

**IMPROVING STUDENTS' READING COMPREHENSION BY
IMPLEMENTING RECIPROCAL TEACHING AT THE SECOND
SEMESTER OF STKIP DHARMA BAKTI LUBUK ALUNG
PADANG PARIAMAN REGENCY**

THESIS



By

**AMAL HAYATI
NIM 51448**

**This thesis is submitted to fulfill one of the requirements
for the degree of Magister Pendidikan (M.Pd)**

**ENGLISH EDUCATION SECTION
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ABSTRACT

Amal Hayati. 2013. Improving Students' Reading Comprehension by Implementing Reciprocal Teaching at the Second Semester of STKIP Dharma Bakti Lubuk Alung Padang Pariaman Regency. Thesis. Graduate Program State University of Padang.

The research is motivated by the low of second semester students' reading comprehension at STKIP Dharma Bakti Lubuk Alung year 2012/2013. It is caused by one factor, lack of effectiveness in teaching and learning process in reading comprehension. In this case, it is necessary to conduct the research. The purpose of this study is to find out to what extent Reciprocal Teaching can improve the effectiveness of teaching and learning process in reading comprehension. Besides, this study also aims to identify the dominant factors that influence the effectiveness of teaching and learning process in reading comprehension.

This research was classroom action research consisted of two cycles. Each cycle runs for four meetings. Each cycle consisted of four phases: planning, action, observation, and reflection. The participants of the research were 31 students of the second semester STKIP Dharma Bakti Lubuk Alung. The instruments were observation sheet, interview and reading comprehension test. Reading comprehension test was distributed at the end of the cycle. The test consisted of 20 multiple choice questions. To collect the data from the observation, the researcher helped by the collaborator to identify the dominant factor that influence the effectiveness of teaching and learning process in reading comprehension.

From the data obtained, the researcher concludes that there are some improvements in the teaching and learning reading comprehension. This is evidenced by the increase of the students' score in reading comprehension test. The dominant factor that influence the effectiveness of teaching and learning process in reading comprehension are: classroom activities, teaching material, teacher knowledge, interaction, and behavior assessment.

ABSTRAK

Amal Hayati. 2013. Meningkatkan Kemampuan Pemahaman Bacaan Siswa dengan Menggunakan Teknik Reciprocal Teaching pada Mahasiswa Semester 2 STKIP Dharma Bakti Lubuk Alung, Pariaman. Tesis. Program Pascasarjana Universitas Negeri Padang.

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan pemahaman bacaan mahasiswa semester II STKIP Dharma Bakti Lubuk Alung TA 2012/2013. Hal ini disebabkan oleh salah satu faktor, yaitu kurang efektifnya proses belajar mengajar dalam pemahaman bacaan. Dalam hal ini, maka perlu dilakukan penelitian. Tujuan penelitian ini adalah untuk mengetahui sejauh mana Reciprocal Teaching dapat meningkatkan efektivitas proses belajar mengajar dalam pemahaman bacaan pada mahasiswa tersebut. Disamping itu penelitian ini juga bertujuan untuk mengidentifikasi faktor apa yang dominan yang mempengaruhi efektivitas proses belajar mengajar dalam pemahaman bacaan.

Penelitian ini adalah penelitian tindakan kelas yang terdiri dari dua siklus. Masing-masing siklus berjalan selama empat kali pertemuan. Setiap siklus terdiri dari empat tahapan: perencanaan, tindakan, pengamatan, dan refleksi. Peserta penelitian adalah 31 orang mahasiswa semester II STKIP Dharma Bakti Lubuk Alung. Adapun instrumen yang digunakan adalah lembar observasi, wawancara dan tes pemahaman bacaan. Tes pemahaman bacaan didistribusikan pada akhir siklus. Tes terdiri atas 20 pertanyaan dalam bentuk pilihan ganda. Untuk mengumpulkan data dari observasi, peneliti dibantu oleh kolaborator untuk mengidentifikasi faktor apa yang dominan yang mempengaruhi efektivitas proses belajar mengajar dalam pemahaman bacaan.

Dari data yang didapat, peneliti menyimpulkan bahwa adanya peningkatan terhadap proses belajar mengajar pemahaman bacaan. Hal ini dibuktikan dengan nilai siswa yang meningkat dalam tes pemahaman bacaan. Adapun faktor yang dominan yang mempengaruhi pemahaman bacaan siswa adalah: aktivitas di ruang kelas, materi pembelajaran, pengetahuan guru, interaksi, dan kegiatan penilaian perilaku.

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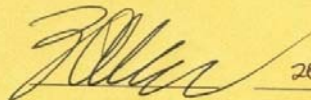
Mahasiswa : *Amal Hayati*
NIM. : 51448

Nama

Tanda Tangan

Tanggal

Prof. Drs. H. Zainil, M.A., Ph.D.
Pembimbing I

 28-1-14

Dr. Kusni, M.Pd.
Pembimbing II

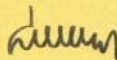
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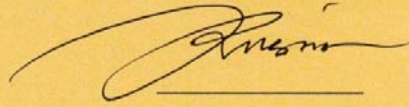
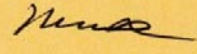
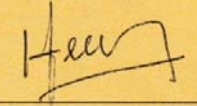
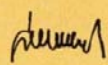
Prof. Dr. Agus Irianto
NIP. 19540830 198003 1 001
PLT. SK Nomor: 187/UN35/KP/2013
Tanggal 23 Juli 2013

Ketua Program Studi/Konsentrasi



Prof. Dr. Gusril, M.Pd.
NIP. 19580816 198603 1 004
PLT. ST Nomor: 2513/UN.35/KP/2013
Tanggal 24 Desember 2013

**PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
1	<u>Prof. Drs. H. Zainil, M.A., Ph.D.</u> (Ketua)	
2	<u>Dr. Kusni, M.Pd.</u> (Sekretaris)	
3	<u>Prof. Dr. H. Mukhaiyar</u> (Anggota)	
4	<u>Dr. Hamzah, M.A., M.M.</u> (Anggota)	
5	<u>Prof. Dr. Gusril, M.Pd.</u> (Anggota)	

Mahasiswa

Mahasiswa : *Amal Hayati*

NIM. : 51448

Tanggal Ujian : 9 - 12 - 2013

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Saya yang menyatakan



Amal Hayati

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the four language skills that must be mastered by the English students as a foreign language in Indonesia. Reading is a gateway of science. Reading enables the students to increase their ability to learn and master large volume of information.

As one of the macro skills in language learning, reading should promote some other skills such as speaking and writing. Reading also introduces the reader to new thing and regularly increases the vocabulary. In Indonesia, where English is taught as a foreign language, a large number of students get and master the vocabulary through reading.

In reading, the students are expected to be able to develop their comprehension which attempts them to grasp the message provided by the writer in the reading text. The students must decode what the text literally says but at the same time students must bring their knowledge to the text to determine what the text actually means for them.

From the writer's teaching experience in Reading Practicum of English Intensive Course subject to first semester students at STKIP Dharma Bakti Lubuk Alung, she found that the students have low achievement in reading comprehension. In comprehending a reading text, students should be able to identify a topic, main idea, word reference and the meaning of the

vocabulary in context, but most of them have difficulties in understanding a text.

The result of reading comprehension test indicates that none of students got A (81-100). There are 6 students got B (66-81), and others are failed. The lowest score is 40, and the highest score is 80. The mean score for all indicators is 56,45. It seemed that the students still have low ability in comprehending a reading text.

The reality above might be influenced by some factors. First, the teaching technique used by the teacher in teaching reading comprehension. The teacher used an explanation technique, where she only gave explanation, then asked students to answer the question from reading text given. The researcher realized that teaching technique as not effective as expected.

Another factor comes from students. They were not interested in learning reading comprehension. It could be identified from their attitude toward the text they read, they were not curious to read and they were not eager to comprehend the text when they read it. As a result, most of them did not capture what the author really wanted to convey. This kind of attitude would not help them to be able to comprehend the contents of the text.

Selecting the appropriate technique may influence the effectiveness of teaching and learning process, and improves the students' achievement in reading comprehension. There are many kinds of technique that can be use in teaching reading, such as Reciprocal Teaching (RT), Collaborative Strategic Reading (CSR), Transactional Strategies Instruction (TSI), and etc.

Considering that, the writer is interested in applying Reciprocal Teaching (RT) to improve students' reading comprehension. It is a set of four strategies, summarizing, questioning, clarifying and predicting, taught to struggling readers, primarily to develop their comprehension monitoring abilities. In pairs or small groups, participants sharing a common text take turns assuming the roles of teacher and student.

The purpose of Reciprocal Teaching is to help students, with or without a teacher present, actively bring meaning to the written word. The strategies chosen not only promote the reading comprehension but also provide opportunities for students to learn to monitor their own learning and thinking. It is expected by implementing Reciprocal Teaching will affect to the effectiveness of teaching and learning process.

B. Identification of the Problem

From the background of the problem above, it is clear that the students' have low achievement in reading comprehension. It is caused by some major problems which come from teacher and students. The ineffective teaching technique used by the teacher affects the students' achievement in reading comprehension.

As the role of teachers, they are motivator, facilitator and advisor in learning and teaching process. The method and quality depend on them. They should keep the motivation of their students and give sense of security, success and achievement.

Recently many techniques of teaching have been applying in reading comprehension. It is expected to overcome the problem that may be found in teaching and learning process, such as Reciprocal Teaching (RT), Collaborative Strategic Reading (CSR), and Transactional Strategies Instruction (TSI).

C. Limitation of the Problem

Based on the identification of the problem, there are many kinds of technique that could be used in teaching reading, such as Reciprocal Teaching (RT), Collaborative Strategic Reading (CSR), and Transactional Strategies Instruction (TSI). The problem of this research was limited in implementing Reciprocal Teaching to the second semester English Department students of STKIP Darma Bhakti Lubuk Alung. The technique used to improve the effectiveness of teaching and learning process in Reading I subject.

D. Formulation of the Problem

Based on the above description, the problem of the study is formulated as follows: Does the use of Reciprocal Teaching can improve the effectiveness of teaching and learning process in Reading I to the second semester students of STKIP Darma Bhakti Lubuk Alung?

E. Research Question

Based on problem background and limitation above, the writer states the problem as follow:

1. To what extent can Reciprocal Teaching improve the effectiveness of teaching and learning process in reading comprehension at the second semester of STKIP Darma Bhakti Lubuk Alung, Padang Pariaman?
2. What are the dominant factors that influence the effectiveness of teaching and learning process in reading comprehension by implementing Reciprocal Teaching at the second semester of STKIP Darma Bhakti Lubuk Alung, Padang Pariaman?

F. Purpose of the Research

The purposes of this research are:

1. To find out whether Reciprocal Teaching can better improve the effectiveness of teaching and learning process in reading comprehension at the second semester of STKIP Darma Bhakti Lubuk Alung, Padang Pariaman Regency.
2. To find out the dominant factors that influence the effectiveness of teaching and learning process in reading comprehension by implementing Reciprocal Teaching at the second semester of STKIP Darma Bhakti Lubuk Alung, Padang Pariaman Regency.

G. Significance of the Research

This research is expected to give some contributions and consideration to both theoretical and practical significance. Theoritically, it can enrich the theories in describing the effectiveness of using Reciprocal Teaching in teaching reading comprehension. It will become a source of information about the description of using Reciprocal Teaching in teaching reading comprehension.

Practically, it can be a guideline for the English teachers to use Reciprocal Teaching in teaching reading comprehension. It is expected that the finding of this research can offer English teachers for more information and alternative decision about effective technique of teaching reading comprehension.

H. Definition of the Key Term

To avoid ambiguous understanding and interpretation on the problem above, the terms used in this research are defined as follows :

1. Reading comprehension is the skill of English Depatment students of STKIP Dharma Bakti Lubuk Alung to catch the important ideas of a reading text identified by their score in reading comprehension text.
2. Reciprocal Teaching is a technique in which teacher and students take turns leading a dialogue concerning section of a text that might result in improving students reading comprehension.

CHAPTER V

CONCLUSSION, IMPLICATION AND SUGGESTION

A. Conclusion

From the result of the research that was conducted in two cycles, it can be concluded that:

1. Reciprocal Teaching improves the effectiveness of teaching and learning process in reading comprehension. This is evidenced by the increase of the students' score in reading comprehension tests. Their score is better than before applying this technique.
2. The dominant factors that influence the effectiveness of teaching and learning process in reading comprehension are:
 - a. Classroom activity. Collaboration in group that increase students' knowledge, activeness, self confidence, and willingness to speak.
 - b. Instructional material. The material that is suitable for the students' level makes them enjoy learning.
 - c. Teachers' knowledge. The lecturer gives clear explanation and instruction for the students as her role to be a facilitator and source of information in learning.
 - d. Interaction. The interaction among students and lecturer is also one factor that influences teaching and learning process. The good interaction will build a good communication between students and

lecturer, so that students feel enjoy in teaching and learning process.

- e. Behavioral Assessment Activities. The behavioral assessment in teaching and learning process can make students understand even they made a mistake, then they can revise it to be better.

B. Implication

As previously clarified, students' activities through reciprocal teaching improves the effectiveness of teaching and learning process in reading comprehension, and some factors in term of classroom activities, materials and teacher's knowledge, interaction, and assessment activities influence the changes of the students' achievement. It can be implied that Reciprocal Teaching should be develop and introduce within the process of teaching and learning reading comprehension by the teacher or lecturer at both schools and universities.

C. Suggestion

Based on the finding and conclusion, the following suggestions can be made:

1. As an English lecturer, who has the same problem in teaching and learning reading materials, can use the Reciprocal Teaching Technique to make better result in teaching and learning reading comprehension.

2. Researcher suggests to another researcher who is interested in carrying out a research using Reciprocal Teaching to improve students' reading comprehension, to continue the relevant research in order to have better result.

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