

**IMPLEMENTATION OF RECIPROCAL TEACHING METHOD TO  
IMPROVE STUDENTS' ACHIEVEMENT IN READING  
COMPREHENSION**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By:**

**SITI RAHMADANI RANGKUTI**  
NPM. 1402050296



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA  
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**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



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Nama : Siti Rahmadani Rangkuti  
NPM : 1402050296  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Implementation of Reciprocal Teaching Method to Improve Students' Achievement in Reading Comprehension

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Ketua

Sekretaris

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Dra. Hj. Svamsuarnita, M.Pd.

**ANGGOTA PENGUJI:**

1. Dr. T. Winona Emelia, S.Pd., M.IHum.

2. Khairil, S.Pd., M. Hum.

3. Yenni Hasnah, S.Pd., M.Hum.

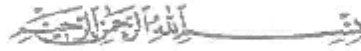
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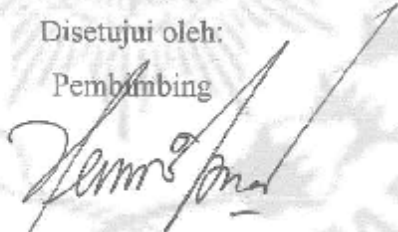
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N.P.M : 1402050296  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Implementation of Reciprocal Teaching Method to Improve Students' Achievement in Reading Comprehension

sudah layak disidangkan.

Medan, 13 Oktober 2018

Disetujui oleh:  
Pembimbing

  
Yenni Hasnah, S.Pd., M.Hum

Diketahui oleh:

Wakil Dekan I

  
Dra. Hj. Syamsuyurnita, M.Pd

Ketua Program Studi

  
Mandra Saragih, S.Pd., M.Hum.

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Nama Lengkap : Siti Rahmadani Rangkuti  
N.P.M : 1402050296  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Implementation of Reciprocal Teaching Method to Improve Students' Achievement in Reading Comprehension

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Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



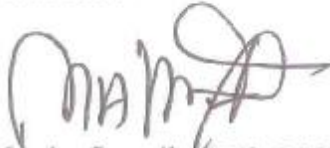
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Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Siti Rahmadani Rangkuti  
N.P.M : 1402050296  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Implementation of Reciprocal Teaching Method to Improve Students' Achievement in Reading Comprehension

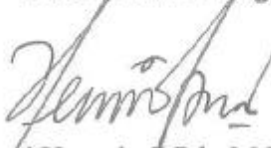
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Medan, 13 Oktober 2018

Diketahui oleh:  
Ketua Prodi

  
(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

  
(Yenni Hasnah, S.Pd., M.Hum.)

## **ABSTRACT**

**Siti Rahmadani Rangkuti. 1402050296. "Implementation of Reciprocal Teaching Method to Improve Students' Achievement in Reading Comprehension". Skripsi: English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan 2018.**

The objectives of this research were to find out the improvement of students' achievement in reading comprehension by applying Reciprocal Teaching Method. This research had been conducted by applying Classroom Action Research in two cycles. The subject of this research was the eleven grade students in SMA Swasta Bandung academic year 2018/2019 which consist of 19 students. The research data were taken by giving test to students about reading comprehension and observation sheets. The data of this research were the students score reading comprehension and observation sheets about students' activities and teacher's performance in learning process. These improvements were proven by the increase of students' mean score from pre-test until cycle II with the detail scores were 47,90 with the success percentage at 10,52% in the pre-test, 67,73 with the success percentage at 47,37% in the cycle I and 84,37 with the success percentage at 100% in the cycle II. The improvements were also supported by the increase of students' activities and teacher's performance in learning process with average percentage 65,13% and 82,05% in the cycle I repectively. Then, In the cycle II those were at 89,47% and 93,42% respectively. Based on research findings, it was concluded that the students' achivement in reading comprehension improved well by applying Reciprocal Teaching Method.

**Keywords : Students' Achievement, Reciprocal Teaching Method, Reading Comprehension**

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Next, in finishing this study entitled "Implementation of Reciprocal Teaching Method to Improve the Students' Achievement in Reading Comprehension", the researcher faced so many difficulties and many problems but she did not stop this efforts to make a better one, and it seemed impossible to do it without much help from many people for her.

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Therefore, the researcher realized that this study was still far from the perfectness. Thus, she expected the constructive suggestion in order to make this study better.

Medan, October 2018

The Researcher

Siti Rahmadani Rangkuti  
1402050296

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## **CHAPTER I INTRODUCTION**

### **A. Background of Study**

Reading comprehension is very important in reading a text. students can understand a text with a high reading comprehension. comprehension is the process of eliciting and making meaning through interaction and involvement with written language. Mc Namara and Magliano (2009) emphasize that this process is a task of both reader and text factors that happen within a larger social context. With high reading comprehension each student can read the text of the text and be able to infer the content according to his own words.

In Educational unit oriented curriculum (*KTSP*) it was expected that the students must be able to comprehend the meaning of the text in form of report, narrative dan analytical exposition in the context of daily life. In addition, The students' have to master reading comprehension in order to enable them to get success in learning reading process. The students' achievement in comprehending the text determine the success of the learning, If the students don't understand about the text in a test, they will be difficulties to fulfill same test.

Based on the observation on PPL at SMA Perguruan Bandung that many students' comprehend the text well. Besides they couldn't understand the meaning of the text, it made them difficult to answer the questions. In addition they were lack of vocabulary so that it made them confuse to comprehend the passage well. They were low motivation in reading activity because the students were low capability in English so that the result is not good. The researcher also found a fact

that students' reading comprehension is low. The teacher English at that school said that the students still need guidance while they were reading a text. Some of students have difficulties in comprehending texts. The teacher often helps students by discussing the text together before the students read the text. However, the effort was not enough to improve students' reading comprehension.

The researcher found some problems relate to students' reading comprehension ability. First, students couldn't get the main idea of the text without translating the text. In this case, students only can read the text if they were facilitated by a dictionary while they were reading a text. It will become problem when students do the reading test in their final exam, because they were not allow to use dictionary. Furthermore, although students can get the translation of the text, they still got difficulties in comprehending the text. Second, students were not have motivation to practise reading. The students were not interested in the reading activity. They were not have many activities. They just did exercise and translate the text, then discussed it. Third, students were not confident and afraid of ask is about what they have not understand yet. Students are lack of confidence.

For that reason the researcher will do a study using the reciprocal teaching to improve the reading comprehension on the XI grade students' of SMA Perguruan Bandung. This teaching method developed by Palincsar and Brown (1984) who explained that the purpose of reciprocal teaching is to promote the readers' ability to construct meaning from texts and facilitate the monitoring of their path to comprehension. It is based on a sociocultural method through which



readers are modeled, explained, and guided in acquiring strategies within a social, supportive environment. According to Doolittle, et al. (2006), the general methodology of reciprocal teaching involves the instructor and students reading a section of the text in small groups. The instructor then leads a discussion of the text, while modeling appropriate reading comprehension strategies. During this dialogue and modeling process, the instructor encourages students to ask questions of both the text and strategies.

From phenomena above, the researcher was interested in doing a research in reading comprehension. It entitled The Implementation of Reciprocal Teaching Method to Improve The Students' Achievement in Reading Comprehension.

### **B. The Identification of Problem**

The problems of this research were identified as follows :

1. The students were not able to comprehend text well
2. The students had lack of vocabulary in reading English texts
3. The students had low motivation in reading English texts.

### **C. The Scope and Limitation**

The scope of this research was reading comprehension . It was limited on literal reading comprehension by applying Reciprocal teaching method students' of SMA Perguruan Bandung on academic years 2017-2018.

#### **D. The Formulation of the Problem**

Relating the background above, the researcher formulated the research questions as follows:

1. Does Reciprocal teaching method increase the students' achievement in reading comprehension?
2. How do the students' achievement in reading comprehension increase by implementing reciprocal teaching method?

#### **E. Objective of the study**

Based on the research problems above, the objectives of the research were as follows:

1. to investigate Reciprocal teaching method increase the students' achievement in reading comprehension.
2. to describe the students' achievement in reading comprehension increased by implementing reciprocal teaching method.

#### **F. Significance of the Study**

The results of the study were expected to give some benefits, either theoretically or practically. Here were the significances of study :

1. Theoretically

This research is a valuable reference for those who are interested in teaching and learning Reading Comprehension, so they are better in that skill.

## 2. Practically

### a. Students

It was to improve their achievement in comprehending the English reading text and to be more active in learning English especially reading skill.

### b. Teachers

It helped the teacher to have another alternative teaching method, particularly on teaching reading skill so that they can encourage their students to be more active motivation in learning process.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Reading Comprehension**

Reading Comprehension is an activity done by the reader to be able to know or understand a text then the reader can conclude and retell from the text that readers read. Peter (2008) states that reading involves two main processes identifying words and comprehending connected text. Reading comprehension is measured by three types of recall scores: recall scores for common ideas, main ideas, and non-main ideas of a text. Reading comprehension usually refers to the amount of understanding readers have when they read the text. That is, it represents how well readers understand the implicit and explicit meaning of the contents of the text they read. The more effortlessly students can recognize words, the more attention they can devote to comprehension. The more time students spend in reading, the better their reading rate. Becoming a good reader requires practice in reading and constant exposure to text. To become competent readers, students need to learn effective strategies for identifying all words in print and for comprehending text. Literacy instruction must therefore include explicit teaching and practice in these essential strategies to enable all students to read fluently, confidently and with understanding.

Danny (2008) states that reading refers to the ability to comprehend or make meaning from written text. A dictionary definition of the word read states that it is the ability to examine and comprehend the meaning of written words.

Reading and literacy scholars have created their own definitions of reading comprehension that contain a bit more precision. Reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. Reading comprehension requires an action on the part of the reader. That action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning. In addition, a written discourse. This process occurs in a way to match or connect schemata of knowledge and experience that have been previously owned with the content of information of the discourse in order to build a good understanding of the discourse that has been read. Hedgcock (2009) stated that “reading comprehension is a complex construct that involves the interaction of number of psycholinguistic processes”. It meant that in reading the students need interaction between the reader and writer to comprehend about part and concept of reading sources. The reader should comprehend the meaning what the writer meant. They also should read the line between the lines and beyond the lines. In other words, it is an active language ability which result of communication between reader and the writer, thereby the readers will be able to understand what the authors stated on their written.

Furthermore, reading comprehension is essentially a process of building understanding of it is also done to link information and gain new knowledge. The activities carried out by the reader in understanding the literature can be classified into literal comprehension, interpretive comprehension, critical comprehension and creative comprehension. Turner (1988) reveals that a reader can be said to

have good understanding on the reading material being read if the reader can (1) recognize the words or sentences in reading and know its meaning, (2) connect the meaning of the experience that has gotten before with the meaning in the reading, (3) understand the whole meaning contextually, and (4) make a judgment on the content of reading material based on his reading experience. Furthermore, Brown (2001) states that the main principle of good readers are readers who actively participate in the reading process. They have clear goals and monitor their reading goal of reading texts that they read. Good readers use comprehension strategy to put them in ease when constructing meaning. This strategy involves the activity to make reviews, create their own questions, make connections, visualize, and know how words shape meaning, monitor, summarize, and evaluate (Somadayo, 2013).

Based on the above definitions, it was concluded that reading comprehension is the ability that recognizes, connects and understands a written texts, the higher the interest of someone in reading a text it is easier to understand the text.

## **2. Level of Comprehension**

Comprehension skills must be thought practice include assessing and connecting with students' background knowledge pre-teaching of vocabulary clarification of key concept, linking to prior knowledge and personal relevance, teacher guided and students' centered discussion about content, predicting and summarizing. Barrett (Clymer, 1968) has suggested the following three types of

action with his three-level taxonomy of reading comprehension, namely: literal comprehension, inferential comprehension and critical comprehension.

#### **a. Literal Comprehension**

Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.

#### **b. Inferential Comprehension**

Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers— their background knowledge.

#### **c. Critical Comprehension**

Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in



the text. Were the characters reputable and honest in their actions? Did the selection offer the reader new information, new insights, or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answers to such questions require a high level of interaction between information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential critical comprehension is not easy.

### **3. The Process of Reading Comprehension**

As stated previously reading is process of decoding text, and then receiving information. It seems that reading activity involves in more than one process. The reading process itself still involves other language processes like listening and reading (receptive process), speaking and writing (productive process), and thinking process (Johnson, 2008). Those processes are the main process that is happened in reading. They occur when readers read the text, clarify the text, and declare the information of the text.

According to Grabe (2009), process of reading includes of a rapid process, efficient process, comprehending process, interactive process, strategic process, flexible process, purposeful process, evaluative process, learning process and linguistic process. Those processes occur during reading activity.

The process of reading comprehension which is based on the order how the readers decode the language is divided into three kinds of reading comprehension process. Processes of reading comprehension which are practised by readers are bottom-up, top-down and interactive reading (Goodman in Brown, 2001). In the bottom-up process readers have to identify and decode the language feature of the text. Using this process readers have to know the letter, the form of the words, and the discourse of the words. Readers have to be able to decode the text first to comprehend the text. In top-down process, readers must use their background knowledge to understand about the text, for example readers look at the title of the text then, they relate it to their knowledge or intelligent to guess what the text is about. Meanwhile, in interactive reading readers combine the bottom-up processing and top-down processing. Readers not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend the text.

Those processes of reading occur while readers are reading a text. Some readers do not notice that those processes happen while they are reading, but some of them do. Readers who know the theory of this reading process will realise that there are some process that happen while they are reading.

Based on the above explanation, the researcher concluded that there are three the process of reading comprehension namely: the first bottom-up process readers have to identify and decode the language feature of the text, the second readers must use their background knowledge to understand about the text, for example readers look at the title of the text then, they relate it to their knowledge

or intelligent to guess what the text is about, and the last interactive reading readers combine the bottom-up processing and top-down processing.

#### **4. Types of Reading Comprehension**

Activating background knowledge is important to do when readers want to comprehend a text. As stated in the previous that reading comprehension involves the process of integrating and relating the information of the text to readers' background knowledge. Bos and Vaugh (2009) list three types of reading comprehension based on how readers activate their background knowledge to construct the meaning. First is textually explicit. When readers read using this type, they are facilitated by some information that is clearly asserted in the text.

Therefore, readers do not need to break their background knowledge deeply. Second is textual implicit. In this reading type, readers need to use their background knowledge to find out the information of the text, because information that is obtained in the text is not enough to help them in comprehending the text. The last is scriptually implicit. When readers read using this reading type, they must open their background knowledge deeply to understand about the text. There is no information within the text both derived explicitly and implicitly. In this situation readers should have a large knowledge that can help them to comprehend the text. In addition, Brown (2001) writes two types of reading comprehension which is based on the reading performance. First is silent and oral reading.

Readers read aloud when they are oral reading, whereas they silent reading when they read in their heart. Second is intensive and extensive reading. Readers read using intensive reading when they focus on the linguistic details of the text. Meanwhile, readers read use extensive reading when they are reading for pleasure.

Those types of reading comprehension above are often practiced by students unconsciously. The teacher should prompt and guide students to practise the reading types. Therefore students have various ways of reading. In this case, the teacher should not teach students the theories of reading type. The teacher should guide the reading activity using the reading type only.

Based on the above explanation, it was concluded that there are three types of reading comprehension namely: textually explicit, textual implicit and scriptually implicit .

## **5. Strategies in Reading Comprehension**

Students read a text to comprehend it. Students not need to know the meaning of each vocabulary which they found in the text. It also wastes students' time, when they have to find the meaning of each word. Students need reading strategies in reading the text. In reading readers must know and master the strategies to read comprehensibly. Janzen in Richards and Renandya (2002) defines reading strategy as plans for solving problems encountered in constructing meaning. It means that reading strategy is a device which can help readers in catching the meaning of the text. Here are some reading strategies which are asserted by Brown (2001).

- a. Identifying the purpose of reading.
- b. Using graphemic rules and pattern to aid in bottom-up decoding (especially for beginning level learners).
- c. Skimming the text for main ideas.
- d. Scanning the text for specific information.
- e. Guessing when you are not certain.
- f. Analysing vocabulary.
- g. Distinguishing between literal and implied meanings.
- h. Capitalizing on discourse makers to process relationships.

Some reading strategies above can help students to read comprehensibly. Students can choose some techniques which are appropriate for their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the technique will suitable for all students' ability. However, students can master all of those strategies if they often practise them.

Based on the above explanation, it was the researcher concluded that there are strategies reading comprehension namely: Identifying the purpose of reading, Skimming, Scanning, Guessing, Analysing vocabulary, Distinguishing between literal and implied meanings, Capitalizing on discourse makers to process relationships.

## **6. Reciprocal Teaching**

Reciprocal teaching is a method of cooperative teaching where teacher and pupils take turns in leading a discussion about a text listened to by students. Also, students are taught four strategies—questioning, clarifying, summarizing, and predicting. According to Palincsar and Brown (1984), these four strategies serve the two important functions of comprehension fostering and comprehension monitoring. Palincsar and Brown have found this method particularly effective in the introduction of new skills and concepts. As students gain in mastery they also receive plenty of opportunity for self-directed practice with feedback from peers and teachers. This type of instruction has been successful in a variety of contexts. Because adult learners spend much of their class time listening, and some adult learners can show deficiencies in their listening comprehension, this type of intervention may be particularly effective in not only improving students' comprehension of class lectures, but also improving students' understanding of peer presentations, improving students' understanding of the content in class discussions, and improving students' basic academic conversations. To prove the effectiveness of reciprocal teaching, Palincsar and Brown (1984) researched heterogeneous elementary classrooms.

The Reasons of Using Reciprocal Teaching there are some reasons of using reciprocal teaching in improving reading. As stated before the reciprocal teaching will help students to read comprehensibly. According to Palincsar and Brown (1984) the reciprocal teaching method itself could be the prime reason for success. Those two experts said that the reciprocal teaching involves extensive

modelling of the type of comprehension fostering and comprehension-monitoring activities and forces students to respond to the text. Each stage of the reciprocal teaching will lead students to read comprehensibly.

Biggs et al. in Cooper and Greive (2009) also assert some reasons of using reciprocal teaching. It is said that reciprocal teaching makes the basic of effective reading comprehension visible to all students. Therefore, all students can practise and be able to use the basic of effective reading comprehension (predicting, clarifying, questioning, and summarizing). Reciprocal teaching also can be adapted. It can be used in many situations and purposes of reading. The reading strategies and the activity of reciprocal teaching also can be practised by young and adult learners. Furthermore, the social nature of reciprocal teaching process makes reciprocal teaching enjoyable and age-appropriate. As stated before that reciprocal teaching provides group discussion which will make students enjoy in learning because they feel free and safe in learning.

In addition, Marzano in Omari and Weshah (2010) declares other reasons of using reciprocal teaching. They are as follows. (1) reciprocal teaching encourages cooperation, responsibility and leadership, (2) reciprocal teaching raises students' motivation for learning, (3) reciprocal teaching develops their social relations, (4) reciprocal teaching decreases undesirable behaviours in the classroom.

Those reasons above are the advantages of using reciprocal teaching for students and the teacher. Reciprocal teaching helps students in thinking and getting the meaning of the text. Students have a chance to share their idea with

their friends and the teacher. Students will learn how to work in team and how to appreciate others thinking. In addition, reciprocal teaching can help the teacher to manage students' misbehaviour.

Based on the above explanation, the resercher took a concluding that Reciprocal Teaching method is teaching methods that teach to work together and how to respect each other's thoughts and then the students' are taught four strategies—questioning, clarifying, summarizing, and predicting.

## **7. The Implementation of Reciprocal Teaching**

According to Klinger, Vaughn, and Boardman (2001) the description of the implementation of reciprocal teaching (RT) consists of five phase. They are the teacher demonstration, the direct instruction and guided practice, the teacherstudents groups, the students-led groups, and students' independent use of the strategies. The descriptions of them are as follows.

### **a. Phase 1: Teacher Demonstration**

The teacher models how to use the strategies (predicting, clarifying, questioning, and summarizing). Students see all four strategies on the first day, so they can get the portrait of it. Therefore, they will not get difficulties in applying those strategies in the next step.

### **b. Phase 2: Direct Instruction and Guided Practice**

The teacher teaches each of the strategies in more depth one per lesson. The teacher explains how to implement the strategy while students are reading. The teacher also supports the students with prompts and reminders as they try out the strategy. Then the teacher provides feedback.



**c. Phase 3: Teacher-Student Groups**

The teacher leads discussion about the text in small groups, prompts students to use the strategies and provides support and feedback as needed. The teacher gradually let students work by themselves as students become more proficient.

**d. Phase 4: Student-led Groups**

Students lead the discussion about the text and prompt their friends in group to use the four strategies. Students give feedback to their friend on strategy implementation. Meanwhile, the teacher provides assistance as needed.

**e. Phase 5: Students' Independent Use of the Strategies**

Students use the four strategies while they are reading the text and selfregulate their implementation strategies. They monitor their own comprehension. They also monitor and give feedback on their friends' comprehension through the discussion.

Based on those phases, the teacher will guide the students from guided, semi-guided and then independent in applying reciprocal teaching' strategies. Those phases should be followed by the teacher. Therefore, the implementation of reciprocal teaching can be run well, and the goal of improving students' reading comprehension can be achieved.

Based on the above explanation, it was concluded that there are 5 steps : Teacher Demonstration, Direct Instruction and Guided Practice, Teacher – Students's Groups, Students' – led Groups and the last Students' Independent use of the strategies.

## **B. Relevant Study**

There were some relevant studies had been conducted related to this research. First, Utami (2013) conducted a research entitled “Using Reciprocal Teaching to improve the Reading Comprehension of Grade VIII Students of SMP N 13 Yogyakarta”. This research examined the students’ ability in reading comprehension of recount text. The Result of her research indicated students’ were enthusiastic in the reading activity. The activity motivated them to learn. students became more confident in doing the reading activity and reporting their work. and then the interaction among the students and between the students and the teacher improved after the implementation of the group discussion and class discussion. The last, students’ reading comprehension improved. It was indicated of the increase of the mean of students’ reading comprehension score in pre-test and post-test (4.63 to 6.30).

Second, The study Carried out by Setyani Rohmatul (2016) with the title The Effectiveness of Implementing Reciprocal Teaching on Students’ Reading Comprehension at Tenth Grade of MAN 2 Tulungagung in The Academic Year of 2015/2016. The Result of tcount is (-3.488). By comparing tcount is (-3.488) with ttable 0.05 is (1.685), it is known that tcount is higher than ttable (tcount>ttable) Because the tcount is higher than ttable, so alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that there was significant different achievement on the students’ reading comprehension before and after being taught by using reciprocal teaching.

The Previous studies had the similarity with the current research in term of their focus, namely those focused on reading comprehension. However, those had difference, in this case, the first study concerned on reading comprehension of recount text, the second concerned on reading comprehension of narrative text, while this present researcs concerned on reading comprehension of report text.

### **C. Conceptual Framework**

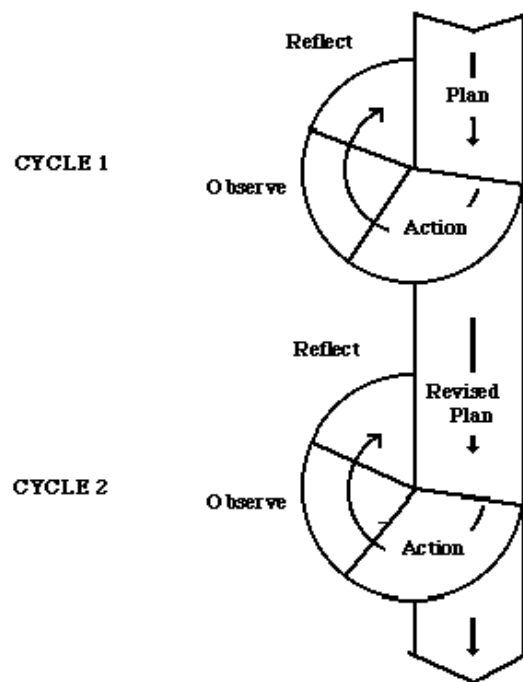
Reading is one of the skills that every student should learn. By reading, the students can understand the meaning of a text. But, there are still many students who can not understand what the meaning of the text that they reads. So the students feel bored reading. It was caused by some factor internally and externally, faktor internally many students are not confidence and afraid of asked about what they have not understand yet and factor externally students did not have motivation to practise reading.

There are many methods to be done by teachers in teaching reading comprehension. One of them is Reciprocal teaching method where this method encoutages the students and teachers to work together in forming small groups. This method can improve students' learning achievement in reading comprehension and explore their knowledge. Thus, the researcher conducted research on reading comprehension by applying reciprocal teaching method.

## CHAPTER III METHOD OF RESEARCH

### A. Research Design

This research was conducted by applying Classroom Action Research (CAR). In doing this action research, there were four steps included, namely: planning, action, observation and reflection. To show step in classroom action research, it was illustrated in the following chart.



**Chart 3.1 Classroom Action Research Model by Kemmis and Mc Taggartt in  
Arikunto (2013)**

The procedure of research was conducted in two cycles consisting of three meetings. Each cycle had four processes namely: planning, action, observation and reflection. But, if it did not increase the students reading so ability the next cycle was continued until the result has found maximal.

#### 1. Planning

In this step, the researcher and teacher planned and prepared what text that used, how to manage students, how long this treatment would take, and what properties that would be needed.

#### 2. Action

In action, the reseacher and teacher used report text as the materials. The researcher used a lesson plan which had been prepared in the planned.

#### 3. Observation

Observation that was done in this step was observation about students' reading process during the teaching learning process or action. The researcher found how students' attitude toward reciprocal teaching, and what problem that emerge during the action.

#### 4. Reflection

In this step the researcher reflection, evaluation and describing the effect of reciprocal teaching on students' reading comprehension. The researcher read field-note data, and then made a conclusion of the data. Then the researcher discussed it with the teacher or collaborator to made a conclusion and a reflection. The researcher also see the picture data to see students' behaviour in the class. It was used to conclude what students' attitude to the action based on those data.

## **B. Subject of Research**

The subject of this research was the XI grade students' of SMA Perguruan Bandung academic year 2018/2019. The subject of the research was taken from one class, that was students of XI Grade. The number of students consisted of 19 students.

## **C. Instrument of the Research**

### **1. Test**

The test was given to the students' in order to get quantitative data. It was in the form of multiple choice tests. The test consisted of thirtieth questions. Those items were about found general information, spesifik information, implied meaning and textual reference meaning from the text. The subject answered the items by crossing the choices among (A, B, C, or D). For the correct answered get thirtieth point and incorrect answer will get 0 point. This test was used to get he quantitative data and to measure the students' achievement in reading comprehension.

### **2. Observation Sheet**

Beside the test, the observation sheet was used to get the qualitative data. It was used to observe all conditions that happen during the teaching learning process. It involves the students' and teacher activities in the classroom.

## **D. Procedure of the Research**

This research was conducted by two cycles. Every cycle has four stages; they are planning, action, observation, and reflection.

### **1. Cycle I**

#### **a) Planning**

The activities in the planning were:

- 1) Making the lesson plan about Report Text.
- 2) Designing the steps in using Reciprocal Teaching.
- 3) Preparing the material, that is Report Text.
- 4) Preparing teaching aids, that is Reciprocal Text.
- 5) Preparing a test, that is reading test.

#### **b) Action**

Teacher's activity:

- 1) The teacher opened the class by greeting the students.
- 2) The teacher asked what topic they will learn, that is Report Text.
- 3) The teacher told the students about the advantages of learning Report Text.
- 4) The teacher introduced Reciprocal Teaching Method in learning Report Text.
- 5) The teacher asked the student's opinion about Report Text.
- 6) The teacher gave the definition of Report Text.
- 7) The teacher showed the text of Report Text with its generic structure.
- 8) The teacher explained about the Report Text.
- 9) The teacher gave a Report Text and reading aloud with the student.

- 10) The teacher divided the students into pairs.
- 11) The teacher asked the students' to read again by themselves to cover by their hand as much as they can. after that the students' have to tell to their partner about what they remembered about the text.
- 12) The teacher gave some question based on the text
- 13) The teacher and students made the conclusion based on the material.
- 14) The teacher ended the class by closing.

Students' activity:

- 1) The students answer greeting from their teacher as response to the teacher.
- 2) The students answer what topic they will learn.
- 3) The students listened about the advantages of learning Report Text.
- 4) The student listened the explanation Reciprocal Teaching Method in learning Report Text from teacher.
- 5) The students gave their opinion about Report Text.
- 6) The students listened the definition of Report Text from teacher.
- 7) The students look and keep attention for the text of Report Text with its generic structure.
- 8) The students listened to the teacher in explaining the Report Text.
- 9) The students answer the question based on the text that given by the teacher.
- 10) The students write their answer and see the correct answer that give by the teacher.
- 11) The student and teacher made the conclusion based on the material.
- 12) The students answer the closing from their teacher as response to the teacher.



### c) Observation

Observation was used to collect data namely, teacher and students activity attitude during teaching learning process. In this section the researcher was the formal observation. The researcher are an observer for teacher and the students' of the class that consisted of 19 students.

### d) Reflection

Reflection was a feedback process from the action that is done. Reflection was used to help teacher to made decision. The teacher and researcher analyzed all recording information learning process.

## 2. Cyle II

The researcher was cycle II, if the result in cyle I was still need improvement. In cycle II are also four stages; they are planning, action, observation, and reflection. Every weakness in cycle I was revised in cycle II.

### E. Technique of Analyzing Data

In analyzing the quantitative data, the following will be applied:

$$x = \frac{\sum X}{N} \times 100\% \text{ (Arikunto, 2013)}$$

Where :

X: The mean of the students score

$\sum X$  : The total score of students

N: The number of the students

Next, to categorize the number of the students who pass the test successfully, the researcher was applied the following formula below:

$$P = \frac{R}{T} \times 100\% \text{ (Arikunto, 2013)}$$

Where :

P : The percentage of those who getting score

R : The number of students getting score

T : The total number of the student

After getting the percentage of the above analysis results, then the result was used as determination of the success rate of students in the class according to Arikunto (2007) as the following table.

**Table 3.1 Criteria of Success Level of Students' Learning in Percent**

Level of Success (%)	Categories
81 - 100%	Very High
61 - 80%	High
41 - 60%	Moderate
21 - 40%	Low
0 - 20%	Very Low

The qualitative data consists of the information about the teacher's performance and the students activities in learning process that will be analyzed based on the students activities and the teacher performance category as proposed by Arikunto (2007).

a. Students' activities in learning process

The value of students' motivation in learning is obtained by the formula :

$$P = \frac{R}{SM} \times 100\%$$

Where :

P : The percentage

R : The number of activity indicators

SM : The total number of activity indicators

After getting the percentage of individual activity, then the result was used as determination of the criteria level of students activities in learning process proposed by Arikunto (2007) as the following table.

**Table 3.2 Criteria of Students' Activities in Learning**

<b>Level of Success (%)</b>	<b>Categories</b>
81 - 100%	Very High
61 – 80%	High
41 – 60%	Moderate
21 – 40%	Low
0 - 20%	Very Low

b. Teachers Performance

The teachers performance was analyzed based on the following category as proposed by Arikunto (2007). It is presented in the following table :

**Table 3.2 Criteria of Success Level of Teachers Performance in Percent**

<b>Level of Success (%)</b>	<b>Categories</b>
81 - 100%	Very High
61 – 80%	High
41 – 60%	Moderate
21 – 40%	Low
0 - 20%	Very Low

**F. Success Indicator**

This classroom action research was judged to succeed if  $\geq 70\%$  of the total students' reach minimum score at 70 (good), then the students activities in learning activities will be categorize good if the average percentage show that it has reached 70% of the number of student.

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data**

The data of this research consisted of two kinds. They were quantitative data that got from students' score in doing multiple choice test and qualitative data that got from observation sheets Students' and teachers activity in teaching learning process. This research applied quantitative and qualitative data. The quantitative data were taken from the mean of the students' achievement in reading comprehension.

#### **B. Data Analysis**

Pre-test was give before running to the treatment in cycle I. The researcher was gave the test to all the students' and the students answered the test. The researcher got that all of them still have not achieved the score with successful category. The data indicated that the students were still low in reading comprehension. So the succesfull percentage of the students' reading comprehension had not been improved. Therefore, the researcher conducted cycle I to improve students' reading comprehension.

#### **4.1 Cycle I**

In the cycle I, there were many activities done. All activities were elaborated by the researcher as foll

**a. Planning**

Planning was developed for taking action and/or for gathering information and data in order to observe or capture the experience or monitoring the practice. The activities in planning were (a) designing lesson plan about Report text as the material, (b) make observation sheet to see the improvement of the students' in reading comprehension, (c) preparing the research instruments to see an improvement in students reading comprehension in the learning process.

**b. Action**

In action, the teacher taught students using Reciprocal Teaching Method. The teacher used report text as the materials. The teacher used a lesson plan which had been prepared in the planning. The lesson plan included reciprocal teaching stages. First the researcher taught students some strategies that students needed in reading using reciprocal teaching that is predicting, clarifying, questioning, and summarizing. After students mastered the strategies, the teacher asked students to read a text using reciprocal stages. Then, In the implementation of the discussion, the students independently were given a example of report text. Then the students started to analyze the information they got from members of the group and made a summary of the report text and example report text. The students took action to reading about report text and give example. Finally, the other students gave some feedback or responses to their friends' explain.

**c. Observing and Evaluating**

1. Observation of students activity in learning process. The activity of students in learning process was presented in the following table:

**Table 4.1**  
**The Percentage of Students' Activity in Cycle I**

No	Aspects of Observation	Score	Indicators
1	Interest	73,68%	tertinggi
2	Attention	67,10%	
3	Participation	64,47%	
4	Presentation	55,26%	Terendah
<b>Means</b>		<b>65,13%</b>	

The data above show that the students' activity in learning process with Reciprocal teaching method was relatively low at average percentage 65,13%. The highest percentage belonged to interest aspect at 73,68%. It was followed by attention aspect at 67,10%, and participation at 64.47%. Then, the lowest aspect was presentation at of 55.26%.

Referring to the Table 4.1, it was seen that interest aspect was the highest position because students are interested in the explanation conveyed by the teacher and the aspect of presented was the lowest because students do not have the confidence in presenting what they know.

2. The result of observation on teacher's performance in teaching and learning process by using Reciprocal teaching method was presented in the table below:

**Table 4.2****The Percentage of Teacher's Performance in Cycle I**

No	Activity	Score	Catagory
1	Aperception	81,56%	
2	Material Explanation	84,21%	
3	Explanation of Method	73,69%	Lowest
4	The tehnicque part of group	80,27%	
5	Management of Discussion	81,58%	
6	Away question or quiz	81,58%	
7	Ability to evaluate	84,21%	
8	Rewarding individuals or group	80,27%	
9	Determining scores	82,90%	
10	Concluding learning materials	85,52%	
11	Closing the learning	86,84%	Highest
<b>Means</b>		<b>82,05%</b>	

Based on the data in the table above, teacher activities in the teaching and learning process used Reciprocal Teaching Methods are good with at average percentage 82.05% with an ideal score of 100%. Closing learning is the highest 86,84%, The lowest Explanation of method 73,69%. It was concluded that the teacher's performance in learning process was categorized as good. The highest of the Closing the learning it because the teacher was closing the learning well and clear and then the lowest in Explanation of Method it because the teacher did not use Reciprocal teaching method.

3. The result of the students' learning mastery in cycle I. The level of students' learning mastery was good enough but it still had not reached the indicator of succes determined in this research. The means score achieved only reached 67,73 and the total percentage 47,37%, with details of values as follows: score of 81 was obtained by one students, score of 80 was gotten by three peoples, score of 77 was owned by two students, score of 70 was gotten by three



peoples, score of 63 was gotten by two peoples, score of 60 was gotten by seven peoples, and score of 50 was gathered by one students.

#### **4. Reflection**

Based on the data obtained from the observations and evaluations above, there are some points to reflect as follow:

1. The students were still unable in learning group with Reciprocal Teaching Method. The students still were affected with individual learning, so that learning in group was not yet well developed. It was seen from the observation of students' activities in the teaching learning process by using Reciprocal Teaching Method were still relatively low with average percentage was 65.13%.
2. The teacher was unable to create an active learning in groups with Reciprocal Teaching method. This was obtained from observation of teacher activities in Reciprocal Teaching Method was good, the average percentage at 82,05%.
3. The result of evaluation indicated that students' mastery of leaning material was still inadequate. However, there was an increase. It was proven by the comparison of the average of learning achievement in pretest and cycle I, that was 10,52% in pretest and 47,37% in cycle I.

## **4.2 Cycle II**

The Cycle II was done because after reflecting from the cycle I, it was still not good enough. Cycle II was conducted to improve the constraints encountered in cycle I.

### **a. Planing**

Planning in the second cycle based on replanning cycle I, namely compiling learning design in accordance with the problems in the cycle I, to motivate the students to be more active in learning, reintroduce Reciprocal Teaching Method. So that students are more understand and active in discussion with that learning method, providing learning media to help increase students' motivation and attractiveness learning in reading comprehension, help direct students to discuss with Reciprocal Teaching Method, and guide more intensive students who have difficulty understanding learning material.

### **b. Action**

The implementation of the action in the second cycle was carried out because the learning in the cycle I action was less successful in overcoming students problems, so that achievement of values realized through scores is still relatively low. So that, the action carried out to sharpen the parts that are correct in cycle I, namely learning media. Proven from cycle I action, the ability of students enhancement from the result of cycle I. Thus, the problems in cycle I can be resolved.

Generally, the ability of students to improve from the results of pre-action Cycle1. The learning process begins with a technical explanation of about 30 minutes. In the second cycle action, at the beginning of he learning process in this cycle, a technical description Reciprocal teaching method in reading comprehension, still be given to students in order to improve students' ability to take the advantage of the method. Then, the next learning process was not similiar to previous meeting, but with the same learning materials.

### c. Observing and Evaluating

1. Results of observations of student activities in the teaching and learning process. Student activity observed in the second cycle can be seen in the following table:

**Table 4.3**

#### **Activity Score of Students' in Learning Process of Cycle II**

<b>No</b>	<b>Aspects of Observation</b>	<b>Score</b>	<b>Indicators</b>
1	Interest	96,05%	Tertinggi
2	Attention	89,47%	
3	Participation	88,15%	
4	Presention	84,15%	Terendah
<b>Means</b>		<b>89,47%</b>	

from the table shows that the highest score of student activity in learning was at 96,05% Interest aspect. It was followed by Attention at 89,47% and participation at 88,15%. Then, the lowest was presentation aspect with 84,15%. And it can be concluded that student activities in learning teaching are improved. In other word, there were an increase in students activity in learning or discussing between cycle I and cycleII, individually or in groups. This can be

seen from the comparison of the average score of student activity between cycle I, 65,13% and cycle II 89,47%. This shows that student activity in learning has improved from the first cycle.

2. The results of students' observations on the teacher's activities in Reciprocal Teaching Method can be seen clearly in the following table:

**Table 4.4**

**The Percentage of Teacher's Performance in Cycle II**

<b>No</b>	<b>Activity</b>	<b>Score</b>
1	Aperception	93,42%
2	Material Explanation	93,42%
3	Explanation of Method	90,79%
4	The tehnicque part of group	89,48%
5	Management of Discussion	89,48%
6	Away question or quiz	96,05%
7	Ability to evaluate	96,05%
8	Rewarding individuals or group	93,42%
9	Determining scores	94,73%
10	Concluding learning materials	94,73%
11	Closing the learning	96,05%
<b>Means</b>		<b>93,42%</b>

From the data above, the teacher activities in teaching and learning process are good. This shows that there is an increase/improvement of teacher activities in the teaching and learning process from cycle I and cycle II, that is from 82,05% become 93,42% or an increase of 11,37%.

3. Cycle 2 evaluation results about students' mastery of learning material in cycle 2, with the average score of acquisition was 84.37, with details one peoples got score 73, score 77 was got by two peoples, 80 score got six peoples, 83 score got one peoples, 90 score got eight peoples, and 93 score got one peoples. From these data it can be concluded that student learning outcomes in cycle II

have improvements from cycle I, namely from 67,73 become 84,37 with comparison 16,64. In other word students reading comprehension skills have increased.

#### **d. Reflection**

Based on the data obtained from the results of observations and evaluations in the learning process in cycle II there were improvement or increase students reading comprehension. But there are still obstacles or problems that need solution. As for the succes gained during cycle II, this as follows:

1. The activity of students in the teaching and learning process with Reciprocal Teaching Method has led to better. Student have been able to build cooperation in groups to understand the tasks given by the teacher, and participate in activities. Students begins to be able to present their work well. This can be seen from the data from observations on students activities increasing from 65, 13% in cycle I become 89,47% in cycle II.
2. The increase in the results of student activities in the learning Report text, supported by the increasing activity of teachers in maintaining and improving the atmosphere of learning Reciprocal Teaching Method. Teacher intensively guide the students especially when students have difficulties. This can be seen from the data from observations of teacher activities in teaching and learning Report Text by using Reciprocal Teaching Method, from 82,05% in cycle I become 93,42% in cycle II.

3. Increasing students' ability to mastery material about Report Text. This can be seen from the average evaluation results, namely 67,73 in cycle I become 84,37 in cycle II.

### **C. Research Findings**

Based on data analysis the researcher found some findings, namely :

1. The result of research indicated that there was improvement on the students' reading comprehension which was taught by Reciprocal Teaching Method. It was proved by the data which showed that the mean of the students' score for the first reading test as a pre-test which was 47,90. the second reading test as post test I which was 67,73 and the third reading test as post test II which was 84.37. The total percentage of the students who passed the passing grade significantly improve, in the pre-test which was 10,52%, in the post test I which was 47.37% and in the post test II which was 100%.
2. The researcher also analyzed qualitative data to support the research finding besides the quantitative data. The qualitative data were organized from the observation sheet. The students' was activities in teaching learning process cycle one the mean 65,13% and cycle II 89, 47%.
3. The teacher was activities in teaching learning process cycle one the mean 82,05% and cycle II 93,42%. It meant that there was effectiveness improvement of applying Reciprocal Teaching Method on the students' achievement in reading comprehension.

#### **D. Discussion**

This subchapter was a discussion of the results of the research described in the results section. In holding the pre text the level of student mastery was still very low with success percentage of 10,52%. At this stages of the first cycle, the method of learning by using Reciprocal Teaching Method applied and supported by the application reading comprehension. At this stage students with success percentage of 47,37%. These result indicated that the level of learning achievement are still relatively less successful.

The implementation of this second cycle starting from the problem at this stage I. Result measures the means score of the ability of students to mastery of the material in cycle II with success percentage of 100%. Meanwhile, the activities students' in cycle I the mean score 65,13% and cycle II advance the mean score 89,47%, and the the activities teachers in cycle I the mean score 82,05% and cycle II advance the mean score 93,42%. This means that there was a significant increased in students' achievement and learning activities, and otherwise managed very well.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After analyzing data, conclusions are drawn as the following:

1. There was improvement of students' achievement in reading comprehension having analyzed the data that have presented in the previous chapter, it was showed in pre-test the mean was 47.90 in the cycle I was 67,73 and the cycle II was 84,37.
2. In observation sheet activity students in learning process cycle I 65,13% and cycle II 89,47%, it could be seen that the students was very active in teaching learning process and the students was interested and not bored. It meant that there was effectiveness improvement of Reciprocal Teaching Metod on the students' achievement in reading comprehension.
3. In observation sheet activity teacher in learning process cycle I 82,05% and cycle II 93,42%, it could be seen that the teacher was very active in teaching learning process and the students was interested and not bored. It meant that there was effectiveness improvement of Reciprocal Teaching Metod on the students' achievement in reading comprehension.



## **B. Suggestions**

Related to the conclusions above, some suggestions were pointed out as follows:

1. For the English teacher, it is better to use Reciprocal Teaching Method as the first stage in reading to improve the students' achievement in reading comprehension, because it could make the teaching learning process active, especially when teaching reading.
2. For the students, to use Reciprocal Teaching Method, especially reading because this method can improve their reading skill and also their English achievement.
3. For the researcher, this researcher can contribute a good understanding of how to improve their achievement in reading comprehension through Reciprocal Teaching Method and the researcher can be apply this method in teaching other subject.

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