

ABSTRACT

Fahama Hima, Muhtaromi.2018. *Improving student reading comprehension by using reciprocal technique in the narrative text at SMK PGRI 05 Jember in the 2017/2018 Academic Year*. Thesis. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors: (1) Dr.Hanafi, M.Pd. (2) Indah Werdiningsih, M.Pd

Key Word : Reciprocal Technique, reading comprehension achievement

Reading Comprehension is the important aspect 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. Therefore, it is important to do a research entitled “Improving student reading comprehension by using Reciprocal Technique in the narrative text”.

In this research, the problem” how can the use Reciprocal Technique in the Narrative text to improve students’ reading comprehension at tenth grade of SMK PGRI 05 Jember the academic year 2017/2018 ?” and the objective of research referring to the research problem is to find out how the Reciprocal Teachnique in the Narrative text can improve reading comprehension. Based on the research problem and the relevant theory, the hypothesis of this research is described as follow: Reciprocal Technique can improve reading comprehension at tenth SMK PGRI 05 Jember in the academic year 2017/2018 by providing activities like predicting, questioning, clarifying and summarizing that can make the students active in doing the task.

The design of this research is classroom action research. The research subject is X class of 44 students. The data are collected using test method, and the instrument used is reading test items. In order to anlyze the data students’ reading comprehension score-, percentage formula is used.

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. All of the students were active in the teaching and learning activities, and they more get detail information on the text. Those caused the result of cycle two achieved criteria of success. 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.

Based on the research result, it can be concluded that Reciprocal Technique is able to improve the student’ reading comprehension at SMK PGRI 05 Jember in the 2017-2018 academic year by providing activities like predicting, questioning, clarifying and summarizing that can make the students enthusiastic in doing the task. Reciprocal teachnique can improve students’ active participations in the learning process by actively joining in the class.