

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

(A Script)

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

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

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Lia Puspitasari

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.

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TECHNIQUE AT THE FIRST GRADE STUDENTS OF SMA NEGERI 1
WAY PENGUBUAN**

By

Lia Puspitasari

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department of
Faculty of Teacher and Education**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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Research Title : **IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH RECIPROCAL TEACHING TECHNIQUE AT THE FIRST GRADE STUDENTS OF SMA NEGERI 1 WAY PENGUBUAN**

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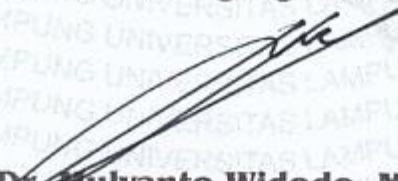
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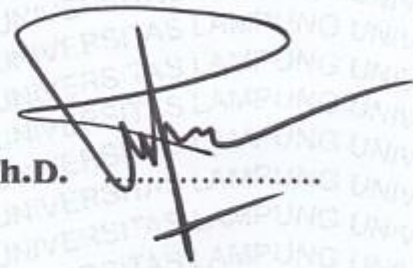
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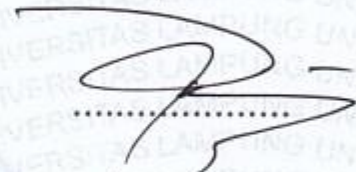
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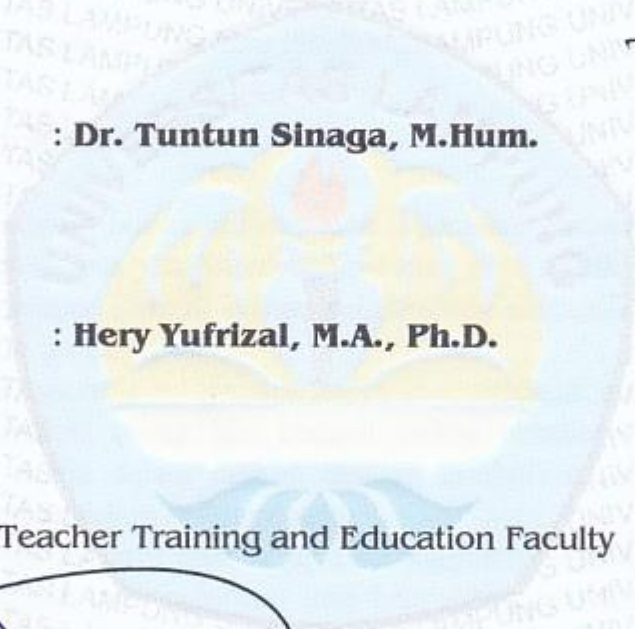
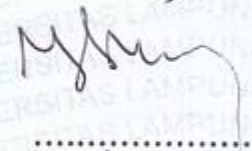
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CURRICULUM VITAE

The writer's name is Lia Puspitasari. She was born on 5th September 1996 in Banjar Kertahayu. She is the first child of the couple Samli and Rohmawati.

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DEDICATION

I offer up my praise and gratitude to Allah SWT for the abundant blessing to me.

Then, this script is proudly dedicated to:

My beloved parents: Samli and Rohmawati

My beloved little sister: Nurmala H.

My almamater, University of Lampung.

MOTTO

“Indeed, with every difficulty, there is relief”

(Qur’an, 94:6)

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All praised is rendered only to Allah SWT for His gracious mercy and tremendous blessing that enables the writer to accomplish her script. This script entitled “Improving Students’ Reading Comprehension of Narrative Text through Reciprocal Teaching Technique at the First Grade Students of SMAN 1 Way Pengubuan” is submitted as a compulsory fulfillment of the requirement fro S-1 degree at the Language and Arts Education Department of Teacher Training and Education Faculty of University of Lampung.

Gratitude and honor are addressed to all people who have helped and supported the writer until the completion of this research. Since it is necessary to be known that this research would never have come into its existence without any supports, encouragements and assistances by several outstanding people and institutions, the writer would like to express her sincere gratitude and respect to:

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Finally, the writer belives that her writing is still far from perfection. There may be weakness in this research. Thus, constructive comments and suggestions are invited for the improvement of this paper. Somehow, the writer hopes this research can give positive contribution to the educational development, the readers, and those who want to carry out further research.

Bandar Lampung, August 2018

The writer

Lia Puspitasari

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I. INTRODUCTION

This chapter discusses introduction that deals with the background of the problems, identification of the problems, limitation of the problems, formulation of the research questions, objectives of the research, uses of the research, scope of the research, and definition of key terms.

1.1. Background of the Problems

As one of international languages, English is widely used by the number of countries as a means of communication. This condition demands the need of English for everyone who wants to get involved in the global community since it holds so many aspects of life including education. Thus, English is considered as a compulsory subject in school. English is one of the subject matters that must be learned by the elementary students up to university students. It also has a big role as one of the subjects that is taught in school. It leads to the point of how important the mastery of English for all the students. Furthermore, the ultimate goal of English instruction is emphasized on developing students' communicative competence.

Learning English means learning four language skills namely listening, speaking, reading and writing. Those four aspects of English are also supported by some components; they are vocabulary, grammar, and pronunciation. Besides, one of the four language skills that should be mastered by the students is reading.

Reading is the process of understanding the written or printed text. By reading, the students will gain much information.

As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new word. Urquhart and Weir in Grabe (2009: 14) define reading as the process of receiving and interpreting information encoded in language via the medium of print. It means comprehending and interpreting the information in the text are important. It implies that students need to learn a considerable amount of information from a text. So that's why reading is very important skill for the students to increase their knowledge.

Meanwhile, the objective of all readers is comprehension of what they read. Comprehension is the main power of understanding. The students need to understand the information that they can get from the text. The comprehension occurs when the reader understands fully information and the idea of a written text. If the reader does not comprehend the information of the text, the reading skill is totally meaningless. Thus, it can be said there will be no reading when there is no comprehension. While in some situations, reading first language is very different from foreign language. Reading comprehension in a foreign language is more difficult than reading the first language. It happens since it involves more than decoding symbols into sounds, the students have to derive meaning from the printed page.

The next problem of English Foreign Learners in reading is the lack of mastery over vocabulary. The vocabulary of the students is very weak and for the successful comprehension of the text. Nation (2001) states that student should know the 98 percent of the vocabulary of the text. Without mastering of amount of vocabulary, comprehension is not only difficult but almost impossible. This

will be a barrier to students in learning to read and also reduce students' enjoyment and interest in reading.

Based on curriculum 2013, the goal of teaching reading in senior high school is to enable students to comprehend the social functions, generic structures, and language features of the texts (Noh, 2013:85). For that reason, senior high school students are taught to comprehend two kinds of texts namely functional and monologue texts. One of monologue texts that should be learned by them is narrative text. Narrative text is a group of sentences that tell what happens, how the action happens, and in what order the events occur (Hudak, 2008). This type of text frequently appears in students' examination. Thus, the students need some particular information from the text quickly. Hence, the students must have the ability to identify particular information, main idea, vocabulary, reference and inference from the monologue texts given (Santoso, 2017).

Unfortunately, there are still many students who get difficulties in reading. Based on pre-observation in the form of a brief interview with the English teacher on 7 November 2017 in SMAN 1 Way Pengubuan, the researcher found the problem of reading comprehension that students have is caused by several factors. One of them is due to the students' lack of background knowledge such as related idea, linguistic elements and the structure of the text. As the result, they are not capable enough to connect their mind with the reading topic being taught that caused them difficult to comprehend the text well. The next factor is the lack of students' vocabulary. They have difficulties in understanding the word meaning since they still have inadequate vocabulary mastery. Consequently, the students are unable to understand and interpret the meaning from an English text as the main purpose of teaching reading.

Besides, the technique of teaching reading is also the substantial factor that affects students' problem in reading. The fact appearing that the teacher still applies the conventional teaching strategy. The teacher often uses the technique which explains everything to students by translating each sentence word by word rather than helping the students to read by promoting thinking about the meaning (Chandavimol, 1998 in Panmanne 2009). Of course, this condition influences the students' ability in reading comprehension because they will feel very bored when they should translate each word. The other technique that teacher usually uses is the teacher always asks the students to read aloud a text and then answers the questions based on the text. There is no various sources and activities done during the instructional process. As a matter of fact, the conventional teaching technique cannot give satisfying results.

Moreover, in reading class, the students still show inefficient reading habits because they only read the text and answer the tasks in reading material merely by matching the words and sentences in a task with the words and sentences in the text without knowing what the text is about. As a result, reading process becomes monotonous and boring. Furthermore, it also makes the students are not motivated and not interested in joining the reading class. They are not engaged in teaching learning activities. Therefore, the students are not active in teaching learning process.

In line with the fact, the use of appropriate technique and reading material which can make students be active in the instructional process must be considered in order to make them familiar with the task and to build their ability to interpret the meaning of the text. As a result, it is important to provide an alternative technique to improve students reading comprehension. It will determine how successful the material delivered by teaching depends on the technique being

used. There are numerous techniques which can be used in teaching reading. Take for example skimming, get the gist and reciprocal teaching technique. Skimming is a technique that enables the reader to cover a vast amount of material very rapidly. Skimming is used to quickly identify the main ideas of a text. Brown (2004:213) explains that skimming is the process of rapid coverage of reading matter to determine its gist or main idea. Skimming is useful when the readers want to survey a text to get a general idea of what it is about. In skimming the readers ignore the details and look for the main ideas. According to Santoso (2017), there are some weakness of skimming technique; it needs a high accuracy in determining the precise time for reading activity so the teacher should allocate the time appropriately. Besides, if the students have many problems in reading, the teacher will need extra time and creativity to decide the various solutions.

Get the gist is a teaching reading technique which helps the teacher and students to identify key concept. According to Klinger (2012:33) the purpose of get the gist technique is to determine the most important ideas about what is read. Get the gist is used in teaching reading because it is considered as a teaching technique for any level of reader and students can also develop their skills in identifying main ideas and key concepts of the text. According to Putri (2014), there are some weakness of get the gist; the students do not know all of the content of meaning of the text that they read because the students were taught to limit their response to ten words or less, so that their gist conveyed the most important ideas, but not unnecessary details.

From those explanations above it can be inferred that skimming and get the gist technique more focus on improving students ability in determining main idea of the text. While reciprocal is a teaching technique that is used to develop

comprehension of text in which the teacher and the students take turns leading a dialog concerning the section of a text. The structure of the dialog and interaction of the group members requires that all students participate and foster new relationship between students of different ability levels. It also provides opportunities for students to learn to monitor their own learning and thinking (Alverman and Phelps, 1998).

Consequently, the researcher proposes the way of teaching English reading comprehension by using reciprocal teaching technique. According to Palinscar and Brown (1984), Reciprocal teaching technique is an instructional activity in the form of dialog between teacher and students regarding the segment of that is built on four steps; predicting, questioning, clarifying, and summarizing. Each step has its own purpose within the process. The purpose of reciprocal teaching is to promote the readers' ability to construct meaning from the text and facilitate the monitoring of their path of comprehension (Palinscar and Brown, 1984). The students monitor their own thinking through the reading process. In addition, reciprocal teaching itself could be the prime reason for success. Reciprocal teaching involves extensive modeling of the type of comprehension fostering and comprehension-monitoring activities and forces students to respond to the text (Palinscar and Brown, 1984: 168-169). Each step of reciprocal teaching will lead students to read comprehensively.

Biggs et al. in Cooper and Greive (2009: 47) also assert some reasons of using reciprocal teaching. They said that reciprocal teaching makes the basic of effective reading comprehension visible to all students. Therefore, all students can practice and able to use the basic of effective reading comprehension (predicting, clarifying, questioning, and summarizing). Reciprocal teaching also can be adapted. It can be used in many situations and purposes of reading. The

reading strategies and the activity of reciprocal teaching also can be practised by young and adult learners. Furthermore, the social nature of reciprocal teaching process makes reciprocal teaching enjoyable and age-appropriate. As stated before that reciprocal teaching provides group discussion which will make students enjoy learning because they feel free and safe in learning.

In addition, Marzano in Omari and Weshah (2010:30) declares other reasons of using reciprocal teaching. They are as follows: (1) reciprocal teaching encourages cooperation, responsibility, and leadership, (2) reciprocal teaching raises students' motivation for learning, (3) reciprocal teaching develops their social relations, (4) reciprocal teaching decreases undesirable behaviors in the classroom. The explanations above are the reason why reciprocal teaching technique is proposed by the researcher of teaching reading English comprehension.

Moreover, there are several correlated studies which proved that reciprocal teaching technique could improve students' reading comprehension. Rosalia (2015) conducted a research dealing with reciprocal teaching technique. This research was a classroom action research. The objective of this research was to find out the effectiveness of reciprocal teaching technique to improve the students' reading comprehension of recount text. The participants of this research were 35 students of the eighth grade. The data collecting technique of this research includes observation checklist and field note. The findings showed that the students' understanding in reading comprehension improved. The improvements in students understanding indicate that reciprocal teaching technique is effective and applicable when it deals with students' problem in reading recount text.

Another research was conducted by Ati (2014). The objective of this study was to find out whether there is a significant difference on students' reading comprehension. The sample of the research was IX C as try out test and IX B as the experimental class. The data collection technique used in this research was reading test which consists of pretest and posttest. The result showed that reciprocal teaching technique improved the students' reading comprehension.

Furthermore, there was a research conducted by Rosenberger (2011). The purpose of this study is to determine how the use of reciprocal teaching affects the learning of inference skills in 4th grade excel readers. By utilizing reciprocal teaching as the instructional component and incorporating engaging read aloud, this study seeks to determine how these effects the development of inference skills. The population of this research was the 4th grade, excel students of Blackwood Elementary School in Gloucester Township School District, Camden County, NJ. The data collection techniques were field notes, video recorder, and a final interview. He found that the students get difficulties in making inference since inference is an overall process of comprehension. The result of the research showed some increases in inference making among focus group participants.

Based on those previous studies, it can be inferred that reciprocal teaching technique could improve student's reading comprehension ability since it has four steps of teaching technique which facilitates the students to improve their reading comprehension ability. Therefore, reciprocal teaching technique could be assumed as a good way to be implemented in teaching reading. Nonetheless, there are some differences between this research and those previous studies. Those are; the material that used by Rosalia (2015) was recount text while this research utilized narrative text. According to Yance (2011), narratives are more sophisticated than recounts. It focuses on the action of participant in confronting

the problem, with a complicating action that results in an overall point to the story. On the other hand, recount text is just an experience of someone, whether it is a happy experience, sad experience, or frightening experience. It does not have a conflict that must be solved.

Moreover, the sample of the research conducted by Ati (2014) and Rosenberger (2011) were junior high school and 4th-grade excel readers. While in this research, the researcher is interested in trying to apply reciprocal teaching technique to improve students' reading comprehension ability in senior high school level. Therefore, the researcher would like to conduct a research entitled "Improving Students' Reading Comprehension of Narrative Text through Reciprocal Teaching Technique at the First Grade Students of SMA Negeri 1 Way Pengubuan".

1.2. Identification of the Problems

Based on the background above, the researcher identifies the students' problems in reading as follows:

1. The students get difficulties in comprehending English text. They still get difficulties in getting the main idea, supporting detail, finding reference and making inference of the text that they read.
2. The students lack of vocabulary mastery. As the result, they do not understand the meaning of the new word they found in the text.
3. The students' reading motivation is still low.
4. The students are not active in teaching learning process.
5. The students less frequently used reading technique.
6. The teachers use teaching method which is not suitable.

7. Students tend to translate every single word instead of using reading strategies. Those problems make reading frustrating which in turn may make the students discouraged.
8. The students are not engaged in the learning activities. There are little opportunities for unconfident students to get involved in the lesson. Only the active students who follow the activities during the lesson.
9. The students felt bored when they are studying reading because they have to read and read again to understand the text from the passage.

1.3. Limitation of the Problems

In line with the identification of the problems, the researcher limited the problem. Therefore, the researcher focused this study on using reciprocal teaching technique to improve students' reading comprehension of narrative text, the aspect of reading that most improved after being taught through that technique and the students' response toward the steps of reciprocal teaching technique.

1.4. Formulation of the Problems

Based on the limitation of the problem above, the researcher formulates the problem as follows:

1. Is there any significant improvement of students' reading comprehension of narrative text after being taught through reciprocal teaching technique?
2. Which aspects of reading does improve the most after being taught through reciprocal teaching technique?
3. How are the students' responses toward the steps of the reciprocal teaching technique?

1.5. Objectives of the Research

In relation to the research problem above, the objectives of the research are:

1. To investigate whether there is any significant improvement of students' reading comprehension of narrative text after being taught using reciprocal teaching technique.
2. To investigate which aspect of reading that improves the most after being taught through reciprocal teaching technique.
3. To investigate how the students' response are toward the steps of reciprocal of teaching technique.

1.6. Uses of the Research

The results of the research are expected to be beneficial both theoretically and practically as follows:

1. Theoretically

The results of the research are expected to support the existing theories dealing with teaching reading comprehension as discussed in chapter two.

2. Practically

The results of this research are expected to be beneficial:

- a. For researcher

The result of this research may be used as an input considered for those who want to conduct research particularly that concern with improving students' reading comprehension.

- b. For the teacher

The result of this research can be a source of information and reference for the teacher who wants to use reciprocal teaching technique as an alternative technique in teaching reading. Therefore, they can improve both teaching-learning activity and students' learning achievement.

- c. For the students

The result of this study can give an input to the students to improve their reading comprehension.

1.7. Scope

This study is quantitative research which was conducted at the first year students of SMAN 1 Way Pengubuan. This subject was chosen because based on the curriculum of Senior High School they have already studied some text types of reading text such as descriptive, narrative and recount text. Narrative text was chosen as the material of this research related to the curriculum for Senior High School. Moreover, this research focused on teaching reading by using reciprocal teaching technique.

1.8. Definition of Key Terms

In order to avoid misunderstanding of the readers, definition of terms are provided as follows:

Reading

Reading Is the process of receiving and interpreting information encoded in language via the medium of print (Urquhart and Weir in Grabe, 2009: 14)

Reading Comprehension

Reading comprehension is understanding what one is reading, the ultimate goal of reading activities.

Reciprocal Teaching Technique

Reciprocal teaching technique is an instructional activity in the form of dialog between teacher and students regarding the segment of that is built on four steps; predicting, questioning, clarifying, and summarizing (Palinscar and Brown, 1984).

Improving

Improving is an activity to (cause something) get better.

These are the explanations about the background, identification of problems, limitation of problems, formulation of research questions, objectives, uses, scope, and definition of key terms. The explanation is used as the main problem why the researcher conducts the research.

II. THEORETICAL FRAMEWORK

This chapter discusses the review of previous studies and review of related literatures as will be elaborated in the following paragraphs.

2.1. Review of Previous Research

There are many researchers who have done some studies dealing with reciprocal teaching technique as the technique in teaching learning process. The results of the studies are various. Among others are Freihat (2012). The research aimed at investigating the effectiveness of the Reciprocal Teaching Procedure (RTP), a reading comprehension instructional technique on enhancing 50 students' reading comprehension behavior in a university setting. The subjects of the present research were 50 first year EFL Jordanian students at a university setting in the Spring semester of 2011 in Amman, Jordan. The researcher used the Nelson Denny Reading Test (NDRT), forms G and H as pre and posttests to assess subjects' reading comprehension behaviors before and after the (RTP) sessions. Subjects completed pre-and post-questionnaires to record information about their general and EFL backgrounds as well as their attitudes to reading before and after the implementation of (RTP) sessions. The result showed a marked improvement in the students' reading comprehension behavior.

In the same way, Agudelo (2010) conducted a research dealing with reciprocal teaching technique. The objective of this research was to analyze the viability of

the Reciprocal Teaching implementation combined with sheltered instructions in EFL seventh graders students of secondary basic of the public sector in Pereira city to measure its impact in the process teaching–learning process of the English language. He found that the students lack of vocabulary, shyness, nervousness, accuracy and fluency difficulties, evidenced through the students low class participation and involvement. In addition, the teacher-talking time reflected in the teacher centered classes provided the students little opportunities to develop their oral language. The population of this research was 9 students, 6 boys and 3 girls enrolled in seventh grade of a current secondary scholar program participated in this study. All participants are native Spanish speakers and their ages range between 13 and 15 years old. The data collecting techniques were observation checklist, students' work, teachers' research journal, video tape and questionnaire. The result showed that the implementation of these methodologies, the students improved their reading comprehension and oral skills in the English language.

Another research was conducted by Hidayat (2014). This study investigated whether reciprocal teaching technique can improve the students' inference skill in narrative text. The research was classroom action research. The sample of his research was the tenth grade students of IPS 3 which consisted of 32 students. The data were collected by using quantitative and qualitative method. The observation checklist table, field notes and video recorder were used as the tools of data collecting. Based on data analysis, the result of the research showed that reciprocal teaching technique can improve students' ability in inferring ideas in narrative text on the first year students.

Besides, Rosalia (2015) conducted a research dealing with reciprocal teaching technique. This research was a classroom action research. The objective of this research was to find out the effectiveness of reciprocal teaching technique to

improve the students' reading comprehension of recount text. The participants of this research were 35 students of the eighth grade. The data collecting technique of this research includes observation checklist and field note. The findings showed that the students' understanding in reading comprehension improved. The improvements in students understanding indicate that reciprocal teaching technique is effective and applicable when it deals with students' problem in reading recount text.

Moreover, there was a research conducted by Ati (2014). The objective of this study was to find out whether there is significant difference on students' reading comprehension. The sample of the research was IX C as try out test and IX B as Experimental class. The data collection technique used in this research was reading test which consist of pretest and posttest. The result showed that reciprocal teaching technique improves the students' reading comprehension.

Based on the previous studies above, it can be inferred that reciprocal teaching technique can improve students' reading skills. With reference to those studies presented previously, there are some differences between this research and those previous studies. First, those previous studies focused on reading skill in recount text, and inference skill while this study focused on reading skill in narrative text. Moreover, this researcher also tries to implement reciprocal teaching technique in different level of school that is senior high school. This case initiated the researcher to investigate further about the improvement of reading skill in narrative text, aspect of reading that improved the most after being taught through reciprocal teaching technique and to find out the students' response toward the steps of reciprocal teaching technique. Therefore, in answering those question the researcher conducted this research.

2.2. Review of Related Literatures

The researcher proposes review of related literatures which have correlation with this research as basic concepts.

2.2.1. Concept of Reading

Reading is one of the major aspect of language skills that plays an important role for learners to get a lot of information based on what they have already read. Reading can be said as the window of knowledge which enables people to get a lot of information. The process of reading needs a good comprehension in order to produce the understanding about the idea or information. The reading process is totally meaningless when there is no comprehension.

According to Suparman (2007:13), the most important keywords in definition of reading are to take in, to understand, to interpret, and to attribute an interpretation. Besides obtaining the information, the others roles of the readers are to understand and interpret the information. Suparman (2005:1) states that there are two major reasons for reading; those are reading for pleasure and reading for information. The readers do not only see the printed symbols but also they must understand the text in order to find out something or do something with the information that the readers have obtained.

In line with Suparman, Grabe and Stoller (2002:9) define reading as the ability to draw meaning from the printed page and interpret information appropriately. The activity that students must carry out to derive the information from written text is reading. It is associated with how the readers can convey the meaning through the written symbols and process it in their mind. The readers should realize that they are making an interaction with the text, by deriving the meaning.

In addition, Sutarsyah (2013:13) mentions that reading is actually a cognitive process where reader engages in the mental process of knowing, learning, and understanding things. The readers are connecting their own background knowledge and the words presented in the text. Vygotsky in Sutarsyah (2013:14) defines reading as the process of thinking and acquiring knowledge involves automatic unconscious acquisition, followed by gradual increase in active conscious control over that knowledge. Hence, reading usually also can be defined as a metacognitive activity.

With reference to the explanation above, it can be said that reading is an important skill that every student in every level must perform optimally. Since by effective reading, the information that students require from printed page or written materials can be derived completely. In order to get the meaningful message that the authors send through printed or written graphics and verbal symbols, the reader should be able to involve their language and thought by connecting their perceptions and skills.

2.2.2. Aspects of Reading

Reading is an astoundingly complex cognitive process. According to Nuttal (1985), there are five aspects of reading which help the students to comprehend the English text namely main idea, specific information, reference, and vocabulary.

1. Main Idea

Every single paragraph has a main idea, in which it is the gist or conclusion of the whole text. One of the objectives of reading is finding main idea of a text. It is a common goal in reading instruction or in reading test (Sutarsyah, 2013:173). Suparman (2011) states main idea is the most important idea stated in the topic sentence and developed by supporting sentences in a single

paragraph. Commonly, the main purpose of comprehension is getting the main idea. Usually, the topic sentence tells what the rest paragraph is about in some paragraphs because the main idea is the only idea that should be developed in one paragraph. Naturally, once we can find the topic, we are ready to find the main idea. Thus, the main idea is actually the point of the paragraph. It is basically the most important thought about the topic.

2. Specific Information

According to Segretto (2012: 12), specific information or supporting details provide the readers more information about main idea or subject of a main idea of the passage. By recognizing the details of a text, the reader will be able to get a lot of information.

3. Reference

Reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. According to Reimer (2009:34) reference is a relation that obtains between expressions and what speakers use expressions to talk about. References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used, they are signals to the reader find the meaning elsewhere in the text.

4. Inference

Developing inference is coming to a conclusion after considering all the fact; one of comprehension strategies to make conclusion of what is not directly stated in the text based on clues given (Suparman, 2011:233). The readers take clues from the text and combine the clues with their experiences to draw conclusions and inferences since the texts do not always tell everything to the readers.

5. Vocabulary

In general, vocabulary is all the words which exist in a particular language or subject. Linan et al. (2007:87) state the role of vocabulary in reading is clearly understood: vocabulary knowledge, understanding of word meaning and their use, contribute to reading comprehension and knowledge building. The readers cannot understand a text without knowing what most of the words mean.

In summary, reading comprehension is basically about determining main ideas, finding the specific information, finding references, making inference and vocabulary. All the aspects of reading have their own skill sets. Therefore, in order to comprehend the text well, the readers should be able to correlate all these skill sets.

2.2.3. Concept of Reading Comprehension

In reading process, having comprehension ability is needed by the readers to follow the flow of the passage. By comprehension ability, the readers will get the point of the reading text. While the readers are in a reading process, actually they attempt to understand what is written through this ability. Comprehension always follows reading because there will be no reading without comprehension.

Snow (2002:11) defines reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities for instant, attention, memory, critical analytic ability, inferencing, visualization ability, motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, and knowledge of specific comprehension strategies).

Moreover, Pang (2003: 14) describes that comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints. Similarly, Klinger et al. (2007: 8) describe that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Based on the explanation above, it can be inferred that reading comprehension is understanding a text that is read or process of constructing meaning from a text. In reading process, the reader needs comprehension to construct the representation of the passage in the readers' mind. By having comprehension ability, reader will be able to get the particular information from the text. The process of comprehension involves decoding writer's word and then using background knowledge to construct an approximate understanding of the writer's message. Therefore, if the reader can get information of the text, the interaction between the reader and the writer are running well.

2.2.4. Level of Reading Comprehension.

There are three level of comprehensions which are proposed by Rasinski and Brassell (2008:17):

1. Literal comprehension

Literal comprehension is the lowest level and simplest form of locating information in the text since the information is stated directly in the text.

Literal comprehension is a process of understanding the ideas and information that is explicitly stated in the passage, such as identifying the meaning of the word, recalling direct-stated details, paraphrasing, and understanding the grammatical clues like subjects, verbs, pronouns, conjunction, etc. In this level, the reading comprehension question is factual and detailed. The aspects of reading which include to this level are finding specific information of the text, vocabulary and reference.

2. Interpretative comprehension

Interpretative comprehension refers to the understanding of the ideas or information that is not explicitly stated in the passage. It includes the understanding of the author's tone, purpose, and attitude; inferring the factual information, main ideas, comparisons, cause-effect relationships; and summarizing the story content. The aspects of reading which include to this level is finding main idea of the text and inference.

The abilities needed by reader are:

- a. Defining the reason with information presented to understand the authors' tone purpose and attitude.
- b. Inferring factual information, main ideas, comparison, cause effect relationship that not explicitly stated in the passage.
- c. Summarizing the content of story.

3. Critical comprehension

Critical comprehension refers to the analyzing, evaluating, and personally reacting to the information presented in a passage, for instance; indicating the overall meaning to the reader and analyzing the quality of the written symbols and/or information in terms of established standards. Critical reading contains an inquiring mind with active, creative looking for false statement automatically when the reader reads the text.

In this category, readers need ability, such as:

- a. Personally reacting to information in a passage indicating meaning to the reader.
- b. Analyzing the quality of written symbols of information in the terms of some standards.

Hence, readers must be able to distinguish the text, whether it is important or meaningful for them or not, and whether it is a fact or just opinion. Furthermore, reader must be able to identify whether it is good or bad writing, according to writing standards. In addition, the active reader is questioning, comparing, and evaluating the ideas found in the material

Those three kinds of comprehension are needed in order to understand the texts. Basically, the readers are started their interactive process that involves the readers' background knowledge. Therefore it can support the reader in order to comprehend the text. Based on the statements above, it can be said that Reading comprehension is an ability in which readers make sense of the written text in order to get information and knowledge from the text. Without comprehension, reading is nothing more than tracking symbols on a page with the eyes and sounding them out.

This research focuses on literal and interpretative comprehension because based on general assumption, the type of examination items concern with those two types of comprehension.

2.2.5. Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problem. According to Bushel (2011: 10) a narrative paragraph describes an event, feeling or experience in story form or in the order the details of the event happened. Reading a narrative is really just putting what happened to the story on your mind. While, according to Hudak (2008: 4) a narrative paragraph is a group of sentence that tell what happens, how the action happens, and in what order the events occur. Although narration usually refers to the telling of a story, the term is used here to describe the relating of an experience.

Furthermore, the social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Narrative is a story created in a constructive format (as a work of writing, speech, poetry, prose, pictures, song, motion picture, video games, theatre, or dance) that describes a sequence of fictional or non-fictional events. Narrative text was a sequence of events, which is based on life experiences and person-oriented using dialogue and familiar language.

There are many types of narrative. Generally, it can be categorized into the fictional narrative or imaginary and, the nonfictional narrative, or combination of both;

1. A fictional narrative presents an imaginary narrator's account of a story that happened in an imaginary world. It includes fairy tales, folklore or folktales, horror stories, fables, legends, myths, and science fictions.

2. A nonfictional narrative (also factual narrative) presents a real-life person's account of a real-life story. It includes historical narratives, ballads, slice of life, and personal experience.

Similar to the other texts, narrative text also has generic structure. The generic structures of narrative text are as follows:

1. Orientation

Orientation is a set of the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2. Complication

Complication tells the beginning of the problems which leads to the crisis (Climax) of the main participants. It tells the problem of the story and how the main character solves the problem.

3. Resolution

Resolution tells when the problem of the story (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

4. Re-orientation

Reorientation is a closing remark to the story and it is optional. It consists of a moral value of the writer.

In a like manner, the following are the language features of narrative text:

1. Focus on specific usually individualized participants, e.g. Ali Baba, Cinderella.
2. The use of simple past tense (killed, drunk, etc)
3. The use of temporal conjunction (when, then, suddenly, etc)
4. The use of noun phrases (40 cruel thieves, His evil brother)
5. Adverb of time (Once upon a time, one day, etc)

6. Action verbs. A verb that shows an action. (killed, dug, walked, etc)
7. Direct speech. It is to make the story lively. (Snow White said, “My name is Snow White). The direct speech uses present tense.

Different from the previous research which used recount text, this researcher used fictional narrative text as the materials. There are some differences of narrative and recount text. According to Murviana (2011) said that narratives are more sophisticated than recounts. It focuses on the action of participant in confronting problem, with a complicating action that results an overall point to the story. While recount text is one of the story genres that can be said as the simple text type because it can be about familiar and every day things or events. The differences between narrative and recount as follows:

1. Narrative is a kind of text about the activities that happened in the past time. It appears about problematic experience and resolution, its purpose to amuse and sometimes give the moral education to the reader. Narrative text is very more general than short story, novel, film text, legend, tales and others that tell about the experience in the past time in which it has the conflict and resolution.
2. Recount is a kind of text about the activities that happened in the past time, the main purpose is just to explain or to give the information to help the reader.

Actually, recount and narrative text in some ways are similar. Both are telling something in the past, so narrative and recounts usually apply past tense: whether simple past tense, simple past continuous tense, or past perfect tense. The recount and narrative tell in chronological order by using time or place. The thing that makes recount and narrative different is the structure in which they are

constructed. Based on the theories above, it can be taken a conclusion that the characteristics of the two kinds of these paragraphs are as follows.

1. Recount Text

- a. Tells a story: someone's experiences in the real events.
- b. Presents the past experiences in order time or places (series of events in detailed).
- c. No conflicts inside recount text.

2. Narrative Text

- a. Tells a story: often fiction in which the values are used to describe and/or to explain human behavior.
- b. The series of events are not telling in detailed.
- c. Introduces crises and how to solve them.
- d. Contains a theme that explains the meaning of the story.

From the characteristics of paragraph above, it can be inferred that these two kinds of texts have certain difficulties. It can be said that each of them has special degree of difficulties. But if we refer to the characteristics of them, the narrative text is more sophisticated than recounts. It focuses on the action of participant in confronting problem, with a complicating action that results an overall point to the story. On the other hand, recount text is just an experience of someone, whether it is happy experience, sad experience, or frightening experience. It does not have conflict that must be solved

2.2.6. Concept of Teaching Reading

Teaching is a process of showing or helping the learners or someone to learn how to do something, giving instruction, guiding in the studying of something, providing knowledge, causing to know or understand. Teaching reading is important in the language learning because reading is one of key factors of

mastering language. The goal of teaching reading is helping the students to be able to make sense of ideas conveyed in the text.

Hedge (2003) states that any reading component of an English language course may include a set of learning goals for:

1. Developing the ability to read a wide range of text in English. This is the long range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
2. Building knowledge of language which will facilitate reading ability.
3. Building schematic knowledge.
4. Developing the ability to adapt the reading style according to reading purpose.
5. Developing an awareness of the structure of written text in English.
6. Taking a critical stance to the context of the text.

It's important to build up students ability to adapt the reading technique according to its purpose as main goal in teaching reading. According to Alyousef (2005:7) in teaching reading, it involves three-phase procedure: pre-, while-, and post-reading stages. The pre-reading stage helps students in activating their background knowledge. For example, the teacher can encourage students to predict what the students think what comes next in the text. While, the aim of while-reading stage or interactive process is to develop students' ability in tackling text by developing their linguistic and schematic knowledge. For example, the teacher can encourage the students to generate appropriate questions for the passage and to identify what makes a text difficult and seek an understanding of difficult new vocabulary. The last stage, post-reading is used to enhance learning comprehension by using reading comprehension tests such as matching, cloze exercises, cut-up sentence,

and comprehension questions or the teacher can ask the student to identify and integrate the most important information by using summarizing.

Pakharee (2007) states that teaching reading is a process by which individuals are taught to derive meaning from the text. To accomplish this goal, the teacher should focus on the process of reading:

1. Developing students' awareness of the reading process and reading strategies by asking students to think and talk about how they read in their native language.
2. Allowing students to practice the full repertoire of reading strategies by using authentic reading tasks. They encourage students to read to learn (and have an authentic purpose for reading) by giving students some choice of reading material.
3. Showing students the strategies that will work best for the reading purpose and the type of text when working with reading tasks in class. They explain how and why students should use the strategies.
4. Having students to practice reading strategies in class and asking them to practice outside of class in their reading assignments. They encourage students to be conscious of what they're doing while they complete reading assignments.
5. Encouraging students to evaluate their comprehension and self-report their use of strategies. They build comprehension checks into in-class and out-of-class reading assignments, and periodically review how and when to use particular strategies.
6. Encouraging the development of reading skills and the use of reading strategies by using the target language to convey instructions and course related information in written form: office hours, homework assignments, and test content.

7. Never assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of reading task or with another skill.

Basically, the objective of teaching reading is to develop students' in reading English text effectively and efficiently. In teaching reading, the teacher should provide the technique to the students with purpose for reading to anticipate students' boredom in reading activity. Therefore, the reading technique should be appropriate to reading purpose for achieving an effective reading.

In conclusion, teaching reading means that the instructor (teacher) encourages the students to acquire the information from the text by applying effective techniques and strategies, which correspond to the purpose of reading. By raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading strategies, the teacher helps their students develop their ability. Hence, the teacher also plays a fundamental role for students' success in reading comprehension. Thus, appropriate technique in teaching reading is really needed to ensure that the students to get whole aim of the text while they are reading.

2.2.7. Concept of Reciprocal Teaching Technique

Reciprocal teaching is an instructional technique designed to enhance students' comprehension of the text. The technique was designed by Palinscar and Brown (1984). Reciprocal teaching technique is characterized by; 1. Dialog between teacher and students, each taking a turn in the role of dialog leader, 2. Reciprocal means where one person acts in response to others, 3. Structured dialog using four segments; predicting, questioning, clarifying and summarizing. Palinscar (1986) states that reciprocal teaching refers to an instructional activity that takes place in the form of dialog between teacher and students regarding segment of the text. Reciprocal teaching technique provides students with four specific reading

segments that actively and consciously were used in analyzing a text; predicting, questioning, clarifying and summarizing.

Moreover, according to Palinscar and Brown in Ormrod (2003:460) state that reciprocal teaching technique is an approach to teach reading through which students learn effective reading-to-learn strategies by observing and imitating what their teacher and fellow students do. Furthermore, according to Slavin (1997: 280) reciprocal teaching is a major instructional technique that helps the reader interact personally with the text and construct meaning as they increase their ability to ask question, clarify hard parts, make predictions and summarize what they are reading. The purpose of reciprocal teaching technique is to facilitate the group effort between teacher and students as well as among students in a task of bringing meaning of a text. Each strategy is selected as follows (Palinscar and Brown, 1984):

1. Predicting

Predicting occurs when students hypothesize what the author discuss next in the text. In order to make this successful, 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 will encounter in the next text with the knowledge they already possess. The predicting also facilitates the use of text structure as students learn that headings, subheadings, and questions embedded in the text are useful means of anticipating what might occur next. By making prediction the reader can activate their background knowledge and make their brain work maximally.

2. Questioning

Questioning reinforces the summarizing strategy and carries the learner one more step long in the comprehension activity. When students generate question, they first identify the kind of information that is 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 encouraged to generate questions at many levels. For example, some school situations require that students master supporting detail information; others require that the students be able to infer or apply new information from the 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 easy to get the information of the text that they read.

3. Clarifying

Clarifying is an activity that is particularly important when working with students who have a history of comprehension difficulty. These students may believe that the purpose of reading is saying the word correctly; they may not be particularly uncomfortable that the words, and in fact the passage, are not making sense. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why the text is difficult to understand(e.g., new vocabulary, unclear reference words, and unfamiliar even perhaps difficult concepts). They are taught to be alert to the effect of such impediments to comprehension and to take the necessary measure to restore meaning (e.g., 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 comprehensible.

4. Summarizing

Summarizing provides opportunity to identify and integrate the most important information of the text. Text can be summarize across sentences, paragraphs and passage as a whole. When the students first begin the reciprocal teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the 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.

Each of these strategies was selected as a means of helping students to construct meaning from text as well as a means of monitoring the reading to ensure that they understand what they read. According to Alverman and Phelps (1998) reciprocal teaching has two major feature; 1. Instruction and practice of the four comprehension strategies- predicting, questioning, clarifying and summarizing, 2. A special kind of cognitive apprenticeship where students gradually learn to assume the role of the teacher in helping their peers construct meaning from the text. As teaching technique, reciprocal is considered useful because it is not only help in the decoding text (reading) but it also teaches how to comprehend what one reads.

In short, reciprocal teaching is an instructional teaching technique which facilitate students and teacher to bring the meaning by using four steps of teaching technique; predicting, clarifying, questioning and summarizing which are used to analyze the text.

2.2.8. Procedure of Teaching Reading through Reciprocal Teaching Technique

There are several things that the teacher should take before getting involved in the reciprocal teaching process (Department of Education, 2007):

1. The teachers must be familiar with the text so that they can provide a brief and focused introduction.
2. The teacher links the text being read to current context areas. This will give added purpose of the students' reading.
3. The teacher should model the strategies and support student in using it.

It's absolutely essential for the teacher to regularly monitor the students while they using that strategies. In this case, the teachers play they role as a facilitator; monitoring the students' activities, keeping students on track and helping them over the problem. The information gained through monitoring can be used by the teacher as a guide to the further support and practice needed by the students.

When the teachers doing this technique, they firstly leads the dialog, modeling each of the four strategies in relations to the first paragraph of the text. While, the students participate the learning process by asking the teacher to clarify difficulties, by agreeing or disagreeing to the teacher in stating main idea, by suggesting modifications to summary and by their own predictions about the content of the next paragraph of the text.

According to Slavin (1997: 282) there are some procedures that are used in reciprocal teaching session, the brief explanation as follows:

1. Each group of students are given a text that will be discussed.
2. The teacher explains about what the students should do in first segment.

3. The students are asked to read a few paragraphs of the assigned text selection.
4. The teacher models each steps of reciprocal teaching technique.
5. The teacher asks the students whether they understand to apply technique or not. The students can give their comment, opinion even question.
6. The teacher asks the students to read the next segment of the text silently, then choose one representative of the group to act as teacher in leading the discussion.
7. Throughout the process, the teacher's role is to guide and nurture the students' ability to use the four steps of reciprocal teaching technique successfully within the small group. The teacher's role is lessened as students develop skill.

2.2.9. Advantages and Disadvantages of Reciprocal Teaching Technique

As a matter of fact, every technique bears some advantages and disadvantages. Therefore, it is important to determine each of advantages and disadvantages in order to make the implementation of the technique in teaching process more effective. The following are the advantages and disadvantages of reciprocal teaching technique.

2.2.9.1. Advantages of Reciprocal Teaching Technique

Reciprocal teaching technique is considered as an alternative technique to teach reading because it has many advantages. The advantages of using reciprocal teaching technique can be described as follows:

1. The students get the great information from the text.

The students will discuss and predict about the theme, so they can give their prediction about what the story tells about.

2. Discussing the topic firstly in predicting will give students more knowledge about the topic.
3. Students can improve their language skills in activities such as reading skill by reading the text, speaking skill by leading the group activities, writing skill by writing the answers in learning logs, and listening skill by listening to the leader instruction in guiding the activities.
4. Students are actively engaged in process of learning. Dialogs activities happen during the learning process.
5. The students will be more enjoying the learning process because they work in group.
6. The students can improve cooperation between students in group.
7. Reciprocal teaching technique develop the new definition of reading that describe the process of reading as interactive, in which the readers interact with the text as the prior experience is activated.

2.2.9.2. Disadvantages of Reciprocal Teaching Technique

The disadvantages of using reciprocal teaching technique can be described as follows:

1. It can be time consuming because of the complex steps of activities. It needs longer time to implement the whole strategy instruction of reciprocal teaching technique.
2. The class might be noise because the dialogs and discussion happen during the learning process
3. The teacher will be very busy for takes control monitors the class.

2.2.10. Theoretical Assumption

Reading is an active process. Reading is not only a process of seeing from one symbol to the other. The readers were supposed to understand about what the writer wants to talk about. Meanwhile, there is a couple of problems students face nowadays related to reading skill comprehension. These problems put them in difficulties of comprehending the text. Therefore, to overcome such kind of problem the use of appropriate technique is really needed to help the students in order to comprehend the text.

In teaching reading comprehension, there are some techniques that can help the teacher to reach the aim of teaching learning process. Reciprocal teaching technique might be the solution. Reciprocal teaching technique facilitates the group effort between teacher and students as well as among students in a task of bringing meaning of a text. As teaching technique, reciprocal is also considered useful because it is not only help in the decoding text (reading) but it also teaches how to comprehend what one reads. This technique has four steps, there are predicting, questioning, clarifying and summarizing that the researcher assumes this technique is an effective teaching technique in improving students' reading comprehension.

2.2.11. Hypothesis

Based on the theories and theoretical assumption, the researcher proposes the following hypothesis:

H₀: There is no significant improvement of students' reading comprehension after being taught by using reciprocal teaching technique.

H₁: There is significant improvement of students' reading comprehension after being taught by using reciprocal teaching technique.

Those are the explanations about some theories related to the research. The theories is used as references to conduct the research

III. RESEARCH METHOD

This chapter discusses the methods of the research, covering: setting of the research, design, population and sample, data collecting techniques, instruments of the research, scoring system, research procedure, data analysis, and hypothesis testing.

3.1. Setting of the Research

The research was conducted in February 2018. The research took place at SMA Negeri 1 Way Pengubuan which is located at Jalan Siliwangi No. 1 Banjar Kertahayu, Way Pengubuan, Lampung Tengah. The reason of taking the research for this educational level because there was no researcher ever conducted a research in that school dealing with improving students' reading comprehension of narrative text through reciprocal teaching technique. Besides, the students of this school still have difficulty in comprehending English text. The research was conducted in the second semester in 2017/2018 academic year. Moreover, based on 2013 Curriculum this school level should master narrative text. Since narrative text is one of the important kind of texts for national final examination.

3.2. Design

This research was quantitative accomplished by using one group pretest-posttest design. Quantitative research is a kind of research in which the data are used and tend to use statistic measurement in deciding conclusion (Hatch and Farhady, 1982: 22). The purposes of this research were to investigate whether there is any significant improvement of students' reading comprehension achievement after being taught through reciprocal teaching technique, which aspects of reading that improve most after being taught through that technique and how the students' responses toward reciprocal teaching technique. The researcher used one group pretest-posttest design. The researcher conducts pretest, treatment, and posttest. Pretest was administered to investigate students' reading comprehension of narrative text before the treatments and posttest was administered to investigate students' reading comprehension of narrative text after the treatments. The design of the research is described as follows:

T1 X T2

Notes:

T1: Pretest

X : Treatment (using Reciprocal Teaching Technique)

T2: Posttest

(Hatch and Farhady, 1982:20)

3.3. Population and Sample

The population of this research was the first grade students of SMAN 1 Way Pengubuan, Lampung Tengah in 2017/2018 academic year. There are four classes of the first grade of SMAN 1 Way Pengubuan. The total number of the first grade

student in that school is 120 students. Each class consists of 30 students. The researcher took one class as the experimental class. In determining the experimental class, the researcher used random probability sampling by lottery because each class has the same opportunity to be chosen as the sample in order to avoid subjectivity in the research (Setiyadi, 2006:39). Therefore, all of those first grade classes get the same chance to be chosen as the sample.

3.4. Data Collecting Techniques

In collecting the data, the researcher administered the test and non-test. The test that was used was objective reading test which consisted of pretest and posttest. Before doing the pretest and posttest, the researcher conducted a tryout test. Moreover, non-test was also used by researcher to collect the qualitative data in order to support the quantitative data. In collecting the qualitative data, the researcher used questionnaire. The explanation is discussed in detail as follows:

1. Pretest

Pretest was administered in order to investigate students' reading comprehension ability before the treatment. This test was given after the researcher getting the result of try out test class. The researcher used the objective test in the form of multiple choices which consisted of 30 items with four options (A, B, C, and D) of each item. One of the option was the correct answer and the others were distracters. It was allocated 60 minutes for the test. The materials in this pretest were narrative text. Pretest data compared with the posttest data to investigate whether reciprocal teaching technique could increase students' reading comprehension or not, and which aspect of reading that most improved after being taught through reciprocal teaching technique.

2. Posttest

Posttest was administered after conducting the treatment of teaching reading comprehension through reciprocal teaching technique. This test aimed to find out whether the result in teaching learning process after the treatment had progressed or not. The test was multiple choices which consisted of 30 items with the option A, B, C, and D. One of the options was the correct answer and the others were distracters. The test conducted within 60 minutes. The materials were narrative text.

3. Questionnaire

Questionnaire distributed in order to investigate the students' responses toward the steps of reciprocal teaching technique. The questionnaire consists of eight statements. The result of the questionnaire is used to support the quantitative data. It was administered after the posttest.

3.5. Research Instruments

In this research, the researcher used three kinds of instrument to collect the data. There were try out, items of reading test, and questionnaire. Try out and items of reading tests were the instruments to collect quantitative data while questionnaire used to collect qualitative data.

3.5.1. Try Out

Tryout test was administered to find out the quality of reading test as the instrument of the research such as validity, reliability, level of difficulty and discrimination of power. Try out test consists of 50 multiple choice items with four options (A, B, C, and D) of each item. One of the option is the correct answer and the others are distracters. The students were those class who has been chosen randomly, out of experimental class. They were given 90 minutes for doing the tryout test.

3.5.2. Item of Reading Test

The items of reading test that the researcher used in collecting the quantitative data were pretest and posttest. The tests were administered before and after the treatment. There were 30 items and it was allocated in 60 minutes.

3.5.3. Questionnaire

Questionnaire is given to the students after the treatment and posttest in order to investigate how the students' response toward the steps of reciprocal teaching technique. The researcher used closed-ended questionnaire adopted from Richards (2001:224).

3.6. Quality of Research Instruments

The quality of a good test is: it has a good validity, reliability, level of difficulty and discrimination power.

3.6.1. Validity

According to Hatch and Farhady (1982:250), validity is the extent to which an instrument really measures the objective to be measured and suitable with the criteria. In other words, a test can be considered to be valid if it measures the objective to be measure and suitable with the criteria. Furthermore, according to Hatch and Farhady (1982: 281) there are two basic types of validity; content validity and construct validity. Therefore, the researcher uses content and construct validity to measure whether the test has a good validity.

a. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. According to Hatch and Farhady (1982:251), content validity is the extent to which a test measures a representative sample of subject matter content, the focus of content

validity is adequacy of the sample and simply on the appearance of the test. In Setiyadi (2006), content validity relates to the indicators of the subject matter that represent the whole material to be measured. The procedure for determining content validity is to compare the test content with the universe of content or behaviours supposedly being measured.

Moreover, a table of specification is made in order to judge whether the content validity already good or not. It means that the items of the test should present the material being discussed. Then, the test will be determined according to the materials that had been taught to the students. In other words, the test will be based on the materials in the English Curriculum. So that it can be said that the test has content validity since the test is good representation of material studied in the classroom. The content of the reading test is presented in the table specification below:

Table 3.1 Table specification of reading test

No	The Types of Reading	Items Numbers	Percentage
1.	Determining the main idea	1, 10, 21, 28, 30, 32, 40, 42, 47	18 %
2.	Finding specific information	2, 7, 8, 11, 12, 17, 18, 22, 23, 25, 29, 33, 34, 36, 38, 43, ,49, 50	36%
3.	Finding references	3, 35, 37, 24, 41	10%
4.	Finding inferences	5, 6, 9, 14, 16, 19, 26, 31, 45, 46, 49	22 %
5.	Understanding vocabulary	4, 13, 15, 20, 27, 39, 48	14%
Total		50	100%

b. Construct Validity

Construct Validity is concerned with whether the test is actually in line with the theory of what it means to know the language (Hatch and Farhady, 1982:251). In this research the researcher focuses on reading comprehension in the form of fictional narrative text. Nuttal (1985) states

that the relation validity of the instrument refers to construct validity in which the question represents five of sort reading skills, i.e. determining main idea, finding detail information, reference, inference and vocabulary mastery.

3.6.2. Reliability

Reliability is a measurement of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination. Setiyadi (2006) says that reliability was a consistency of a measurements or how far that measurements can be measured the similar subjects in different time but showed the same result. To measure the coefficient of the reliability between odd and even group, the researcher uses the following formula:

$$r1 = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

Notes:

r1 : Coefficient of reliability between odd and even numbers items.

x : Odd number.

y : Even number.

x² : Total score of odd number items.

y² : Total score of even number items.

xy : Total number of odd and even numbers.

$$r1 = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

$$r1 = \frac{4488}{\sqrt{[4658][4539]}}$$

$$r1 = \frac{4488}{\sqrt{21142662}}$$

$$r_1 = \frac{4488}{4598,11}$$

$$r_1 = 0,976$$

After getting the reliability of half test, the researcher then used Spearman Brown's Prophecy formula to determine the reliability of the whole test.

The formula is as follows:

$$r_k = \frac{2r_1}{1+r_1}$$

r_k : The reliability of the test

r_i : The reliability of half test

(Hatch and Farhady, 1982:246).

The criteria of reliability are:

0.90-1.01.1 : High

0.50-0.89 : Moderate

0.00-0.49 : Low

$$r_k = \frac{2r_1}{1+r_1}$$

$$r_k = \frac{2(0,976)}{1+0,976}$$

$$r_k = \frac{1,952}{1,976}$$

$$r_k = 0,987$$

Based on the criteria of reliability, it is found that the test items have high reliability that is 0,987.

Reliability of the Questionnaire

Reliability is a consistency of a measurement or how far that measurements can be measured the similar subjects in different time but showed the same result (Setiyadi, 2006). The research gained the data by using quantitative description. The researcher analyzed the reliability to find out whether the questionnaire was reliable or not. A reliable measure was one that provided consistent and stable indication of the characteristic. To measure the reliability of the questionnaire the researcher used Cronbach Alpha Formula.

First of all, the results of the questionnaire were scored based on Likert Scale. To measure the consistency items of the questionnaire, the researcher used Cronbach Alpha Coefficient since it is the most common measurement used to measure the consistency among indicators of the questionnaire. The alpha ranges between 0 and 1. The higher alpha, the more reliable the questionnaire will be (Setiyadi, 2006)

The classification of reliability is as follows:

Between 0.81 too 1.00	: very high reliability
Between 0.61 to 0.80	: high reliability
Between 0.41 to 0.60	: moderate reliability
Between 0.21 to 0.40	: low reliability
Between 0.00 to 0.20	: very low reliability

The reliability of the questionnaire was identified as high reliability based on the result of Cronbach's Alpha which the point is 0.801. It means that the questionnaire is good to be used. (see appendix 20)

3.6.3. Level of Difficulty

In determining the level of difficulty of the test, the researcher used the following formula:

$$LD = \frac{R}{N}$$

Notes:

LD : Level of difficulty

R : the number of students who answer correctly

N : the number of students who join the test.

The criteria are :

<0.30 : Difficult

0.30 – 0.70 : Average

>0.70 : Easy

(Shohamy, 1985: 79)

Based on the result of tryout test, there were four items that were easy, six items that were difficult, and forty items were average. (see appendix 7)

3.6.4. Discrimination Power

Discrimination power refers to the extent to which the item able to differentiate between high and low levels students on the test. A good item according to this criterion is one that good students get good score and get bad score.

To determine the discrimination power, the researcher uses the following formula:

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

Notes:

DP : discrimination power

U : the proportion of upper group students who answer correctly

L : the proportion of lower group students who answer correctly

N : total number of students

(Shohamy, 1985: 82)

The criteria of discrimination power are:

0.00 – 0.19 : poor

0.20 – 0.39 : satisfactory

0.30 – 0.69 : good

0.70 – 1.00 : excellent

- (negative) : bad items, must be omitted

(Arikunto, 1997)

Based on the result of tryout test, it was found 8 items were bad, 10 items were poor, 13 items were good, and 19 items were satisfactory.

Based on the result of level of difficulty and discrimination power, there were 20 items that were suggested to be dropped and change. Those item numbers were 1, 2, 4, 7, 8, 11, 12, 15, 22, 23, 25, 30, 42, 43, 44, 45, 46, 47, 49 and 50 (see appendix 7).

3.7. Scoring System

The researcher used Arikunto's formula in scoring students' reading test result. The highest score is 100. The score pretest and posttest are calculated using the formula as follows:

$$S = \frac{r}{n} \times 100$$

Notes:

S : Score of the reading test

r : Total right answer

n : Total of reading test items

(Arikunto: 1997)

3.8. Research Procedures

In collecting the data, the researcher uses these following procedures:

1. Determining the problem of the research

In this research, the researcher focused on how to improve students' reading comprehension by using reciprocal as a teaching technique in order to prove that reciprocal teaching technique might be used to improve students' reading comprehension ability.

2. Determining the population and sample

The population of this research was the first year students of SMAN 1 Way Pengubuan. One class was selected as an experimental class. The class was selected randomly by using lottery to avoid subjectivity. So that, all of those first grade classes got the same chance to be chosen as the sample.

3. Selecting and determining the material

The reading materials in this research were fictional narrative text. The material was taken from the internet. In addition, the materials were also based on the curriculum that applied in the school where the researcher did the research.

4. Administering tryout test

The try out test was conducted in the first meeting. There are 50 items of this test. The objective of this test was to find out the quality of the test as instrument of the research. The result of try out test was used to measure the level of difficulty and discrimination power. Besides, it was also to find out the validity and reliability of the test. The result of try out test showed that there were 20 items that were suggested to be dropped.

5. Determining the research instrument

The instrument in this research was objective reading test (pretest and posttest) and questionnaire. There were 30 items of multiple choice with four options (A,B,C, and D) of each item. One of the option was the correct answer and the others were distracters. The 30 items of pretest and posttest are based on the result of try out test which consist of 50 items. While the questionnaire consisted of eight statements.

6. Administering the pretest

This test was conducted before the treatment. Pretest was given in order to find out the students' basic reading comprehension ability.

7. Conducting treatment

After the pretest, the researcher taught the students through reciprocal teaching technique. The materials are fictional narrative texts. The treatment was conducted three times. It took 90 minutes for each meeting of the treatments.

8. Administering posttest

After the treatments were given, then the researcher conducted the posttest to find out whether there was any improvements between their score in pretest and posttest. There were 30 items number of multiple choices that was applied in this test.

9. Administering questionnaire

By administering questionnaire the researcher will know how the students' responses about the implementation of reciprocal teaching technique.

10. Analyzing the data

The pretest and posttest result were analyzed using Paired Sample T-test. The difference between pretest and posttest were found by comparing both of the result. The data computed through SPSS program. It was used to find out whether there was an increase or not after being taught using reciprocal teaching technique.

11. Concluding and reporting the data

The researcher drew conclusion based on the data that have been analyzed. The data came from the pre-test and posttest. Based on it, there was conclusion and the researcher reported the data in the script.

Those are several procedures that is used by the researcher in conducting the research.

3.9. Data Analysis.

After the data had been collected by the researcher, she analyzed the data. The researcher computed the students' score to find out whether there was any improvement of the students' reading comprehension ability after being taught through reciprocal teaching technique and to find out aspect of reading that most improved. The researcher examined the students' scores by using following steps:

1. Scoring the pre-test and post-test

2. Scoring the questionnaire of students' responses

The data were analyzed by using manual analysis and descriptive statistics.

The researcher used software SPSS 16.0 to find the reliability of questionnaire.

3. Tabulating the results of the test and calculating the score of the pre-test and post-test.
4. Drawing conclusion from the tabulated-result of the pretest and posttest that is administered, that is by statistically analyzing the data using statistical computerization.

3.10. Hypothesis Testing

The hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not. The improvement of students' reading comprehension will be approved at the significant level of 0.05 in which $\alpha < 0.05$ (Setiyadi, 2006: 97). To determine whether the first hypothesis accepted or rejected, the following criteria acceptance will be used:

H_0 : There is no significant improvement of students' reading comprehension after being taught by using reciprocal teaching technique.

H_1 : There is significant improvement of students' reading comprehension after being taught by using reciprocal teaching technique.

The criteria are:

H_0 will be accepted if alpha level is higher than 0.05 ($\alpha > 0.05$).

H_1 will be accepted if alpha level is lower than 0.05 ($\alpha < 0.05$).

These are the explanation about the method related to the research. The method is used as guidance to conduct the research.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of this study. The conclusions are then followed by suggestions.

5.1. Conclusions

Based on the findings of the data analysis, some conclusions can be drawn as follows:

1. There is significant difference of students' reading comprehension after being taught through reciprocal teaching technique. It can be seen from the value of two tailed significant which is lower than 0.05 ($0.000 < 0.05$). It is also supported by the students' mean score of pretest that increases from 55.87 to 70.00 in posttest with the gain 14.13 points. It indicates that the alternative hypothesis (H_1) is accepted.
2. The aspect of reading that improved the most by using reciprocal teaching technique is specific information aspect with the increase 19.1%, followed by reference with the increase 15.3%, main idea increased 14%, inference increased 12.1%, and vocabulary increased 10%.
3. The result of questionnaire shows that most of students 949 of 1200 (79%) gave positive response toward the steps of reciprocal teaching technique in teaching learning process.

5.2. Suggestions

Based on the conclusion above, the researcher proposes some suggestions concerning the research finding as follows:

1. For the teachers
 - a. English teachers are recommended to apply reciprocal teaching technique as the alternative technique in teaching reading. It is because reciprocal teaching technique encourages the students to be more active and interested in teaching learning process.
 - b. The teacher should pay more attention to students' vocabulary. The teacher should give an extra explanation about vocabulary since most of students have difficulties in this aspect. It can be realized by giving more various vocabulary which are appropriate to the students of senior high school level in order to enhance their vocabulary list.
 - c. The teacher should make highly good preparation before applying reciprocal teaching technique such as giving instructions more clearly, preparing the visual clues of the material in order to help the students in understanding the text and to make them more interested to the materials given.
 - d. The teacher may apply some regulations in order to control the class to avoid too much noise during the process of learning because the learning process takes place in the form of dialog.

2. For further researchers
 - a. This research was conducted in Senior High School level. Thus, it is suggested for further researcher to conduct the research by using reciprocal teaching technique on different level of students.

- b. This research utilized narrative text as the teaching material. Therefore, the further researcher can conduct the research by using different kinds of text.

This chapter has presented the conclusions of this study. The conclusions are then followed by suggestions for teacher and further researchers.

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