IMPROVING STUDENTS' READING COMPREHENSION ACHIEVEMENT THROUGH RECIPROCAL TEACHING TECHNIQUE AND MNEMONIC TECHNIQUE IN SMPN 5 NATAR

(A Script)

BY

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ABSTRACT

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Agung Restu Batari Siregar

In English language teaching, one of the important skills in English is reading but most of the students still got difficulty to comprehend the text. As a matter of fact, the students' reading ability in treading comprehension is still need to be improved to achieve the goal in the curriculum. Therefore, the objective of this research was to find out whether there is significant difference of students' reading comprehension achievement between those who are taught through Reciprocal Teaching Technique and those who are taught through Mnemonic Technique.

This research was taken in VIII grade of SMPN 5 Natar, Lampung Selatan. The populations are, VIII b that are taught trough Reciprocal Teaching Technique and VIII c that are taught through Mnemonic Technique. Each class consists of 26 students. The research design was quantitative research with pretest and posttest this belongs to the true experimental design. The design is used because the researcher wants to compare students' reading achievement between those taught through Reciprocal Teaching Technique (RTT) and those taught through Mnemonic Technique and which technique is more effective.

The result of the research shows that: in experimental class 1, the total score is increased from 1296 in the pretest to 2095 in the posttest. The mean score was improved from 49.85 in the pretest to 80.58 in the posttest. In experimental class 2, the total score is increased from 1310 in the pretest to 2180 in the posttest. The mean score was improves from 50.38 in pretest to 83.85 in posttest.

Based on the result above, it found that the students who are taught through Mnemonic Technique get better improvement of reading comprehension achievement that the student who are taught through Reciprocal Teaching Technique.

Keyword: Reciprocal Teaching Technique, Mnemonic Technique, Reading

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Submitted in a Partial Fulfillment of

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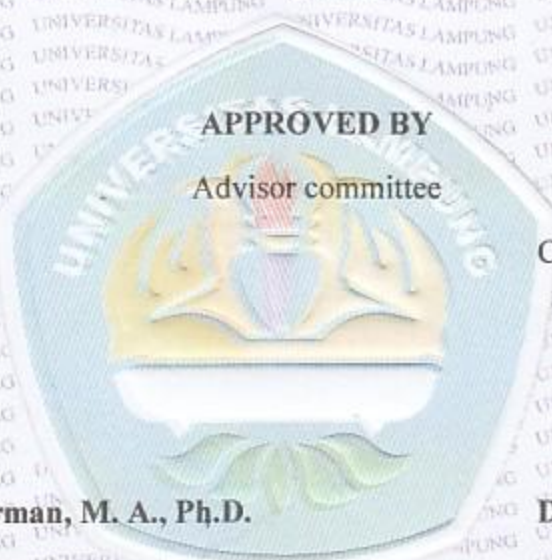
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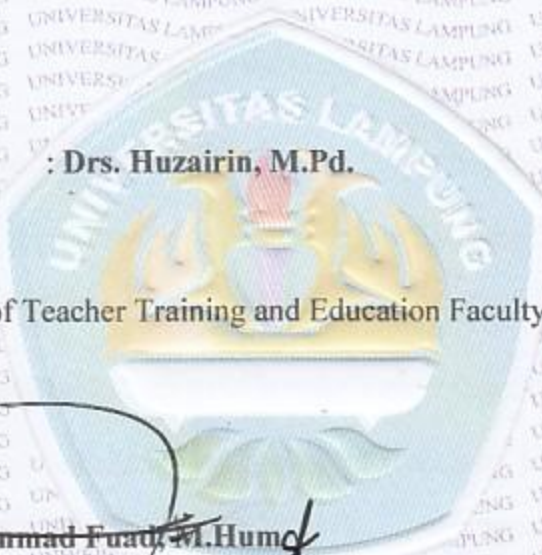
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Dengan ini menyatakan bahwa skripsi dengan judul "Improving Students Reading Comprehension Achievement through Reciprocal Teaching Techniqu and Mnemonic Technique in SMP N 5 Natar" adalah benar hasil karya saya, bukan hasil menjiplak atau hasil karya orang lain. Apabila di kemudian hari ternyata ada hal yang melanggar dari ketentuan akademik universitas maka saya bersedia beranggung jawab dan diberikan sanksi dengan peraturan yang berlaku.

Demikian pernyataan ini penuljs buat dengan sebenarnya, apabila ternyata tidak benar saya brsedia menerima sanksi.

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CURRICULUM VITAE

The writer was born on December 21th, 1993 in Natar. He is the first child of two children from the happy couple Mr. Bahran and Mrs. Sri Lestari

The writer started his education from kindergarten at TK Eka Dyaksa Branti Raya in 1998. After that, he continued his study to SDN 1 Candimas in 1999. Then, in 2005 he entered SMPN 1 Natar and in 2008 he continued his study to SMA YADIKA Natar. After he had succeeded to pass the National Examination in 2011, he was accepted at English Study Program of University of Lampung. He conducted the Teacher Training Program (PPL) at SMPN 3 Sukau, Lampung Barat from July to September 2014.

DEDICATION

With love and appreciation, this script is proudly dedicated to:
My beloved parents, who always love me, pray for me, give me support
Bahran and Sri Lestari

My beloved and sister, the sweetest things of mine
Frischieella Mustika Sari Siregar

My beloved partner in my life and best friends
Dea Ardelia Juanda, Devrian Mustafa, Ewo Priyo Susanto, Ferdian
Muhammad, Galant Jodhi Pratama, M. Fauzan Pratama, Muhammad Haris,
Slamet Riyanto, and other friends whom I cannot mention one by one.

My beloved lecturers of English Study Program

My adorable Almamater, UNILA

MOTTO

"Learn from yesterday, live for today, hope for tomorrow.
The important thing is not to stop questioning."

- Albert Einstein -

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The greatest honor and appreciation would be finally dedicated to his beloved families, his father Bahran and his mother Sri Lestari It is truly undoubted that loves, cares, spirits, motivation, patience and willingness to wait for his graduation and timeless prayers during days and nights are everything for him. His sincere thanks and love are also dedicated to his beloved sister Frischiella Mustika Sari Siregar thank you so much for all of your prays and supports from my deepest heart.

Hopefully this paper can give benefits to the readers and those who want to carry out further research.

Bandar Lampung, 2 Juni 2016

Agung Restu Batari Siregar

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I. INTRODUCTION

This chapter deals with introduction to this research. The explanation about background of the problems, objectives, uses, scope, and definition of terms are discussed here in order to provide an insight to this research.

1.1. Background of the Problem

There are four language skills that should be mastered in English: listening, speaking, reading, and writing. The reading skill becomes very complex in the education field; therefore students need to be trained in order to have a good reading skill. Since knowledge is rapidly accumulated and committed to print, the ability to comprehend reading is primarily crucial to be improved, so that the students at junior high school consist of those skills, which are presented with integrated. It is obviously that teaching reading is a part of junior high school program which must be covered in teaching learning process, and the aim of teaching reading skill in teaching English Is to enable students to comprehend the text. In reality most of students at junior high school level still have problems in comprehending a reading text still far from the

objectives states in curriculum that many junior high school students have difficulties in comprehending the English text.

According to the writers' experience when he took the field practice program in SMPN 3 Sukau 2014-2015, the writer found that one of the problems faced by the students was that the students often found difficulty in comprehending the text. They also thought that the way of their teacher teach them is difficult to be understood. The teacher could not make an interesting learning activity that may make the student more active and easy to understand the material that is given by the teacher. The teacher also could not help the students to comprehend English text.

Based on the writers' observation in SMPN 5 Natar, it was found that some problems made the students difficult to comprehend English text. The problem is that: the students are lack of vocabulary, they are lazy to look at the dictionary, and the way of their teacher teaches the students are difficult to understand.

Therefore the students tend to be passive in the class. It is because of the students' lack of self confidence in learning English. They are lazy to memorize the word and to practice English in their daily life. So that, the students get lack of vocabulary. They also need translations of unsimplified text. They get difficulty with idiomatic expressions and easily bored to look up dictionary.

Perhaps one may have difficulties to comprehend a passage because of some problems like unfamiliar words in the text, the amount of previous knowledge that the reader brings to the text, the complexity of the concept expressed, and vocabulary

knowledge. Besides that, teaching reading technique is also a substantial factor that may become students' problem in reading. As a matter of fact, the conventional reading technique cannot give satisfied results.

Essentially considering this issue, this study tries to compare the two teaching techniques that may help teacher to teach reading. That is, Reciprocal Teaching Technique (RTT) and Mnemonic Technique (MT). Reciprocal Teaching Technique (RTT) might be suitable for teaching reading because it is an effective way to improve the student reading comprehension. This technique is used to develop comprehension of expository text in which teacher and students take turns leading a dialogue concerning the section of a text. The systematic sections are incorporated into the technique: predicting, questioning, clarifying, and summarizing. At the beginning, teacher leads the students the steps or section correctly. Thus, students gradually learn to assume the role of teacher in helping their peers to construct meaning from text by doing the steps. The structure of the dialogue and interaction of the group members require that all students participate and foster new relationships between students of different ability levels.

Mnemonic is a strategy to make the brain work maximally so that it can make new information as an input more memorable even though it preserves for the long term in the memory. This technique is intended to make the student think harder to get the information from the English text that they read. They try to get the information word by word, sentence by sentence, and paragraph by paragraph.

Considering these, the researcher decides to conduct these two techniques and compare which one is better. This research was administered in SMPN 5 Natar as the school that never held a sort of research before. The result finally may become a consideration for teachers nowadays to make the teaching reading comprehension better and increase the reading comprehension ability. Therefore, the researcher tries to find out whether there is any significant difference of students' reading comprehension between students who are taught through Reciprocal Teaching Technique and those who are taught through Mnemonic Technique (MT) at the second grade of SMPN 5Natar.

1.2. Identification of the Problems

In relation to the background of the problem above, the following problems can be identified are:

1. The students tend to be passive.

2. The students have difficulty to find out the main ideas, supporting ideas and details in a reading text.

3. The teachers never try to use different techniques that can make the students more enthusiastic to learn English.

4. The student had no good self confidence in learning English.

5. The students' were lack of reading motivation and reading strategy.

6. The students are lazy to remember the words and practice English in their daily life.

7. The students' are has lack of vocabulary.

8. The student's get difficulty with idiomatic expression.

9. The students are easily bored to look up dictionary.

10. The students need translation of unsimplified text.

1.3. Limitation of the Problems

In line with the identification of the problems above, the writer would like to focus on problem of language teaching in classroom activity by using Reciprocal Teaching Technique (RTT) and Mnemonic Technique (MT) in order to prove the effectiveness of Reciprocal Teaching Technique and Mnemonic Technique (MT) and to prove which technique is effective for teaching reading.

1.4. Formulation of the Research Question

In line with the limitation of the problems above, the problem of the research is formulated as follow:

Is there any significant difference of student's reading comprehension achievements between those who are taught through Reciprocal Teaching Technique (RTT) and those who are taught through Mnemonic Technique (MT).

1.5. Objectives of the Research

In according with the research question above, the objectives of this research is:

To find out whether there is significant difference of students' reading comprehension achievement between those who are taught through Reciprocal Teaching Technique (RTT) and those are taught through Mnemonic Technique (MT).

1.6. Uses of the Research

The findings of the research are expected to be beneficial for both theoretical and practical domain.

Theoretically:

This research is to contribute useful information about Reciprocal Teaching Technique for increasing students' reading comprehension. This research also contributes information about the strength of teaching reading using Mnemonic Technique (MT).

Practically:

To gives information to the English teachers, especially in SMPN 5 Natar whether Reciprocal Teaching Technique (RTT) and Mnemonic Technique (MT) can increase students' reading comprehension.

1.7. Scope of the Research

This quantitative research is focused on the utilizing of Reciprocal Teaching Technique and Mnemonic Technique (MT) and its influence in increasing of students' reading comprehension ability in comparison to the CTL. This research is conducted at the first grade students of SMPN 5 Natar. Through lottery the researcher choose two classes consisting experimental class 1, and experimental class 2. The reading text was taken from the English Textbook for Junior High School based on

KTSP and here the researcher applies recount text based on syllabus for Junior High School.

1.8. Definition of Terms

There are some terms used by the researchers, to make them clear and to avoid misunderstanding, they are:

1. Concept of Reading

   Reading is an interactive process between the reader and the writer to show what the writer wants to show to the reader.

2. Concept of Reciprocal Teaching Technique

   Reciprocal Teaching Technique is a technique that is used to develop comprehension of expository text in which teacher and student take turns leading a dialogue concerning sections of a text. Four activities are incorporated into the technique: *predicting, questioning, clarifying, and summarizing*.

3. Concept of Mnemonic Technique

   Mnemonic is a memory enhancing instructional strategy that involves teaching student to link new information that is taught to information they already know.

II. REVIEW OF THEORIES

This chapter deals with the preview of previous research and review of related literature.

2.1. Review of Previous Research

There are some researchers who have done some research about Reciprocal Teaching Technique. Among other are, Palincsar and Brown (1984) conducted a series of studies to determine the effectiveness of reciprocal teaching technique. In their experiment, the improvements were reflected in the regular classroom as the experimental student's percentile rankings.

Handayani (2012) found that there is significant difference of students reading comprehension achievement between those taught through CTL, as seen from the result of the hypothesis testing which shows that the value of two-tail significance is smaller than 0.05.

On the other side, previous research has been done by Ati (2014) who found that there is an improvement of students' reading comprehension achievement after

being treated using reciprocal teaching technique at the third grade of SMPN 2 Natar. This can be seen from the difference of students' mean score in pretest (52.74) to post-test (69.63) with gain 16.89 point. It showed that there is an improvement in students reading comprehension.

Sari (2012) found that, Reciprocal Teaching Technique can improve students' reading comprehension achievements. It can be seen from her research that found students' scores in reading comprehension increased from Cycle 1 to Cycle 2

By using Mnemonic, Ratnanigsih (2012) found that the students' activities have increased as mnemonic story stimulates and attract students' interest in learning English The use of mnemonic story helps the teacher to enrich her teaching performance in the target of the teachers' teaching performance is 80.. It means that she can teach the students better by implementing Mnemonic Technique (MT).

Other researcher Wulandari (2010) found that more than 70% of Students of Grade VII C in SMPN 2 Buminabung scored 60 or higher after being taught through Mnemonic Story.

Based on the previous research above, it can be stated that if it was compared with the other technique, the use of Reciprocal Teaching Technique and Mnemonic Technique (MT) in teaching process can improve students' reading comprehension achievements significantly. So that the researcher is interested to compare Reciprocal Teaching Technique and Mnemonic technique (MT) to investigate which technique is more effective to improve students reading comprehension.

2.2. Review of Related Literature

In review of related literature the researcher discussed about concept of reading skills, concept of reciprocal teaching technique and concept of mnemonic technique.

2.2.1 Concept of Reading Skills

There are two kinds of reading activity, that is reading aloud (oral reading) and silent reading. Reading aloud is to change the written sign (form) into oral sign giving meaning. The most important characteristic of reading aloud are pronunciation, tone, speed, and pause. Whereas silent reading is to use our eyes and our ability to understand the meaning of the written sign, thus comprehending the text will be given more emphasizes in silent reading.

Reading is an interactive process between the reader and the writer to show what the writer wants to show to the reader.

Reading words of a composition is one thing, but comprehending is the vital point for the reader. Rubin (1993:94) states that reading is a complex intellectual process involving a number of abilities. The two major abilities involve word meaning and verbal reasoning. Without words meaning and verbal reasoning, there would be no reading.

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: The reader and the writer. The process of comprehending involves decoding the

writer's word and then using background knowledge to construct an approximate understanding of the writer's message.

Reading is important to the students because with reading a book or English text they can easily learn English. With reading the student can learn more words, idiom, phrase etc. So that students must be intensively reading English book or text to improve their English skill.

Here the researcher sees that in reading comprehension, the reader should know the information or the message of written text after they read the text. With reading, the reader can get an interaction with the writer by the written text. Getting the information or the message is important because if they didn't get the information so they can't get the comprehension. So that if the reader can get the information of the text, the interaction between the reader and the writer doing well.

2.2.2 Concepts of Reciprocal Teaching Technique

Reciprocal Teaching Technique is a technique that is used to develop comprehension of expository text in which teacher and student take turns leading a dialogue concerning sections of a text. Four activities are incorporated into the technique: *predicting, questioning, clarifying, and summarizing*. It is based on Palinscar and Brown (1984) who developed a technique called reciprocal teaching that taught the student to predict, summarize, clarify, and ask questions for section of a text.

The technique has positive outcomes. Since then, the use of strategies like summarizing after each paragraph have come to be seen as effective strategies for building students' comprehension. The idea is that students will develop stronger reading comprehension skills on their own if the teacher gives the explicit mental tools for unpacking text.

According to Alverman and Phelps (1998), reciprocal teaching has two major features: (1) Instruction and practice of the four comprehension strategies predicting, questioning generating, clarifying, and summarizing and (2) a special kind of cognitive apprenticeship where students gradually learn to assume the role of teacher in helping their peers construct meaning from the text.

According to Rosenshine and Meister (1994), there are four important instructional practices embedded in reciprocal teaching:

1. Direct teaching strategies, rather than reliance solely on teacher questioning

2. Student practice of reading strategies with real reading, not with worksheet or contrived exercises

3. Scaffolding of instruction: student as cognitive apprentices

4. Peer support for learning

Reciprocal teaching involves a high degree of social interaction and collaboration, as students gradually learn to assume the role of teacher in helping their peers constructs meaning from the text. In essence, reciprocal teaching is an authentic activity because learning, both inside and outside of school, advances through collaborative social and interaction and the social construction of knowledge (Alverman and Phelps, 1998).

According to Palinscar and Brown (1984), the purpose of reciprocal teaching is to facilitate a group effort between teacher and student as well as among students in the task of bringing meaning to the text. Each strategy was selected as follows:

1. **Predicting** occurs when students hypothesize what the author discuss next in the text. In order to make this successfull, student must activate the relevant background knowledge that they already process regarding the topic. The students have a purpose for reading: to confirm or disprove their hypotheses. Furthermore, the opportunity has been created for the students to link the new knowledge they already process. The predicting strategy also facilitates use of text structures as students learn that headings, subheading, and questions imbedded in the text are useful means of anticipating what might occur next.

   With making prediction the reader can activate their background knowledge and make their brain work maximally.

2. **Question generating** reinforces the summarizing strategy and carries the learner one more steps along in the comprehension activity. When students generated questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. Question generating is flexible strategy to the extent that students can be taught and encourage to generate questions at many levels. For example, some school situations require that

student that master supporting detail information; others require that the student be able to infer or apply new information from text.

In using questioning generating, the students should use stems like *Who, What, When, Where, Why, and How.*It makes the student more critics in thinking and they can be easily to get the information of the text that they read.

3. **Clarifying** is an activity that is particularly important when working with students who have a history of comprehension difficulty. These students may believe that purpose of reading is saying the words correctly; they may not be particularly uncomfortable that the words, and in fact the passage are not be particularly uncomfortable that the words, and in facts the passage, are not making sense. When the students are asked to clarify, their attention is called to the fact that there may be much reason why the text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts). They are taught to be alert to the effects of such impediments to comprehension and to take the necessary measures to restore meaning (eg., reread, ask for help).

Clarifying is making the meaning of the text clear to the reader. This reading strategy is used throughout reading. Students can be taught to ask questions, reread, restate, and visualize making the text more comprehendible.

4. **Summarizing** provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across

sentences, across paragraph and passage levels. As they become more proficient, they are able to integrate at the paragraph and passage levels.

In summarizing the text, the reader should know the information of the text and paraphrase the essential idea.

According to the explanation above, the researcher resumes the strengths and the weaknesses of reciprocal teaching technique.

The strengths of Reciprocal teaching technique are as follows:

a. The students get the greater information from the text.

   The student will discuss and predict about the themes, so they can give prediction to their group.

b. The student will improve their language skills

   - Listening skill   : they can hear their friend prediction about the text.

   - Speaking skill   : they can give their prediction to their friends.

   - Reading skill   : they need to read the text to get the information.

c. Students will be more enjoying the learning process because they work in group.

d. Students can improve cooperation between students in group.

e. Students can improve leadership ability in leading a group.

The weaknesses of Reciprocal Teaching Technique are as follows:

a. It will be confusing the student because the complex steps of activity.

b. The class might be noisy because of the dialogue in the groups.

c. The teacher will be very busy for takes control monitors the class.

2.2.3 Concepts of Mnemonic Technique

Mnemonic is a memory enhancing instructional strategy that involves teaching student to link new information that is taught to information they already know. It means that the researcher tried to lead the students to link or associate the new vocabulary word to the knowledge that they had already known before. Simply, the terms of Mnemonic according to Bruning (1995: 92), are rhymes, saying and other procedures designed to make new material more memorable. In addition, Bruning later states those mnemonic are memory strategies that help people remember information by making it easier to elaborate, chunk, or retrieve it from memory (1995: 85). In short, mnemonic is a strategy to make the brain work maximally so that it can make new information as an input more memorable even though it preserve for the long term in the memory.

According to Levin (1993), mnemonic instruction is useful for students across a wide range. Mnemonic instruction refers to instructional or learning strategies designed specifically to improve memory. In many cases, it refers to modifying or changing to-be-learned information to link it directly to information the learner already knows. Though students in the early elementary grades are usually not expected to learn and recall as many facts as older students, they are involved in a number of activities that involve making association that employ mnemonic strategy facilitates the understanding and organization of world problem. This definition clarifies the main advantage of mnemonic device in helping someone remember many words.

Simply, the terms of mnemonic according to Bruning are rhymes, sayings and other procedures designed to make new material more memorable (1995: 92). In

addition, Bruning later stated those mnemonics are memory strategies that help people remember information. It helps us learn information by making it easier to elaborate, chunk, or retrieve it from memory (1995: 85). In short, mnemonic is a strategy to make the brain work maximally so that it can make new information as an input more memorable even though it preserve for the long term in the memory.

According to Burning (1995: 86), there are seven Mnemonic techniques (MT). They are:

1. The Peg Method

The first method in mnemonic technique (MT) is the peg method. It is simple rhyme. It is usually used to memorize new vocabulary by using rhyme such as:

One is a bun	Six is a sticks
Two is a shoe	Seven is a heaven
Three is a tree	Eight is a gate
Four is a door	Nine is a pine
Five is a hive	ten is a hen

This memory system is ideal for remembering that must be recalled in a particular order.

2. The Method of Loci

The second method is the methods of loci. The name of loci came from Simonide's use of location to recall information. It means that the students could imagine what the students are going to memorize by connecting it and a place, for example:

One student tries to memorize United State's President; therefore he imagines one president and one place:

1. Abraham Lincoln – sitting on the sofa

2. Gorge Washington – looking out the window

3. Jefferson – turning the television

4. Theodore Roosevelt – sitting in the armchair

The way to use this method is by imagine something that you need to remember in the place that you familiar with.

3. The Link Method

The third method is link method. This method is used to link one thing to another in order to make it easy to remember. The case, for example, when a student needed to remember to bring her or his homework, lab notebook, chemistry text, goggles, lab apron, and pencil to the class tomorrow. She could imagine a scene in which the homework papers were tucked inside the lab notebook. The lab notebook then could be placed into the textbook, with her or his goggles stretched around it. Next, the total packed could be wrapped around a pencil to make a nice bow. The next morning, when she or he attempted to recall what she/he must take to the class, she/he would

recall the image and mentally unwrap it. The interactive image makes it probable that recall of any items on the list will cue recall of the others.

Example:

> An AVON (Avon) lady knocking on a heavy oak DOoR (Dorset).
>
> The DOoR opening to show a beautiful SuMmER landscape with a SETting sun (Somerset).
>
> The setting sun shines down onto a field of CORN (Cornwall).
>
> The CORN is so dry it is beginning to WILT (Wiltshire).
>
> The WILTing stalks slowly droop onto the tail of the sleeping DEVil (Devon).
>
> On the DEVil's horn a woman has impaled a GLOSsy (Gloucestershire) HAM (Hampshire) when she hit him over the head with it.
>
> Now the Devil feels SoRRY (Surrey) he bothered her.

4. Stories

The fourth method is on mnemonic is story. According to Bellezza (citied by Bruning, 1995: 88) another simple mnemonic technique (MT) is the use of stories constructed from the words to-be-Learned. To use this method from the words in a list are put together in story such that the to-be-remembered words are used plucked from the story.

Example:

I want to remember the following list of words:

HAT, RUN, FAT, BIRD, GREEN, GRANDFATHER

I make up a story as follows: I see a man with very tall hat, I call him and he runs away, but then bumps into a large, fat bird, sitting on the village green. My grandfather appears out of thin air and grabs him for me.

5. First-Letter Method

The fifth method in mnemonic technique (MT) is First-Letter Methods. Among all mnemonics, the one that the student's most often report using spontaneously is the first-letter method. This is similar to the story method, except that it involves using the first letter of to-be-learned words to construct acronym or words. These acronym or words then function as the Mnemonic. At recall, students recall the acronym and then, using its letters, recall the items on the list.

There are two ways to use First-Letter method that are, Acronym and Story Acrostics. Acronym is the first letters in a list of words are used to form a word. Whereas story acrostics is the first letter in a list of words are used to form words that tell a story.

6. The Keyword Method

The sixth method is Keyword Method. The Keyword Method is a multi-step process used for bridging the gap between what is already known from previous experience and the new unknown information. The process is detailed below as documented by Terril, Scruggs, and Mastropieri, 2004;

1. A familiar, acoustically similar proxy for the new word is created by the student and/or the teacher.

2. An interactive picture is created in which the keyword and the meaning of the word combined.

3. Learners are asked the meaning of word and to think of the keyword, think of the picture with the keyword in it, remembered what else what happening in the picture and retrieve the answer

This following interactive is one of the examples of keyword method. One student tries to remember one word *captive*. He associates *captive* as settle on a cap, which he can picture readily in imagination. He then links his keyword with an image, in this case his *Uncle Bill,* who always wears a cap and whenever he visits, hold everyone's attention with outrageous stories. Therefore, the student's image is linked with the word's meaning that is of his uncle. Bill captivating him with a story, if all goes well, when he has his test and sees the word captive, he will remember his keyword, cap and remember his image of his uncle Bill and the words meaning's.

7. Yodai Mnemonics

The last of the seventh method is Yodai Mnemonics. The previous research is used to teach student mathematical operation with fraction, the mnemonics uses familiar metaphors expressed in familiar words. Thus, a fraction is called a bug with a head and a wing. The head is the numerator and the wing is the denomerator (words such as *fraction, numerator* and *denominator* are not used). To add fraction with equal denomerators, for example, *The child is instructed to count the heads when the wings are the*

same.Multiplying involves putting the heads together and putting the wings together. The multiplication sign (x) represent the bug's crossed horn or feelers. Dividing fraction requires turning one of the bug's upside down then multiplying.

This technique is actually aimed to increase students' vocabulary. The researcher thinks that with increasing students' vocabulary, they can increase their reading comprehension. It is because of the researcher thinks that if the students mastering vocabulary they can easily to read English text. In this technique the students works independently to increase their reading comprehension.

From the explanation about the Mnemonic Technique (MT) above, the researcher chose to implement or apply the sixth strategy that is Story Method as one of technique in Mnemonic Technique (MT). From this technique student can focused on their reading task and they will read with find the keyword (the word that they know) to know the mean of the text about. The student also demanded to think hardly for what is the text about by looking at the picture or imagine the incident in the text. Because of that the researcher chose this technique.

According to the explanation above, the researcher resumes the advantages and the disadvantages of the mnemonic technique (MT).

The advantages of Mnemonic Technique (MT) are as follows;

a. Helps the teacher to use the new teaching strategies
b. Make the student more interest in reading text.
   They can look at the interesting picture when they read the text.
c. Student can be more focused on their reading text.

The student may read the text with remembered the word that they know the meaning.

d. Make the student think hardly about the mean of the text.

Student will guess what the text that they read about by the meaning of words that they know.

The weaknesses mnemonic techniques (MT) are as follows;

a. Student cant using this strategy independently.

b. This strategy is difficult for student that has cognitive delays.

2.2.4 Theoretical Assumption

Based on the theories above, the writer assumes that reading is very complex in learning language.It is so necessary to use appropriate teaching technique to improve reading comprehension ability. The researcher assumes that teaching reading through reciprocal teaching technique and Mnemonic Technique (MT) are suitable for teaching reading. Both of the teaching techniques are effective to improve the students reading comprehensions with active learning process. The techniques makes the students think hard and they also can monitor their own ability.

2.2.5 Hypothesis

Based on the theoretical assumption above, the writer formulates the hypotheses as follows:

H_0 : There is no significant difference of students' reading comprehension achievement between those taught through Reciprocal Teaching Technique and those taught through Mnemonic Technique (MT).

H_1 : There is a significant difference of students' reading comprehension achievements between those taught through Reciprocal Teaching technique and those taught through Mnemonic Technique (MT).

III. RESEARCH METHODS

This part discusses the design of the research and how to collect the data from those samples. The researcher encloses the data collecting technique and the procedures of this research. The researcher also gives the scoring system and how to analyze the data.

3.1 Research Design

The researcher conducts quantitative research with pretest and posttest design this belongs to the true experimental design. The design is used because the researcher wants to compare students' reading achievement between those taught through Reciprocal Teaching Technique (RTT) and those taught through Mnemonic Technique (MT) and which technique is more effective. According to Hatch and Farhady (1982: 22) define the basic characteristic of true experimental design into three:

    a. a control group is present

    b. the students are randomly selected and assigned to the group, and

    c. a pretest is administered to capture the initial differences between the groups.

Those are the three basic characteristics allowed the researcher to avoid almost all the problems associated with internal and external validity.

In this research the researcher gave three treatments of both experimental classes. The first class taught through Reciprocal Teaching Technique and the second class taught through Mnemonic Technique. Both of the classes received the same pretest and posttest. Pretest was aimed to see the basic skills of student reading comprehension before treatments. Then, after giving the treatments the researcher administered the posttest to both groups. The posttest was administered to prove which technique is better for increasing student reading comprehension.

According to Hatch and Farhady (1982: 22), the research design is presented as follows:

G1   : T1 X1 T2

G2   : T1 X2 T2

Where:

G1   : Experimental Class 1

G2   : Experimental Class 2

T1   : Pretest

T2   : Posttest

X1   : Treatment 1 (Reciprocal Teaching Technique)

X2   : Treatment 2 (Mnemonic Technique)

3.2 Population and Sample

3.2.1 Population

The population of this research is the second grade of SMPN 5 Natar. There were 15 classes in this school and each grade has 5 classes. The total numbers of the population were 336 students. In this research, the researchers choose the second grade in the first semester of academic year 2015/2016. There were 5 classes of the second grade students; they are VIII A, VIII B, VIII C, VIII D, VIII E and consist of 27-28 students. Their ages range from 13-15 years old.

3.2.2 Sample

The researcher takes two classes as the sample of this research; class VIII B as the experimental class 1 that given Reciprocal teaching technique as the treatment and VII C as the experimental class 2 that given Mnemonic Technique as the treatment. The classes were chosen randomly by lottery.

3.3 Reading Test

To collect the data the researcher uses reading test as the instrument. There are two kinds of test: pretest, posttest.

3.3.1. Try out of the Research Instrument

This test has aimed to determine the quality of the test. The test was administered before the pretest. The total items are 50 and it was allocated within 80 minutes.

3.3.1.1. The Criteria of Good Test

The criteria of a good test are that it has good validity, reliability, level of difficulty and discrimination power.

3.3.1.2. Validity

Validity refers to the extent to which instrument really measures the objective to the measured and suitable with the criteria (Hatch and Farhady, 1982: 250). A test can be considered to be valid if it can precisely measure the quality of the test. There are four types of validity: (1) Face validity, (2) Content validity, (3) Construct validity, and (4) Criterion- related validity. In this research, the writer concern on content validity and construct validity.

To measure the whether the test has good validity; the researcher used content and construct validity because the other two are considered to be less needed. Face validity only concerns with the layout of the test. Criterion-related validity is concerned with measuring the success in future, as in replacement test (Hatch and Farhady, 1982: 251)

a. Content Validity

According to Hatch and Farhady (1982: 251) content validity is the extent to which the test measures the representative sample of the subject matter content. A good test is the test which is appropriate for the material which has been taught and the material is developed from the educational goal. The test instrument is designed to measure reading comprehension ability in line with: (1) educational goal stated on syllabus for second grade of junior high school students and (2) represent the material taught in the class.

The validity of the instrument is referred to the content and constructs validity in which the question represent some sort reading sub skills, i.e. analyzing visual and context clues, identifying analogies, identifying metaphors, identifying similes, identifying topic sentences, categorizing information, making/ confirming/ revising predictions, skimming to predict contents, identifying main idea drawing conclusion, interpreting supporting sentences, interpreting problems/solution, comparing and contrasting, comparing facts and opinions, determining causes and effect, making inference, understanding the author's view/purpose, understanding the character's view, evaluating story events, identifying a main character, identifying a tone/mode and making a generalization (Suparman, 2008).

Here the researcher concern to five sub skills; identifying main idea, interpreting specific information, finding inference, vocabulary, and finding reference. The content validity of the test was reflected in following tables:

Table 1. Specification of Try out Test

No.	Reading Skills	Items Number	Total Items	Percentage of Items
1	Identifying main idea	4, 44, 48	3	6%
2	Interpreting specific information	2, 3, 10, 11, 15, 17, 22, 25, 27, 29, 30, 31, 32, 33, 34,38, 39, 41, 42,	19	38%
3	Finding inference	6, 8, 14, 18, 20, 21, 26, 35, 40, 45, 46, 50	12	24%
4	Vocabulary	1, 5, 7, 12, 13, 16, 28, 36, 43, 49	10	20%
5	Finding Reference	5, 9, 19, 23, 24, 47	6	12%
Total		**50 Items**	**50**	**100%**

After the tryout test was done the researcher takes 30 items that administered to use in pretest and posttest, while the 20 items were dropped (See appendix 6).

Table 2. Specification of the Test

No.	Reading Skills	Items Number	Total Items	Percentage of Items
1	Identifying main idea	44, 48	2	6,6%
2	Interpreting specific information	10, 15, 17, 22, 25,27, 34, 37, 38, 39, 41	11	36,6%
3	Finding inference	14, 20, 21, 35, 45, 46, 50	7	23,3%
4	Vocabulary	12, 13, 16, 28, 36, 43, 49	7	23,3%
5	Finding Reference	19, 23, 47	3	10%
	Total	**30 Items**	**30**	**100%**

b. Construct Validity

Regarding to the construct validity, it measures whether the construction had already referred to the test construction had already in the line with the objective of the learning (Hatch and Farhady, 1982: 251).To find the construct validity of the tryout test, the theory of reading ability in determining main idea, finding specific information, reference, inference, understanding vocabulary and determining concept of text, were formulated in the test items, the table of specification of try out test was considered as the fulfillment of construct validity (see table 1).

3.3.1.3. Reliability

Reliability refers to the extent to which a test produces result when administered under similar condition (Hatch and Farhady, 1982: 244). In addition, Hatch and Farhady (1982: 246) also state that, there are three basic methods of estimating reliability: (1) test-retest, (2) parallel test and (3) internal consistency method.

The first, test-pretest is administered in order to determine the stability of the test result. Reliability is obtained by administering a form test to the same students twice and computing the correlation between the two administrations. The second, parallel test is administered in order to determine the correlation between two alternate or parallel form of test, and called as coefficient of equivalence. The test has equivalent in length, difficulty, time limit, format and all other such aspect. The third, internal consistency method is administered in order to estimate reliability from a single administration of a single test. There are three basic methods for calculating reliability from an examination of internal consistency of the test: split-half method, Kuder-Richardson Formula 20, and Kuder-Richardson Formula 21 (Hatch and Farhady, 1982: 246).

Split-half method was used by the researcher to estimate the reliability of the test since this formula is simple to use. Besides that it avoids troublesome correlation and in addition to the number of item in the test, it involves only the test, mean and standard deviation, both of which are normally calculate (Heaton, 1991: 164). To use the split-half method, the researcher classified the test item into two similar parts, i.e. odd and even numbered. By splitting the test into two equal parts, it was made as if the whole test had been taken twice. The correlation between those two parts encounters the reliability of half test by using Pearson Product Moment (Henning, 1987: 60). After researcher has obtained the reliability of half test, the researcher then uses Spearmen Brown's Prophecy formula (Hatch and Farhady, 1982:246) to determine the reliability of the whole test. To measure the correlation coefficient of the reliability between odd and even number

(reliability of half test), the researcher use Pearson Product Moment (Henning, 1987: 60) in the following formula:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y^2)]}}$$

Where:

r_{xy} : The correlation coefficient of reliability between odd and even

N : The number of students who take part in the test

x : The total numbers of odd member items

y : The total number of even number items

x^2 : The square of x

y^2 : The square of y

$\sum x$: The total score of odd number items

$\sum y$: The total score of even number items

(Henning, 1987: 60)

Then the researcher use Spearman Brown Prophecy formula (Hatch and Farhady, 1982; 246) to determine the reliability of test as follow:

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

r_k : The reliability of the whole test

r_x : The reliability of half test

The criteria of reliability are:

0.90- 1.00   = high

0.50- 0.80   = moderate

0.0- 0.49   = low

The result of the computation by using Pearson Product Moment formula showed that the reliability of the half test (r_{xy}) of the try out was 0.83 (see appendix 5). Then, by using Spearman Brown Prophecy formula, it was found that reliability (r_k) of the try out was 0.9 (See appendix 5). Based on the criteria of the test reliability (See Chapter 3:35), the reliability of try out was 0.9 point belong to high level, so it indicate that data collecting instrument in this research was reliable and good reflecting their consistent reading ability.

3.3.1.4. Level of Difficulty

Test item are too difficult or too easy for examines often show low reliability. In simple way, level of difficulty is determined as the proportion of correct responses; that the higher the difficulty, the lower the proportion correct and the higher the proportion incorrect (Hening, 1987: 49).

To see the level of difficulty, the writer uses the following formula:

$$LD = \frac{U + L}{N}$$

Notes:

LD   : the level of difficulty

U   : the number of upper group who answer correctly

L   : the number of lower group who answer correctly

N   : the total number of students in upper and lower groups

(Arikunto, 1993:221)

The criteria of the difficulty level are:

< 0.30 $= $ difficult

0.30-0.70 $= $ average

> 0.70 $= $ easy

The result of the tryout test showed that there were 3 easy items, 47 average items and 0 difficult items (See appendix 6). These categories can be seen in chapter 3, page 38.

3.3.1.5. Discrimination Power

The discrimination power is use to discriminate between weak and strong examines in the ability being tested. The students of try out class were dividing into two groups, upper and lower students. The upper students meant the students who answer the question correctly more than the lower student who answer the question correctly (upper students' $<$ lower students' score).

To see the discrimination power, the writer uses the following formula:

$$D = \frac{U - L}{\frac{1}{2}N}$$

Notes:

D : discrimination power

U : the number of students from the upper who answer correctly

L : the number of students from the lower who answer correctly

N : the number of the students

The criteria are:

DP = 0.00 – 0.19 = poor

DP = 0.20 – 0.39 = satisfactory

DP = 0.40 – 0.69 = good

DP = 0.70 – 1.00 = excellent

DP = negative/minus (-), all is poor

(Arikunto, 1993:221)

From the table of discrimination power of the tryout test (see appendix 6), it was shown that there were 4 poor items, 7 satisfactory items, 27 good items and 12 excellent items. Based on the test analysis, it was found that there were 14 items dropped and 36 item administered. At least, there was 28% of the items omitted and 72% of the items administered from 50 items. Finally, the researcher took 30 items as posttest.

3.4 Variables

There are three variables in this research. That is:

1. Reciprocal Teaching Technique as independent variable 1 (X1)

2. Mnemonic Technique as independent variable 2 (X2)

3. Reading comprehension as dependent variable (Y)

3.5 Scoring System

The researcher in scoring the students works the researcher uses Arikunto's formula. The ideal highest score will be 100. The score of pretest and posttest calculate by using the following formula.

$$S = \frac{R}{N} \ 100$$

Where:

S   : the score of the right answer

R   : the total of the right answer

N   : the total items

3.6 Research Procedure

The procedure in administering the research is as follows:

1. Determining the problem of the research

In this research the writer would like to focus on class room activity by using Reciprocal Teaching Technique (RTT) and Mnemonic Technique in order to prove the effectiveness of Reciprocal Teaching Technique and Mnemonic Technique and to prove which technique is effective for teaching reading.

2. Determining the sample of the research

The sample was chosen by simple random probability sampling, using lottery since the students' ability were parallel and all students has the same chance. The researcher takes two classes of the second grade students of SMPN 5 Natar. The class that chosen by the lottery is: VIII A as the class that chosen for tryout or research instrument, VIII B as experimental class 1 and VIII c as the experimental class 2.

3. Determining the research instrument

The instrument of this research is objective reading test. The objective test was use pretest and posttest. The test was consisting of 30 questions. The question had four alternative answers for each (A, B, C, and D), one is the correct answer and the rest were disaster. The assessment system is by dividing 3 the correct answer. For both reading test, most of the material were taken from students' reading text sheet. In this research, the researcher used one type of reading text that is recount text.

4. Administering the reading test before tryout

Try-out tests was conducted to measure the reliability of pretest and posttest and to make sure whether the tests was good or bad for students. The tests were tried out to the students whose level is equal to the sample of the research. The tests are administered to find out the quality of the tests before it is used, whether the items are good or not in validity, reliability, level of difficulty and the discrimination power. This exam used two reading text with 50 items of multiple choices in 80 minutes of each tests. The maximum score is 100 points; each correct answer had 2 points.

5. Administering the pretest

Pretest aimed to know the students' basic reading comprehension ability before given the treatments. It consists of 30 items of multiple choices and was conducts within 60 minutes. At least, if the student could answer all items correctly, s/he got 100 points.

6. Conducting treatments

The researcher teach the students reading comprehension in reading text using Reciprocal Teaching Technique for the experimental class 1 and Mnemonic Technique as the experimental class 2. The researcher gave three times of treatments in three meeting, which take 2X40 minutes in every meeting. The texts were taken from the students' English textbook.

7. Administering the posttest

 The researcher conducts the posttest to measure the students' ability in reading comprehension after giving treatment. It consisting 30 items of multiple choices and reading texts which take 60 minutes.

8. Analyzing the data (pretest and posttest)

In this step, the pretest and posttest result in experimental and control class was analyzed by using independent group T-Test to compare the data of the two means scores (Hatch and Farhady, 1982: 108).

3.7 Procedure of Teaching Reading Using Reciprocal Teaching Technique

Based on Palinscar and Brown (1984), the procedures of teaching reading using Reciprocal Teaching technique are as follows:

1. Pre activities

Pre-reading activities used to prepare the students for reading. During pre-reading:

a. The teacher greets the students

b. The teacher checks the students' attendance list.

c. Firstly the teacher introduces about the technique that they will apply.

d. The teacher asks the students to make some groups.

e. The teacher delivers visual clues, cue card and learning logs.

f. The teacher asks the students to do the first steps b looking at the cue cards;

1st steps: Predicting (determining main idea)

The students are encourages to predict what the author will discuss next in the text by looking at the visual clues. In order to do this successfully, the student must activate the relevant background knowledge that they already process regarding the topic.

The leading question can be:

"From the title and the visual illustrations; can you predict the topic of the text?"

"What do you think may happen next in the first paragraph?"

During prediction:

- Use prediction languages:

  I predict….

  I think….

  I imagine….

  I suppose….

- Use clues or illustration from the text to support the prediction:

I predict…because….

g. the teacher ask the students to write their prediction in learning logs.

h. The teacher checks the predictions to see whether it makes sense or no.

i. The teacher delivers the first paragraph text.

j. The teacher asks the students to read the first paragraph or section.

2. While activity

a. The teacher asks the students to do the second steps instruction by guiding with cue card:

2nd step; questioning (finding specific information and part of text)

The students are encourages to generate appropriate question from the passage to monitor how deep their comprehension is. The leading questions can be:

Make some question based on the text! (Such as main idea, detailed-oriented, question and inferential question)

During questioning:

- Use the WH-questions, such as who, what, where, when, why, and how.
- Ask some question that can be inferred.

b. The teacher asks the student to do the third steps instruction by looking at the cue card:

3rd step: clarifying (finding reference, inference, and understanding vocabulary)

The students are encourage identifying what makes a given text difficult and seek an understanding of vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts.

The leading question might be:

- What parts were hard to understand?
- What words or ideas do not you understand?
- Do you know, what does the sentence mean?
- What word can replace the original words?

During clarifying:

- Reread, reread and reread the sentence and look for the key ideas to help you understand the word.

- Look for prefix or suffix in the word or break the word apart into smaller words.

- Read on for clues/ illustration.

- Check the part of the word you know.

- Use the clarifying language.

  I don't understand the part about…so that I need to… (Reread slow down, look at the pictures, try out to figure out this word etc.).

- Identify words that are difficult to pronounce.

c. The teacher asks the students to do the fourth step instruction:

4th step: summarizing

The students are encourages by the teacher to identify and integrate the most important information in the text. The leading question can be:

1. What is the message of the text?

2. What does the author wants us to remember or learn from this passage?

3. What is the most important in the passage/ paragraph?

During summarizing

4. Use the language to summarizing

5. The most important ideas in this text are ….

6. Reread to summarize main events or important ideas from the text.

7. Include the only main events or important ideas.

8. Tell main events or important ideas in order.

9. Use some vocabularies from the text.

d. The teacher asks the students to do predicting, questioning, clarifying, and summarizing again, with all the paragraph or section in the passage.

3. Post activity

a. Reviewing what student have learnt.

b. The teacher asks the students to discuss whether they have some difficulties on lesson or not.

c. Giving the students exercise for their homework.

3.8 Procedure of Teaching Reading Using Mnemonic Technique

The researcher conducts the procedure of teaching reading using mnemonic technique as follows;

First meeting:

1. Pre activity

a. Open the class and greet the student.

b. Explain the student about Mnemonic technique and how to read using Mnemonic technique.

2. While activity

c. Give the student a text that include picture about it.

d. Invite some student to read aloud.

e. Ask them to analyze the text with the following steps:

a. ask them to think of the vocabulary that they know in the text (keyword)

b. ask them to think of the picture with the keyword in it.

c. ask them to remember what else happening in the picture.

d. ask them to retell about what happening in the text.

f. Ask the student to make a list about what else is happening in the text.

g. Check the student answers.

h. Discuss together.

3. Post activity

i. Close the class and make review about what have the student learn today.

3.9 Instrument

The two reading test were given to the students to check their reading comprehension ability. They reading test are pretest and posttest. The purpose of the pretest is to know the students' basic reading comprehension ability before treatments.

Before tryout, the instrument consist of 50 items, based on the result, some items (20 items) are not used, because the items were not good on level of difficulty and discrimination power, they are items number 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 17, 24, 26, 29, 30, 31, 32, 33, 40, 42 (see appendix 6). The rest; 30 items are used and administered.

The pretest and posttest were basically the same, but they are different order. So, that the student were not remember the test.

3.10 Data Analysis

Analyzing the data is aimed to determine whether the students' reading comprehension achievement is increasing or not. The researcher use independent-group T-Test to examine the data of the research. It uses to compare the two means of two different groups (Experimental group 1 and experimental group 2). The data was computes statistically using Statistical Package for Social Science (SPSS).

3.11 Data Treatment

According to Hatch and Farhady is quoted by Setiadi (2006: 168-169), using T-Test for the hypothesis testing has three underlying assumption, namely:

1. The data is interval ratio.

2. The data is taken from random sample in a population.

3. The data is distributed normally.

Therefore, the researcher uses the following procedures to treat the data treatment:

3.11.1 Normality Test

Normality test is used to measure whether the data in experimental group and control group are normally distribute or not (Hatch and Farhady is quoted by Setiadi, 2006: 168- 169). The hypotheses for the normality test are as follow:

H_0 : The data is not distributes normally

H_1 : The data is distributes normally

In this research, H_1 are accepted if $p > a$, and the researcher uses level of significance 0.05.

3.11.2 Homogeny Test

This kind of test is use to know the data in experimental class and control class are homogenous or not. In this research, the researcher use independent Samples Test in SPSS 16.0 to know the homogeneity of the test. The hypothesis for homogeneity of variance test was:

H_0 : There is no significant difference (equal)

H_0 : There is a significant difference (not equal)

In this case, H_0 will be accepted if

$p > a(p = the\ significant\ score\ of\ students\ a = the\ significant\ level)$.

Here, the researcher uses the significant level (a) 0.05.

3.12 Research Schedule

The research was conducted based on sequenced schedule in order to make this research runs well. Before the research was carried out, pre observation would be conducted on Thursday, September 19th, 2015. This pre observation was conducted in order to investigate the students' reading comprehension achievement has exceeded minimum completeness criteria of English subject in SMP N 5 Natar or not. Then, the tryout test about reading comprehension of narrative and recount test was conducted twice, the first is on Thursday, September 19th, 2015 and the second on Monday, September 23rd, 2015 to determine the content and construct validity of the text, also the level difficulty and discrimination power of its. On Thursday, September 26th the pretest in experimental class 2 and Monday, October 2nd, 2015 the pretest in experimental class 1 was administered. The treatments in experimental class 1 was administered

on October 12th, 16th, and 26^{th,} 2015. While, in experimental class 2 the treatments was administered on September, 16th, 23rd, and October29th, 2015. After the treatments have been administered, the posttest was conducted in experimental class 1 on November 12th, and in experimental class 2 in November 9th. The schedule of the research can be seen in appendix 1.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

In line with the result of the data analysis and discussion, the researcher draws the following conclusions:

a. There is a significant difference of students' reading comprehension achievement between those taught through Reciprocal Teaching technique (RTT) in Experimental class 1 and those are taught through Mnemonic Technique (MT) in experimental class 2, as seen from the result of the hypothesis testing which shows that the value of two-tail significance is smaller than 0.5. It also can be seen from the data of student's pretest and posttest score of both classes.

b. Mnemonic Technique (MT) is more effective than Reciprocal Teaching Technique (RTT) to help students improve their reading comprehension. In the experimental class 2 the students follows the reading class enthusiastically. They enjoy the lesson because they think easier to do the learning method. The students think easier to understand the text that had been given by looking the keyword and the picture. Whereas, in experimental class 1 the students

thinks that the lesson make them confused because the steps in Reciprocal Teaching Technique (RTT) that is*; predicting, questioning, clarifying* and *summarizing* is difficult to understand. It makes them not interested to the lesson.

In addition to the conclusion above, it was found that there were 3 problems found after being taught through Reciprocal Teaching Technique (RTT) in experimental class 1, that is; (1) The students thinks that the four steps in Reciprocal Teaching Technique (RTT) makes them confusing. (2) Some students were lazy to do the steps. (3) The students think difficult to explain their learning logs to their friends. Whereas, in experimental class 2 that taught through Mnemonic Technique (MT) there are no valuable problems.

5.2 Suggestions

Referring to the conclusion above, the researcher suggest that the teacher should apply Mnemonic technique in teaching reading because the technique has advantage; (1) Makes the teaching learning activity more effective. (2) Improves language skills, especially reading. (3) Makes student easier to understand English text.(4) Makes students actively engaged in process of learning. (5) Increase students' reading comprehension achievement. It proved from the result of research in SMPN 5 Natar, Lampung Selatan in experimental class 1. The mean of average score of pretest and posttest is 34.30. The significant value of the posttest in both classes was 0.000 (p=0.000) that was lower than 0.05 (0.000<0.05). T-value is 9.168 which are higher than T-table 2000 at level of significant 0.05.

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