THE EFFECT OF RECIPROCAL TEACHING STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT ELEVENTH GRADE OF SMAN 14 KABUPATEN TANGERANG IN ACADEMIC YEARS 2018/2019

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ABSTRACT

This research aim to help students comprehend English reading texts and make students more practice in learning, especially in discussion. This research use Quantitative Research. Population in this research is 258 students of eleventh grade in SMAN 14 Kab.Tangerang. In selecting the sample, the researcher uses Purposive Sampling Technique. The sample in this research is two classes, experimental class 30 students and controlled class 34 students. There are two variables, first, variable X is Reciprocal Teaching Strategy, and Y is Reading Comprehension. The researcher used T-test to analyse the result. The result of the statistical calculation and hypothesis testing in chapter IV it shows that t_{count} was higher than the t_{table} (6,732 > 1,670) which means that H_a is accepted. It means that reciprocal teaching have a significantly positive effect on the English reading comprehension.

Keywords : reading comprehension, reciprocal teaching, conventional teaching

INTRODUCTION

English is used as a foreign language. The teaching of English for students in Indonesia is very important because mastering English will be very useful to enter the world of business. Most people communicate each other by using English. Therefore, learning English is useful to create relationship with people in the world. Students must be able to master English which has four language skills, among other, listening, speaking, reading, and writing. All of the skills are important in learning English. Reading is one important skills in English, because it can give many benefit for us. By reading, we can get a lof of informations, knowledges, and also problem solutions. As Pourhosein Gilakjani & Sabouri (2016) states that "Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies".

Reading Comprehension strategy will drive a reader to finish his or her work well. Mastering the strategy help a reader solve a certain problem in reading, difficult vocabulary, and difficult sentences. Without understanding the strategy, a reader will have trouble in reading process.

The researcher has done the observation in Eleventh grade students in SMA Negeri 14 Kabupaten Tangerang, whose students still have problem in learning English. The researcher has done the observation when the researcher do the PPL in SMAN 14 Kabupaten Tangerang. It started from 15th January 2018 until end. The students reached scores on *Ulangan Pekan Semester* as follows:
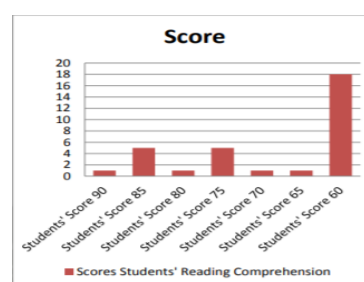

Figure 1.1
Scores Students Reading Comprehension

The researcher found that many students have problems in reading. This might be caused by several factors, Such as lack of vocabulary, low reading interest, motivation, and fail to comprehend the text. The researcher took this research, because many students did not understand what they read. From this case, the researcher used a strategy to build students' reading comprehension, that is Reciprocal Teaching Strategy.

Reciprocal Teaching is an appropriate strategy to teach reading. Here the teacher gives an opportunity to students to think. It helps the students to find a solution to their problem encounter during reading. In process reciprocal teaching, the students work in group, discuss about material (reading text) through some steps of strategies that will lead them to be efficient readers.

RESEARCH METHOD

This research was conducted in SMAN 14 Kabupaten Tangerang which located in Jl. Raya Daon – Perum Pondok Sukatani Permai, Sukatani kec. Rajeg Kab.Tangerang-Banten. The research was taken from July until August 2018.

In this research, the researcher took a Quantitative Method. According to Fraenkel R jack (2009) that Quantitative data deal primarily with numbers. The researcher saw from the result to find out the different between variable. They are variable X (Reciprocal Teaching Strategy) and Variable Y (Students' Reading Comprehension).

The research design that used by the researcher was quasi experimental research. As Cresswell W John (2009) stated that quasi experimental "When individuals are not randomly assigned". The researcher takes two classes; experimental class and control class. For the experimental class the researcher taught by reciprocal teaching, and the control class the researcher taught by conventional teaching.

According to Paul & Lemeshow Stanley (2008) "Population is the entire set of individuals to which findings of the survey are to be extrapolated." The population was consist of 258 students. There are seven classes. Those are XI IPS 1-XI IPS 3, XI IPA 1-XI IPA 4, and XI Language.

The sample of the research is the first class of XI IPA 1 as a control class which consist of 34 students, and the second class is XI IPA 4 which consist of 30 students as an experimental class. As a Sugiyono (2017) stated that sample is a part of characteristic and total of all population.

The researcher took a test to Collecting Data. Those are pre-test and post-test. Pre-test was given to know their reading comprehension for experimental class and control class. Furthermore, post- test was given to find out the different achievement between experimental class and control class. The students in each class was given a test of prior knowledge. It was administrated to know how far their prior knowledge before the teacher gives the material. The result of the students'prior knowledge of each group was categorized into high and low prior knowledge. After gave the treatment (experimental class) and conventional teaching (control class) the students was given a post test of reading comprehension, It was given to know the students' reading comprehension after gave treatment or learning activity.

RESEARCH FINDING AND DISCUSSIO

This research presents the description of data, hypothesis testing and discussion. The description of data use SPSS 24 which shows mean, mode, variance, standard deviation, the minimum and maximum score of reading comprehension.

Table 4.1
Statistics Descriptive Pretest and Post- test of Experimental Class

	Pre_test	Post_test	Difference
N Valid	30	30	30
Missing	0	0	0
Mean	43,80	74,00	30,20
Std.Deviation	8,177	7,027	6,354
Variance	66,855	49,379	40,372
Minimum	32	64	20
Maximum	60	88	44
Sum	1314	2220	906

(Source: Statistical SPSS 24 version)

Based on table 4.1 which represent students' reading comprehension shows that

in pretest mean was 43,80, variance was 66,855, and standard deviation was 8,177. On the other hand, in posttest mean 74,00, median was 72,00, mode was 72,variance 49,379, standard deviation 7,027.

Table 4.2
Statistics Descriptive Pretest and Post test of Control Class Statistic

		Pre_test	Post_test	Difference
N	Valid	34	34	34
	Missing	0	0	0
Mean		47,12	64,59	17,47
Std. Deviation		9,911	7,824	8,461
Variance		98,228	61,219	71,590
Range		40	36	32
Minimum		28	44	4
Maximum		68	80	36
Sum		1602	2196	594

Based on table 4.2 which represent students' reading comprehension shows that in pretest mean was 47,12, variance was 98,228, and standard deviation was 9,911. On the other hand, in posttest mean 64,59, median was 64,00, mode was 64, variance 61,219, standard deviation 7,824.

Test Normality

Table 4.3
Test of Normality

Class	Kolmogorov-Smirnov[a] Statistic	df	Sig.	Shapiro-Wilk Statistic	df	Sig.
Experiment class	,131	30	,198	,938	30	,080
Control class	,128	34	,174	,960	34	,242

a. Lilliefors Significance Correction

The table above was shown that the significant value of experimental class is 0,198, while the significant value of control class is 0,174. Based on testing criteria, if the significant score is greater than 0,05 it means Ha is accepted, and if the significant score less than 0,05 it means Ho is rejected.

Test of Homogeneity

Table 4.4
Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
2,724	1	62	,104

Based on the testing criteria if significant score <0,05, it means the data is not same variant group, and if significant score >0,05, it menas the data is the same variant group. The result of the test shows that the population variant is homogeneous.

Test of sample Test

Table 4.5
Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Score	Equal variances assumed	2,724	,104	6,732	62	,000
	Equal variances not assumed			6,852	60,528	,000

Based on the calculation of T-test, the researcher gave interpretation to tcount. First, researcher was considered the df =N-2. With the df is (64-2=62). The researcher has chosen the t_{table} with significant level 0,05. Then researcher look at the t_{table} of df (62) and the critical value 0,05 is (1.670). On the table above, shows that the t_{count} is 6,732 with t_{table} is 1,670. It shows that t_{count} was higher than the t_{table} (6,732 > 1,670) which means that H_a is accepted. In other words, there is a significant positive effect of Reciprocal

Teaching Strategy on students' reading comprehension. It can be concluded that reciprocal teaching is effective strategy to teach reading comprehension in Senior High School.

DISCUSSION OF THE RESERACH

On the teaching and learning process in this study was divided by researcher into three steps, there are pre-test, treatment and post-test. In the first step, researcher

administered the pre-test at XI IPA 4 class consisting of 30 students. These steps were conducted by researcher to know how the students' reading comprehension on the analytical exposition text. The first step has been done by teacher and students before being taught by using reciprocal teaching.

The second step is treatment. The treatment was given by researcher after giving the pre-test. The treatment was tauht reading using reciprocal teaching. The researcher gave the material about analytical exposition text. The last step, researcher was conducted post-test to 39 students of XI IPA 4 class, the test was multiple choice of analytical exposition consist of 25 items.

After calculating the data on SPSS 24 version, the finding of this research can be known that the mean of students' reading comprehension scores in experimental class before being taught by using reciprocal teaching is (43,80) and the mean of students' reading comprehension after being taught by using reciprocal teaching is (74,00). Additionally, the researcher using T-test analysis, that shows the result of tcount is (6,732) is higher than ttable (1,670) with significant level 0,05. Because the tcount is higher than ttable, so the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that there is significant effect on improving students' reading comprehension before and after being taught by using reciprocal teaching.

CONCLUSION

This study is a kind of quasi experimental study which has an objective to get empiric evidence of reciprocal teaching strategy to improve students' reading comprehension of eleventh grade at SMAN 14 Kabupaten Tangerang in academic year 2018/2019. Based on the statistical calculation and hypothesis testing in chapter IV, it shows that t_{count} was higher than the t_{table} (6,732> 1,670) which means that H_a is accepted. In other words, there is significant effect of Reciprocal Teaching on improving students' reading comprehension.

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