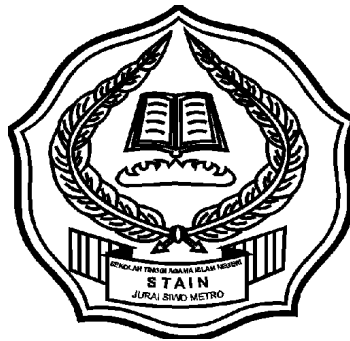


**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING RECIPROCAL TEACHING  
TEHNIQUE TOWARD STUDENTS' READING  
COMPREHENSION AT THE ELEVENTH GRADERS  
OF SMA MUHAMMADIYAH 01 METRO  
IN ACADEMIC YEAR 2013/2014**



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**STATE ISLAMIC COLLEGE  
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Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S. Pd)  
In English Educational Study Program

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**ABSTRACT**

**By:  
RITA KUSMALA DEWI**

The primary goal of this research was to know the influence of using reciprocal teaching technique (X) toward students' reading comprehension (Y) at the eleventh graders of SMA Muhammadiyah 1 Metro in academic of year 2013/2014. Based on the data pre survey, the problems which had been identified was the students found difficulties in reading comprehension because of the media that the teacher using is not appropriate, the students have difficult to predict information in the text, and the limited time in teaching and learning in reading instructional. Reciprocal teaching is one of multicomponent approaches to strategy instruction that teach student to learn English as a foreign language in reading comprehension . Reciprocal Teaching will make the students able to learn actively while discussing with the teacher and their peers in a class. In this case, the writer tried to investigate whether there was influence of using reciprocal teaching toward the students' reading comprehension.

This research was a quantitative research, especially in the quasi experimental design form. The objective of this research was intended to find out the influence of using reciprocal teaching on reading comprehension. This research was conducted in SMA Muhammadiyah 1 Metro, whose population was the XI grade. C class was taken as sample of the research, that was class XI that consist 30 students. To investigate whether there was a positive and significant influence by using reciprocal teaching toward reading comprehension at the XI, the researcher analyzed the data by using "t-test". In this research, the researcher used *pre-test* on control class and *post-test* on the experimental class. The *pre-test* average score of control class was 60.33 and Meanwhile, the *post-test* average score of experimental class was 74, The result of data analysis was  $t_{\text{observed}} = 10.614$  and  $t_{\text{table}} = 2,045$

Based on the data result confirmed that  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$ . Therefore, it can be inferred that  $H_a$  was accepted. It means that there was a positive and significant influence of using reciprocal teaching toward students' reading comprehension at the eleventh grade of Senior High School 1 Metro in the academic of year 2013/2014

**PENGARUH PENGGUNAAN RECIPROCAL TEACHING TERHADAP  
PEMAHAMAN MEMBACA SISWA DI KELAS XI  
SMA MUHAMMADIYAH 1 METRO  
TAHUN AJARAN 2013/2014**

**ABSTRAK**

**By:  
RITA KUSMALA DEWI**

Tujuan utama dari penelitian ini adalah untuk mengetahui pengaruh penggunaan reciprocal teaching terhadap pemahaman reading subjek pada penelitian ini adalah pelajar kelas XI C tahun ajaran 2013/2014. Berdasarkan data pra survey, siswa mengalami kesulitan dalam memahami bacaan karena media yang digunakan kurang menarik, siswa mendapatkan kesulitan dalam memprediksi informasi di dalam bacaan and kurangnya waktu dalam pembelajaran reading. reciprocal teaching adalah salah satu pendekatan multikomponen yang mengajarkan siswa untuk belajar bahasa inggris sebagai bahasa asing dalam pemahaman membaca. Reciprocal teaching akan membuat siswa mampu untuk belajar secara aktif dalam diskusi dengan guru dan teman sebayanya di kelas. Dalam kasus ini penulis mencoba meneliti apakah ada pengaruh yang positif dalam menggunakan reciprocal teaching terhadap pemahaman membaca siswa.

Penelitian ini adalah penelitian kuantitatif. Yang menggunakan tipe quasi experimental. Objek dari penelitian ini dimaksudkan untuk meneliti pengaruh dari penggunaan reciprocal teaching dalam pemahaman membaca. Penelitian ini telah dilakukan di SMA Muhammadiyah 1 Metro, yang populasinya adalah siswa kelas XI. Untuk mengetahui apakah ada pengaruh yang positif dalam menggunakan reciprocal teaching terhadap pemahaman membaca siswa kelas XI. Peneliti menganalisis data menggunakan t-test. Dalam penelitian ini peneliti menggunakan pre tes dalam kontrol kelas dan post-test dalam eksperimental kelas. Nilai rata-rata dari kontrol kelas adalah 60.33 sementara nilai rata-rata dari eksperimental kelas adalah 74. hasil dari analisis data adalah  $t_{\text{observed}} = 10.614$  dan  $t_{\text{table}} = 2.045$

Berdasarkan hasil data dikonfirmasi bahwa  $t_{\text{observed}}$  adalah lebih besar dari  $t_{\text{table}}$ . Oleh karena itu, dapat disimpulkan bahwa  $H_0$  diterima. Ini berarti bahwa ada pengaruh yang positif terhadap penggunaan reciprocal teaching terhadap pemahaman membaca siswa dikelas XI SMA Muhammadiyah 1 Metro tahun ajaran 2013/2014

## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this proposal of undergraduate thesis is original except certain parts of it quoted from bibliography mentioned.

Metro, 2013

The writer

**Rita Kusmala Dewi**

NPM. 0954907

## MOTTO

:Al Alaq 1-5

.Read in the Name of your Lord ( Allah) Who has created ( all that exists) .1  
has created man from a clot ( a piece of thick coagulated blood) .2

**(NobelQuran.com)**

“The more that you read, the more things you will know. The more that you  
learn, the more places you'll go.”

[Dr. Seuss](#)

## **DEDICATION PAGE**

This undergraduated thesis is dedicated to:

- ❖ My beloved Father Suyono and my Mother SagiyeM (thanks for your support and always remind me to do the best for everything, your loving presence in my life gives me a reassuring feeling of security and peace)
- ❖ My beloved a sister and a brother Dian popi Oktari and Siswo Edi Wibowo (thanks for your motivation and your support for my successful).
- ❖ My Almamater STAIN Jurai Siwo Metro, and all my friends in education study program 2009
- ❖ The big family of SMA Muhammadiyah 01 Metro. Thanks for your help.

## ACKNOWLEDGEMENT

To start with, the reseacher would like to extend her gratitude to Allah SWT for blessing, healt, and also mercy because the reseacher can finally accomplish this undergraduate thesis. Shalawat is also sent to prophet saw who had delivered the truth to human beings in general and muslim in particular.

In this second place, the reseacher would like to thanks her parent for financial and spiritual support. The reseacher's thanks also goes to Dedi Irwansyah, M.Hum, Drs. Kuryani Utih,M.Pd, and Dra. Yerni Amir for being patient and efficiency during the accomplishment of this undergraduate thesis.

Last but not least, the reseacher deepest gratitude also go to classmate, my friends, all people in the STAIN Jurai Siwo Metro who involved direcly and indiretly in making this reseach . the reseaher hopes that this research will become source of good for other.

Metro, 2013

The Writer,

Rita Kusmala Dewi

NPM.0954907



# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Reading was the one of the skill that the students have to master. The students who have good skill in reading will be easy to get information, knowledge, and idea from sources they read. But also far, the learners still found difficulties to improve their reading skill because they seldom did the reading activity at school and the material for reading was not interesting for them. Then , there were still some students who have much initial attention or lasting interest in the books and reading. So, they cannot enhance information and their knowledge. There was fact that reading is taught from elementary school to university by using many kinds of method and strategy applied by English teacher. Teaching reading for adolescent learners or senior high school students must be different from junior high school. It was because of their characteristics of psychological background. The students must be encouraged to respond to text and situations with their own thoughts and experience.

An observation had been done at SMA Muhammadiyah 01 Metro shows that the students still faced many problems among the noticeable problems were : the first about the students have limited vocabulary, the second the students have difficult to predict information in the text, the

students find the difficulty to comprehend the reading text, and the last the students less motivation to read the text especially English text as foreign language for every students.

Furthemore, the data of pre survey was conducted in April 15, 2013 on SMA 01 Muhammadiyah Metro in the academic year of 2013/2014 describe the levels of reading comprehension. The levels of reading comprehension among 30 students. The English minimum passing grade in this school is 72. The students who got the score under 72 do not pass the examination. In fact, there are only 5 students who passed the examination and the others failed. The students have difficult to predict information in the text because they have low vocabulary. It shows that students' reading comprehension score at the eleventh grade is still low.

To solve that problem the teacher must be find how to make the students be able to comprehend the text. The teacher also have to find out an interesting method and tehniqe to teach reading comprehension. So the students will be interest in the learning process, and the most important is the objective of learning teaching can be achieve. So, the writer offer reciprocal teaching tehniqe which can solve the student's problem in reading comprehend especially the reding narrative text. Reciprocal teaching is a

effective teaching strategy which allows learners to play different roles to practice prediction, questioning, clarifying and summarizing.<sup>1</sup>

Based on the explanation above, the researcher is interested in conducting a research on “ the influence of using reciprocal teaching toward students’ reading comprehension at the eleventh graders of SMA Muhammadiyah 01 Metro in academic year of 2013/2014.”

### **B. The Identification of Problem.**

From the background above, the writer identifies the problems below:

1. The students lack vocabulary .
2. The students found difficulties to predict information on the text.
3. The students have limited time in reading instructional.

### **C. The Limitation of The Problems**

Based on the identification of the problems above, the writer focused on influence of the using reciprocal teaching toward students’ reading comprehension at the eleventh graders of SMA Muhammadiyah 01 Metro.

### **D. The Formulation of Problem**

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<sup>1</sup>Ahmadi and Abdullah, Goal of Reciprocal Teaching Strategy Instruction, The International Journal Of Language Learning And Applied Linguistics World (IJLLALW), *Volume 2*, (january 2013),p. 25

Based on the background of the problem above, the researcher formulated the research problem as follows:

1. Is there a signification influence of using reciprocal teaching toward reading comprehension at the eleventh graders class students at SMA Muhammadiyah 01 Metro?

**E. Objectives and Benefit of the Study.**

1. The objectives of the studies are ;
  - a. To investigate the influence of using reciprocal teaching toward the achievement on reading comprehension.
2. Benefit of the Studies are :

At the end of this research the writer hopes that it will have some benefits to broaden teaching and learning process. Besides, this research will give contribution to the teacher, students, and institution/school,

- a. For the teacher

The teacher can solve the problems of teaching and learning process by giving attention to the students' mastery of using reciprocal teaching in reading comprehension. The result of this study will be input for the teacher to improve and develop the teaching learning process in reading comprehension subject.

- b. For the students

The students will become more interested in learning English especially in learning reading comprehension. Reciprocal teaching is the strategy to reach their aims in learning English and generally the students will get good result in their studies by reading skill.

c. For Headmaster

The Headmaster will give more attention to be development of reading skill of the first year. The Head master gives appreciation for teacher and students who get a good achievement in English.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Review

This chapter contained some related theories on Reading comprehension and reciprocal teaching. It includes the concept reading comprehension, reading strategy, reading evaluation. At the same time, it embrace the concept of reciprocal teaching and strategy of how to implement reciprocal teaching.

#### 1. The Concept of Reading Comprehension

##### a. Definition of Reading Comprehension

Reading comprehension is a multicomponent, highly complex process that involves interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>2</sup>

Irwin describes five basic comprehension processes that work together simultaneously and complement one another: microprocesses, integrative processes, macroprocesses, elaborative processes, and metacognitive processes.<sup>3</sup> There are many experts that have different definition of reading comprehension. Douglas Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.<sup>4</sup> It

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<sup>2</sup> Janette Klingner *et al.* *Teaching reading comprehension to students with learning difficulties*, (New York: The Guilford Press, 2007), p.8

<sup>3</sup> *Ibid*,

<sup>4</sup> Brown dougles, *Teaching by Principles an interactive approach to pedagogy second edition*, (San Francisco state University: longman, 2001), p.306

means that there were five basic comprehension process to developing reading comprehension.

According Hiebert *et.al*, Reading comprehension is the process of constructing meaning by coordinating a number of complex pro-cesses that include word reading, word and world knowledge, and fluency<sup>5</sup>

Based on the quotations above, the researcher can argue that reading comprehension is the search for meaning, actively using our knowledge of the world and of texts to understand each new thing we read.

#### **b. The Models of Reading**

There are three models of reading as follows:

##### 1) Top-Down Model

This model focuses on linguistic guesswork rather than graphic textual information. Moreover, the readers did not need to read every word of a text, but rather, they concentrate on predicting the next group of words. They concerned themselves with guessing the meaning of the words or phrases.<sup>6</sup> Top-down processing refers to utilizing schemata (background knowledge and global understanding) to derive meaning from and interpreted the message.<sup>7</sup>

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<sup>5</sup>Janette K.Klingner *et al*, *op.cit*, p.2

<sup>6</sup> Yoosabai Yuwadee,” The Effects Of Reciprocal Teaching On English Reading Comprehension In A Thai High-School Classroom”, thesis, (Thailand: Srinakharinwirot University 2009) p.18

<sup>7</sup> Attar, “The Effectiveness of Using Reciprocal Teaching Strategies in Developing Faculty of Education EFL Students' Listening comprehension Skills” , Thesis ,( Egypt: Zagazig University Faculty of Education, 2008), p.43

## 2) Bottom-up Model

This reading model focuses on the smaller units of a text such as its letters, words, phrases and sentences.<sup>8</sup> Bottom-up processing refers to deriving the meaning of the message based on the incoming language data, from sounds, to words, to grammatical relationships, to meaning. Stress, rhythm, and intonation also play a role in bottom-up processing.<sup>9</sup>

## 3) Interactive Model

Interactive model is “ a reading model which argues that both top-down and bottom-up processes occur when a person reads a text”.<sup>10</sup> Stanovich argue that “ the interactive model is a process based on information from several sources such as orthographic, lexical, syntactic, semantic knowledge, and schemata”.<sup>11</sup>

### **c. The Factors Influence in Reading**

Abersold and Field have compiled a list of factors that may influences reading in a second or foreign language as follows:

- 1) Cognitive development and learning style orientation at the time of beginning second/foreign language study.
- 2) Language proficiency in the first language and the foreign language.
- 3) Metacognitive knowledge of the first language structure, grammar, and syntax.

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<sup>8</sup>Yoosabai, *op.cit*, p.16

<sup>9</sup>Attar, *loc.cit*,

<sup>10</sup> Brown,*loc. Cit*,

<sup>11</sup> Yoosabai, *op.cit*,p.18



4) Cultural orientation, attitudes toward text and purpose for reading.<sup>12</sup>

**d. The Level of Comprehension**

The three level of comprehension :

**1) Literal Level**

The first level of comprehension can be called the literal level for the sake of wording because it is the most simple. At this level the reader or student can try to answer the question: At this level, you would not have to understand the true meaning of a paragraph, however, you could memorize the information. Instructors might ask you to read a chapter dealing with dates or specific facts. At the literal level, you would memorize these dates and facts. However, even though you have memorized these facts, this does not mean that you necessarily understand their full meaning or see the implication of these dates and facts applied to other situations. At the literal level, you are looking at what was written by an author at “face value”, little interpretation is needed.

**2) Interpretive Level**

The second level of comprehension is called the interpretive level. At this level, you are attempting to understand what the author meant by what s/he said in the story, paragraph or textbook. It is presumed that you have already memorized certain facts at the literal level and now you are attempting to see the implications of the author’s words. At this level, you are attempting to

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<sup>12</sup> Thomas S.C Farrel, *Planning Lesson for a Reading Class*, (Singapore : SEAMEO Regional Language Centre, 2002), p.2

“read between the lines.” as they say. At this level, you are trying to understand that which you memorized at the literal level of comprehension.

### **3) Applied Level**

The last level is called the applied level. At this level, you are attempting to elevate or raise your thinking one more “notch” or level to a more critical, analyzing level. This presumes that you have already reached the previous two levels. At this level, you are “reading between the lines” and then examining the message from the author and attempting to apply that message to other settings.<sup>13</sup>

In this research will be used the level two. It is Interpretive : what is implied or meant, rather than what is actually stated. Because teaching reading for adolescent learners or senior high school students must be different from junior high school. It is because of their characteristics of psychological background. The students must be encouraged to respond to text and situations with their own thoughts and experience.

#### **e. The Measurement of Reading Comprehension**

The measured in reading tests not just grammatical/structure accuracy and the amount of vocabulary the students know. Pearson and Hamm state that summarized, primary research identified that reading comprehension include multiple elements that would show conditional on the format used to present

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<sup>13</sup> James Berry, Levels of Reading Comprehension, in <http://jberry@sc4.edu>, 2005

the material to be read and the manner in which the person was question to imply their understanding of the material that was read. Despite this historical emphasis, many modern methodology to the assesment of reading comprehension are one dimensional. Thus, some test rely almost exclusively on multiple choice, others on fill in the blank, and retells. <sup>14</sup> it means that there are three of the test to measure the reading comprehension among noticeable: multiple choise, fill in the blank, and retells.

Table  
The Grill of reading comprehensions score

| Number                          | Indicator   |
|---------------------------------|---|
| 4,8<br>1,2,5,6,7<br>3,9,10      | Identify the meaning of the word in the text<br>Identify the case of the text<br>Identify the communication purpose in the text |
| 3, 7<br>9, 6, 1,2<br>10, 8,4, 5 | Identify the meaning of the word in the text<br>Identify the case of the text<br>Identify the communication purpose in the text |

The aspect of reading comprehension that will be test are Finding : the meaning of difficult words, main idea,prediction information and summarize. And than the writer will give 10 an essai. In this case the writer will give 10 points for each item. So if all the answers are correct the student will get 100.

## 2. Concept Of Reciprocal Teaching

### a. Definition of Reciprocal Teaching

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<sup>14</sup>Jack m. Fletcher, *Measuring Reading Comprehension* , ( Houston: Lawrence erlbaum associates.inc, 2006), p.323

According by Annmarie Palinscar and Ann Brown, “The instruction provided during the reciprocal teaching sessions involved extensive modeling and practice in four strategies that were deemed to be ideal comprehension-fostering and comprehension-monitoring activities”.<sup>15</sup>

Brown states, “Reciprocal teaching is an instructional strategy based on modeling and guided practice, in which the instructor first models a set of reading comprehension strategies and then regularly cedes responsibility for these strategies to the students. Specifically, reciprocal teaching consists of three main components, such as : the teaching and learning of specific reading comprehension strategies, the dialogue between a instructor and students where the instructor models why, when, and where to use these reading comprehension strategies, and the appropriating of the role of the instructor by the students, that is, students begin to model the reading comprehension strategies for other students. Thus, the goals of reciprocal teaching are for students to learn the reading comprehension strategies, learn how and when to use the strategies, and become self-regulated in the use of these strategies”.<sup>16</sup>it means that reciprocal teaching method is the instructional technique for teaching students by having a structured dialogue between the students and the teacher.

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<sup>15</sup> Palinscar and Brown, *Reciprocal Teaching of Comprehension Fostering and Comprehension Monitoring Activities*,( University of Illionis: Lawrence Elbaum Associates,inc,1984)p.168

<sup>16</sup> Carl A. Young *et.al*, Reciprocal Teaching for Reading Comprehension in Higher Education: A Strategy for Fostering the Deeper Understanding of Texts. *International Journal of Teaching and Learning in Higher Education vol 17*,( Number 2,2006),p.107

Reciprocal teaching is an instructional activity that utilizes four comprehension strategies (predicting, questioning, summarizing, and clarifying) in the form of a dialogue between teachers and students regarding segments of a text. Pressley asserts that reciprocal teaching encourages students to take a more active role in leading a group dialogue, and helps to bring more meaning to the text at a personal and cognitive level.<sup>17</sup> Miller & Perkins found that Reciprocal Teaching Procedure (RTP) to be a successful method of improving reading comprehension for second language (L2) readers.<sup>18</sup> Reciprocal teaching is a powerful teaching strategy which allows students to play different roles to practice prediction, questioning, clarifying and summarizing.<sup>19</sup>

Based on the theoretical foundation above, it can be inferred that reciprocal teaching is strategies which allow the students to enhance their reading comprehension by having a structured dialogue between the students and the teacher using the four strategies: summarizing, questioning, clarifying, and predicting. This technique requires the interaction among the students to enable them to gain the feedback of the activity by making a text to be discussed.

#### **b. Strategies of Reciprocal Teaching Technique**

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<sup>17</sup> Norlida Ahmad, Effects Of Reciprocal Teaching Strategies On Reading Comprehension, "The Reading Matrix", *Volume 11*, April 2011, p.141

<sup>18</sup> Saleh Freihat & Khalaf Al-Makhzumi, The Effect of the Reciprocal Teaching Procedure (RTP) on Enhancing EFL Students' Reading Comprehension Behavior in a University Setting, *International Journal of Humanities and Social Science*, vol. 2 No. 5; March 2012, p.280

<sup>19</sup> Ahmadi, *et.al, op.cit*, P.25

According Palincsar and Brown selected these strategies because they are the tactic good readers use to make sense of the text.<sup>20</sup> On the other hand, Oczkus describe “Four strategies comprise the original reciprocal teaching model: summarizing, questioning, clarifying, and predicting” .<sup>21</sup> the four kinds of strategies which are explained in the following sections:

#### 1) Predicting

- a) Description: Predicting involves finding clues in the structure and content of a passage that might suggest what will happen next.
- b) Rationale: Predicting activates prior knowledge and motivates students to continue reading the passage to determine if their prediction were correct.
- c) Method: to learn this strategy, students are instructed to use the title to make initial prediction about the story and then to use the clues in the story to make additional predictions before reading each of new paragraph or section of text. students share predictions with one another.

#### 2) Clarifying

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<sup>20</sup>Janette K.Klingner *et,al,op.cit,* p.134

<sup>21</sup>Abrahams F & Abrahams D,”The Impact of Reciprocal Teaching on the Development of Musical Understanding in High School Student Members of Performing Ensembles ”.Thesis,(New Jersey, University Princeton,2010).p.6

- a) Description: Clarifying involves discerning when there is a breakdown in comprehension and taking steps to restore meaning.
  - b) Rationale: Clarifying assures that the passages will make sense to the readers.
  - c) Method: To learn this strategy, students are instructed to be alert to occasion when they are not understanding the meaning of text, and when this occurs to process the text again. For instance, if a word did not make sense to the student he or she would be instructed to try to define the word by reading the sentence that precede and follow it. Students are also taught to attend to word such as *or*, which may signal the meaning of an unfamiliar word, and to be certain they know to what referents such as *them, it*, and *they* refer (anaphora). If , after reading the passage something is still not clear, students are instructed to request assistance.
- 3) Summarizing
- a) Description: A summary is a one or two sentence statement that tells the most important ideas contained in a paragraph or section of text. The summary should contain only the most important ideas and should not include unimportant details. A summary should be in the students' own word.
  - b) Rationale: Summarizing can improve understanding and memory of what is read.

c) Method: Students are instructed to locate the topic sentence of a paragraph. If there is no topic sentence, they are taught to make up their own topic sentence by combining the sentences they have underlined as containing the most relevant ideas. The students are then instructed to locate the most important details that support the topic sentence and to delete what is unimportant or redundant. Finally, they are instructed to restate the main idea and supporting details in their own words.

#### 4) Question Generating

a) Description: Questions are instructed about important information, rather than about unimportant details, in the text.

b) Rationale: Question generation allows readers to self-test their understanding of the text and help them to identify what is important in the story.

c) Method: To learn this strategy, the students are instructed to select important information from the paragraph and use the words *Who*, *How*, *When*, *Where*, and *Why* to make up questions. Students are taught to ask questions about the main idea of the



passage, questions about the important details, and question for which the passage does not provide the answer.<sup>22</sup>

The premise of Reciprocal Teaching is the teaching students to use the four strategies collaboratively in a dialogue will help them bring meaning to the text as well as promote their internalization of the use of the strategies. Thus ultimately improving their reading comprehension.<sup>23</sup>

Maria states that reciprocal teaching is a successful technique for children with difficulties in reading comprehension. She further indicates that there was substantial improvement in discuss between student and teacher, improvement on standardized tests in measured comprehension, durability in the effect of the strategy over a period of six months, and improvement transferred to similar but respective classroom tasks. Maria attributed these improvements to the request of the strategies of reciprocal teaching by the teacher.<sup>24</sup> It means that reciprocal teaching is the strategy that improve the reading skill by the dialog between student and teacher.

Reciprocal teaching includes three essential components: dialogue, comprehension strategies, and scaffolding. The dialogue begin after the students read a paragraph from the assigned text. the teacher or a students in the role of “dialogue

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<sup>22</sup> Janette K.Klingner *et,al, op.cit*,p.134

<sup>23</sup> *Ibid*, p .131

<sup>24</sup>Abrahams F & Abrahams D ,*op.cit*,p.11

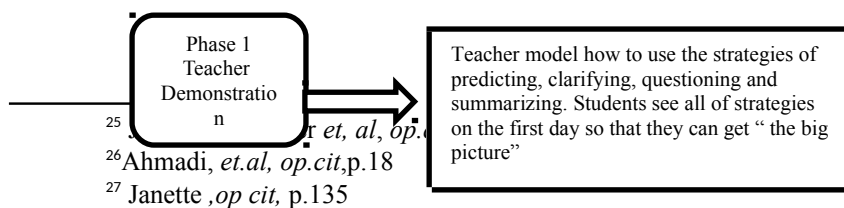
leader” then begins a discussion structured around the reading strategies that are predicting, clarifying, summarizing, and questioning. The teacher and the students then use the strategies while reading and discussing text in small group where in a group there are five students, plus the teacher. The teacher offers a great deal of support as students try to implement the strategies. The teacher must be master at evaluate the students’ zone of proximal development and adjusting support accordingly, using scaffolding techniques such as: prompts, elaboration, modification, praise and feedback. Through this process the group is able to move beyond merely restating the information in the text to develop a collective meaning for the passage.<sup>25</sup>

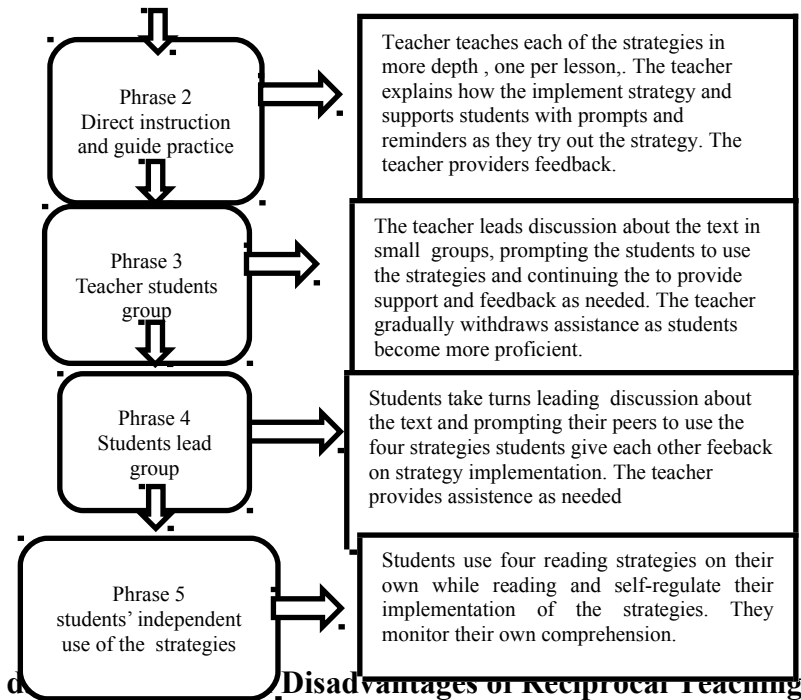
In the context of English language teaching (ELT), reciprocal teaching strategy is an integral aspect of communicative competence that can impact the desire to use the language as well as the quantity and quality of foreign language learning.<sup>26</sup>

### c. How to Implement Reciprocal Teaching

For a step-by-step guide for how to implement reciprocal teaching. Note that this model includes direct instruction in the strategies

Figure 1  
How to implement reciprocal teaching. Data from palincsar and brown.<sup>27</sup>





## 1. The advantages of Reciprocal Teaching

- a. Students using reciprocal teaching improve their summaries with practice.
- b. Reciprocal teaching class saw little troublesome student behaviours, perhaps because the students were more cognitively involved in the material.
- c. Reciprocal teaching has also been shown to help students improve interpersonal communication skills since they have to interact with other students and the teacher.

## 2. The Disadvantages of Reciprocal Teaching

- a. It is possible that students will provide incorrect feedback to other students while the discussion material.
- b. In the large group of students, it will difficult for the teacher to monitor all of the communications between the students, and misinformation maybe passed through the class.<sup>28</sup>

Reciprocal Teaching is designed to be used with narrative text. As well as it is also designed to be used with expository text. it is highly matching with a range of reading program.<sup>29</sup>

## **B. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

There are two variables in this research. They are independent variable (X) and dependent variable (Y).The independent variable (X) is reciprocal teaching technique and the dependent variable (Y) is reading comprehension.

The students need the reciprocal teaching tehniqe to achieve their potential capability. Reciprocal technique is almost identical to guided reading. The important of using reciprocal tehniqe is to guide students in order that they can explore their skills in improve their comprehend in reading text. Moreover, this technique can stimulate the potential competence of the students.

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<sup>28</sup> Helms Samuel, “Advantages and Disadvantages of Reciprocal Teaching “, in *Http://www.ehow.com*

<sup>29</sup>Janette *et.al, op.cit*, p.142

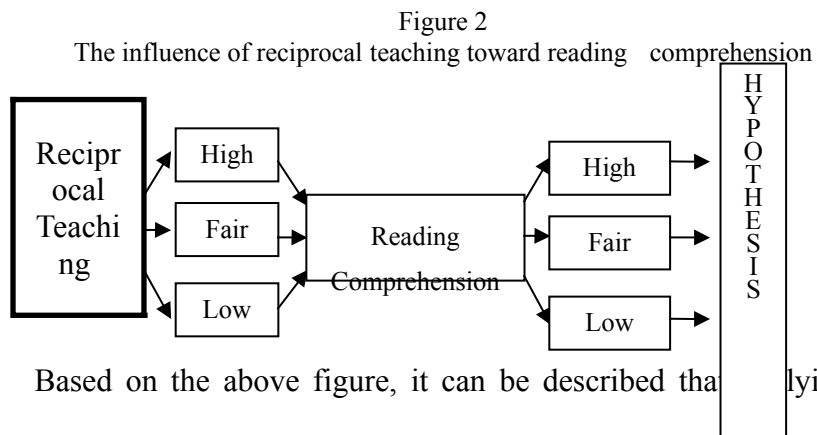
This technique is look like guiding strategy because the teacher guides the students in every step of reading. This strategy which allow the students to enhance their reading comprehension by having a structured dialogue between the students and the teacher using the four strategies: summarizing, questioning, clarifying, and predicting.

Then reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension. It can be inferred that reading comprehension is the activities that require the reader to understand the passage of the text. understand the total meaning of the text, both explicit and implicit meaning. Furthermore, reading comprehension can requiere the readers to read meticulously in order to understand the total meaning of the fuctional text form.

Student's reading comprehension is influence by the learning technique. If the tehniqe is good, it means that the students will get good reading comprehension too. So the students need and choose good tehniqe to increase student's reading comprehension. So, the writer tries to utilize the reciprocal teaching to help the students to increase the student's reading comprehension of the students eleventh grades of SMA Muhammadiyah 01 Metro in academic year 2013/2014 .

## 2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as following:



Based on the above figure, it can be described that applying reciprocal teaching technique is possible to increase the students' reading comprehension.

## C. Hypothesis Formulation

Based on the theoretical framework and paradigm above, the researcher formulates the hypothesis is as follow:

There is positive and significant influence of using reciprocal teaching technique toward the students' reading comprehension of the students eleventh grade of SMA Muhammadiyah 01 Metro in academic year 2013/2014

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research the writer used a quantitative design as intended to investigate whether there was any positive and significant influence of using Reciprocal Teaching technique toward Reading Comprehension.

Moreover, Daniel decided that “there are two main types of quantitative research design, experimental design and nonexperimental design. Also, the researcher done the research with the experimental design which defined as a test under controlled conditions that was made to explain a acknowledgement truth or examine the validity of a hypothesis”.<sup>30</sup>

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<sup>30</sup>Daniel Muijs, *Doing Quantitative Research In Education*, (London: Sage Publications, 2004), p. 13

Therefore, in this research the researcher used one class as control class and experiment class, because they have same characteristics. The writer administer pre-test and post-test in one class. The reseach design can be seen below:

$O_1 \rightarrow OT \rightarrow O_2 \rightarrow O_3 \rightarrow O_4$

$O_1$  = Pre-test

OT = Treatment by using Reciprocal Teaching technique

$O_2$  = Post-test

## **B. Population and Sampling**

### **1. Population**

Population or universe meant, the entire mass of observations, which was the parent group from which a sample was to be performe.<sup>31</sup> Its meant that population was all subject which will be presume in this research. Donald Ary *et.al.*, defines that”A population is defined as all members of any well defined class of people, evens, or subjects”.<sup>32</sup> It meant that the population was all subject which will be assume this research.

The population of this research was the students of the eleventh class of SMA Muhammadiyah 1 Metro in the academic year 2013/2014. The total

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<sup>31</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi:New publishing for One World 2006) , p. 82

<sup>32</sup> Donal Ary, et. al., *Introduction to Research in Education*, ( United States: Nothern Illionis University,2006),p.167



population in this research is around 215 students which was divided into seven classes.

## **2. Sample**

In research, the writer used cluster sampling to take the sample. The writer take one class out of seven classes available. The sample of this reseach was the students of class that have same the characteristics and low ability in reading comprehension. It consist of 30 students.

## **3. Sampling Technique**

The sampling was the fundamental to all the statistical techniques and important part in the statistical techniques and statistical analysis. Sample was needed in this research to describe population condition. Marczyk *et .al* define Sample as subject of the population.<sup>33</sup> It means that sample is the part of population which represents that population which will be researched. So sample from this research is one class that consists of 30 Students.

The reseacher used the probability sampling tehnique namely purposive sampling tehnique. The writer choosen class XI IPA.3 because this class based on the data pre-survey got the lowest score.It was the tehnique that determine the sample that has the same characteristics.

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<sup>33</sup> Geoffrey marczyk *et.al.*, *Essential of Research Design and Methodology*, (New Jersey: jhon Willey and Sons Inc, 2005), p.84

### C. Operational Definition of Variables

In this research, there are two variables which related to make an object of research, they are:

#### 1. Independent variable.

The Independent variable of this research was reciprocal teaching technique. Reciprocal teaching was one technique which was used to improve reading comprehension students which was helped the students to comprehend the reading text. It was important to students knew about the process of reciprocal teaching technique. Thus, creating reciprocal teaching was one way of representing and communicating one understands of concepts.

Furthermore, based on the theoretical review, the indicator of reciprocal teaching in teaching reading of the eleventh graders of SMA Muhammadiyah 01 Metro in the academic year of 2013/2014 are:

- 1) The students know about the process and understand about reciprocal teaching technique.

Moreover, based on the theoretical review, to measure the writer gave reciprocal teaching technique as the treatment.

#### 2. Dependent variable

Dependent variable (y) in this research was reading comprehension, which was defined as the process of reading activity to get clear information

about the topic and result of reciprocal teaching technique. To get it, the readers need comprehend text and the readers must be recognized word, so they can understand text easily. It means that the students reading comprehension are the students understanding about the content of reading text that the teacher has given it to them. It can be know that, the indicator of reading comprehension in:

- a. The students can be able to find the main idea of the text
- b. The students can be able to understand the meaning of the words
- c. The students can be able to predict the information of the text

To measure the reading comprehension text and reciprocal teaching the writer gave a pre tes and post test to the students. Both pre test and post test gave 10 items to the students as the test. The score of each question was 10 point for right answer, and 0 for false answer. So, the highest score was 100 and the lowest score was 0.

#### **D. Data Collection Method**

##### **1. Test**

The writer used test methods to collect the data. A test was first a method. It was a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test taker ( and

sometimes on the part of the tester as well).<sup>34</sup> In collecting the data the writer used the techniques as follows:

a. Pre-test

The researcher gave the students the pre-test before the treatment. The purpose of the test is to know how far the student's comprehend the reading narrative text.

b. Post-test

The post-test has been done after the treatment. The post-test was held in order to know the student's comprehend the reading narrative text through reciprocal teaching.

## 2. Observation

Sutrisno Hadi states that observation was the complex process, that systemically from some biology and psychological process, It means that based of observation the researcher got many information about the student's activities. The researcher used the method to get the data about students activities such as students' comprehend, students' reading activity, and students' good participant. The students' activities are observed and notice by the researcher.

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<sup>34</sup> Brown Dougels, *Teaching By Principles An Interactive Approach To Language Pedagogy To Language Pedagogy Second Edition*, (San Francisco: Longman, 2001), p.384

### **3. Documentation**

Documentation is method that is used to get information from the written source or documents like book, magazines, regulation, notes of meeting and daily report.<sup>35</sup>

The researcher used this method to get the data about students' reading score, history of the school, the sum of teacher, official employed and students at senior high school 01 Muhammadiyah Metro.

### **E. Research Instrument**

The research instrument in this research will be the tests which will be described as follow:

#### **1. Instrument Blueprint**

To obtain the data relate to the research problems, the research used two kinds of instruments. Those are: instrument for the treatment and pre-test, post-test instrument. Research instrument which was used for the test are the using of reciprocal teaching technique.

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<sup>35</sup> Edi Kusnadi, *Metodelogi Penelitian*, (Metro: Stain Metro, 2008), p.102

a. Instrument for a treatment

The instrument which was used in present reseach is in the form of using reciprocal teaching and exercises. The exercises was designed for the control and experimental group, while reciprocal teaching were design for experimental group only. In the contol group, after reviewing the students' knowledge about texts of Reading and reciprocal teaching, the students were given a little and they must make the outline of text and they develop their ideas in drafting processs based on the title given using reciprocal technique. Afterwards, they are asked to start reading their drafting in reading processing.

b. Pre-test and Post-test instrument

The reseacher used the same type of pre-test and post test instrument for both control and experimental groups. The pre-test instrument The pre-test instrument was defferent with the post-test instruments but of the same difficulty. The pre-test and post test instruments which were used in present research were in the form of reading test. Kinds of instrument were in the same type with the instrument for the treatment but in the different title of the reading teext.

Instrument in this research was designed and adjusted with the indicators which has been specifies. Moreover, instrument which was used in the test form that consists of 10 an essei question about Reading and reciprocal teaching.

## **2. Instrument Calibration**

Instrument calibration is the scale of measurement which used to decide the instrument standard which used. In addition, instrument calibration was screening or examination of items of instrument that made by the researcher.

There are two kind of test. The first was pre-test and the second was post test. In this case the writer will give 10 points for each item, and there are 10 items. So if all the answers are correct the student will get 100.

## **F. Data Analysis Technique**

To investigate whether there was the influence of Reciprocal teaching Technique toward Reading comprehension at the eleventh grade of students SMA Muhammadiyah I Metro the researcher used the t-test to measure the significant influence of using reciprocal teaching toward students' reading comprehension.

The formulation of t-test as follows:

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

Notes:

N = Total of Subject

$\sum d$  = Total of students' score before and after using roundtable technique ( $X_2 - X_1$ )

$\sum d^2$  = Total of students' score before and after using roundtable technique ( $X_2 - X_1$ )<sup>36</sup>

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<sup>36</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2010), p.



## **CHAPTER IV RESULT OF THE RESEARCH**

### **A. Description of the Data**

#### **1. Research Setting**

The general description that assessed as the complementary data. It is subjectively concerned in condition of school namely history of school, and geographical of school.

##### **a. The Condition of SMA Muhammadiyah 1**

SMA Muhammadiyah 01 of Metro is located on Jl. Khairbras, Ganjarasri Village, District of west Metro that has wide about 2466 m<sup>2</sup>. SMA Muhammadiyah 1 Metro is build on 1964.

##### **b. The Total of the teachers and the students at SMA Muhammadiyah**

SMA Muhammadiyah has 53 teachers, 11 staff teachers and 537students. The total of the students divided some classes that can be identified class X the amount are 134, 53 male and 81 female, class XI the

amount are 215, 98 male and 117 female, and class XII the amount are 188, 83 male and 105 female.

**c. The Condition of SMA Muhammadiyah in the Academic Year 2012/2013**

- 1) School's name : SMA Muhammadiyah 1 Metro
- 2) School's address : Jl. Khairbras, Ganjarsari  
Village, Metro, Lampung
- 3) The status : SMA Muhammadiyah

**2. Research Data**

**a. The Result of Student's Pretest**

The writer conducted pre-test in the first meeting of research in order to find out the initial differences between the groups who have similar level and characters. The pretest used in this research was in the form of an essay tests. The result of pretest can be identified as followed:

**Table 2**  
**The Result of Student's Pretest at the eleventh grade**  
**(Control Class) of SMA Muhammadiyah 1 Metro**

| No                    | student's name | student's score |
|-----------------------|----------------|-----------------|
| 1                     | AF             | 60              |
| 2                     | AM             | 55              |
| 3                     | AAM            | 55              |
| 4                     | APM            | 60              |
| 5                     | AQ             | 60              |
| 6                     | AS             | 55              |
| 7                     | BA             | 40              |
| 8                     | DF             | 60              |
| 9                     | DA             | 60              |
| 10                    | DW             | 55              |
| 11                    | DAP            | 60              |
| 12                    | FW             | 65              |
| 13                    | FRK            | 60              |
| 14                    | FR             | 75              |
| 15                    | GTA            | 55              |
| 16                    | LO             | 75              |
| 17                    | LR             | 60              |
| 18                    | LL             | 65              |
| 19                    | MF             | 55              |
| 20                    | NTD            | 60              |
| 21                    | NA             | 65              |
| 22                    | OVA            | 70              |
| 23                    | OA             | 55              |
| 24                    | PAC            | 60              |
| 25                    | PP             | 60              |
| 26                    | PW             | 55              |
| 27                    | RA             | 60              |
| 28                    | RAR            | 40              |
| 29                    | SN             | 60              |
| 30                    | SB             | 75              |
| Total ( $\sum X$ )    |                | 1810            |
| Average ( $\bar{X}$ ) |                | 60.33           |

Source: The result of pretest on July 17, 2013

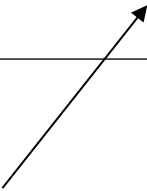
test was followed by 30 students. The highest score is 75 and the lowest score was 40.

**Table 3**  
Classification score of students' reading comprehension in pre-test

| No           | Classification | Scale    | Frequency | Percentage   |
|--------------|----------------|----------|-----------|--------------|
| 1            | Excellent      | 86 - 100 | 0         | 0%           |
| 2            | Good           | 70 - 85  | 4         | 13.34%       |
| 3            | Fair           | 46 - 69  | 24        | 80%          |
| 4            | Poor           | 0 - 45   | 2         | 6.66%        |
| <b>Total</b> |                |          | <b>30</b> | <b>100 %</b> |

Based on the table above, the writer then measured the class interval using the formula according to Burhan Nurgiyantoro as follows:

|   |                   |
|---|-------------------|
| $R = \text{The highest score} - \text{the lowest score}$<br>$= 75 - 40$<br>$= 35$<br>$K = 1 + 3.3 \log n$ | $P = \frac{R}{K}$ |
|---|-------------------|



|  |   |
|--|---|
| $= 1 + 3.3 \log 30$<br>$= 1 + 33 (1.48)$<br>$= 1 + 4.88$<br>$= 5.88 (6)$ | $= \frac{35}{5.88}$<br><br>$= 5.95 (6)$ |
|--|---|

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

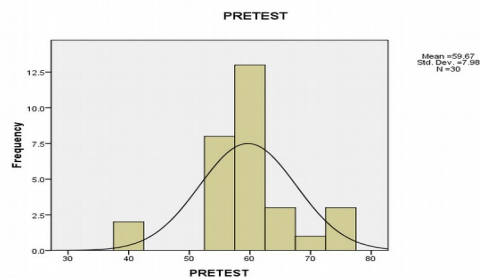
Table 4  
Frequency distribution of students' score in pre-test

| No           | Class Interval | Frequency | Percentage   |
|--------------|----------------|-----------|--------------|
| 1            | 40 - 45        | 2         | 6.67%        |
| 2            | 46 - 51        | 0         | 20.00%       |
| 3            | 52 - 57        | 8         | 26.67%       |
| 4            | 58 - 63        | 13        | 43.33%       |
| 5            | 64 - 69        | 3         | 10 %         |
| 6            | 70 - 75        | 4         | 13.33%       |
| <b>Total</b> |                | <b>30</b> | <b>100 %</b> |

Based on the table above, the researcher then measured the frequency using descriptive statistics in SPSS.

**Table 5**  
**Frequency Distribution of Students' reading comprehension**

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 40 | 2         | 6.7     | 6.7           | 6.7                |
| 55       | 8         | 26.7    | 26.7          | 33.3               |
| 60       | 13        | 43.3    | 43.3          | 76.7               |
| 65       | 3         | 10.0    | 10.0          | 86.7               |
| 70       | 1         | 3.3     | 3.3           | 90.0               |
| 75       | 3         | 10.0    | 10.0          | 100.0              |
| Total    | 30        | 100.0   | 100.0         |                    |



Based on the table of frequency distribution above, it can be inferred that 90% or 27 students got score below the English minimum passing grade which is 72. Therefore, it can be inferred that the students reading comprehension was low.

b. The Result of the Student's Posttest

Posttest was employed in the last program of this research after given some treatments and exercises to the experimental and control group in certain period of time. The test in presented research was the same type as pretest, it was an essay forms. The result of students' posttest can be identified as follows:

**Table 6**  
**The Result of Student's Posttest by Using Reciprocal Teaching**  
**at the Elventh grade Class (Experiment Class) of**  
**SMA Muhammadiyah 1 Metro**

| No | student's name | student's score |
|----|----------------|-----------------|
| 1  | AF             | 75              |
| 2  | AM             | 65              |
| 3  | AAM            | 70              |
| 4  | APM            | 75              |
| 5  | AQ             | 80              |
| 6  | AS             | 85              |
| 7  | BA             | 45              |
| 8  | DF             | 75              |
| 9  | DA             | 75              |
| 10 | DW             | 70              |
| 11 | DAP            | 75              |

|                       |     |      |
|-----------------------|-----|------|
| 12                    | FW  | 75   |
| 13                    | FRK | 75   |
| 14                    | FR  | 75   |
| 15                    | GTA | 70   |
| 16                    | LO  | 80   |
| 17                    | LR  | 75   |
| 18                    | LL  | 75   |
| 19                    | MF  | 75   |
| 20                    | NTD | 75   |
| 21                    | NA  | 70   |
| 22                    | OVA | 80   |
| 23                    | OA  | 75   |
| 24                    | PAC | 75   |
| 25                    | PP  | 75   |
| 26                    | PW  | 75   |
| 27                    | RA  | 75   |
| 28                    | RAR | 75   |
| 29                    | SN  | 75   |
| 30                    | SB  | 80   |
| Total ( $\sum X$ )    |     | 2220 |
| Average ( $\bar{X}$ ) |     | 74   |

Source : the result of posttest on July 24, 2013

The test was followed by 30 students. The highest score is 80 and the lowest score is 45.

**Table 7**  
Classification score of students' reading comprehension in post-test

| No           | Classification | Scale    | Frequency | Percentage   |
|--------------|----------------|----------|-----------|--------------|
| 1            | Excellent      | 86 - 100 | 4         | 13.34%       |
| 2            | Good           | 70 - 85  | 24        | 80%          |
| 3            | Fair           | 46 - 69  | 1         | 3.33%        |
| 4            | Poor           | 0 - 45   | 1         | 3.33%        |
| <b>Total</b> |                |          | <b>30</b> | <b>100 %</b> |



Based on the table above, the researcher then measured the frequency using descriptive statistics in SPSS.

|  |  |
|--|--|
| $R = \text{The highest score} - \text{the lowest score}$ $= 80 - 45$ $= 35$ $K = 1 + 3.3 \log n$ $= 1 + 3.3 \log 30$ $= 1 + 33 (1.48)$ $= 1 + 4.88$ $= 5.88 (6)$ | $P = \frac{R}{K}$<br><br>$= \frac{35}{5.88}$<br><br>$= 5.95 (6)$ |
|--|--|

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 8  
Frequency distribution of students' score in post-test

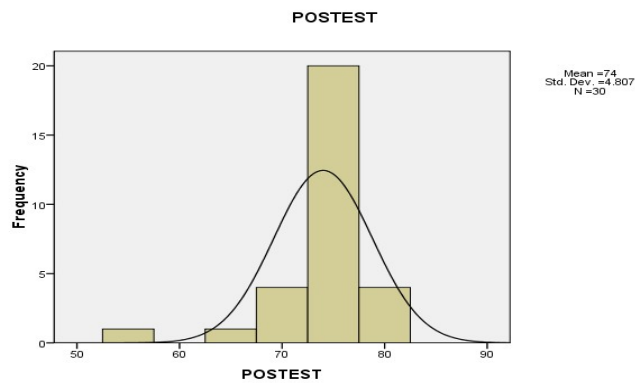
| No | Class Interval | Frequency | Percentage |
|----|----------------|-----------|------------|
| 1  | 45 - 50        | 1         | 3.33%      |
| 2  | 51 - 56        | 0         | 0%         |
| 3  | 57 - 62        | 0         | 0%         |
| 4  | 63 - 68        | 1         | 3.33%      |

|              |         |           |              |
|--------------|---------|-----------|--------------|
|              |         |           |              |
| 5            | 69 - 75 | 24        | 80%          |
| 6            | 76 - 81 | 4         | 13.34%       |
| <b>Total</b> |         | <b>30</b> | <b>100 %</b> |

Based on the table above, the witerr then measured the frequency used descriptive statistics in SPSS.

Table 9  
Frequency Distribution of Students' reading comprehension

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 45    | 1         | 3.3     | 3.3           | 3.3                |
|       | 65    | 1         | 3.3     | 3.3           | 6.7                |
|       | 70    | 4         | 13.3    | 13.3          | 20.0               |
|       | 75    | 20        | 66.7    | 66.7          | 86.7               |
|       | 80    | 4         | 13.3    | 13.3          | 100.0              |
|       | Total | 30        | 100.0   | 100.0         |                    |



Based on the table of frequency distribution above, it can be inferred that 80 % or 24 of students have filled of English passing minimum grade, which is 72. Therefore, it can be inferred that the student's reading comprehension in posttest was improved by implementation of reciprocal teaching.

## B. Hypotheses Testing

After applying test method, the researcher analyzed the data by using t-test and chi-square in order to prove whether there was positive and significant influence of using reciprocal teaching technique toward the students' reading comprehension at the eleventh graders of SMA Muhammadiyah 1 Metro in academic year 2013/2014, as follows:

1. Putting the data into the formula Chi- Square (  $\chi^2$  )

After administering the test , the researcher analyzed the data by using of Chi- Square (  $\chi^2$  ) with two variables in order to prove whether there was a positive and significant influence of using reciprocal teaching technique toward the students' reading comprehension at the eleventh graders of SMA Muhammadiyah 1 in academic year 2013/2014, as follows:

The formula of the Chi- Square is:

$$x^2 = \sum \frac{(f_o - f_t)^2}{f_t}$$

Table 10  
Testing of Data

| Sel:  | $f_o$ | $F_t = \frac{Cn \times Rn}{N}$   | $f_o - f_t$ | $(f_o - f_t)^2$ | $\frac{(f_o - f_t)^2}{F_t}$ |
|-------|-------|----------------------------------|-------------|-----------------|-----------------------------|
| 1     | 0     | $\frac{4 \times 30}{60} = 2$     | -2          | 4               | 2                           |
| 2     | 5     | $\frac{28 \times 30}{60} = 14$   | -10         | 100             | 7.14                        |
| 3     | 16    | $\frac{25 \times 30}{60} = 12.5$ | +11.5       | 132.25          | 10.58                       |
| 4     | 5     | $\frac{3 \times 30}{60} = 1.5$   | +0.5        | 0.25            | 0.16                        |
| 5     | 0     | $\frac{4 \times 30}{60} = 2$     | 2           | 4               | 2                           |
| 6     | 5     | $\frac{28 \times 30}{60} = 14$   | +10         | 100             | 7.14                        |
| 7     | 10    | $\frac{25 \times 30}{60} = 12.5$ | +11.5       | 132.25          | 10.58                       |
| 8     | 11    | $\frac{3 \times 30}{60} = 1.5$   | -0.5        | 0.25            | 0.16                        |
| Total | N=    | N= 60                            | =0          | -               | $\chi^2$ 39.76              |

From the data above, the value of chi-square was 39.76. Then know

the critical value of chi-square the reseracher firstly counted df, it is degree of freedom. The formulation of df:

$$Df = (c - 1) (r - 1)$$

Note:

Df = Degrees of freedom

c = Column

r = Row

Df= (4-1) (2-1) = 3

The Degrees of freedom is 3. So the values of  $\chi^2$  table on degrees of freedom are 5% = 7,815 and 1% = 11,345.

From the data above shows the comparison of  $\chi^2$  bar with  $\chi^2$  table is:  $39,76 > 7,815$  in 5% significance or  $39,76 > 11,345$  in 1% significance. It means that  $H_0$  was refused. It can be said that there was a positive and significance influence implementation reciprocal teaching technique toward the students' reading comprehension.

2. Preparing the table and Putting the data into the formula of t-test in order to get " $t_{\text{observation}}$ ". They used to find and to prove whether there was positive influence of using reciprocal teaching technique toward reading comprehension at the eleventh graders of SMA Muhammadiyah 1 Metro in academic year 2013/2014, the researcher used the t-test formula:

Table 11

The Difference between the result of pre-test and post-test  
at class XI.A.3 SMA Muhammadiyah 1 metro

| No | student's name | Pretes $X_1$ | Postest $X_2$ | $D(X_2-X_1)$ | $D^2(X_2-X_1)^2$ |
|----|----------------|--------------|---------------|--------------|------------------|
|----|----------------|--------------|---------------|--------------|------------------|

|                       |      |                 |                 |              |                 |
|-----------------------|------|-----------------|-----------------|--------------|-----------------|
| 1                     | AF   | 60              | 75              | 15           | 225             |
| 2                     | AM   | 55              | 65              | 10           | 100             |
| 3                     | AAM  | 55              | 70              | 15           | 225             |
| 4                     | APM  | 60              | 75              | 15           | 225             |
| 5                     | AQ   | 60              | 80              | 20           | 400             |
| 6                     | AS   | 55              | 85              | 30           | 900             |
| 7                     | BA   | 40              | 45              | 5            | 25              |
| 8                     | DF   | 60              | 75              | 15           | 225             |
| 9                     | DA   | 60              | 75              | 15           | 225             |
| 10                    | DW   | 55              | 70              | 15           | 225             |
| 11                    | DAP  | 60              | 75              | 15           | 225             |
| 12                    | FW   | 65              | 75              | 10           | 100             |
| 13                    | FRK  | 60              | 75              | 15           | 225             |
| 14                    | FR   | 75              | 75              | 0            | 0               |
| 15                    | GTA  | 55              | 70              | 15           | 225             |
| 16                    | LO   | 75              | 80              | 5            | 25              |
| 17                    | LR   | 60              | 75              | 15           | 225             |
| 18                    | LL   | 65              | 75              | 10           | 100             |
| 19                    | MF   | 55              | 75              | 20           | 400             |
| 20                    | NTD  | 60              | 75              | 15           | 225             |
| 21                    | NA   | 65              | 70              | 5            | 25              |
| 22                    | OVA  | 70              | 80              | 10           | 100             |
| 23                    | OA   | 55              | 75              | 20           | 400             |
| 24                    | PAC  | 70              | 75              | 5            | 25              |
| 25                    | PP   | 60              | 75              | 15           | 225             |
| 26                    | PW   | 55              | 75              | 20           | 400             |
| 27                    | RA   | 60              | 75              | 15           | 225             |
| 28                    | RAR  | 40              | 75              | 35           | 1225            |
| 29                    | SN   | 70              | 75              | 5            | 25              |
| 30                    | SB   | 75              | 80              | 5            | 25              |
| Total<br>( $\sum X$ ) | N=30 | $\sum X_1=1810$ | $\sum X_2=2220$ | $\sum D=410$ | $\sum D^2=7150$ |

At first, Put the data into the formula of t-test. Then, calculate of t-test. It can be calculated by using the formula below:

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

Notes:

N = Total of Subject

$\sum d$  = Total of students' score before and after using roundtable technique ( $X_2 - X_1$ )

$\sum d^2$  = Total of students' score before and after using roundtable technique ( $X_2 - X_1$ )

The last, calculate of  $t_{\text{observation}}$ . It can be calculated by using t-test formula below:

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

$$t = \frac{410}{\sqrt{\frac{(30)(7150) - (410)^2}{30 - 1}}}$$

$$t = \frac{410}{\sqrt{\frac{214500 - 168100}{29}}}$$

$$t = \frac{410}{\sqrt{\frac{46400}{29}}}$$

$$t = \frac{410}{\sqrt{1600}}$$

$$t = \frac{410}{40}$$

$$t = 10.25$$

To know the critical value of t-test the researcher firstly counted *df*, it was degree of freedom. The formulation of *df*:

$$\begin{aligned} df &= N-1 \\ &= 29-1 \\ &= 28 \end{aligned}$$

After considering the t-test table by using *df* 28. so it can be found that :

Table. 12  
The Table of level significant

| Level of significant | 5 %  | 1 %  |
|----------------------|------|------|
| df 28                | 2,05 | 2,76 |

1. The critical value of t-test ( $t_{table}$ ) for the 5 % level is 2,05
2. The critical value of t-test ( $t_{table}$ ) for the 1 % level is 2,76

From all the data analysis above, it can be known that:

$$1) t_{observed} = 10.088$$

$$2) t_{table} = 5\% (2,05) \text{ and } 1\% (2,76)$$

Finally, the data confirmed that  $t_{observation}$  is higher than  $t_{table}$ .

Therefore, it can be inferred that  $H_0$  is rejected. It means that there is a positive and significant influence of using reciprocal teaching technique



toward the students' reading comprehension at the eleventh graders of SMA Muhammadiyah 1 Metro in academic year 2013/2014.

3. Putting the data which analyzed by using t-test in SPSS

Furthermore, the researcher demonstrated the data which was analyzed by using t-test in SPSS in the table below:

Table 13  
Descriptive Statistics

| Paired Samples Statistics |         |       |    |                |                 |
|---------------------------|---------|-------|----|----------------|-----------------|
|                           |         | Mean  | N  | Std. Deviation | Std. Error Mean |
| Pair 1                    | POSTEST | 74.00 | 30 | 4.807          | .878            |
|                           | PRETEST | 59.67 | 30 | 7.980          | 1.457           |

The table above demonstrated that the mean of post-test result was 74.00, its standard deviation was 4.807 and its standard error mean was 0.878 with the total of sample of 30. Furthermore, the mean of pre-test was 59.67, its standard deviation was 7.980 and its standard error mean was 1.457 with the sample of 30.

Moreover, the table below illustrated the result of the calculation of t test in SPSS.

Table 14  
Paired Samples Test

| Paired Samples Test      |                    |                |                 |   |        |        |    |                 |
|--------------------------|--------------------|----------------|-----------------|---|--------|--------|----|-----------------|
|                          | Paired Differences |                |                 |   |        | T      | df | Sig. (2-tailed) |
|                          | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |        |        |    |                 |
|                          |                    |                |                 | Lower                                     | Upper  |        |    |                 |
| Pair 1 POSTEST – PRETEST | 14.333             | 7.397          | 1.350           | 11.571                                    | 17.095 | 10.614 | 29 | .000            |

The table above illustrated that the mean of pretest  $X_1$  and post test  $X_2$  result was 14.333 and it's the standard deviation was 7.397 with standard error mean was 1.350, t observed was 10.614 with degree of freedom was 29 to confidence interval of the difference 95% .

#### A. Interpretations

##### 1. Interpretation of “ $\chi^2_{\text{observed}}$ ”

The researcher formulated “ $\chi^2_{\text{observed}}$ ” to “ $\chi^2_{\text{table}}$ ”, as follow:

- 1) If “ $\chi^2_{\text{observed}}$ ” is higher that “ $\chi^2_{\text{table}}$ ”, Alternative Hypothesis ( $H_a$ ) is accepted
- 2) If “ $\chi^2_{\text{observed}}$ ” is lower that “ $\chi^2_{\text{table}}$ ”, Alternative Hypothesis ( $H_a$ ) is rejected.

Based on the data above, the value of chi-square was 39.76. Then, the data confirmed that “ $\chi^2_{\text{observed}} = 10.088$  is higher than “ $\chi^2_{\text{table}} = 2.05$  in

0,05 and 2.76 in 0,01. Therefore, it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means that there is a positive and significant influence of using reciprocal teaching technique toward the students' reading comprehension at the eleventh grader of SMA Muhammadiyah 1 Metro in academic year 2013/2014.

## 2. Interpretation of $t_{\text{observed}}$

In this research all of the tests had done individually by the students. It is benefit to know the influence of using reciprocal teaching technique toward reading comprehension from the result of those test, there was different score of students. It can be seen from the result of the students' pretest and posttest.

- a. If  $t_{\text{observed}} > t_{\text{table}}$ ,  $H_a$  is accepted and  $H_o$  is rejected.
- b. If  $t_{\text{observed}} < t_{\text{table}}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

The researcher has formulated the Alternative Hypothesis ( $H_a$ ) such as: "There is a positive and significant influence of using reciprocal teaching technique toward the students' reading comprehension at the eleventh grader of SMA Muhammadiyah 1 Metro in academic year 2013/2014.

Finally, the data confirmed that " $t_{\text{observed}} = 10.088$  was higher than " $t_{\text{table}} = 2.05$  in 0,05 and 2.76 in 0,01. Therefore, it can be concluded that  $H_a$  was accepted and  $H_o$  was rejected. It means that there was a positive and significant influence of using reciprocal teaching technique toward the

students' reading comprehension at the eleventh grader of SMA

Muhammadiyah 1 Metro in academic year 2013/2014.

## B. Discussion

In this research, there are two variables, the independent variables that is reciprocal teaching technique (X), and the dependent variable that is reading comprehension (Y). The variables were tested by using calculation of chi-square and t-test to investigate whether there is a positive and significant influence of independent variable (reciprocal teaching technique) toward dependent variable (reading comprehension).

Moreover, the positive and significant influence was clarified by the assumption of the critical value of chi-square and t-test between reciprocal teaching technique and reading comprehension which was signing positive and significant. Directing to positive and significant correlation means that if the level of reciprocal teaching technique is high, the level of reading comprehension is also high. In contrast, if the level reciprocal teaching technique is poor, the level of reading comprehension is also poor.

Furthemore, based on the result of hyphotesis chi-square result demonstrated that " $\chi^2_{\text{observed}} = 10.088$  is higher than " $\chi^2_{\text{table}} = 2.05$  in 0,05 (5%) and 2.76 in 0,01(1%). It meant that there is significant influence of using reciprocal teaching technique toward students' reading comprehension.

In addition, the result on the calculation of t-test demonstrated that " $t_{\text{observed}} = 10.614$  is higher than " $t_{\text{table}} = 2.045$  in 0.05 (5%) and 3.659 in 0.01 (1%). It is also

significant. So, the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis is rejected. It means that there is a positive and significant influence the used of reciprocal teaching technique toward the students' reading comprehension at the eleventh grader of SMA Muhammadiyah 1 Metro in academic year 2013/2014.

Finally, the result of this research explained that theory of the influence of reciprocal teaching technique on reading comprehension was prevailed in the eleventh grader of SMA Muhammadiyah 1 Metro in academic year 2013/2014. In other word, the result of the research may vary on other educational institutions. It dependes on several factors such as condition, situation, reserach setting, and subject of the research. The differences of ability and other uniqueness of each student also become a decisive factor which caused the difference result of the research in the other educational institutions.

### **C. Limitations**

This research was conducted of SMA Muhammadiyah 1 Metro. The subject of the research was the elventh grade in the academic year of the research was 2013/2014 The result of this research was has proved that reciprocal teaching was effective way for comprehend the text and students' reading comprehension and has the positive influence for the students.

The result of this research did not discuss the entire problem that faced by the students. Furthermore, inadequate facilities made the researcher required extra

effort to get the proper equipment with equipment that researcher needed in this research. There were some students did not want to do the task. They traded on their friends' answer. The result on the research cannot be affected for the other sample, population or the school and for the other academic year.

The research just can be effect at the elventh grade of SMA Muhammadiyah 1 Metro. This research was held on the academic year of 2013/2014

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusions**

Based on chapter IV the writer can conclude that there is any significant influence of using reciprocal teaching toward the students' reading comprehension at the elventh grade of SMA Muhammadiyah 1 Metro in academic year 2013/2014.

Based on the result analysis used t-test in SPSS, the writer draws conclusion. In this research, the students at the elventh SMA Muhammadiyah 1 Metro have done pre-test on the control class and post-test on the experimental class. The pre-test average score of control class is 60.3. And the post-test average score of experimental class is 74.

Based on the data, in this research, the t-test by using df 29, it can be known that: the critical value of t-table for the 5% is 2.045, the critical value of t-table for the 1% is 2.756, the critical of t-table for the 0.1% is 3.659. From the data analysis, it can be seen that: t-observed= 10.614, while t-table=2.045 (5%), and 2.75 (1%). It means that alternative hypothesis ( $H_a$ ) is accepted.

## **B. Suggestions**

1. For the students
  - a. The students are suggested to increase their interest in learning English in order to increase in English learning process.
  - b. The students should enrich their reading comprehend in order to know the information on text.
  - c. The students should enhance their vocabulary to more knowing about the form and the meaning of the words in reading text.
2. For the English teacher
  - a. The English teachers are suggested to crate learning process which interesting and give extrinsic motivation to make their students more enthusiast in learning process.
  - b. The English teachers should use the strategies and interesting technique to make the students to be more active in English learning process by helping them enrich their reading.
3. For the school
  - a. The school is suggested to adopt and to improve the English syllabus based on the real problems faced by the students while English subject.
  - b. The school should support the English learning process by preparing the facilitation and instrument completely.



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## **CURRICULUM VITAE**



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