

**THE IMPACT OF RECIPROCAL TEACHING STRATEGY TOWARD  
SECOND GRADE STUDENTS' READING COMPREHENSION AT SMAN  
7 KEDIRI IN ACADEMIC YEAR 2014/2015**

**SKRIPSI**

Presented as a partial fulfillment of the requirements to obtain the Sarjana Degree of Education  
of English Department Faculty of Teacher Training and Education University of Nusantara  
PGRI Kediri



BY :

**SIROJUL MAKMUNIL ANAM**

NPM: 10.1.01.08.0254

FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
2014

**APPROVAL PAGE**

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NPM : 10.1.01.08.0254

**ENTITLED:**

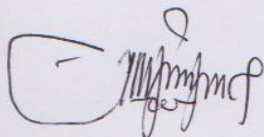
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2014/2015**

Approved by the Advisors to be proposed to  
The English Department Examination Committee of  
University of Nusantara PGRI Kediri

Kediri, 7 November 2014

The Advisors,

Advisor I



**KHOIRIYAH, M.Pd**

NIDN. 0719071501

Advisor II



**SULI MULYATI, M.Pd**

NIDN.

APPROVAL SHEET

SKRIPSI

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SIROJUL MAKMUNIL ANAM  
NPM : 10.1.01.08.0254

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Kediri, November 7, 2014

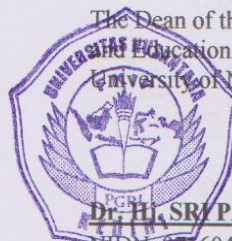
Board of Examiners,

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Second Examiner : SULI MULYATI, M.Pd

The Dean of the Faculty of Teacher Training  
Education  
University of Nusantara PGRI Kediri



Dr. H. SRI PANCA SETYAWATI, M.Pd.  
NIDN: 0716046202

# **THE IMPACT OF RECIPROCAL TEACHING STRATEGY TOWARD THE SECOND GRADE STUDENTS' READING COMPREHENSION AT SMA NEGERI 7 KEDIRI IN ACADEMIC YEAR 2014 / 2015**

SIROJUL MAKMUNIL ANAM

10.1.01.08.0254

FKIP – Bahasa Inggris

Sirojouleanam@google.co.id

KHOIRIYAH, M.Pd, SULI MULYATI, M.Pd  
UNIVERSITAS NUSANTARA PGRI KEDIRI

## **ABSTRAK**

Reading is an important gateway to personal development. This activity adds the new knowledge when someone is reading the text. When reading the text, students are trying to comprehend meaning of the text. In other word, students are trying to understand what the writer means. But in real class, students have many problems in facing reading activity. Students are confused to find some information such as topic, main idea, general information, reference, explicit and implicit information. In this skripsi, the writer wants to introduce the strategy named Reciprocal Teaching to make students' reading comprehension can be better.

The problem of the research are: 1) How is the student's reading comprehension before Reciprocal teaching strategy being taught to the second grade students of SMA N 7 Kediri in academic year 2014/2015?. 2) How is the student's reading comprehension after Reciprocal teaching strategy being taught to the second grade students of SMA N 7 Kediri in academic year 2014/2015?. 3) Is there any significant impact of reciprocal teaching strategy on reading comprehension of first Grade Students of SMA N 7 Kediri in academic year 2014/2015?.

This research uses quantitative and the design is pre-experimental design. The writer use one classes. Which consist of 30 students. The research was done in twice meetings. The data are collected using pre-test and post-test and t-test is applied to analyze the data.

The result shows that t-observed was 11,7 at the degree of freedom of 29, t-table was 2,756 at the level of significance of 1%. So, it means that t-observed (9,96) > t –tabel at the level of significance of 1 %. So, the Nul hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. In addition, Reciprocal teaching strategy is significant for the students of SMAN 7 Kediri. such as: students can understand the text, improve the vocabulary, identify the main idea and topic of a text, identify the detail information of a text, they are also more active in learning English.

Finally, the writer concludes Reciprocal teaching strategy gives a better result in reading comprehension. Writer recommends reciprocal teaching used in teaching reading comprehension. This strategy can help the students to cope their problem and increase their students' reading comprehension.

## **Kata Kunci**

Reading, Reading Comprehension, Reciprocal Teaching

## **I. LATAR BELAKANG**

Reading is an important gateway to personal development. This activity adds the new knowledge when someone is reading the text. When reading a text, someone will grasp the new idea or knowledge from the written text. According to Ducher (1990: 1) "Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation". The idea or knowledge may be sometimes different with reader's background knowledge, but this can add the new information of reader then it will increase reader's personal knowledge.

In other word, students are trying to understand what the writer means. But in real class, students have many problems in facing reading activity. Students are confused to find some information such as topic, main idea, general information, reference, explicit and implicit information. In this skripsi, the writer wants to introduce the strategy named Reciprocal Teaching to make students' reading comprehension can be better.

## **II. METODE**

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## **III. HASIL DAN KESIMPULAN**

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