alternative Hypothesis (H1) was accepted and the Null Hypothesis (H0) was rejected. Thus it can be concluded that the use of reciprocal teaching technique is effective in improving the students' reading comprehension.

Key Words : Reading Comprehension,Reciprocal,Reading Ability

1. INTRODUCTION

In the globalization and information, someone will not be left behind if he only the master at least one of International language , English language used as a tool of the communication all over the world, English plays a prominent role international communication and development of education and tourism many people use it at means of English language communication .To express someone's ideas or feelings through English communication is not easy, the skill of English namely Speaking. The language skills above are categorized in the skill : listening,and reading are called receptive skills, while speaking and writing are called productive skill and the result of English achievement in reading is relatively low,most of secondary school graduates neither cannot use English productively.

Reading is one of the English skill that's needs to be emphasized in teaching English program in Indonesia and language teaching program.In general reading skill the ability ro read, understand and comprehend and written message.

Reading skill is important because it is medium of communication and tools of learning.through reading English people can improve their knowledge, experience and develop of new concept to adapt to the changes in the world

Reciprocal teaching is a process not program design to help struggling readers with reading comprehension it based on four strategies are predicting ,questioning, clarifying and summarizing and reciprocal teaching refers too an instructional activity that take places in the from dialogue between teachers and students

Based on the issue above the researcher problem talk about reading comprehension through reciprocal teaching technique the research problem : Can reciprocal Teaching technique Improve students ability Of SMA Negeri 16 Bulukumba in reading comprehension.

2. LITERATURE REVIEW

a. The definition of Reading

Reading is one way to get find information that students need. They have to able find



specific information whether implicit and explicit by reading the students can comprehend and knowledge. Smith (1986) stated that reading is the identification of written word or the apprehension of the author thought on other hand, the expert divided definition of reading comprehension four general categories reading is interest, reading as language reading as cultural, comprehension is the act understanding a meaning and reading comprehension is the act comprehending what we read William (1991) said that reading, is not just passive and receptive process but active and interactive process between the reader and the writer through the medium of text Alan Smalley (1992) state that reading is an activity, reading is on purpose, comprehension is the process of deriving meaning.

b. Reading Comprehension

Reading comprehension is complex process in which the reader uses mental contents the meaning from written material (Rubin in hasdaniah 1993 :12) it means the reader must be able to recognize the meaning of printed words. Reading comprehension can be defined as a term used to identify some of skill needed to apply information contained within the written form according to turner in Hasdaniah (1984 :159) stated that the reading comprehension involves taking meaning text in order to obtain meaning from the text.

c. Technique Of Improving Reading Skill

Pre reading is technique that reader uses before he begins to read material which improve his comprehension and recall and Kathleen T (1992) says that pre reading involves looking only at those parts of the reading material. Whilst reading is draws on the text, rather than learners idea's previous to reading. The aims of this phase are : (1) to help understanding of writer purpose (2) to help understanding of the text structure and (3) to clarify text content(William). The works in post reading does not refer activity does not refer directly to the text but grows out of it post reading mat

include any reactions to text and of the while reading work .

d. Reciprocal Teaching Technique

Reciprocal teaching is technique used to develop comprehension of expository text in which teacher and students take turns leading dialogue concerning section of the text, four activities are incorporated in the technique, prediction, questioning, summarizing and clarifying misleading or complex sections of the text. Similar with this, Palinscar 1986 who introduced this technique, the formal definition of reciprocal teaching is follow : reciprocal teaching refers to instructional activity that takes place in the form of dialogue between teachers and students regarding segment of text. Each strategy was selected for the following the purpose, summarizing, questioning, clarifying, predicting

3. METHOD OF RESEARCH

The method used in this research a pre-experimental method with one group pre-test and post treatment, the post test conducted the result the treatment. The Population of this research was the second year students Of SMA Negeri 16 Bulukumba in academic year 2016/2017 each class 30 students and the total population 60 the writer used cluster random sampling technique to find the sample of the research the writer choose only pre experimental research

The procedure of data collection are three steps, the first is pre test it is intended to the students prior knowledge and the writer used the material of the text reading the next step after giving pretest the researcher gave the treatment for the students in three meeting the first meeting the researcher explained about reading reading skill and reciprocal technique and the second meeting the researcher divided student into three group each group consisted of five or six students the researcher gave 40 question to the students that related with my research the last meeting the researcher divided students



three groups each group consisted of five or six students that related with my research.

In analyzing the data from pre experimental quantitative method was aimed to calculate and classify correct answer in pre test and post test beside calculating of the standard deviation and the using by t test.

4. FINDINGS

Based on of the result research with the students score of pretest and post test the frequency and rate of the students percentage of the students score and hypthesis sample testing of the paired sample are describe

Table 1

The Students' scores of pre-test (X_1) and post-test (X_2), Gain /difference between the matched pairs (D) and the square of the gain (D^2)

No	Sample	Pre-test		Post-test		$D(X_2 - X_1)$	D^2
		X_1	X_1^2	X_2	X_2^2		
1	AWU	6	36	8	64	2	4
2	AU	7	49	8.5	72.25	1.5	2.25
3	EWR	7	49	10	100	3	9
4	DRA	8	64	9	81	1	1
5	MG	5.5	30.25	7	49	1.5	2.25
6	AW	6	36	8.5	72.25	2.5	6.25
7	NA	6	36	8	64	2	4
8	EI	5.5	30.25	7	49	1.5	2.25
9	NDA	7	49	8.5	72.25	1.5	2.25
10	RMK	6.5	42.25	8	64	1.5	2.25
11	FW	7	49	8.5	72.25	1.5	2.25
12	FA	7.5	56.25	8.5	72.25	1	1
13	RAN	8.5	72.25	9.5	90.25	1	1
14	AN	7	49	8	64	1	1
15	AF	7.5	56.25	9.5	90.25	1	1
16	ANI	6.5	42.25	8.5	72.25	2.5	6.25
17	AA	7	49	8.5	72.25	1.5	2.25
18	AAI	7.5	56.25	9.5	90.25	2	4
No	Sample	Pre-test		Post-test		$D(X_2 - X_1)$	D^2
		X_1	X_1^2	X_2	X_2^2		
19	STC	6	36	9.5	90.25	3.5	12.25
20	AI	7.5	56.25	7.5	56.25	0	0
21	AN	6	36	9.5	90.25	3.5	12.25
22	AH	8	64	9.5	90.25	1.5	2.25
23	RAA	6	36	8.5	72.25	2.5	6.25
24	DYA	6	36	9.5	90.25	3.5	12.25
25	BGS	7	49	7.5	56.25	0.5	0.25
26	ET	8.5	72.25	8.5	72.25	0	0
27	INR	8	64	9.5	90.25	1.5	2.25
28	AE	6	36	8.5	72.25	2.5	6.25
29	ASH	7.5	56.25	9	81	1.5	2.25
30	DSI	7	49	9.5	90.25	2.5	6.25
TOTAL		$\sum X_1 = 98$	$\sum X_1^2 = 1442.75$	$\sum X_2 = 259.5$	$\sum X_2^2 = 2261.25$	$\sum D = 52.5$	$\sum D^2 = 116.75$

Table 1 above shows that the minimum gain (D) Of the students score is +0.25



2. Scoring Classification of the students' pretest and posttest

The raw score of students reading comprehension are tabulated emphasizing on three components : Comprehension, structure and vocabulary, the range score were classified

into seven level base on Depdikbud scale Student score of pretest and posttest were classified into some criteria the criteria are percentage or the students pretest and post posttests

a. Student's Pretests

Table 2

Frequency and rate percentage of the students pre-test in reading comprehension

No	Classification	Range	Frequency	Percentage %
1	Excellent	9.6 – 10	0	0
2	Very Good	8.6 – 9.5	0	0
3	Good	7.6 – 8.5	5	16.67
4	Fairly Good	6.6 – 7.5	13	43.33
5	Fair	5.6 – 6.5	10	33.33
6	Poor	4.6 – 5.5	2	6.67
7	Very poor	0 – 4.5	0	0
TOTAL			30	100

The data in table 2 above shows the rate percentage and frequency of the students posttest in reading comprehension .from this table, it can be seen that there was there was 5 (16,67%) out of 30 students' classified into Good Score 13 (43,3%) out of them classified

into fairly good score 10 (33,33%) out of them classified into "Fair" score 2 (6,67) out of them into classified into poor score and neither of them where classified into excellent' nor' very good score

b. students posttest

Table 3

Frequency and Rate Percentage of the Students' Posttest in Reading Comprehension

No	Classification	Range	Frequency	Percentage %
1	Excellent	9.6 – 10	1	3.33
2	Very Good	8.6 – 9.5	11	36.67
3	Good	7.6 – 8.5	14	46.67
4	Fairly Good	6.6 – 7.5	4	13.33
5	Fair	5.6 – 6.5	0	0
6	Poor	4.6 – 5.5	0	0
7	Very poor	0 – 4.5	0	0
TOTAL			30	100

The data in table 3 above shows the rate percentage and frequency of the students' posttest in reading comprehension. From this table, it can be seen that there was 1 (3.33 %) out of 30 students' classified into 'Excellent' score, 11 (36.67 %) out of them classified into

'Very Good' score, 14 (46.67 %) out of them classified into 'Good' score, 4 (13.33 %) out of them classified into 'Fairly Good' score and none of the where classified into 'Poor' and 'Very Poor' score.

B .Discussion



The description of the data collected through reading test as explained in the previous section shows that the students' reading comprehension was improved. It is supported by the frequency and rate percentage of the result of the students' pretest and posttest. Students' score after presenting materials through Reciprocal Teaching Technique is better than before the treatment given to the students.

In the 'pretest', there was 5(16.67 %) out of 30 students' classified into 'Good' score, 13 (43.3 %) out of them classified into 'Fairly Good' score, 10 (33.33 %) out of them classified into 'Fair' score, 2(6.67 %) out of them into classified into 'Poor' score and neither of them where classified into 'Excellent' nor 'Very Good' score.

In the 'posttest' there was 1(3.33 %) out of 30 students' classified into 'Excellent' score, 11(36.67 %) out of them classified into 'Very Good' score, 14 (46.67 %) out of them classified into 'Good' score, 4 (13.33 %) out of them classified into 'Fairly Good' score and none of the where classified into 'Poor' and 'Very Poor' score.

5. CONCLUSION

Based on the findings and discussion of the research can be concluded that the use reciprocal teaching technique as a teaching technique is effective to improve the students ability s reading comprehension of the second year students of SMA Negeri 16 bulukumba academic year 2016/2017 and based of the result of data analysis and conclusion the research of the suggestion the suggested to teacher use reciprocal teaching technique in teaching reading to increase students ability in reading comprehension and research to conduct in group students in a pair by using reciprocal teaching technique

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