

RESEARCH ARTICLE

THE EFFECTIVENESS OF USING RECIPROCAL TECHNIQUE TO THE STUDENT'S READING COMPREHENSION ON THE SEVENTH STUDENTS OF MTS AL MUWAZANAH GONDANG ACADEMIC YEAR 2016/2017



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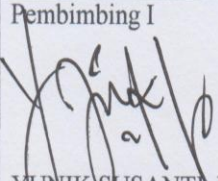
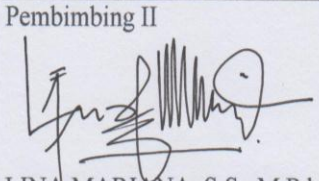
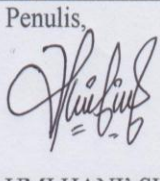
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THE EFFECTIVENESS OF USING RECIPROCAL TECHNIQUE TO THE STUDENT'S READING COMPREHENSION ON THE SEVENTH STUDENTS OF MTS AL MUWAZANAH GONDANG ACADEMIC YEAR 2016/2017

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ABSTRACT

This research is aimed to find out whether the use of reciprocal technique in teaching reading comprehension has significant effect to the students' reading comprehension. The research uses quantitative approach and the method used is pre experimental design. The population of the study is seventh grade of MTs Al Muwazanah Gondang in the academic year 2016/2017 that consists of 50 students. The sample, taken using clustering sampling, are 24 students in Class VII-B. The instrument used is multiple choice reading comprehension test that consists of 20 questions. The results of the pre-test and post-test are analyzed using SPSS v.21. The result of the analysis showed that post-test mean score (82,29) is higher than the pre-test mean score (71,67). It means that students' reading comprehension after being taught using reciprocal technique increased. In addition, the result of the t-test computation showed that t-score (4.995) is higher than t-table (2.069). In conclusion, there was a significant effect of reciprocal technique on students' reading comprehension. It is suggested that the teacher should use reciprocal technique in teaching reading comprehension

Key Words: Reading Comprehension, Reciprocal Technique.

I. BACKGROUND

Lems et all (2010: 172) states that, "Reading comprehension requires the use of strategies before, during, and after reading. In the context of reading comprehension, strategies can be defined as deliberate actions that readers take to establish and enhance their comprehension. In that way, the teacher should give some strategy that can be used by the students along the process of reading

especially in the process of comprehending the text."

In real condition, most of students get difficulties in reading class, especially in comprehending text. On the other hand, the problems appeared during teaching and learning process of reading. From the teachers' side, he teachers' do in reading activity still use traditional strategy. The teacher ask the students to answer all of the

questions by their own, without giving good strategies to solve the problem when the students found difficulties along the process of answering the questions.

The process of learning in classroom activity also becomes the main point in succession of teaching learning process. The most important thing is the English teachers who are directly involved in the teaching learning activities must try to look for the best solution overcome the problems in order to reach the target of teaching English. The writer's tries to apply a new strategy that will use to know how the students reading comprehension after teach with this new strategy. The strategy that will be applied in reading process is reciprocal teaching.

Therefore researcher wish to enhance students' understanding using a reciprocal strategy, because this strategy is suitable in comprehension such as to predicting, questioning, summarizing, and clarifying. According to Ahmad (2011: 141) reciprocal teaching is an instructional activity that utilizes four comprehension strategies (predicting, questioning, summarizing, and clarifying) In the form of dialogue between teachers and students regarding segments of a text. It means that it is a great way to teach students how to determine important ideas from a reading while discussing vocabulary, developing ideas and questions, and

summarizing information. Reciprocal teaching strategies help teachers to effectively teach the type of close reading (Oczkus 2013: 35). In summary, each of these strategies was selected as a means of aiding students to construct meaning from text as well as a means monitoring their reading to ensure that they in fact understand what they read. It can affect the students' reading skill because the purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text.

Meanwhile, in junior high school in Indonesia, based on Educational National Curriculum 2004, there are so many texts that the junior high school students need to master. Those are descriptive, narrative, recount, procedure, report, and anecdote. In other words, students have to know and comprehend those kinds of texts.

Based on the reality, most of the English test items contain those reading texts. It means that, if students do not understand about the text in a test, they will be difficult to fulfill the passing grade. For instance, on the test items of National Examination year 2010, in which contained more than five texts that have various genres such as narrative, descriptive, procedure, report, and recount. In this sense, students must be having a good reading skill to fulfill the passing grade.

In this study, the writer focuses on descriptive text. And the writer would like to help students' reading comprehension on descriptive text. Descriptive text is a kind of types describing a particular person, place or things. It means that the goal of the text is to help the readers depict a person, place or things.

To improve students' MTs Al Muwazanah Gondang on reading descriptive text comprehensively, the writer proposes one technique. The technique is named reciprocal teaching, which has been developed by Pallinscar and Brown in 1984, reciprocal teaching technique becomes an instructional procedure designed to enhance students' reading comprehension of a text. In other words, the teacher is an instructor for the process, explaining and drawing a conclusion about the text together with the students.

Farris (2004: 341) also says that this technique consists of four strategies in series such as, prediction, questioning, clarification, and summarization by cooperatively. In this technique, the sequence of the reciprocal teaching is implemented through cooperative learning. Furthermore, the advantages of this technique in facilitating comprehension are enduring and well worth the effort between teacher and students. In this sense, all the part in the classroom understands about the text are going to discuss. Here, the writer's basic

interpretation is students need to learn how to build their prior knowledge in the reading text and to keep their attention on what they are reading.

Based on the background above, the writer would like to take a research study under the title "The Effectiveness of Using Reciprocal technique to the Student's Reading Comprehension on the Seventh Students of Mts Al-Muwazanah Kediri in the Academic Year 2016/2017". The objectives of the study are to know the students' reading comprehension before and after being taught using reciprocal technique to the seventh grade student of at MTs Al Muwazannah Kediri and to know there any effect of reciprocal technique to the students' reading comprehension to the seventh grade student of at MTs Al Muwazannah Gondang in the academic year 2016/2017.

II. RESEARCH METHODS

This research approach was quantitative research and the research method was pre experimental design, namely the one-group pre-test post-test design. The instrument used to collect the data in this research is test which consists of pre-test, treatment, and post-test. The pre-test and post-test were in the same form of multiple choices that consists of 20 questions about descriptive text which representative of some indicators micro-macro skills of reading

comprehension which adopted from Brown (2003: 187). The score of students' reading comprehension before and after being taught using small group discussion analyzed using Paired sample t-test in SPSS version 21 to see the effect of small group discussion on students' reading with a significant level: $\alpha = 5\%$.

This research took place at MTs Al Muwazanah Gondang involving in the seventh grade student in the academic year 2016 / 2017. The time of the research was on January 2th, 4th, 9th, and 11th 2017. The population of the study is the seventh grade students of MTs Al Muwazannah Gondang in academic year 2016/2017. The sample of this research is one class of VII-B class seventh grade students in MTs Al Muwazannah Gondang that are 24 students. The sampling technique that is used in this research is purposive sampling. Independent variable of this study is the use of reciprocal technique. Dependent variable of this study is the students' scores in reading comprehension test.

III. RESEARCH FINDINGS AND DISCUSSION

The finding of the questions study were asking about how the students' reading comprehension before being taught using reciprocal technique, how the students' reading comprehension after being taught

using reciprocal technique and whether there is significant effect or not reciprocal technique on students' reading comprehension.

The Pre-test was held at the first meeting of the research. It was done on January 2th 2017. The data of pre-test showed how the students' reading comprehension before the researcher gave them treatment. From the result above, the total score for Identifying main idea 86, then Identifying supporting idea with total score 40, then Finding reference word with total score is 85, then Finding words meaning with total score is 82, Identifying implied meanings with total score 54 and the last Identifying implied literal with the total score 40. In the pre-test, there are 1 student got score 50, 1 student got score 55, 1 student got score 60, 5 students got score 70, 5 students got score 75, 7 students got score 80, 3 students got score 90 and 1 students got score 95. The total score of pre-test is 1815.

First treatment was done on 4 January 2017, after given pre-test. There were all 24 students in this meeting. In this activity the researcher would introduced the topic and reciprocal to the students briefly. First, the researcher greeted the students, introduced herself and the purpose of conducted research, then the researcher introduced and explained the procedure of Reciprocal Teaching

technique. To start the lesson, the teacher gave brainstorming by showing the text and asked the students what the text about based on the descriptive text. Then, she explained descriptive text, including its definition, generic structure, and also language features. After that, she explained the procedure of reciprocal gave examples how to apply it. Then, she divided the class into some groups consists of 4-5 students based on students' ability (high medium, and lower). Every students was given students worksheet. After that, the teacher distributed the text entitled "Makassar" and asked them to read silently. A few moments after that, the teacher passed the worksheets containing the questions about the text. In prediction section, the class was rather noisy because the students discussed in groups to make question to predict the text about Makassar. In questioning sections, the class were discussing about main idea, supporting idea, implied meaning, and literal meaning of the text. In the clarifying section the class was identifying the words meaning and references word. In the discussion they used Indonesian and English to finish the task. And the last, they make a summary of the text description. The task consists of some indicators of reading comprehension such as identified the generic structure, language features (focus on grammar) in "Makassar" text.

Second treatment was done on January 11th, 2017. In this treatment, the researcher did not explain the procedure of reciprocal teaching long as the first treatment. She only reviewed it and asked if the students confused or had difficulties to apply this technique. The differences between the first and the last treatment was only at the given different task of the text to reach the goal of indicators. The researcher started the lesson by reviewing the last material about descriptive text. The researcher explained about the same text was started by giving some questions for students reviewed about the last material of descriptive text. Then, she divided the class into some groups consists of 4-5 students based on students' ability (high medium, and lower). The class was noisy as the students moved here and there to gather with the group they belong to. After the groups were organized, the researcher given the text entitled "Jatim Park" and also the students worksheet, asked them to find the supporting idea, main idea, implied meaning and literal meaning from Jatim Park text and identifying the references word, and words meaning from the text. After the predicting, questioning, and clarifying have done. The class continuo the last step that is summarizing.

The result of students' reading comprehension in the post-test there are the highest component that students got is

Identifying main idea from context with the total score 51, then Identifying supporting idea from the context with the total score 48, the next indicator is Finding reference word from the context with the total score 105, Finding words meaning from the context with the total score 46, and then Identifying implied meanings from the context with the total score 39, and the last Identifying implied literal the students got score 101. The total score from every component was increase. From the result above the total score from post-test is 1975. In this test there are 4 students got score 70, 3 students got score 75, 3 students got score 80, 9 students got score 85, 2 students got score 90, and 3 students got score 95, from the result we can know that the total score and the total score for all component were rise.

To analyze the data result, There are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

a) Mean

Table 4.3
The mean score of Pre-test and Post-test

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 before	75.63	24	10.664	2.177
after	82.29	24	7.937	1.620

From the Paired Samples Statistics table above, it showed the mean score of pre-test was 75.63 with standard deviation 10.664 and the mean score of post-test was 82.29 with standard deviation was 7.937. The number of participants in each test (N) is 24.

b) Correlation

Table 4.4
The correlation score of Pre-test and Post-test

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 before & after	24	.791	.000

From Paired Samples Correlations table above, the output shown the data before and after being taught using Reciprocal Teaching was 0,791 with significance value (sig.) 0,000. It means there is any correlation

between students' reading comprehension before and after being taught using Reciprocal Technique.

c) T-test

Table 4.5

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 Interval of the Difference			
					Lower	Upper		
Pair 1	before -after	-6.667	6.539	1.335	-9.428	-3.906	-4.995	.000

From Paired Samples Test table above, it showed t-test is -4.995 and the t-table with degree of freedom 23 is 2,069 at the level of significance of 5%. It means t-test was higher than t-table ($4.995 > 2,069$) and Sig. (2-tailed) is 0,000 was lower than 0.05.

After analyzing the result of the data using SPSS version 21, the writer got the finding data about students' reading comprehension scores that before and after taught using Reciprocal Teaching technique. From the diagram 4.1 of reading comprehension before being taught Reciprocal technique it shown there was the mean score of pre-test is lower than the mean of post-test. It means that the students' reading comprehension before being taught Reciprocal Teaching technique is low. From UMI HANI' SULALA | 12.1.01.08.0216P Faculty of Teacher Training and Education - English Education Department

the diagram 4.3 it has shown that the students' post-test scores in reading comprehension of descriptive text were higher than the students' pre-test scores. The means of post-test score was 82,29 while the means of pre-test score was 71,67. There are 6 students who cannot pass the test and 18 students can pass the test. It means students' reading comprehension increased after being taught using Reciprocal Teaching technique. It is also supported by the data analysis in the table 4.6 that the value of t-score (-4.995) which was higher than the value t-table (2,069) at the degree of significance 5% and the significant level of 0,000 is lower than 0.05 ($p < 0.05$).

The result reports that the *t-test* was higher than *t-table* ($4.995 > 2,069$) and P value t-test was lower than 0.05 ($0,000 < 0,05$) it means H_0 was rejected and H_a was accepted. It can be defined that there was significant effect of Reciprocal Teaching technique on students' reading comprehension than teaching reading comprehension without Reciprocal Teaching technique since alternative hypothesis (H_a) was accepted and the null hypothesis was rejected. In other words, teaching reading comprehension by using Reciprocal Teaching technique gives significant effect on students' reading comprehension of the seventh grade students in MTs Al Muwazanah Gondang.

Based on the results above the writer concluded that Reciprocal teaching technique was suitable for students' reading comprehension, because this technique can help the students got the better comprehend the text. Most of the students can answered some questions which consists of some indicators of reading comprehension such us identified main idea, identified supporting idea, finding words meaning, finding references word, identified implied meaning and literal meaning of the text. Even though, there were so many obstacles that faced by the researcher. Such as the difficulty when implemented the Reciprocal teaching technique, because the students still confused about the steps of Reciprocal teaching technique. Then, it is difficult for the researcher divided the students based on their ability (high, medium, low) because, the researcher never teach the students before.

The writer suggests in the implementation of pretest and posttest majority of the students had identified errors in indicators such as: identifying implied meaning, find a reference word, and literal meaning of the text. In this case, the teacher should provide about by extending the use of all three indicators. So that students truly able to understand all three indicators are good. For the other researcher the writer suggest, other researchers should not form students in

the group but in the second treatment other researchers make students work on these techniques independently, so that researchers really know the outcome of each student. So if researchers know the outcome of each student in the reciprocal use of techniques, researchers will really know how students understand and which are not. So as to result really know the effectiveness of using reciprocal teaching techniques.

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