THE IMPLEMENTATION OF RECIPROCAL TEACHING TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION AT SMP AL-KAUTSAR BANDAR LAMPUNG

(A Script)

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ABSTRACT

**THE IMPLEMENTATION OF RECIPROCAL TEACHING TECHNIQUE
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The aims of this research were to find out whether there was a significant improvement of students' reading comprehension before and after the implementation of reciprocal teaching technique, to find out which aspect of reading improved the most after the implementation of reciprocal teaching technique, and to find out students' obstacles during the implementation of the technique. The population of this research was the third grade students of SMP Al-Kautsar Bandar Lampung with a sample of Class IX B. The results showed that there was a significant improvement of students' reading comprehension before and after the implementation of reciprocal teaching technique. It could be seen from the result of the test which showed the significance level of $p < 0.05$ (p= 000), in which the students' mean score in the pretest which was 61.17 improved to 83.60 in the posttest with a gain of 22.43. In addition, mastering vocabulary was the aspect of reading that improved the most after the implementation of the technique. The result of questionnaire showed that students faced some obstacles such as: lack of vocabulary mastery, difficulties to summarize a text and difficulties to find references. It can be concluded that the implementation of reciprocal teaching technique can help students to improve their reading comprehension.

Keywords: reading comprehension, reciprocal teaching technique, report text

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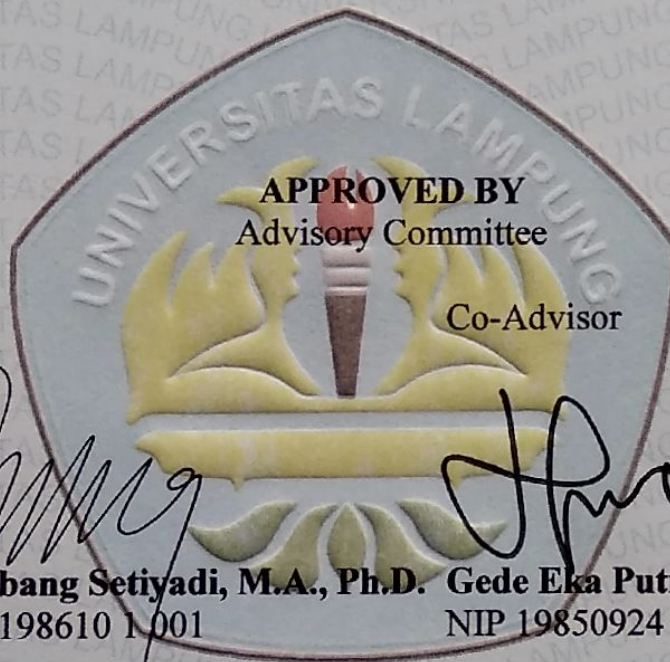UNIVERSITY OF LAMPUNG
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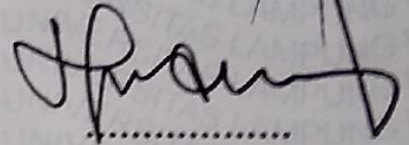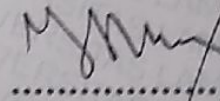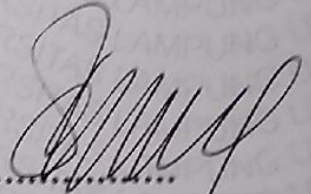NIP 19640106 198803 1 001

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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 14 Agustus 2019

Annisya Tiara Mustika H.M.

CURRICULUM VITAE

The researcher's name is Annisya Tiara Mustika. She was born on December 16th 1996 in Bandar Lampung. She is the only child of Hendy Mulyadi and Yulida.

Her educational background started at TK Al-Kautsar Bandar Lampung in 2001. She continued her study in SD Al-Kautsar Bandar Lampung. After that, she registered in SMP Al-Kautsar Bandar Lampung and graduated in 2012. Then, in 2012, she studied in SMA Al-Kautsar Bandar Lampung and graduated in 2015.

In 2015, she started to study in English Education Study Program, Faculty of Teacher Training and Education in University of Lampung. From July to August 2018, she did KKN program in Pasir Sakti, Lampung Timur and did PPL at SMAN 1 Pasir Sakti Lampung Timur.

DEDICATION

With love and appreciation, this script is proudly dedicated to:

My beloved parents: Hendy Mulyadi and Yulida.

English Department 2015.

My almamater, University of Lampung.

MOTTO

"Give. Even when you know you can get nothing back."

Yasmin Mogahed

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All praises is rendered only to Allah SWT for His gracious mercy and tremendous blessing that enabled the writer to accomplish her script. This work entitled "The Implementation of Reciprocal Teaching Technique to Improve Students' Reading Comprehension at SMP Al-Kautsar Bandar Lampung" is submitted as compulsory fulfillment of the requirement for S-1 Degree at the Department of Language and Arts Education, Faculty of Teacher Training and Education, University of Lampung.

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I. INTRODUCTION

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

1.1. Background

Reading is a process of understanding a written or printed text. It is a complex activity which uses our comprehension in order to understand the information. According to Grebe and Stroller (2002: 9), reading is the ability to draw meaning from printed page and interpret the information appropriately. It means that to get the information from a text, we need to know the meaning from the text clearly.

According to Nuttal (1985), reading has five aspects. Those aspects include determining main idea, determining specific information, finding reference, finding inference, and mastering vocabulary. The five aspects of reading can influence the reader to draw the meaning from the printed page and interpret the information appropriately. Those aspects can help the readers to comprehend what they read. As generally, the five aspects of reading are needed to achieve the objective of the reading itself.

The objective of the reader is comprehension of what they read. Comprehension is the main power of understanding. The readers need to understand the information that they get from the text. If the readers do not comprehend the information from

the text, we can say that reading activity is meaningless. It can be said that there will be no reading when there is no comprehension.

Reading is one of English skills that is taught at school. It has the objective that is to construct the meaning of the words from the information. In addition, the objective is written on Curriculum 2013. Based on Curriculum 2013, the objective of teaching reading is to make the students able to identify the whole text and understand the vocabulary. As the skill is taught at school, reading is an essential skill which needs to be learned by students.

Unfortunately, based on pre-observation that the researcher did in SMP Al-Kautsar Bandar Lampung, the researcher found that many students got difficulties in reading. The difficulties came when they did not understand new words from a text since they had inadequate vocabulary mastery, they did not understand how to identify specific information and main idea of a text, they did not understand how to determine the word reference and make inference. Those difficulties made them unable to interpret the information from a text.

Besides the inadequate vocabulary mastery, the researcher found that SMP Al-Kautsar still used a conventional teaching technique. The teacher explained a text to students by translating words one by one. In reality, the use of an appropriate technique is an important thing in teaching-learning process. The appropriate technique of teaching reading gives effect to students' willingness to comprehend English. Students can have less motivation if the teacher uses monotonous technique in every meeting. It makes students get bored when learning English by using conventional teaching technique.

The use of approriate technique and appropriate material can make students active in teaching-learning process. Thereby, it is important to provide an alternative technique in teaching reading in the classroom because the appropriate technique can be used to improve students' reading comprehension.

The researcher indicates the way of teaching reading by using reciprocal teaching technique. According to Palinscar and Brown (1984), reciprocal teaching technique is an instructional activity in the form of a dialog between teacher and students regarding the segment of the text. The technique is built on four steps; predicting, questioning, clarifying and summarizing. Each step has its own purpose within the teaching-learning process. This technique is used to improve their reading comprehension of text in which the teacher and the students take a turn leading a dialog concerning the section of the text. This technique needs students' participation and students of different ability levels in order to make class active.

There are many researchers who have done some studies dealing with reciprocal teaching technique as a strategy in the teaching-learning process. Among others is Puspitasari (2018). She conducted the research to find out whether reciprocal technique can improve students' reading comprehension of narrative text. The result of the research showed that teaching reading through reciprocal teaching technique improved students' reading comprehension ability. Based on the research, the researcher found that the aspect of reading that improved the most is specific information.

Another researcher is Zulpahmi (2014). He conducted research dealing with reciprocal teaching technique. The objectives of the research were to find out

whether reciprocal teaching technique can improve speaking skill and to find out the factors that influence the improvement of speaking skill of the third-grade students of SMKN 1 Rambah by using reciprocal teaching technique. This research was an action research that was done through three cycles. The participants of the study were 39 students. The data were collected through speaking test, observation checklist, file notes or video, recording, and interview. The finding showed that there was a significant influence after the implementation of reciprocal teaching technique on speaking ability.

Based on the previous researches above, it can be concluded that reciprocal teaching technique can improve students' speaking and reading skills. Previous studies focused on speaking and reading skills in narrative text. This case initiated the researcher to find out whether there was any significant improvement of students' reading comprehension before and after the implementation of reciprocal teaching technique, to find out aspect of reading that improved the most after the implementation of reciprocal teaching technique and the researcher sought to investigate students' obstacles during the implementation of reciprocal teaching technique. Therefore, this research was urgent to conduct.

1.2. Research questions

The researcher formulates the problems as follows:

1. Is there any significant improvement of students' reading comprehension before and after the implementation of reciprocal teaching technique at SMP Al-Kautsar Bandar Lampung?

2. What aspect of reading improves the most after the implementation of reciprocal teaching technique at SMP Al-Kautsar Bandar Lampung?

3. What are students' obstacles during the implementation of reciprocal teaching technique at SMP Al-Kautsar?

1.3. Objectives

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

1. To find out whether there is any significant improvement of students' reading comprehension before and after the implementation of reciprocal teaching technique at SMP Al-Kautsar Bandar Lampung.

2. To find out which aspect of reading that improves the most after the implementation of reciprocal teaching technique at SMP Al-Kautsar Bandar Lampung.

3. To find out students' obstacles during the implementation of reciprocal teaching technique at SMP Al-Kautsar Bandar Lampung.

1.4. Uses

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

1.4.1. Theoretically

The results of this research are expected to support the existing theories dealing with teaching reading.

1.4.2. Practically

The result of this research can be used as a source of information and reference by the teachers who want to use reciprocal teaching technique as an alternative technique in teaching reading.

1.5. Scope

The focus of this study was students' reading comprehension which was treated by reciprocal teaching technique in terms of main idea, specific information, reference, inference, and vocabulary. This research was conducted at the third grade of SMP Al-Kautsar Bandar Lampung. Also, the researcher chose report text as the material. The research focused on the implementation of reciprocal teaching technique in teaching report text because it is taught at Grade IX of junior high school. To find out students' obstacles during the implementation of reciprocal teaching technique, a questionnaire was used after the implementation of the technique is finished in which the questions related to the aspects of reading and the steps of the technique.

1.6. Definition of Key Terms

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

1.6.1. Implementation

Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions. (Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F., 2005)

1.6.2. Reciprocal Teaching Technique

According to Palinscar and Brown (1984), reciprocal teaching is an instructional activity. It takes the form of a dialogue between teachers and students regarding segments of text for the purpose of constructing the meaning of the text. Reciprocal teaching is a reading technique that is taught to improve students' reading comprehension which consists of five aspects include determining main idea, determining specific information, finding reference, finding inference and mastering vocabulary. The reciprocal approach provides students with four specific reading steps that are actively and consciously used to support comprehension: predicting, clarifying, questioning, and summarizing. So, reciprocal teaching technique is a technique that has four steps to teach students in the form of a dialog between teachers and the students.

1.6.3. Reading

According to Grebe and Stroller (2002: 9), reading is the ability to draw meaning from the printed page and interpret the information appropriately.

This chapter had already explained the background, research questions, objectives, uses, scope and definition of key terms. The explanation was used as the main problem why the researcher will conduct the research.

II. LITERATURE REVIEW

This chapter discusses literature review that deals with the review of previous research, concept of reading, aspects of reading, teaching reading, concept of reciprocal teaching technique, procedure of teaching reading using reciprocal teaching technique, advantages and disadvantages, concept of report text, theoretical assumption, and hypotheses.

2.1. Review of Previous Studies

There are many researchers who have done some studies dealing with reciprocal teaching technique as the strategy in teaching-learning process. The result of the studies is various. Among others is Puspitasari (2018). She conducted research to find out whether the reciprocal technique can improve students' reading comprehension of narrative text. The population of the 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 using random probability sampling of lottery. The result of the research showed 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. Based on the research, she found that the aspect of reading that improved the most was specific information.

Another researcher was conducted by Zulpahmi (2014). He conducted research dealing with reciprocal teaching technique. The objectives of the research were to find out whether reciprocal teaching technique can improve speaking skill and to find out the factors that influence the improvement of speaking skill of the third-grade students of SMKN 1 Rambah by using reciprocal teaching technique. This research was an action research that was done through three cycles. The participants of the study were 39 students. The data were collected through a speaking test, observation checklist, file notes/video, recording, and interview. The finding showed that there were a significant influence of reciprocal teaching technique on speaking skill.

Moreover, Utami (2013) conducted research dealing with reciprocal teaching technique. The purpose of the research was to investigate how the reading comprehension ability of the Grade VIII students at SMP N 13 Yogyakarta can be improved through reciprocal teaching (RT). The research results showed that reading comprehension of most students improved after the reciprocal teaching (RT) was implemented. The students made improvement of some aspects such as predicting the content of the text, finding details information or important information of a text, guessing meaning of the difficult word, finding main idea of a paragraph, and made conclusion or summary of a text. It was indicated from the increase of the mean of students' reading comprehension score in pre-test and post-test.

Furthermore, there was a research conducted by Nugraha (2011). The objective of the research was to find the improvement of students' reading comprehension after the implementation of reciprocal teaching technique. The subject of this research was the students of class VIII A of SMP Negeri 19 Surakarta in the academic year of 2007/2008. The improvement of students' score can be seen from the differences between pretest and posttest. The mean score of pretest improved from 5.6 to 5.8 in the forst posttest in Cycle 1 and it also improved to 7.3 in the second posttest in Cycle 2. The test result showed that there was an improvement of the students' reading comprehension after the researcher conducted the research. The results of this research were teaching reading comprehension by using reciprocal teaching technique can improve students' reading comprehension, increase their vocabulary, encourage them to be active, and enhance their cooperative skills.

Those are the researchers who have done some studies dealing with the reciprocal teaching technique. It can be concluded that the reciprocal teaching technique can improve students' speaking and reading skills using narrative text and recount text, meanwhile, this present research focused on reading skill in report text. This research seeks the researcher to find out whether there was any significant improvement of students' reading comprehension before and after the implementation of reciprocal teaching technique, to find out aspect of reading improved the most after the implementation of reciprocal teaching technique and to find out students' obstacles during the implementation of reciprocal teaching technique.

2.2. Concept of Reading

Reading is one of the essential skills that make readers to gain the information from the text. It is the guidance that is used to improve our knowledge. The process of reading is an important thing that should be noticed in order to produce the comprehension of the information. Then, reading is the construction of meaning from written message. According to Grebe and Stroller (2002: 9), reading is the ability to draw meaning from printed page and interpret the information appropriately. Reading involves an interactive process between readers and text itself.

According to Sutarsyah (2015), reading is an active process between the reader and the text. Reading is actually a cognitive process where the 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. Reading process is unity of mental cognitive which can act when the readers read the text. Then, reading is not considered as decoding and translating the printed symbols in the text where the reader moves his eyes, recognizes letter, combines the words to form phrases, clauses, and sentences of the text (Sutarsyah, 2013).

According to Anthony, Pearson, and Raphael (in Farrell, 2002), reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. Dynamic interaction means interaction that happens continuously between the reader and information with the existing knowledge in order to comprehend the text easily.

From the explanation above, it can be said that reading is the important skill that uses the interaction between the reader and the text. The students in every level are able to train their ability in order to gain information from the text easily.

2.3. Aspects of Reading

Reading is a complex process. According to Nuttall (1985), there are five aspects of reading which help the students to comprehend English text including main idea, specific information, reference, inference, and vocabulary.

1. Main idea

   According to Sarwono and Purwanto (2013), main idea can usually be located if we can determine what the topic sentence is. Topic sentence is a sentence that develops a single controlling idea in within the paragraph. The function of the topic sentence is to substantiate or support statement.

2. Specific information

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

3. Reference

   According to Sarwono and Purwanto (2013), recognizing reference in a text will help us to understand that a certain text is not a random collection of sentences. There is interrelationship among the sentences within the text. References are words or phrase used either before or after the reference in the

reading material. Reference is used to avoid unnecessary repletion of words or phrases.

4. Inference

    Suparman (2012) defines that inference is a good guess or conclusion drawn based on a logic of passage. Drawing inference means that the readers imply the sentences meaning, then, conclude it logically. Furthermore, Shihab (2011) states that inference as the main strategy to build up meaning of the text. He said that inference is a mental process which is activated through interpretation.

5. Vocabulary

    Vocabulary is the essential thing which is found in the text. Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. Generically, vocabulary is the knowledge of meanings of words (Hiebert & Kamil, 2005).

2.4. Teaching Reading

Teaching is process of delivering something to learners. Teaching is a set of events, outside the learners which are designed to support internal process of learning (Sequira, 2017). Teaching as instruction is outside the learner and learning is internal to learners. Teaching reading for comprehension is one of the strategies in teaching reading (Anderson in Mahmud, 2008). Teaching reading is necessity because reading is one of key factors of mastering the language. The objective of teaching reading is helping the students to get the idea from the text. Teaching reading in standard English means helping them acquire the literate behaviors, the ways of thinking about text, that is practiced by native speakers of English (Mikulecky, 2008).

In teaching reading, teacher is able to provide alternative technique in order to make students interested in the material. Then, the technique should be appropriate to the reading purpose for achieving the goals. So, teaching reading means that the teacher encourages the students to acquire English from the text by using the appropriate technique. In other words, the appropriate technique is needed in the teaching-learning process in order to achieve the goals of the process.

2.5. Concept of Reciprocal Teaching Technique

Reciprocal teaching technique is technique that can be used to teach reading in the class. The technique was designed by Palinscar and Brown (1984). Reciprocal teaching technique is characterized by:

1. The dialog between teacher and students, each took turn in the role of dialog leader,

2. Reciprocal means where one person acts in response to others,

3. Structured dialog using four steps; predicting, questioning, clarifying, and summarizing.

The reciprocal teaching technique refers to the instructional activity that takes place in the form of the dialog between teacher and students regarding the segment of the text (Palinscar & Brown, 1984). Reciprocal teaching technique provides students with four specific reading steps that actively and consciously were used in analyzing the text; predicting, questioning, clarifying, and summarizing.

The purpose of the reciprocal teaching technique is to facilitate the group between the teacher and the students to comprehend the text using the steps of the technique. Each step is selected as follows:

1. Predicting

   Predicting involves looking for clues in the structure and content of a passage that might suggest what will occur next. It can activate prior knowledge and encourage students to continue passage to determine if their predictions are correct. Students are instructed to use the title to make the first prediction about the story and then to use the clues in the story to make additional predictions before reading each new paragraph.

2. Clarifying

   Clarifying involves discerning when there is any difficulty in comprehension and taking steps to repair meaning. It can assure that the passage will make sense to the reader. Students are instructed to be alert to occasions when they do not understand the meaning of the text, and when this takes place to process the text again.

3. Questioning

   Students generate questions they have after reading text. The text consists of essential information. In questioning, it allows readers to understand the text and helps them to identify what important in the story is. To make up questions, the words who, how, when, where, and why are used.

4. Summarizing

   A summary is a statement that tells the most important ideas that are contained in a paragraph or section of text. It can improve understanding and

memory of the text. Firstly, students are instructed to place the topic sentence of a paragraph. Secondly, students are instructed to place the most important details that support the topic sentence. Finally, students are instructed to restate the main idea and supporting details in their own words.

All the steps can help the students to construct the meaning of the text. In conclusion, the reciprocal teaching technique is instructional activity that uses four steps to make students comprehend text easier.

2.6. Procedures of Teaching Reading Using Reciprocal Teaching Technique

The procedure is the steps to conduct the research. According to Slavin in Puspitasari (2018), the procedures that the researcher used in this research as follows:

1. The teacher gave the passage to students.

2. The teacher explained the material that will be taught in the meeting.

3. The teacher gave instruction to the students to read silently whatever portion of the passage.

4. Model the strategies (predicting, clarifying, questioning, and summarizing)

5. The teacher asked the students about aspects of reading. Such as main idea, specific information, reference, inference, and difficult word about vocabularies.

6. The teacher invited the students to make a comment regarding your teaching and the passage.

7. The teacher asked to assign the next segment to read silently. Chose one student to act as a teacher.

8. Train the students like a teacher through the activities as necessary. Encourage the other students to participate in the dialog, but always give the students an opportunity to go first and lead the dialog. Be sure to give the students plenty of feedback and praise for his or her participation.

9. As the training days go by, try to remove role of teacher. Teacher's role will be continued to be monitoring, keeping students on track and helping the students over the problem. Throughout the training, continuing to take the turns as a teacher, modeling at least once a session.

2.7. Advantages and Disadvantages

Every technique has an advantage and disadvantage. It is important to know the advantage and disadvantage in order to use it effectively in the classroom. The following are the advantages and disadvantages of reciprocal teaching technique (Yawisah, 2014).

2.7.1. The advantages of reciprocal teaching technique

There are some advantages of reciprocal teaching technique as follows:

1. Students who use reciprocal teaching can improve their summaries with practice and works independently.

2. Because the students are more cognitively engaged in the material, the reciprocal teaching classes see fewer disruptive student behaviors.

3. The reciprocal teaching has also been shown to help students develop interpersonal communication skills because they must interact with other students and the teacher.

4. Because student team helps each other, this teaching strategy involves students helping and teaching other students. This is thought to encourage student self-efficiency and self-esteem.

2.7.2. The disadvantages of reciprocal teaching technique

Reciprocal teaching technique also has some disadvantages which include:

1. It is possible that students will provide wrong feedback to other students while discussing the material.

2. In larger groups of students, sometimes it is hard for the teacher to monitor all of the communications between the students, and misinformation may be passed through the class.

Those are the advantages and disadvantages of using the reciprocal teaching technique to teach reading in the class.

2.8. Concept of Report Text

According to Barker (2000: 23), report text is a piece of writing which aims to describe something in a general way. Often it is non-chronological and written in the present tense. This theory implies that report text refers to kind of text that describes the information by explaining the general information which is used to report the information.

2.8.1. Generic Structure of Report Text

According to Lehman in Roza (2014), he defines that the generic structures of report text are:

1. Title, a title states a subject to be discussed,

2. General identification or classification of subject, this part as a introduction to the main discussion,

3. (Series of) descriptions, the phenomena in whole paragraph involved.

Based on the topic opinions above, the writer can conclude that generic structure of report text consist of two main points, they are general classification and description. General classification is to state classification of general aspect of thing like animal, public place, and plant. Then, description is to describe a thing that will be discussed detail in a part.

2.9. Theoretical Assumption

Reading is one of the skills that is used to master English. In fact, students got difficulties to comprehend English in reading skill. Students got difficulties to comprehend English because they did not know the meaning of new vocabulary. It made students do not understand the text and difficult to comprehend the text. Students who had less vocabulary felt difficult to comprehend the text and understand aspects of the reading, including determining main idea, determining the specific information, finding inference, finding reference, and mastering vocabulary.

Reciprocal teaching technique is the instructional activity that takes place in the form of the dialog between teacher and students regarding segment of text. The researcher assumed that the reciprocal teaching technique was one of the techniques that can be used to improve aspects of the reading. Reciprocal teaching technique has four steps, they are predicting, questioning, clarifying, and summarizing. It was assumed that reciprocal teaching technique could be an

effective technique to teach reading in the class by using four aspects in order to improve students' reading comprehension.

2.10. Hypotheses

Based on the theories and the theoretical assumption, the researcher formulates hypotheses as follows:

The first research question

H_0 = There is no significant improvement of students' reading comprehension before and after the implementation of reciprocal teaching technique.

H_1 = There is a significant improvement of students' reading comprehension before and after the implementation of reciprocal teaching technique.

The second research question

Vocabulary is the aspect of reading that improves the most after the implementation of reciprocal teaching technique.

Those are the explanation about theories which related to the research. The theories were used as a reference to conduct the research.

III. METHODS

This chapter discusses design, population and sample, variables, instruments, quality of research instrument, data collecting technique, data analysis, and hypotheses testing.

3.1. Design

This research was a quantitative research by using one group pretest-posttest design. The purposes of this research were to find out whether there was any significant improvement of students' reading comprehension before and after the implementation of reciprocal teaching technique, to find out aspect of reading improved the most after the implementation of reciprocal teaching technique, and to find out students' obstacles during the implementation of reciprocal teaching technique. The researcher conducted a pretest, treatment, and a posttest. The pretest was administered to find out students' reading comprehension before treatments and the posttest was administered to find out students' reading comprehension after treatments. The design of the research is described as follows:

T1   X   T2

Notes:

T1 : Pretest

X : Treatment

T2 : Posttest   (Setiyadi, 2006)

3.2.   Population and Sample

The population of this research was the third-grade students of SMP Al-Kautsar Bandar Lampung, Rajabasa, Bandar Lampung in academic year 2018/2019. There were nine classes of third grade of SMP Al-Kautsar. The total number of the third-grade students were around 315 students. Each class consisted of about 30 - 35 students. Class IX B was taken as the experimental class. In determining the experimental class, the researcher used purposive sampling. The researcher chose IX B because that class was the recommendation from the teacher at SMP Al-Kautsar since the class was had an average level of proficiency to apprehend a reading text than the other class.

3.3.   Variables

There are two variables, they are dependent and independent variables. Dependent variable is a prime variable, and this variable can be measured after the treatment of the research is done. Dependent variable is a product of interaction of all variables, while independent variable is variable that used to influence the dependent variable (Setiyadi, 2006: 106). Then, this research used one dependent variable and one independent variable.

3.4.   Instruments

The researcher used instruments to collect the data. The instruments are items of reading test and questionnaire. Items of reading test were the instrument to collect quantitative data while the questionnaire was the instrument to collect the qualitative data.

3.4.1. Reading Test

The pretest and the posttest were used as reading tests which the researcher chose. The pretest and the posttest were the instruments for collecting quantitative data. Each test consisted of 30 questions and it was allocated 80 minutes.

3.4.2. Questionnaire

The questionnaire was used to collect qualitative data. The researcher used open-ended questions. According to Setiyadi (2006: 36), by using open-ended question the respondents can give long answer. The questionnaire was given after the implementation of treatment to investigate the students' obstacles during the implementation of reciprocal teaching technique. The questionnaire consisted of 10 questions. Then, the result of the questionnaire was used to support the quantitative data.

Table 3.1. Specification of Questionnaire

Specification of questionnaire	Questions
Questions about reciprocal teaching technique	1, 2, 3, 4, 5
Questions about aspects of reading	6, 7, 8, 9
Questions about all the treatment	10
Total of items	10

3.5.   Quality of Research Instruments

The quality of a good test can be seen from the validity, reliability, level of difficulty and discriminating power.

3.5.1. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. Setiyadi (2006) states that 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 behaviors supposedly being measured.

Furthermore, in order to get the content validity of teaching reading, the researcher arranged the materials based on the students' competence in a syllabus for the third grade of SMP. It can be said that the test has content validity since the test is a good representation of material in the classroom. In addition, inter-rater was used to check the validity both of content validity and construct validity.

Table 3.2. Specification of Reading Test

No	Aspects of Reading	Items number	Percentage
1	Main idea	1, 7, 12, 13, 17, 18, 22, 25	20 %
2	Specific information	2, 4, 14, 15, 19, 30, 33, 39	20 %
3	Reference	3, 21, 23, 28, 31, 37, 34, 40	20%
4	Inference	8, 10, 11, 16, 29, 35, 36, 38	20 %
5	Vocabulary	5, 6, 9, 20, 24, 26, 27, 32	20 %
	Total	40 questions	100%

3.5.2. Construct Validity

Construct validity is needed as a measuring instrument which has some aspects in order to measure the skill (Setiyadi, 2006). In this research, the researcher focused on teaching reading using report text. Furthermore, construct validity refers to the questions which represent five aspects of reading skill. Those aspects are determining main idea, determining specific information, finding reference, finding inference, and mastering vocabulary.

3.5.2. Reliability

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

$$r_l = \frac{\sum xy}{\sqrt{[\sum x^2][\sum y^2]}}$$

Where:

r_l : coefficient of reliability between odd and the even numbers items

x : odd number

y : even number

x^2 : total score of odd number items

y^2 : total score of even number items

x y: total number of odd and even numbers

After getting the reliability of the test, the researcher uses *Spearman Brown's Phrophecy formula* to determine the reliability of the whole test. The formula is as follow:

$$rk = \frac{2rl}{1+rl}$$

rk : the reliability of the test

rl : the reliability of half test

(Hatch and Farhady, 1982)

The criteria of reliability are:

0.90 – 1.00   : high

0.50 – 0.89   : moderate

0.0 – 0.49   : low

3.5.3. Level of Difficulty

In determining the level of difficulty of the test, the researcher uses this formula:

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

Notes:

LD   : level difficulty

R   : the number of students who answer correctly

N   : the number of students who join the test

(Shohamy, 1985:79)

The criteria are:

LD < 0.30   : difficult

LD = 0.31- 0.70   : average

LD > 0.71- 1.00   : easy

3.5.4. Discriminating Power

Discriminating power tells how well the items in order to separate the high-level students and the low-level students. To determine the discriminating power, the researcher uses this formula:

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

DP   : Discrimination power

U   : Number of upper group students who answer correctly

L   : Number of lower group students who answer correctly

N   : Total number of students

(Shohamy, 1985:82)

The criteria of discriminationg power are:

DP : 0.00 - 0.19   : poor

DP : 0.20 - 0.39   : satisfactory

DP : 0.40 - 0.69   : good

DP : 0.70 - 1.00   : excellent

DP : -(negative)   : bad item

3.5.5. Scoring System

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

$$S = \frac{r}{n} \text{ x } 100$$

Notes:

S   : score of the reading test

r   : total of correct answer

n   : total of reading test items

(Arikunto, 1997)

3.6. Data Collecting Technique

In collecting the data, the researcher used an objective reading test which consists of pretest and posttest. Moreover, the researcher used the qualitative data in order to support the qualitative data. In collecting the qualitative data, the researcher used a questionnaire. The explanation was discussed in detail as follows:

3.6.1. Try Out

Try out was conducted in the first meeting. The objective of try out was to find the quality of the test as an instrument of the research. The try out test was consisted of 40 items. Then, the result of try out was used to measure the level of difficulty and discriminating power.

3.6.2. Pretest

The pretest was administered in order to find out aspect of reading improves the most after the implementation of reciprocal teaching technique. The pretest was given to the students before the implementation of reciprocal teaching technique. 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 option was the correct answer and the others were distracters. It was allocated 80 minutes for the test. The material in the pretest was report text.

3.6.3. Posttest

Posttest was administered after the implementation of reciprocal teaching technique. Posttest had been given to the students after the implementation of the technique. 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 option was the correct answer and the others were distracters. It was allocated 80 minutes for the test. The material in this posttest was report text.

3.6.4. Questionnaire

The questionnaire was distributed in order to find out students' obstacles during the implementation of reciprocal teaching technique. The questionnaire consisted of 10 questions. The researcher used open-ended question. According to Setiyadi (2006: 36), by using open-ended question the respondents can give long anwer, moreover, long answer as paragraph. By using open-ended question, the respondents also can write their problem during the implementation of reciprocal teaching technique easily without the limit.

3.6.4.1. Examination of the Data Validity

To avoid errors in collecting the data, the researcher used examination of the data validity. In conducting the examination of the data validity, it is necessary to observe directly and continuously. The researcher distributed questionnaire to the sample of the research which was the students of the third grade of SMP Al-Kautsar Bandar Lampung. The researcher used triangulation to check the consistency of the data. According to Campbell and Fiske (1959), triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research. In addition, triangulation was an attempt to check the correctness of the data or information obtained by researcher from different angles by reducing as many errors as possible at the time of collecting and analyzing the data. In this research, the researcher used time triangulation to check validity of the questionnaire.

According to Cohen and Manion (1980), time triangulation attempts to take into consideration the factors of change and process by utilizing cross-sectional and longitudinal designs. Time triangulation was used because time often affects the credibility of the data. Not all the data which collected by using questionnaire is valid. Therefore, to check the validity of data, the researcher can use various ways such as interview methods, and observation in other times and situations. When the test results produce different data, it was necessary to test repeatedly to produce valid results.

3.7.   Research Procedures

Research procedures are the steps to conduct the research. The procedures that the researcher used in this research are:

1. Determining problem of the research

In this research, the researcher focused on the aspect of reading that improved the most after the implementation of reciprocal teaching technique in order to prove that reciprocal teaching technique can be used to improve students' reading comprehension.

2. Determining population and sample

Population of this research was the third grade of SMP Al-Kautsar Bandar Lampung. IX B was selected as the sample of this research. The researcher chose the class by using purposive sampling.

3. Selecting and determining material

Researcher used reading material that was report text. The material was taken from students' English textbook and internet.

4. Determining the instruments

The instruments in this research were an reading test and questionnaire. There were 30 items of multiple choice with four options (A, B, C, and D) of each item.

5. Administering try out test

Try out test was conducted in the first meeting. The objective of the test was to find out the quality of the test as intrument of the research. The result of try out test was used to measure the level of difficulty and discrimination power.

6. Administering the pretest

Pretest was conducted before the treatment. The pretest was given in order to find out students' initial reading comprehension.

7. Conducting treatment

The treatment of this research was reciprocal teaching technique. After administering the pretest, the researcher implemented reciprocal teaching

technique by using report text in the classroom. The treatment was conducted three times. It took 80 minutes for each meeting of the treatment.

8. Administering the posttest

A posttest was conducted after the treatment. The posttest was given in order to find out whether there was any improvements between students' score in the pretest and the posttest.

9. Administering a questionnaire

A questionnaire was given in order to find out students' obstacles during the implementation of reciprocal teaching technique

10. Analyzing the data

The pretest and the posttest results were analyzed using Anova. The differences between the pretest and the posttest were found by comparing both of the results.

11. Analyzing the result of questionnaire

After administering a questionnaire, the researcher analyzed the result of the questionnaire by using descriptive analysis. Descriptive analysis was used since the researcher used her own idea including her interpretation of the data.

12. Concluding and reporting data

The researcher made a conclusion based on the data that had already analyzed. The data came from the pretest, the posttest, and the questionnaire.

Those are several procedures that used by researcher in conducting the research at SMP Al-Kautsar Bandar Lampung.

3.8.   Data Analysis

3.8.1. Quantitative Data Analysis

After the researcher collected the data, then the researcher computed the students'

score to find out whether there was any significant improvement of students'

reading comprehension before and after the implementation of reciprocal teaching

technique and to find out aspect of reading improved the most after the

implementation of reciprocal teaching technique. The researcher was examined

the students' scores by using the following steps:

1. Scoring the pretest and posttest.

2. Tabulating the results of the test and calculating the score of the pretest and

    posttest.

3. Calculating the significant improvement of the test by comparing the means of

    the pretest and posstest.

4. Drawing a conclusion from the data.

3.8.2. Qualitative Data Analysis

The researcher analyzed the questionnaire of students' obstacles during the

implementation of reciprocal teaching technique. In qualitative data, the

researcher used descriptive analysis to draw the conclusion from the data.

Furthermore, in analyzing the questionnaire the researcher used description

analysis since the researcher uses her idea and interpretation towards the data

(Setiyadi, 2006: 262).

3.9. Hypotheses Testing

Hypotheses testing was used to prove whether the hypotheses in this research was accepted or not. *Repeated Measure T-test* was used to find out significant improvement of students' reading comprehension before and after the implementation of reciprocal teaching technique and to find out aspect of reading improves the most after the implementation of reciprocal teaching technique. The formulation of the hypotheses can be seen as follows:

The first research question

H_0 = There is no significant improvement of students' reading comprehension before and after the implementation of reciprocal teaching technique.

H_1 = There is a significant improvement of students' reading comprehension before and after the implementation of reciprocal teaching technique.

The criteria are:

H_1 will be accepted if the significant value is higher than 0.05

H_1 will be rejected if the significant value is lower than 0.05

The second research question

There were aspects of reading improved after the implementation of reciprocal teaching technique. Furthermore, the aspect of reading improved the most was vocabulary. *Anova* was used to analyze the data in order to answer the second research question.

This chapter has discussed about design, population and sample, variables, instruments, quality of research instrument, data collecting technique, data analysis, and hypotheses testing.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion of the research findings and suggestions. The suggestions are made for teacher and for other researchers who are going to conduct similar research.

5.1. Conclusions

Based on the data analysis and discussion of the research findings, the researcher comes to the following conclusions:

1. There was a significant improvement of students' reading comprehension after the implementation of reciprocal teaching technique. It can be seen from the value of two tailed significance which is lower than 0.05 (0.000 < 0.05). It is also supported by the students' mean score of pretest which improves from 61.17 to 83.60.

2. Reciprocal teaching technique gave an improvement to all aspects of reading. After analyzing the data, the result showed that the aspect of reading that improved the most by using reciprocal teaching technique is vocabulary. It can be seen for the gain score of mastering vocabulary was 73. Then, the aspect that improved the least was main idea. It can be seen for the gain score of determining main idea was 10. It can be concluded that the aspect improved the most after the implementation of reciprocal

teaching technique is mastering vocabulary since students used vocabulary in their activity in the classroom.

3. Some obstacles that the students perceived such as the students were confused to predict using picture, students felt difficult to understand new vocabulary, students had difficulty to make reference and inference, students had lack of vocabularies, and the teachers' voice was too low for some students who sit on the back.

5.2. Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

5.2.1. For English Teachers

a. English teachers are recommended to apply reciprocal teaching technique in teaching reading. It is because reciprocal teaching technique makes the students be more active and interested in teaching learning activity.

b. The teachers need to pay attention to students' vocabulary. In other words, the teacher should give the explanation about uncommon vocabulary in order to make them comprehend the text well.

c. The teachers need to check students understanding or brainstorming before and after starting the lesson, in order to make sure that the students are comprehending the material clearly.

d. The teacher needs combine the passive and active students in the group.

5.2.2. For Future Researchers

a. This study applied reciprocal teaching technique to improve students' reading comprehension in reading report text. Therefore, the researcher suggests other researchers to find out the effect of reciprocal teaching technique in another text. For example: procedure text, descriptive text, and narrative text.

b. Future researchers are able to find out the effect of reciprocal teaching technique in other English skills. For example: listening, writing, and speaking.

c. Future researchers are able to take more than 3 treatments in order to make students understand the material and steps of the technique clearly.

d. The voice of the future researcher should be heard clearly by all the students.

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