

ARTICLE

THE EFFECT OF RECIPROCAL TECHNIQUE TO STUDENTS' READING COMPREHENSION TO THE NINTH GRADE STUDENTS OF SMPN 5 KEDIRI IN ACADEMIC YEAR 2016/2017



By:

**ROVIKA RISKANI
12.1.01.08.0090**

The Advisor:

- 1. Lina Mariana, S.S., M.Pd.**
- 2. Yunik Susanti, M.Pd.**

**ENGLISH EDUCATON DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2017**

**SURAT PERNYATAAN
ARTIKEL SKRIPSI TAHUN 2017**

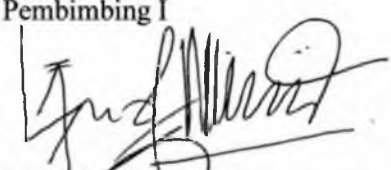
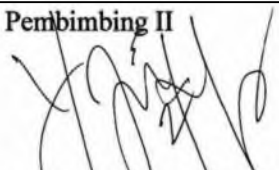

Yang bertanda tangan dibawah ini:

Nama Lengkap : Rovika Riskiani
NPM : 12.1.01.08.0090
Telepon/HP : 085749932671
Alamat Surel (Email) : vika_riski@yahoo.com
Judul Artikel : The Effect of Reciprocal Technique to Students' Reading Comprehension to the Ninth Grade Students of SMPN 5 Kediri in Academic Year 2016/2017
Fakultas – Program Studi : FKIP Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi : Jl. K.H. Achmad Dahlan No. 76 Kediri

Dengan ini menyatakan bahwa:

- artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila dikemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggung jawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 17 Januari 2017
<p>Pembimbing I</p>  <p>LINA MARIANA, S.S., M.Pd. NIDN: 0710097401</p>	<p>Pembimbing II</p>  <p>YUNIK SUSANTI, M.Pd. NIDN: 0718017801</p>	<p>Penulis,</p>  <p>ROVIKA RISKIANI NPM: 12.1.01.08.0090</p>

**THE EFFECT OF RECIPROCAL TECHNIQUE TO STUDENTS' READING
COMPREHENSION TO THE NINTH GRADE STUDENTS OF SMPN 5 KEDIRI IN
ACADEMIC YEAR 2016/2017**

Rovika Riskiani

12.1.01.08.0090

FKIP – Pendidikan Bahasa Inggris

vika_riski@yahoo.com

Lina Mariana, S.S., M.Pd and Yunik Susanti, M.Pd

English Department Faculty of Teacher Training and Education

University of Nusantara PGRI Kediri 2016/2017

Abstract

The objective of this research was investigating whether Reciprocal Technique significantly effective to the students' reading comprehension. This research was conducted by using quantitative research method, and experiment design was carried out in implementation of the method. The sample of this research was the ninth grade students of SMPN 5 Kediri which consisted of 32 students. Then, to measure students' reading comprehension before and after being taught using Reciprocal Technique, the researcher used reading comprehension tests as the instruments for collecting data. The test consisted of 15 questions which were divided into 2 parts. 10 question of essay and 5 question True False statement. The technique of data analysis which used was using T-test. Based on the analysis, the students' reading comprehension after being taught using reciprocal technique was getting better. It was showed by the mean score of post test 62,3216 was higher than pre-test 50,0003. In addition, the result of t-score (6,996) was also higher than t-table in the level of significance 5% (2,040) and P value t-test is lower than the level of significance of 5% ($0,000 < 0,05$). It can be concluded that there was significant effect of reciprocal technique on students' reading comprehension. This technique made the teaching learning process became easier for students in overcoming their difficulties in comprehending a text.

Keywords: Reading Comprehension, Reciprocal Technique

I. Introduction

Reading is one of the most important abilities in the educational development today. As said by Pollard (2008: 44) who states that reading is a great source of language learning. It means that, reading is one of skills which must be mastered by all of us including learners. The statement is also supported by Nunan (2003: 69) who

states that reading is an essential skill for learners of English as a second language. Thus, Mastery of reading is unavoidable in learning all the school subjects. Through the teaching and learning of reading, the students are expected to be able to comprehend the reading passages they read. In English as foreign language

context the students have to read a great number of English reading materials during their learning process, such as passage, text, letter, article, etc.

In other theories, Alyousef (2005: 144) states that Reading can be seen as an interactive process between a reader and a text which leads to automaticity. In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning. Padma (2008: 5) states “Reading is the process of using one’s eyes and mind to understand the literal as well as the hidden meaning of what the writer was attempting to convey.” Thus, the readers not only use their eyes to read the words in the text but also use their mind or brain to think about what the text is talking about.

Reading is the activity which involves some aspects in its process. There are five specific practices that teachers should be used when teaching children to read or when helping them improves their reading skills. They are alphabetic, fluency, comprehension, teacher education and reading instruction and computer technology and reading instruction stated in National Reading Panel (2000: 8). However, even though the different aspects exist in reading, the main point is getting the information from the readable source by comprehending the content. By having comprehension, someone can be claimed

that he has done the process of reading. By comprehension, too, people will get information stated in the text because most of the valuable information is stated implicitly. That is why the process of reading cannot be separated from comprehension because Padma (2008: 7) states that reading without comprehension is not reading.

Then, according to Klingner (2007: 2) reading comprehension is “the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency”. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. Then, Snow (2002: 11) states that reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

In addition, Vaughn and Linan-Thompson (2004: 98) cited in John L. and C. Michele (2008: 6) state that reading comprehension is an active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Based on the definitions, it can be concluded that reading comprehension

means a process where the reader tries to construct the meaning of the text written by the writer to get the comprehension of what he reads.

Students need good reading skill for acquiring knowledge and learning new information. However, we can see that most students are not good enough to do so. Many students face some difficulties in comprehending of reading text. Osborne (2010) cited in Praveen & Rajan (2013: 155) see students' major reading problem arising when they are so worried about understanding every single word of a text they are reading that they do not get the general idea from the passage. The students often get confusion toward word meaning of the unfamiliar word. Besides that, when they meet some references, they don't know what they refer to. Furthermore, they don't get the information which are actually stated and implied of the text.

Another problem also appear because the unsuitable teacher's technique in teaching. Most teacher get difficulties in using suitable method. Such Patel and Praveen (2008: 71) show about the Indian classes that also have their own problem and one of them is teaching methodology. Then, Sulistyowati cited in Agustina (2011: 76) says that "the capability and the interest of the Indonesian society toward

reading were very low". And she shows one of the factors is because the teaching strategies implemented couldn't motivate students to read more. Whereas as we know that when any language is taught as second language, it becomes very necessary to know for teacher "how and what to teach to students". Patel and Praveen (2008: 71) state that it is very necessary to know various types of methods and techniques of teaching English. The researcher also believes that teaching strategy can influence the students learning process.

In addition, the researcher did observing before conducting the research to get information about what actually students' problem in reading in SMPN 5 Kediri especially class IX/G by interviewing the teacher and observing the students when teaching learning process. Then the researcher got result that actually most of them are getting difficulties in catching the point of the text including main idea, it happens because of some factors such as, less of interest in reading and also lack of vocabulary mastery. Therefore, after reading, students got difficulties in answering question which is still correlated with the text. It means that students need motivation and effective method in teaching reading in order to

make them more interesting in reading activity.

Furthermore, Alyousef (2005: 143) shows Godman's perception about reading, which is reading seen as an active process of comprehending where students need to be taught strategies to read more efficiently. The teacher should provide the students with an effective strategy that can involve students participation in interesting atmosphere to make students interested to be active in comprehend the passage, text, letter, article etc, as their English reading material.

One of the effective strategies that can be applied in teaching reading is Reciprocal technique. The reason why it is considered to be the most suitable technique is because according to Oczkus (2013: 34) Reciprocal Teaching Technique is a scaffolded discussion technique that is built on four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing. Each of these strategies is selected as a means of helping students to construct meaning from text as well as a means of monitoring their reading to make sure that they in fact understand what they read, which in this case, these four strategies are implemented by working in groups.

The statement above also supported by Education Ministry of New Zealand

(2012: 1) which states that reciprocal teaching is a way of explicitly teaching reading comprehension. It involves four 'thinking skills': clarifying, questioning, summarizing, and predicting. By attempting to clarify the sources of their difficulties, students become familiar with a range of potential comprehension blocks in text. And finally, they can learn ways of dealing with them. Questioning important information in the text helps students distinguish between important information and detail. While constructing a summary encourages them to see the text as a coherent whole. And the predicting gives students a purpose in reading the new section of text. It also activates their prior knowledge in order to construct hypothesis of what will come next in the text and what is on the writer's mind. Thus, by implementing the reciprocal technique, it can help the students' difficulties in comprehending a text.

There are some research reviews about the implementation of reciprocal technique in reading comprehension by expert in Oczkus (2013: 35), such as Palincsar and Brown's research, when they used Reciprocal Teaching Technique with a group of students, the students' reading on a comprehension assessment increased from 30% to 80%, Cooper and Carter's research concluded that Reciprocal

Teaching technique is especially effective when incorporated as part of an intervention of struggling readers and when used with low-performing students in urban setting, beside that, there were 16 studies of Reciprocal Teaching Technique and concluded that this technique is a technique that improves reading comprehension. Furthermore, Padma (2008: 13) states that Reciprocal Teaching Technique is recommended by reading experts and practitioners. He said this technique had been heralded as effective in helping students to improve their reading ability.

Thus, based on the explanation above, the researcher intends to analyze how the effect of reciprocal teaching technique in teaching reading comprehension (word meaning, reference information of the text) to the students of SMPN 5 Kediri in their reading comprehension by conducting research entitled “The Effect of Reciprocal Technique to Students’ Reading Comprehension to the Ninth Grade Students of SMPN 5 Kediri in Academic Year 2016/2017”

II. Research Method

This research was conducted by using quantitative research method, and experiment design was carried out in

implementation of the method. Experiment design was used because its procedures ideally suited for this study. Creswell (2012: 20) states that experimental design is procedure in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants.

Experimental research involved a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable said by Ari (2010: 26). Thus, the purpose of experiment research was to know whether there is an effect or not from treatment that would be given to the subject of the research.

In this research, the researcher used one-group pre-test–post-test design which involved three steps. According to Ary (2010: 303) one-group pre-test–post-test design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment to the subjects; and (3) administering a post-test. Therefore, the researcher gave pre-test to know the students reading comprehension before being taught using reciprocal technique and gave post- test after treatment to know

the students reading comprehension after being taught using reciprocal technique.

Ary (2010: 148) states that a sample is a portion of a population. Then, in this research the researcher took the sample from one class that was the ninth grade G class of first semester students SMPN 5 Kediri in 2016/2017 academic year. The IX/G class consist 32 students. In taking the sample of this research, the researcher used cluster sample because the unit chosen was not an individual but, rather, a group of individuals who were naturally together as said by Ary (2010: 154).

One of the fundamental components in a research was instrument. It took important role in conducting research which its quality influenced the final result of the research. Thus, compiling an appropriate instrument for a research was needed. There were many kinds of instrument could be implemented in research. But the researcher used test for collecting data of ninth grade students at SMPN 5 Kediri especially for class IX/G. The test was used to measure the students' achievement in learning process. Then, in this research, the researcher used written test which had 10 items of essay form and 5 items of true false form. On those questions include eight indicators. They were; a) finding the general information of the text, b) identifying main idea of the

text, c) identifying the communicative function of the text, d) finding detailed information from the text, e) finding implied information based on the text, f) expressing the word meaning, g) finding word reference, and h) identifying specific information of the text.

After getting the data, the researcher input and calculated pre-test and post-test score using SPSS version 21 and analyzed the data using Paired Sample t-test in SPSS to find out whether any significant effect of teaching reading comprehension by using reciprocal technique.

III. Finding and Discussion

Finding

In this section, the researcher showed the result of students' pre-test and post-test score after calculating those using SPSS version 21: Paired Sample Statistic, Paired Samples Correlations, and Paired Samples Test.

a) Mean

The mean score of Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	before	50,0003	32	9,92385	1,75431
	after	62,3216	32	5,30474	,93775

b) Correlation

The correlation score of Pre-test and Post-test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	before & after	32	,260	,151

c) T-test

The t-score of Pre-test and Post-test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence				
					Lower				Upper
Pair 1	before -	12,32125	9,96209	1,76107	15,91297	8,72953	6,996	31	
	after								

Based on the statistical calculation which has been analyzed, the data showed that the total of students' pre test score was 1600. Then, the total score of post test was 1994,29. In other word, students' reading comprehension scores after being taught using reciprocal technique was increased. It was also clarified by the mean score of pre-test which was lower than the mean score of post-test. The means score of post-test was 62,3216, while the means score of pre-test was 50,0003. It concluded that there was significant effect of reciprocal technique on students' reading comprehension after being taught using reciprocal technique.

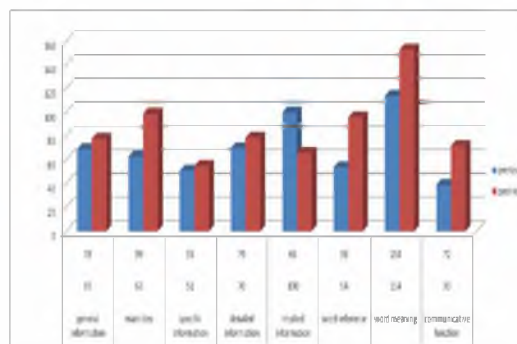
In addition, the conclusion was supported by the data analysis in the table 4.10 that the value of t-score (6,996) which was higher than the value t-table (2,040) at the degree of significance 5% and the significant level of 0,000 is lower than 0.05 ($p < 0.05$). The following table would show us the difference of students' reading comprehension score before being taught using reciprocal technique and after being taught using reciprocal technique.

Difference Score of pre-test and post test

No	Indicator	Pre-test	Post-test	Increase
1.	general information	69	78	9
2.	main idea	63	99	36
3.	specific information	51	55	4
4.	detailed information	70	79	9
5.	implied information	100	66	-34
6.	word reference	54	96	42
7.	word meaning	114	153	39
8.	communicative function	39	72	33

From the table difference score of students' pre-test and post-test which has been provided above, it could be seen more explicit for each indicator by diagram below:

Difference Score of pre-test and post test



Based on the diagram above, it could be seen that the mean score of each indicator was increased in post-test except for implied information which was 100 in pre-test but became 66 in post-test. It happened because students still got confusion in looking for the implied information from overall text. But for other indicators, it showed improvement. Firstly, for the mean score of general information in pre-test was 69 became 78 in post-test. Then, identifying main idea got 63 became 99. Identifying specific information 51



became 55, for finding detailed information 70 became 79, finding word reference 54 became 96, expressing the word meaning 114 became 153, and the last was communicative function from 39 became 72.

Discussion

Based on the data which has been analyzed above, it would help the researcher to answer question study as the reference of conducting this research. They are how is the students' reading comprehension before and after being taught using reciprocal technique and the effect of reciprocal technique in teaching reading to the ninth grade students of SMPN 5 Kediri in academic year 2016/2017.

Based on the obtained research data above, it could be concluded that students' reading comprehension before being taught using reciprocal technique was poor showed by there were 9 students got score 34 – 40, 4 students got score 41- 47, 8 students got score 48-54, 7 students got score 55-61, 3 students got score 62 – 68, and 1 students got score 69 – 73. On the other hand, students' reading comprehension after being taught using reciprocal technique was increased. It was proven by there were 2 students got score 48 – 52, 2 students got score 53 – 57, 11 students got score 58 – 62, 11 students got

score 63 – 67, 5 students got score 68 – 72, and 1 student got score 73 – 77.

The data showed that the students' reading comprehension after being taught using reciprocal technique was really increased. It also could be seen by the students' mean score of post test (62,3216) which was higher than the students' mean score of pre test (50,0003). It means that there is any significant correlation between reciprocal technique and students' reading comprehension. This result is in line with the previous research conducted by (Testiana, 2013) the result showed that teaching reading comprehension on narrative text using reciprocal technique has some benefits especially in improving their reading ability and increase their score in reading than using conventional one. Besides, another previous research by (Aditya, 2011) also was supported by this research result which agreed the effectiveness of reciprocal technique to the students' reading comprehension. His final result showed that teaching reading comprehension using reciprocal teaching technique could improve students' reading comprehension, increase their vocabulary, encourage them to be active, and enhance their cooperative skills. Even, he suggested other researchers to study more the reciprocal technique to other language skills such as listening skill, writing skill

and speaking skill in giving more contribution to the language teaching.

The next data clarified the effect of using reciprocal technique on students' reading comprehension could be used in teaching reading. It is proven by the result of t-score (6,996) is higher than t-table in the level of significance 5% (2,040) and P value t-test is lower than the level of significance of 5% ($0,000 < 0,05$). In line with the result above, Palincsar and Brown (1984; Palincsar, 1986; Palincsar, Brown, & Martin, 1987) cited in Klingner et.al. (2007: 131) state that Reciprocal technique was originally designed to improve comprehension for middle school students who could decode but had difficulty comprehending text. Students learn to use the four strategies of prediction, summarization, question generation, and clarification and to apply these while discussing text with the teacher and their group.

Furthermore, this research also supported the theory by Oczkus (2013: 34) who states that reciprocal teaching technique is a scaffolded discussion technique that is built on four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing. It means that reciprocal technique is hoped can be used by students

who get confused in comprehending reading text.

IV. Conclusion

In this part, the researcher would present the conclusion of this research. Based on previous chapter, reading is one of fundamental skill which most of students got difficulties in mastering it. They just read a text without comprehending its content. They had difficulties in catching the meaning and didn't understand what they had read. Therefore, the students needed a learning strategy change to overcome their difficulties. One of teaching technique which could be implemented by teacher to improve students' reading ability was reciprocal technique. Moreover, based on this research, reciprocal technique showed the effect of students' reading comprehension. It was proven by the result of t-value which was higher than t-table.

Reciprocal technique has four great steps which helped students in comprehending a reading text. They were a) predicting, it encouraged students to actively think ahead, b) clarifying, it made students were dealing with difficulties in the text by being alert to unfamiliar vocabulary, c) questioning, in this step, students identified the kind of information that provided the substance for an

appropriate question, and the last is d) summarizing. In this step, students were identifying and integrating important information presented in the text.

In applying reciprocal technique, the researcher got in trouble for the first time. It appeared because reciprocal technique has four steps which must be implemented in one time. Therefore, the researcher should manage the teaching time effectively in order to fulfill its overall teaching purpose. For this issue, the researcher considered the students' necessities and emphasized it in teaching learning process.

Another problem appeared from the students' participation. Most of them were getting confuse to the reciprocal technique implementation in the first treatment, so that the class were really crowded. The students asked each other and teacher clearly about the technique. Then, the teacher tried to explain how the technique was implemented sequentially and

explicitly. By degrees, the student caught how was the technique used, and it made the further treatment could run well.

According to the statistical calculation which was analyzed in the previous chapter, a conclusion can be sum up that reciprocal technique has effectiveness in students' reading comprehension. It was proven by the result of t-score (6,996) was higher than t-table in the level of significance 5% (2,040) and P value t-test was lower than the level of significance of 5% ($0,000 < 0,05$). Besides that, students' reading comprehension also increased after being taught using reciprocal technique. It was showed by students' post test mean score (62,3216) was higher than the pre test mean score (50,0003). Thus, the researcher concluded that there is significant effect of reciprocal technique to students' reading comprehension.

V. References

- Alyousef, Sulaeman, H (2005). *Reading Comprehension to ESL/EFL Learners*. Journal of Language Teaching.
- Ary, Jacobs, S & Razavieh. (2010). *Education to Research in Education (6th Ed)*. New York: Nelson Education. Wadworth.
- Cahyono, B. Y & Mukminatin, N. (2011). *Technique and Strategies to Enhance English Language learning*. Indonesia: State University of Malang.
- Creswell, John, W (2012). *Educational Research: Planning, Conducting, and Evaluating and Qualitative*



- Research (4th Ed)*. New York: Pearson Education.
- D, Sam, Praveen & Rajan, P. (2013). *Using Graphic Organizer to Improve Reading Comprehension Skills for the Midle School ESL Students*. Canadian Center of Science and Education.
- Education Ministry of New Zealand.(2003). *Reciprocal Teaching*.Wellington: Ministry of Education. Retrieved April, 2012.
- Handley, C, Michele & Luckner, John, L. (2008).*A Summary of the Reading Comprehension Research Undertaken With Students Who Are Deaf of Hard of Hearing*.Gallaudet University Press.
- Klingner, Janette, K., Vaughn, S., and Boarman, A. (2007). *Teaching Comprehension to Students With Learning Difficulties*. New York: The Guilford Press.
- Nugraha, A. (2011). *The Use of Reciprocal Teaching to Improve Students' Reading Comprehension: A Classroom Action Research at the Eight Grade of SMP Negeri 19 Surakarta in 2007/2008 Academic Year*. Perpustakaan. Uns.ac.id
- Nunan, D. (2003). *Practical English Language Teaching*. Singapore: McGraw-Hill.
- Oczuks, L. (2013). *Reciprocal Teaching: Powerful Hands-on Comprehension Strategy*. International Reading Association.
- Padma, B. (2008). *Reciprocal Teaching Technique*.New Delhi: S.B Nangia.
- Patel, M. F & Jain, P. M. (2008).*English language Teaching: Methods, Tools & Techniques*. Jaipur: Sunrise.
- Pollard, L. (2008). *Lucy Pollard's Guide to Teaching English*.Ebook.
- Snow, C. (2002). *Reading for Understanding. Toward an R&D*
- Wijayatiningasih, T, D. (2013). *Reciprocal Teaching for Improving Eleven Grade Students' Reading Comprehension Achievement*. Semarang. TEFLIN International Conference.