TEACHING READING COMPREHENSION THROUGH RECIPROCAL TECHNIQUE AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 4 SIBORONGBORONG

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ABSTRACT

*Dealing with learning English, students are always faced by English reading text at school, but they have some problems within. To acquire the students' reading comprehension is needed to stimulate the students' mind and corrective feedback. Thus, in this study, researcher will try to apply reciprocal teaching technique. This technique is aimed to find out whether teaching reading through reciprocal teaching technique can solve the problem and can improve students reading comprehension. Then, the researcher collected the progression result of students' score and participation in process of learning reading descriptive text at VIII[5] at SMP N Siborongborong In this study, the researcher conducted the learning process in reading through reciprocal teaching technique by CAR. It focused Arikunto (2006:2) Design: Planning, Acting, Observing, and Reflecting. Based on the research results, the comprehension of students in the text through reciprocal teaching technique has improved, in the result of test II in the second cycle gained 35 students who passed the KKM or **81.08%** students and derived mean score is **72.57**. In addition, students' responses to learning are generally positive. Based on these findings can be concluded that the application of the reciprocal teaching technique can improve students' reading comprehension of grade VIII of SMP Negeri 4 Siborongborong.*

KEYWORDS: *Reading comprehension, Reciprocal technique.*

INTRODUCTION

Based on the reality, most of the English test items contain those reading texts. It means that, if the students do not understand about the text in a test, they will be difficult to fulfill the passing grade. For instance, on test items of National Examination year 2010, in which contained more than five texts that have various genres such as narrative, descriptive, procedure, report, and recount. In this sense, students must have a good reading skill to fulfill the passing grade. On the other hand, the problem appeared during the teacher will reading the text, the students just listened and repeated the teacher's reading but they did not understand what will convey in the

10

IJLLALW

reading text that read by the teacher. After finishing read the text, the teacher had the students translate the text, only a few students came to the teacher's desk and asked the difficult words, but not for others . They would rather talk with their friends than finish their task. In this case, between students and teacher did not integrate their understanding about text collaboratively in the classroom. Those problems are barrier for students to teaching their reading skill. Thus, based on the reality, the teachers will need a new strategy of learning reading text activity in order to students become active, enjoy and comprehend about the main point of reading text. In teaching reading in SMPN 4 Siborongborong, there are so many types of texts learned as stated in their own KTSP. Those are narrative, descriptive, recount, anecdote, report, and procedure. In this study, the writer focuses on descriptive text because based on the test result they got difficulties to comprehend a text consequently almost students get low score.

LITERATURE REVIEW
Reading Comprehension Skill
Reading comprehension is the activity when the reader's brain, the text, and the reader's eyes can engage strongly to build a connection. Next, this condition makes the reader studies about what she/he reads and remembers about it. In this notion, Mikulecky and Jeffries (1996) divided into ten parts.

1. Scanning
Scanning is the high- speed reading. The reader has information that she/he need it earlier after that she/he skip the unimportant words.

2. Previewing and predicting
Previewing means the reader look and find out information at book's cover. In this condition, the reader will have a prediction and then make some "educated guess "about this book.

3. Vocabulary Knowledge for Effective Reading
The strategy if the reader does not know the meaning of vocabulary is trying to guess what it means. It can be connected by the sentence surrounding the word.

4. Topics
Finding the topic of the passage is the others strategy to read for meaning. It gives an advantages to use a question the topic the text are reading about such as what is general idea?, What is this?

5. Topics of Paragraphs
In a paragraph contain sentences that have same aspect related to the text.

6. Main Ideas
The main idea of a paragraph gives the reader topic of author's idea. The expresses always appears in a complete sentence include the main idea and the topic.

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7. Pattern Organization
Mickulecky and Jeffries classified four common patterns while reading comprehension they are, first, list of related ideas, sequence, comparison/contrast and cause effect.

8. Skimming
Getting the general sense of passage or a book fast could save the reader's time`

9. Making Inferences
Some reading passages do not stated the topic. There for,   the reader has to make the inference by guessing and finding the clue.

10. Summarizing
Summarizing from the important keys points is to retell of a reading text and to make shorter from.

The Reciprocal Teaching Technique
Before implementation of reciprocal teaching technique, it is necessary to know how the reciprocal teaching technique is. Based on Farris's (2004) description, she stated that: Developed by Annemarie Pallincsar and Ann Brown (1984), reciprocal teaching is one of the most carefully researched, prominent strategies. In this cooperative learning procedure, the teacher and the students work together to develop an understanding of the text. There are four thoughtfully integrated comprehension strategies at the core of this approach, prediction, questioning, seeking clarification, summarization. It means that, reciprocal teaching technique is a process to comprehend text by using four steps which is done by the teacher and the students to build their speculation about the text.

Meanwhile, Cambridge Advance Learner's Dictionary defines 'reciprocal' as "a reciprocal action or arrangement involves two people or groups of people who behave in the same way or agree to help each other and give each other advantages." In other words, reciprocal is regarded as an interaction between two people or more gain same purpose cooperatively. Meanwhile teaching derived from word teach, it is defined as "to give someone knowledge or to train someone." In this sense, reciprocal teaching means an activity consist of two people or groups by giving or training them to reach the same perspective.

METHODOLOGY
Data and Source of Data
Population Suharsimi Arikunto (1998: 115) states that population is the whole subject of research. The population of this research was taken from the grade VIII of SMP Negeri 4 Siborongborong. There are five classes of SMP N 4 Siborongborong, they are VIII^{-1}(36 Students), VIII^{-2}(36 Students), VIII^{-3}(37 Students), VIII^{-4}(36 Students), VIII^{-5}(35 Students). The total numbers of the students who become population are 180 students.

12

IJLLALW

Data Collection

The instrument of data collection in this research are: (1) reading test by descriptive text, (2) observation sheet that was prepared to take note of the situation and the problems that was come during the teaching and learning process, (3) questionnaire sheet that was used to know the students' opinion about descriptive text by using reciprocal teaching.

RESULT AND DISCUSSION

Based on the calculation the students mean score and the class percentage, the interpretation of the data result among the orientation test, the test-I of cycle I and test-II of cycle II as following: Before implementing CAR, student's mean score of the orientation test is 45,14. Meanwhile, the class percentage of students who pass the KKM is 11,42 %. It can be said that from 35 students, there are only 4 students who pass the KKM (70). Furthermore, the mean score of the test I after implementing reciprocal teaching technique by CAR, there are some students' score improvement from the previous test (orientation test), that is 60,57. Meanwhile the class percentage which pass the KKM in test- I is 28,57 %. It shows there are 10 students who pass the KKM and other was still under KKM. That condition could not achieve the target yet of success CAR, because the criterion of action success at least 27 students who must pass the KKM. That is why the researcher continued to the second cycle.

After calculating the result of students' score test II, The mean score in the test of second cycle is 72,57. Meanwhile the class percentage that passes the KKM is 85,57%. It means that, there are 30 students whose score pass the KKM and there are 5 students are still under the KKM. The class percentage shows some improvement 70.00 from the pretest (11,42%) or 85.57% from test I. the test II of the cycle 2 has fulfilled the target Classroom Action Research (CAR) success, that is above 75% students could pass the KKM. Automatically that the Classroom Action Research (CAR) is success and the next cycle is stopped.

CONCLUSION

Viewing the result of the classroom action research in which was held in VIII[5] class of the SMP N 4 SIBORONGBORONG in academic year 2015/2016, it can be concluded the students could improve their reading comprehension through reciprocal teaching technique. To improve the students' reading comprehension of descriptive text, the teacher and the students work cooperatively by the four steps, those are predicting, questioning, clarifying, and summarizing. Limitation of the Study

The writer only focuses this study on reciprocal teaching to improve students' reading comprehension. Then the writer focuses on reading comprehension on descriptive text. In addition, the writer applies her study in a classroom action research

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