

ABSTRACT

A COMPARATIVE STUDY OF STUDENTS' READING COMPREHENSION ACHIEVEMENT BETWEEN THOSE TAUGHT THROUGH RECIPROCAL TEACHING TECHNIQUE AND THOSE TAUGHT THROUGH CONTEXTUAL TEACHING AND LEARNING AT THE SECOND GRADE OF SMP NEGERI 5 METRO

By
Arie Handayani

Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and or constructing meaning. The problems of the study are the students have difficulty in comprehending in reading text. Some factors that cause students difficulties in comprehending the text are interest in the material (the text), schemata, and ignoring reading technique.

The objectives of this research are to find out whether there is a significant difference in reading comprehension achievement between those taught through Reciprocal Teaching Technique and those taught through Contextual Teaching and Learning and to investigate which strategy is more effective to improve students' reading comprehension achievement. The research applied pretest posttest control group design. This experimental method deals with two groups: an experimental class and a control class. The samples of the research were the second grade of SMPN 5 Metro.

The results show that the mean of students' posttest scores in the experimental class is higher than the mean of students' posttest scores in the control class. that is 83.20 is higher than 70.83, with the mean difference is 12.37. The value of two tail significant is 0.000. it means that H_0 was rejected and H_1 was accepted since $0.000 < 0.05$. The conclusion of this research is that there is a significant difference of students' reading comprehension achievement between the students taught through Reciprocal Teaching Technique and Contextual Teaching and Learning. RTT is more effective to help students improve their reading comprehension.

Research Title : **A COMPARATIVE STUDY OF STUDENTS' READING COMPREHENSION ACHIEVEMENT BETWEEN THOSE TAUGHT THROUGH RECIPROCAL TEACHING TECHNIQUE AND THOSE TAUGHT THROUGH CONTEXTUAL TEACHING AND LEARNING AT THE SECOND GRADE OF SMP NEGERI 5 METRO**

Student's Name : ARIE HANDAYANI

Student's Number : 0543042066

Department : Language and Art

Program : English

Faculty : Teacher Training and Education

APPROVED BY

Advisory Committee

1st Supervisor

2nd Supervisor

H. Ujang Suparman, S.Pd., M.A., Ph.D.
NIP 19570608 198603 1 001

Dra. Editha Gloria Simanjuntak
NIP 19480123 197703 2 003

The Chairperson of
Language and Arts Education Department

Drs. Imam Rejana, M.Si.
NIP 19480421 1978031 004

ADMITTED BY

1. Examination Committee

Chairperson : **H. Ujang Suparman, S.Pd., M.A., Ph.D.**

Examiner : **Drs. Hery Yufrizal, M.A., Ph.D.**

Secretary : **Dra. Editha Gloria Simanjuntak**

2. The Dean of Teacher Training and Education Faculty

Dr. Bujang Rahman, M.Si.
NIP 19600315 198503 1 003

Graduated on April 23rd 2012

CURRICULUM VITAE

Arie Handayani was born on January 18th, 1985 in Metro Lampung. She is the first daughter of a great couple, Burhani and the late Ida Minarni. She started her study from kindergarten at TK Pertiwi 1989 and graduated in 1991. In the same year, she took Elementary School at SD Pertiwi Teladan Metro and graduated in 1997. She continued her study at SLTP Negeri 3 Metro and graduated in 2000. Then, she pursued her study at SMA Negeri 2 Metro and graduated in 2003.

In 2003, she was registered as a student of D3 English Profession Study Program at Teacher Training and Education Faculty, Lampung University and graduated in 2006. Then in 2007, she continued her study in S1 English Education Study Program at Teacher Training and Education Faculty, Lampung University. From January to April 2009, she conducted her Teaching Practice Program at SMPN 1 Natar.

DEDICATION

This script is dedicated to:

Beloved Mama (the late)

Beloved Papa

Beloved Brother

Beloved Families

Beloved Friends

Beloved One

Beloved Almamater

MOTTO

"Try to learn something about everything and everything about something."

Thomas Henry Huxley (1825-1895)

ACKNOWLEDGEMENTS

Praise be merely to Allah SWT, for the blessing and mercy so that the writer is able to accomplish this script entitled *A Comparative Study of Students' Reading*

Comprehension Achievement between those taught through RTT and those taught through CTL at the second grade of SMP Negeri 5 Metro.

This script is submitted as a compulsory fulfillment of the requirements for obtaining S1 degree of The English Education Study Program at The Teacher Training and Education Faculty, University of Lampung.

Among many individuals who gave generously suggestions for improving this research report, first of all the writer would like to express her sincere gratitude and respect to her first supervisor, H.M. Ujang Suparman, S.Pd., M.A., Ph.D. and also to her second supervisor, Dra. Editha Gloria Simanjuntak who have contributed and given their invaluable evaluations, comments, and suggestions during the completion of this research report. The writer also would like to express her deepest gratitude and respect to Drs. Hery Yufrizal, M.A., Ph.D. as her examiner who has given suggestions and critics to the research report. It will be hard for the writer to make the research report better without his contributions.

Her appreciation is given to Poniran, S.Pd. the headmaster of SMP Negeri 5 Metro who has given time. The writer also appreciates to Tri Wihar Susilowati, S.Pd. the English teacher of SMPN 5 Metro who supported her to finish her script, helped her to conduct the research and also for all students of 8B, 8F, and 8G in academic year 2011/2012 at SMP Negeri 5 Metro.

Most importantly, her special gratitude goes to her beloved mother, Ida Minarni, her beloved father, Burhani and her beloved brother Ricky Darmawan, A.Md.KL., who always give their loves, prayers and supports. Especially, her great thankfulness is given to her whole mates in '05 generation. Tri Agus Faiardini. Ida Suryani, Beny Arbi Umran, Dwi Cahyo Jatmiko, Faradiaswita, Rahayu Lestari, and all 2005 crew.

Hopefully, this script would give a positive contribution to the educational development or those who want to carry out further research.

Bandar Lampung, April 2012

The writer

TABLE OF CONTENTS

	Page
ABSTRACT.....	i
APPROVAL.....	ii
ADMITTANCE	iii

CURRICULUM VITAE	iv
DEDICATION	v
MOTTO	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF APPENDICES	xi
I. INTRODUCTION	
1.1 Background of the Problem	1
1.2 Identification of the Problems	4
1.3 Limitation of the Problems	5
1.4 Formulation of the Problems.....	6
1.5 Objective of the Research	6
1.6 The Uses of the Research.....	7
1.7 Scope of the Research	7
II. FRAME OF THEORIES	
2.1 Review of Previous Research.....	8
2.2 Review of Related Literature	9
2.2.1 Concept of Reading Comprehension.....	9
2.2.2 Concept of Reciprocal Teaching Technique	12
2.2.3 Concept of Contextual Teaching and Learning.....	16
2.2.4 Concept of Recount Text.....	20
2.2.5 Procedures of Teaching Reading Comprehension through Reciprocal Teaching Technique	22
2.2.6 Procedures of Teaching Reading Comprehension through CTL	26
2.2.7 Theoretical Assumption	28
2.2.8 Hypotheses	29
III. RESEARCH METHOD	
3.1 Research Design.....	30
3.2 Population and Sample.....	32
3.3 Data Collecting Technique.....	32
3.4 Variables	33
3.5 The Criteria of Good	34
3.5.1 Validity of	34
3.5.2 Reliability of	36
3.5.3 Level of Difficulty	38
3.5.4 Discrimination Power	39
3.6 Scoring System	40
3.7 Research Procedure	40
3.8 Instrument	43
3.9 Data Analysis	43
3.10 Data Treatment.....	43
3.10.1 Normality Test	44
3.10.2 Homogeneity Test.....	44
3.10.3 Hypothesis Test.....	45

IV.	RESULTS AND DISCUSSION	
	4.1 Result of the Research.....	47
	4.1.1 Result of Try Out Test	47
	4.1.2 Result of Pre Test.....	51
	4.1.3 Result of Post Test	52
	4.1.4 The Increase of the Students' Reading Achievement	53
	4.1.5 Hypothesis Testing.....	56
	4.2 Discussion	58
V.	CONCLUSIONS AND SUGGESTIONS	
	5.1 Conclusions	71
	5.2 Suggestion.....	72
	REFERENCES.....	73
	APPENDICES	75

LIST OF TABLES

Table	Page
1. Table of Specification of Try Out Test	35
2. The Analysis of the Homogeneity Test.....	45
3. The Analysis of the Hypothesis Test	46
4. Distribution Frequency of Pretest Scores in Experimental Class and Control Class.....	51
5. Statistics Computation of Pretest Scores in Experimental Class and Control Class.....	52

6. Distribution Frequency of Posttest Scores in Experimental Class and Control Class	52
7. Statistics Computation of Posttest Scores in Experimental Class and Control Class	53
8. The Increase of the Students' Achievement in Experimental Class .	54
9. The Increase of the Students' Achievement in Control Class	55
10. The Comparison of the Increase of Students' Reading Comprehension Score in Both Classes	56
11. The Students' score in Experimental Class and Control Class	57

LIST OF APPENDICES

Appendices	Page
1. Research Schedule	78
2. Lesson Plan 1, 2 and 3 in Experimental Class and Control Class.....	79
3. Try Out Test	119
4. Pretest/Posttest	129
5. Upper Group of Try Out Test Tabulation	136
6. Lower Group of Try out Test Tabulation.....	138
7. The Students' Score of Try Out Test	140
8. The Calculation of Reliability of Try Out Test.....	141
9. The Difficulty Level and Discrimination Power of Data Collecting	

Instrument	142
10. Table of Frequencies of Pretest in Experimental Class and Control Class	143
11. Table of Frequencies of Posttest in Experimental Class and Control Class	145
12. Students' Score in Experimental Class and Control Class	147
13. Table of Specification of Posttest in Lesson Plan 1, 2 and 3	148
14. Students' Score Posttest in Lesson Plan 1, 2 and 3.....	149
15. Normality Test in Experimental Class and Control Class	150
16. T-test of Pretest in Experimental Class and Control Class	152
17. T-test of Posttest in Experimental Class and Control Class.....	153
18. T-table	154
19. The Lowest and the Highest Score of Try Out Test in Try Out Class	155
20. The Lowest and the Highest Score of Pretest in Experimental Class	156
21. The Lowest and the Highest Score of Pretest in Control Class	157
22. The Lowest and the Highest Score of Posttest in Experimental Class	158
23. The Lowest and the Highest Score of Posttest in Control Class	159