

ABSTRACT

A COMPARATIVE STUDY OF READING COMPREHENSION ACHIEVEMENT BETWEEN STUDENTS WHO ARE TAUGHT THROUGH RECIPROCAL TEACHING TECHNIQUE AND THOSE TAUGHT THROUGH ORDINARY (LECTURE) TECHNIQUE AT THE SECOND GRADE OF SMP NEGERI 6 METRO

By

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In reading, the students need an appropriate technique that is suitable with the types of texts on students' reading. Thus, according to School Based Curriculum 2006, Junior High School students use functional texts as their reading materials. To make students' reading process more effective, the technique used is the important thing to be considered. In this case, the researcher tried to solve the problem by having a comparative study of reading comprehension achievement between students who are taught through reciprocal teaching technique and those taught through ordinary (lecture) technique at the second grade of SMP Negeri 6 Metro.

The objective of the research are to find out whether there is a significant difference on reading comprehension achievement between students who are taught through reciprocal teaching technique and those who are taught through ordinary (lecture) technique and to find out which one is more effective technique.

The research was conducted at SMP Negeri 6 Metro. That was a quantitative research and used true experimental design. The sample was chosen randomly through lottery. The data was gained by administering a set of pretest and posttest to both classes. The four treatments were conducted in both classes. The data was analyzed by using Statistical Package for Social Sciences (SPSS) version 17.0. The hypothesis was tested by using Independent Groups T-Test.

The test result showed that the mean of posttest in the experimental class 1 was 83.20 and the mean of posttest in the experimental class 2 was 70.83. Probability level (p) was 0.000. It was lower than 0.05. Here, the null hypothesis (H_0) was

proved if $p > 0.05$ therefore H_0 was rejected and H_1 was accepted. It means that there is a significant difference on reading comprehension achievement between students who are taught through reciprocal teaching technique and those who are taught through ordinary (lecture) technique and reciprocal teaching technique becomes more effective in increasing students' reading comprehension achievement than ordinary (lecture) technique.