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# **THE EFFECT OF RECIPROCAL LEARNING STRATEGY ON READING COMPREHENSION OF THE ELEFENTH GRADE STUDENTS AT SMKN 1 KEDIRI ACADEMIC YEAR 2014/2015**

## **ARTICLE**

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By:

**DIAH MARATUS SOLEKAH**  
**NPM: 11.1.01.08.0051**

**ENGLISH EDUCATION DEPARTMENT**  
**FACULTY OF TEACHER TRAINING AND EDUCATION**  
**UNIVERSITY OF NUSANTARA PGRI KEDIRI**  
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**APPROVAL PAGE**

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

Kediri, March 23<sup>rd</sup> 2015

The Advisors,

Advisor I

Advisor II

Khoiriyah, M.Pd  
NIDN.0719017501

Mahendra Puji Permana Aji, M.Pd  
NIDN. 0710049002

**APPROVAL SHEET**

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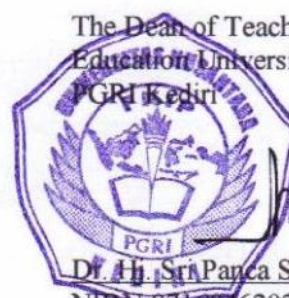
Chairman : Drs. Setya Adi Sancaya, M.Pd

First Examiner : Khoiriyah, M.Pd

Second Examiner : Mahendra Puji Permana Aji, M.Pd



The Dean of Teacher Training and  
Education University of Nusantara  
PGRI Kediri



Dr. Hj. Sri Panca Setyowati, M.Pd  
NIDN.0716046202



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DiahMaratusSolekah  
NPM 11.1.01.08.0051

Faculty of Teacher Training and Education - English Education Department

[diahmaratus\\_solekah@yahoo.com](mailto:diahmaratus_solekah@yahoo.com)

Khoiriyah, M.Pd and Mahendra Puji PermanaAji, M.Pd

UNIVERSITY OF NUSANTARA PGRI KEDIRI

### ABSTRACT

**DIAH MARATUS SOLEKAH.**The effect of reciprocal learning strategy on reading comprehension of the eleventh grade students at SMKN 1 Kediri in academic year 2014/2015.English Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri 2015.

Reading is one of important skill that should be mastered. One of the difficulties that often found in reading process is finding specific information on long passages. Also conventional way in teaching reading becomes one of the problems in student's succession. This present study was to investigate the effect of reciprocal learning strategy on reading comprehension of the eleventh grade students at SMKN 1 Kediri. Reciprocal learning strategy is one of strategy that appropriate applied in reading class, the students learnt in togetherness or pairing. The quasi-experimental design of one-group pretest posttest was used in the current study. The total of sample in this research is 32 students from the total of population. Pretest is given at the very beginning meeting than continue with treatment after knowing the score of pretest of the students. As the last meeting there is posttest that held to know about the students progressing in reading comprehension. The data that had was analyzed using t-test, based on the score of pretest and posttest the score t-test higher than t table. It can conclude that reciprocal learning strategy has significant effect on students reading comprehension. Thus in this strategy can be applied in teaching and learning process in reading comprehension as one of strategy in teaching reading.

**Keyword: Reading Comprehension, Reciprocal Learning Strategy.**

## I. INTRODUCTION

There are four skills that should be mastered by the students to learn English, they are listening, speaking, reading and writing. Reading as the important skill, in reading the reader accept all of information from various written sources. Pang, et all (2003:6) states that reading is about understanding written texts. Along the process of reading reader will be able to benefit from those written sources. Pang, et all (2003: 21) reading is a skill that will empower everyone who learns it.

Reading also as receptive skill means that in process of reading students receive much information. As Harmer (2001:199) states receptive skill is the way in which people extract meaning from the discourse they see or hear. In process of reading, readers transfer all of the information in their mind and process that kind of information to know what is actually that information contain.

There are many purposes in reading, one of the purpose in reading is reading for specific information. The most important in reading is about comprehension, without comprehension the reader got nothing. Snow (2002:11) states that,

“Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Thus, reading as important part in accepting information rather than listening”.

From the theories above, that explains about interaction and involvement our mind in processing all of the information from any kind of written sources.

Along the process of reading need to use strategies to build up the students' spirit and to solve problems that often found by the students along the process of reading especially in reading comprehension. One of the problems that appear in reading comprehension is finding specific information from long passages. This is one problem that often found by the students. It becomes the dilemma for the student selves. Sometimes they are afraid or shy to ask to their teacher about their difficulties in reading comprehension. The conventional way in teaching also becomes the monotone way in teaching and learning.

Based on those experiences the researcher provided one of the strategies

that felt appropriate to apply in reading comprehension. Reciprocal learning strategy is one of strategy that includes the students actively along the process of reading in class. In this strategy the students learnt together with pairing. There is couch hint of each students and problems to solve by them along the process of comprehending text. This strategy also provides to the students to work with mutual respect to each other.

## II. METHOD

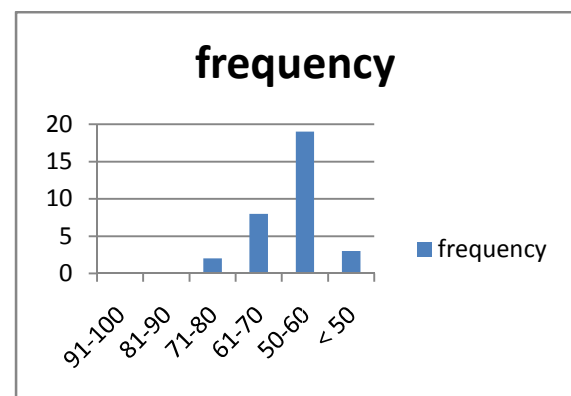
In this research there are two variables which are Reciprocal Learning Strategy as the independent variable and students reading comprehension as the dependent variable. The method used in this research is quantitative experiment design; it used one group pretest posttest. The sample that used for this research is about 32 students from the total of population students in SMKN 1 Kediri. Eleventh grade of TKR 4 will be test to measure their comprehension in reading class. At the very first time that would be pretest to know how the students capability before done treatment. After pretest given continue with treatment, and that will be lasted with posttest. The instrument of this research is multiple choices in pretest

also in posttest with the topic are report text. In pretest there are 20 items of questions also same as in posttest 20 items questions. In collecting the score of the students each item of question have score of 5 if that is correct, and 0 for the items question which is false in answering. The technique of data analysis used in this research is t-test.

## III. FINDINGS AND DISCUSSION

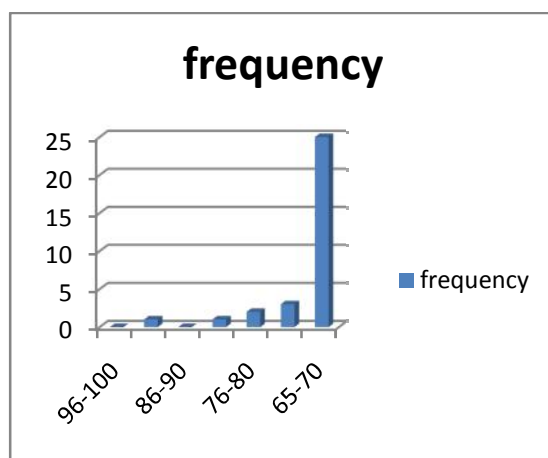
It was the eleventh grade student of TKR 4 SMKN 1 Kediri which is chosen as the sample of the research. In this part will be shown about the result of the students reading comprehension before and after giving treatment using Reciprocal Learning Strategy. At the very beginning it will show about the data score of the students in pretest. It means that the students capability in comprehending text before they taught using reciprocal learning strategy.

Table 1.1 Pretest



From the diagram above showing about the score who got the students in pretest. It can be seen there is none students got the highest score. Then, there are two students who got score around 71-80 as the highest score of pretest. On the range score of 61-70 there are eight students, and 19 students got score around 50-60 as dominant. There are 3 students who got the lowest score in this pretest which is got score under than 50. The total students who got score under the standard score still more than half of the students from the total sample, it means that they failed. The students who passed the test only 2 students.

**Table 1.2 Posttest**



From the data frequency of posttest found that there is significant increasing scores after they taught by using reciprocal learning strategy. There are 1 student who got the highest score around 91-95, and 1 student got score around 81-85. In 76-80 there are 2 students, who

got score around, and around score 71-75 there are 3 students. As the last there are 25 students who dominant score around 65-70. From that scores, can be seen significant score increasing. It means that there is none students got score under than 50.

**Table 1.3 The statistic computation using test**

Db	t- score	t- table 1%	t- table 5%	Significant	
				H <sub>0</sub>	H <sub>a</sub>
31	10,36	2,042	2,750	Rejected	Accepted

Based on the table above, it show about the score of t observed was 10,36 at the degrees freedom of 31. By referring to the t-table at the level of significance of 5% the t-score was 2,750 and 2,042 as the level of significance of 1%. It means that the score  $10,36 > 2,042$  and 2,750. As the result of data analysis, t score was higher than t-table at the level significance of 5%. So, it can be conclude that the result is very significant. Here, the alternative hypothesis (H<sub>a</sub>) was accepted while the null hypothesis (H<sub>0</sub>) was rejected. This was indicated statistically that the independent variable which is





Reciprocal Learning Strategy influences on dependent variable which is student reading comprehension. It supported by Hashey and Connor (2003) in Harvey, et all (2007:166):

“ Student partnerships lead to deeper and more substantive classroom discussions. When applied to reading, student partnerships enhance decoding skills, deepen comprehension, and help students learn how to read difficult, information-rich texts”.

In this process of learning in partnership the students learn together and in deeper of comprehension, also the students learnt when they found difficulties and help their friend in achieve the target in reading comprehension. Also they appreciate on the way they learn reading in classroom activity with the new atmosphere, where the teacher only as facilitator and the doer is among students in pairing. The students learn how become a teacher and the way how become a students in partnership.

#### **IV. CONCLUSION AND SUGGESTIONS**

The conclusion for this research is about the effect of reciprocal learning strategy on reading comprehension of the

eleventh grade students at SMKN 1 Kediri. Based on this strategy helping between students to students is helpful. In comprehending the text students pairing is showing significant effect along the process of reading comprehension itself.

It is showing by the analysis result data that have collected along the process of this research held. The data has showed that the posttest is higher than pretest. It is known that t-score is 10, 36 at the degree of freedom 31. By referring to the t-table at the level significance of 5% the score was 2,750 and 2,041 at the level of significance of 1%. The t-score is higher than t-table in the level of significance of 5% and 1%.

Based on the t-score which is higher than the t-table it has indicated the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

Finally, based on the result it is suggested especially for the teacher and students about this strategy is suitable to apply in teaching reading process especially in reading comprehension. The suitable material that will be discussed on the lesson and the difficulties of the students found in answering the task because of long text will be useful in the use of reciprocal learning strategy, because the students will be learnt in pairing and they will be finished their task with helping each other.



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