

Improving Students' Reading Comprehension by Using Reciprocal Technique in the Narrative Text

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Abstract

This research was conducted in SMK PGRI 05 Jember. The research subject is X class. The design of this research is classroom action research. The data are collected using test method, and the instrument used is reading test items. In order to analyze the data students' reading comprehension score. The implementation of Reciprocal Technique was learned process in reading class with a teaching strategy consisted of 4 main activities; Predicting, Questioning, Clarifying, and Summarizing. Reciprocal Technique improved the students' reading comprehension in two cycle, percentage of students scored ≥ 75 (E= 43,1%) in Cycle 1 to (E= 97,7%) in Cycle 2.

Key Word : Reciprocal Technique, reading comprehension achievement

Abstrak

Penelitian ini dilaksanakan di SMK PGRI 05 Jember. Subjek penelitian ini adalah kelas X. Jenis penelitian ini adalah penelitian tindakan kelas. Pengumpulan data menggunakan metode tes, dan alat untuk penelitian ini menggunakan item soal. Untuk menganalisis data nilai pemahaman membaca siswa. Implementasi teknik Reciprocal diajarkan di dalam proses pembelajaran dengan strategi yang terdiri dari 4 pokok aktivitas; memprediksi, mempertanyakan, mengklarifikasi dan merangkum. Teknik reciprocal dapat meningkatkan pemahaman membaca dalam 2 siklus, persentase nilai siswa ≥ 75 (E= 43,1%) di dalam siklus 1 (E= 97,7%) di dalam siklus 2.

INTRODUCTION

Reading is one of important to learning English, that is achieve to read on the text and identify information on the text. In fact, there are many students have problem in reading comprehension. Some of the students can not read on the text as activity such as analysis on the text, get information based on the text. The student found difficulty in reading comprehension. They are need guidance to find the main idea by translate in Indonesian language. The teacher is often help the student give an instruction on the text.

However the student is not enough effort to improve reading comprehension. The reason why the researcher choose this strategy because it can be support both monitoring and developing comprehension. Each step is applied when students have some problem in reading comprehension. Reciprocal tehniqe can help student to learn reading comprehension, to get information about all of the text. In this case, the reciprocal teahnique is the one technique discussion student and teacher.

Reciprocal tehniqe can help student to learn reading comprehension, to get information about all of the text. In this case, the reciprocal teahnique is the one technique discussion student and teacher. Reciprocal technique is an instructional activity that takes place in the form of a dialogue between teacher and students regarding segments. It has some benefits using reciprocal teaching, such as a facilitate students with reading strategies and reading activities in the form learning by dialogue or discussion with the teacher. Student will learn reading on the text and an interaction with their friends and teacher.

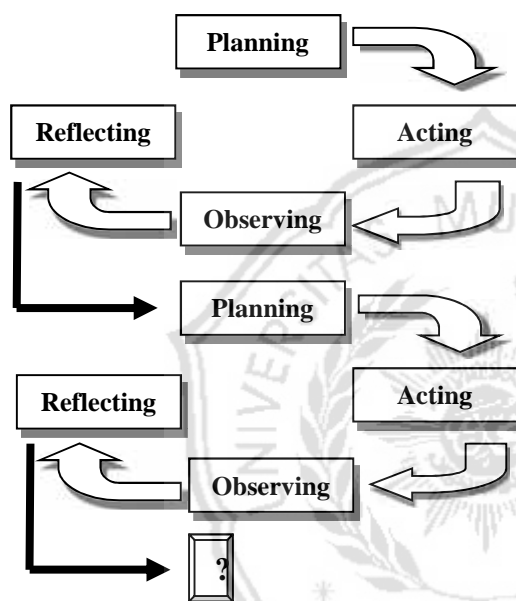
According to Sawsan M.A Ahmed (2013:61) “the reciprocal technique of reading concentrates on the use techniques that can be applied to comprehend text. Those are predicting, questioning, clarifying and summarizing. Instructions are involving the teacher explaining and modeling the strategies then, the students create a dimension about how, when and why these strategies should be implemented and overtime the teacher guide and support the students in aplying the strategies.

The objective research is to find out how the Reciprocal Technique in the Narrative text can improve reading comprehension at tenth grade student of SMK PGRI 5 JEMBER in the academic year 2017/2018. The significant of research are theoretically and practically. The theoretically of reciprocal technique to improve students’ reading skill. The practically student use Reciprocal Technique more easy and attractive to identify information of the text. The students also interest to do assignment with reading comprehension.

RESEARCH METHOD

The research was intended to improve students’ reading

comprehension by using reciprocal technique in the narrative text at SMK PGRI 5 JEMBER in the academic year 2017/2018 academic year. Therefore, the kind of research used was Classroom Action Research (CAR). The design classroom action research is illustrate in the following figure 1:



Preliminary study is conducted using documentary study from the English teacher. Students' score from the English teacher will be analyzed to know the real condition of reading comprehension in X Accounting 1 at SMK PGRI 05 Jember. Based on the interview, the students are unfamiliar word, getting specific information, identify main idea, and generic structure on the text. In addition, the teacher never used different technique

to teach English. Based on the difficulties in reading comprehension, the researcher prepare to cycle in classroom action research. In the action, the researcher used observation checklist and the result of each cycle used reading test items. It is consist 20 items for each cycle.

The Planning, before start action research, the following activities were prepared. The following activities were prepared such as the researcher and English teacher make agreement time for research, the researcher choosing theme based on curriculum 2013 for tenth senior high school, choosing instrument and strategy.

The implementation of this research will be implemented of some plans. Implement this research in the second semester of the 2018 academic years. This classroom action research is possibility do several cycles. The researcher start give explain using reciprocal teaching that is predicting, clarifying, questioning, and summarizing help the student to solve their problem in reading.

Observing, This cycle is important to control the students' activities and implementation of research action. This step was

observation about students' reading process during the teaching learning. It is very important to know whether using reciprocal technique is suitable to the students' interest and more motivated or not. During this step, the researcher can observe from the student how they can improve reading comprehension by give them some question after learning material in narrative text.

In the last step procedure design of Classroom Action Research, students' development and progress will be known, wheter using reciprocal technique can increase reading comprehension .The teacher and researcher discussed about the observation result during teaching in learning process the classroom. Reflection was done to see the success or fail about previous action. It was to see what has been successful or not. If the success, the researcher just use one cycle. But, if not to success the researcher continue next cycle. This step help to the researcher and the English teacher collaboration to plan in the next cycle.

The data analysis used validity test, difficulty level, discriminating power and reliability test. In this

research, the researcher used kind of validity is content validity. To know whether or not the test item reliable, the researcher use two formulas because in this research using split half. Those are Product Moment formula and Brown's formula.

THE RESULT and DISCUSSION

The research was conducted to the eight grade students of X Accounting 1 at SMK PGRI 05 Jember in 2017-2018 academic year. In this research there two cycles, and each cycle consisted of two meetings. The meeting 1 in cycle 1, was on April 9th, 2018 was based on the lesson plan first cycle. In the teaching learning process in reading class by using Reciprocal Technique, as a teaching strategy consisted of 4 main activities; Predicting, Questioning, Clarifying, and Summarizing. The implement of the meeting 2 in cycle 1 on April, 16th, 2018 was based on the lesson plan first cycle meeting 2.

Since the result of the action in cycle 1 had not achieved the objective of the research yet, the action in cycle 2 were implemented. There were two meeting in the second cycle, the first meeting was held on 30th April 2018, and the second meeting was held on 7th

May 2018.

Based on the result of reading test cycle 1 was conducted to measure the students' comprehension in reading and the average of students who got ≥ 75 was 68. The total students who got > 75 was 19 students. The percentage of the students who got at least good score >75 was 43,1%.

already achieved.

2. The result table of reading comprehension test cycle 2

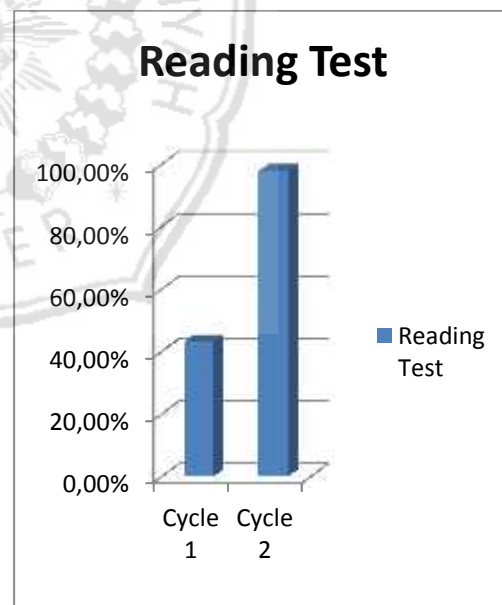
Reading Test Item	The total students	Students who got ≥ 75	Percentage
20 items	44	43	97,7%

1.The result table of reading comprehension test cycle 1

Reading Test Item	The total students	Students who got ≥ 75	Percentage
20 items	44	19	43,1%

Based on the result of reading test in cycle 2, it was found that the average score 81,9 the reading comprehension by using reciprocal technique in the second cycle. The percentage of the students' who got at least good score >75 was 97,7%. It means that the target mean score requirement in this research had

The result chart of reading comprehension test in cycle 1 and 2



Based on the result cycle 1, the researcher did some modifications to the way of teaching reading comprehension by applying reciprocal technique to the students in the cycle 2.

Then, the researcher gave their some questions based one the text. The researcher asked the students by oral individually. After that, the researcher explained unfamiliar word and to found out solve the problem.

According to Al- Saraireh (2016:76) reciprocal teaching model as a method has proved to be of immense benefit, and a number of studies have pointed out its effectiveness and success in the classroom setting in terms of enhancing the reading comprehension skills of the students, particularly, in the middle and elementary stages of education. Reciprocal teachnique can improve reading comprehension of struggling readers, whose skills are compromised due to social and intellectual.

The Reciprocal technique can improve student participation in the classroom. The student can be more active when the teachers' give this strategy in reading comprehension. The result students' participant can be seen in the observation checklist.

According Uray Rosalia (2015:85) this technique make students' were more active, be enthusiastic, and be attentive during learning by reading.

CONCLUSION

Based on the result and discussion, it can be concluded that the use of Reciprocal technique can improve the tenth accounting 1 students' reading comprehension at SMK PGRI 05 Jember in the 2017/2018 academic year by providing like predicting, questioning, clarifying, and summarizing.

Based on the result and discussion, it can be concluded that the use of Reciprocal technique can improve students' active participation in the learning process by actively joining in the class.

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