

ABSTRACT

IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH RECIPROCAL TEACHING TECHNIQUE AT THE FIRST GRADE STUDENTS OF SMA NEGERI 1 WAY PENGUBUAN

By

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The objectives of this research are: (1) to investigate whether there is significant improvement of students' reading comprehension of narrative text after being taught through reciprocal teaching technique, (2) to investigate which aspects of reading that improve the most after being taught using reciprocal teaching technique, and (3) to investigate how the students' responses are toward the steps of reciprocal teaching technique.

This research uses quantitative approach applying one group pretest-posttest design. The population of this research was the first grade students of SMA Negeri 1 Way Pengubuan in 2017/2018 academic year. The sample of this research was class X IPS 2 consisting of 30 students taken by random probability sampling by lottery. The instruments for collecting the data are reading test (pretest and posttest) and questionnaire.

The result of this research shows that teaching reading through reciprocal teaching technique improved students' reading comprehension ability. It can be seen from the total score of students' reading comprehension test that increased from 1,676 to 2,100 and the mean score increased from 55.87 to 70.00. It is also found that the t-ratio is higher than t-table ($15.899 > 2.045$) and two tailed significant shows that $p < 0.05$ ($p = 0.000$). The data were analyzed by using paired sample t-test.

The result indicates that there is significant difference of students' reading comprehension after being taught through reciprocal teaching technique. Besides, the aspect of reading that improved the most is specific information, the gain is 19.1%. Based on data obtained from the questionnaire, it is also found that the students' responses toward the steps of reciprocal teaching technique are positive. By using reciprocal teaching technique, the students are easy to comprehend the text and get specific information from the text. Reciprocal teaching technique also makes the students more active and interested in teaching learning process.

In short, the implementation of reciprocal teaching technique can improve students' reading comprehension ability and specific information as the aspect of reading that improved the most. Briefly, the findings suggest that reciprocal teaching technique can be applied as an alternative teaching technique to improve students' reading comprehension.