THE EFFECT OF RECIPROCAL TEACHING STRATEGY AND READING INTEREST TOWARD STUDENTS' READING COMPREHENSION OF THIRD SEMESTER STAIN KERINCI

THESIS

By

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ABSTRAK

Yuli Ramita. 2015. Pengaruh Pengajaran Resiprokal dan Minat Baca Terhadap Pemahaman Membaca Mahasiswa Semester III STAIN Kerinci. Tesis. Program Pascasarjana Universitas Negeri Padang.

Pemahaman membaca yang rendah terhadap teks beserta komponennya adalah permasalahan yang dihadapi oleh mahasiswa reading III STAIN Kerinci. Strategi yang sesuai untuk pengajaran pemahaman membaca memiliki beberapa variasi. Salah satu variasi strategi pengajaran pemahaman membaca adalah resiprokal. Penelitian ini bertujuan untuk menganalisa bagaimana dampak antara dua strategi pengajaran; resiprokal dan konvensional dengan level minat baca mahasiswa. Rancangan penelitian ini ialah faktorial dengan jenis 2x2 disebabkan memiliki dua faktor yaitu strategi pengajaran dan level minat baca. Populasi penelitian ini adalah seluruh mahasiswa semester III. Teknik pengambilan sampel menggunakan sampel purposive. Kelas A dan B merupakan sampel yang didapat. Ada dua instrumen untuk mengumpulkan data yaitu tes untuk pemahaman membaca dan kuisioner untuk pengelompokkan minat baca yang rendah dan tinggi. Statistik parametrik adalah teknik analisa data dengan menggunakan anava dua arah. Empat temuan menunjukkan bahwa strategi pengajaran resiprokal lebih efektif jika dibandingkan strategi pengajaran konvensional terhadap pemahaman membaca mahasiswa. Terdapat interaksi antara dua strategi pengajaran dan level minat baca terhadap pemahaman membaca mahasiswa. Strategi pengajaran resiprokal lebih efektif jika diterapkan pada mahasiswa dengan minat baca yang tinggi, dan pengajaran konvensional lebih efektif jika diterapkan pada mahasiswa dengan minat baca yang rendah.

ABSTRACT

Yuli Ramita. 2015. The Effect of Reciprocal Teaching Strategy and Reading Interest toward Students' Reading Comprehension of Third Semester STAIN Kerinci. Thesis. Graduate Program. State University of Padang.

The insufficient of the students' comprehension on the text and its component is the students' problem of reading III at STAIN Kerinci An appropriate strategy for teaching reading has some variations. Reciprocal teaching strategy is one of teaching variations for reading comprehension. This research aimed to analyze how the effect between teaching reading strategies and students' reading interest level. This research design used factorial by 2x2 since it has two factors; teaching strategies and level of reading interest. The population was all of the students who studied reading III. The sampling technique was the purposive. There were two instruments used; test for reading comprehension and questionnaire for reading interest. The technique of data analysis was anova two ways test. The four findings showed that applying reciprocal was more effective than conventional teaching strategy. There was an interaction both teaching strategies and level of reading interest toward students' reading comprehension. Reciprocal teaching strategy was more effective for the students with high reading interest than low reading interest. Conventional teaching strategy was more effective for the students with low reading interest than high reading interest.

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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, tesis dengan judul **The Effect of Reciprocal Teaching Strategy and Reading Interest toward Students' Reading Comprehension of Third Semester STAIN Kerinci** adalah asli dan belum pernah diajukan untuk mendapat gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.

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Saya yang menyatakan,

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Finally, this thesis is expected to give a significant and useful contribution for the development of English education in Indonesian context.

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The
Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The aim of English Department of STAIN Kerinci is to provide the students to be English teachers. As the candidates of English teachers, there are two requirements they need to fulfil. First, they are demanded to master skills and components of language: listening, speaking, reading, and writing. Each of these skills should be acquired by the students. Each of them contributes to students' ability in communication; both written and oral communication. Reading as a part written communication cannot be left behind the other skills. The information in reading text can be found and read many times. Reading skill is used to facilitate and utilize the readers the knowledge, information, and others academic field. The other requirement that should also be fulfiled by the students is an ability to implement appropriate strategy in teaching and learning process.

Reading subjects are learned by the students for three semesters; I, II, and III. Those are compulsary. According to the curriculum, in Reading I, the students are able to master the basic skills for reading through words, phrases or clauses and sentences. The students are expected to use each of them in the text. In Reading II, the students are demanded to find the idea in a paragraph and able to manage the time during reading class effectively. Reading I and II are pre-requisite subjects. They have to pass reading I and II before taking Reading III. For Reading III, the standard of competence that the students are expected to master is They are able to comprehend full scale text of general and specific

topics through the application of various techniques and strategies. As a basic of competence, a topic can be found by recognizing the component of the text; which consists of main idea, supporting details of the text, and other information from the text.

Teaching reading in advance level needs an appropriate strategy for supporting the students' achievement. The execution of reading, the students are demanded to comprehend the text well. There are some variations of teaching reading that leads the students to a well learning process. One of strategies that can fulfil the students to create a learning process is how the students get involve in it. As the result, they can learn independently. Based on Barkley (2012:45) one of the purposes of learning is to make an experience of learning that the students acquire the knowledge and recall the information. They are forced to participate by applying their role. Consequently it directs the students to create a process by themselves.

Nowadays, one of teaching strategies that can be implemented for aid the students who have a problem in reading comprehension is reciprocal teaching. An appropriate strategy forces the students to comprehend the text with some activities. Palincsar and Brown (1984:2) who initiate this strategy said that reciprocal teaching strategy has four main activities that are used by each of students in the small group. They are; predicting, clarifying, question, and summarizing. The activities motivate the students' involvement in teaching and learning process. by using four activities, it probably fosters the students'

comprehension in the form a dialogue or interaction among the students. They find some different ideas by sharing and negotiating among them.

Meanwhile, teaching and learning process of reading III STAIN Kerinci is a conventional teaching. The lecturers tend to innitiate in each of activities. There are some activities still depend on the lecturers during the execution of reading. The lecturers usually teach reading comprehension subject by asking students to work in group discussion. This activity cannot train the students doing by themselves. During presentation stage, the students take a role to present the material to another. The learning process is administered by the students on presentation the material in front of the class. The activities elicit such as the presenters explain the material, answer the question, clarify the unclear idea, and solve the problem. The lecturers' guiding on each of steps on discussion still be apart of them. As a matter of fact, the students' score reading III STAIN Kerinci are sufficient to get standard competence but teaching and learning process does not support what the concept of an experience of learning. In short, The lecturers' explanation and clarification contribute as the main role.

The students' inadequacy to achieve comprehension are triggered by internal factor. The students' internal factors usually exist such as limited vocabulary, lack of motivation, and the students' reading interest. The students who have limited vocabulary are not motivated to read. Consequently, they are not able to find the topic and the skill of reading; main idea, stated details, unstated details, and reference.

One of the important factors that can alter the students' score is the students' reading interest. There are two levels in reading interest; high and low which strengthen or weaken students' comprehension. The students who are indicated as high reading interest is having tendency to read than other activities. They are accustomed to read. Moreover, they are motivated to reach their goals what they like the most.

In contrast, the students who have low reading interest are facing the difficulties during reading process. The problem elicits such as they do not try to reach the purpose of reading text that an idea to be conveyed. As the result, they do not have the goals and the reasons why they read. They read without any planing and trying to catch the idea. This is the reasons why reading interest affect essencially in high or low level toward students' comprehension.

This research was conducted to investigate whether reciprocal teaching or conventional teaching strategy and high or low level of reading interest are more effective for overwhelming students' reading comprehension. Reciprocal teaching strategy are applied by the students is to investigate whether the application of the new teaching is more effective than the teaching that usually used by the lecturers in reading III STAIN Kerinci.

B. Identification of the Problem

Based on the background of the problem, specifically the students face the difficult to understand the text and its components. It is caused by their ability; limited vocabulary, lack of motivation, and reading interest. As the moderator variable, the level of reading interest can be seen whether can strengthen or

weaken both strategies; reciprocal teaching and conventional teaching strategy toward students' reading comprehension.

The other problem was an appropriate strategy that the students usually used. Beside the internal factors can contribute the existence of the problem, a particular teaching can be a reason that the students do not have a strategy how to comprehend the text well. Thus, the strategy relates to the moderator variable whether the strategy is always effective to pair with all level of reading interest. in other case, the certain strategy is effective for some particular students in different level.

C. Limitation of the Problem

This research limited on the effect of both strategies and the students' reading interest level of third semester STAIN Kerinci. It focused on the interaction the four variables; low and high reading interest by using conventional and reciprocal teaching strategy.

D. Formulation of the Problem

Based on the identification and the limitation of the problems above, formulations of the problems are:

1. Do the students who are taught by using reciprocal teaching strategy get better result than conventional teaching strategy on students' reading comprehension?
2. Is there any interaction between teaching strategies and reading interest on reading comprehension?

3. Do the students for high reading interest who are taught by reciprocal teaching strategy get better result than conventional teaching strategy on students' reading comprehension?
4. Do the students for low reading interest who are taught by reciprocal teaching strategy get better result than conventional teaching strategy on students' reading comprehension?

E. Purpose of the Research

The purposes of the research are:

1. To find out whether the students who are taught by using reciprocal teaching strategy get better result than conventional teaching strategy on students' reading comprehension.
2. To find out whether there is any interaction between teaching strategies and reading interest on students' reading comprehension.
3. To find out whether the students for high reading interest who are taught by reciprocal teaching strategy get better result than conventional teaching strategy on students' reading comprehension.
4. To find out the students for low reading interest who are taught by reciprocal teaching strategy get better result than conventional teaching strategy on students' reading comprehension.

F. Significance of the research

This research is expected to have theoretical and practical significance. The result of this research is expected to give contribution in teaching reading comprehension by using reciprocal teaching strategy. The result can be one of

references for the teachers who eager to motivate the students participate in reading class.

Practically, reciprocal teaching strategy can be guiding to teach reading comprehension in advance level. There are some significances. First, for the lecturers, the result of the research can be presented to workshop or seminar of learning and teaching reading comprehension. They can develop the strategy depends on the needs of the students. The second, the lecturers can increase their skill of teaching reading by following of the strategy. Third, for the students, the result of the research can create a students – centered effectively. Thus, the strategy forces the students to learn independently. It can be a very useful to facilitate the reading comprehension process.

G. Definition of Key Term

1. Reciprocal teaching strategy : an instructional strategy that utilize four activities; predicting, clarifying, questioning, and summarizing among the students in the small of group.
2. Reading interest: the students' tendency to read rather than other activities.
3. Reading comprehension: the students' achievement in mastering to find out the topic, main idea, and the supporting details in written text.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion, it can be concluded that the students who applied reciprocal teaching strategy get better result in students' reading comprehension achievement than conventional teaching. This strategy was benefit to create students' learning experience. It can be indicated that the students' effort to find and solve the problem from the text. The students enhance their comprehension by teaching each another student. Reciprocal teaching innitiate the students in all aspect. Such as leadership, socialization, and sharing than conventional teaching. Although conventional teaching is kind of group discussion, the students donot teach other students. Their leadership is not elicit during teaching and learning process.

There was an interaction between teaching strategy and reading interest on reading comprehension. Reciprocal teaching was effective with the students who have high reading interest. Thus, conventional teaching strategy is suitable to the students with low reading interest. since reciprocal teaching strategy is applied by the students, it can not be paired all of students' reading interest level.

The high students' reading interest who were taught by reciprocal teaching give better result in students' reading comprehension achievement than who were taught by conventional teaching. High reading interest is appropriate since reciprocal teaching is applied by the students. The students' preparation before reading is one of factors that reciprocal teaching strategy can be effective

in the classroom. Thus, the students' who high reading interest enjoy and easily work in their group discussion to teach and share an idea with their friends.

The students with low reading interest who were taught by reciprocal teaching get the same result in students' reading comprehension achievement than who were taught by conventional teaching. In this level, the students depend on the lecturers. The students needed the explanation, clarification, and conclusion from the lecturer. Meanwhile, reciprocal teaching is applied to the students who have low reading interest, they were not trained to have more preparation of material they read.

B. Implication

Reciprocal teaching strategy gives any implication toward the lecturers and the students in teaching and learning of reading comprehension. For the lecturer, this strategy lead the students have equal full opportunity to build and form students' concept of perspective through teaching and learning process. Thus, the lecturers become a facilitator.

This strategy give an opportunity toward the students to create an effective discussion. Consequently, each student applies their role. They demand to read more than they usually doing to support the successful discussion.

C. Suggestion

The effect of reciprocal teaching on reading comprehension affect the significance achievement of students. To vary of language teaching, reciprocal teaching strategy can be implemented not only university setting but also other

level of education. This strategy is suggested to the lecturers who expect teaching and learning process focuses on students' centered. The lecturers consider to teach reading comprehension or another skill of language.

Reciprocal teaching can be implemented to another internal factor. In this research, reading interest is one of students' internal factors. Reciprocal teaching is applied to the high students' reading interest. The lecturers are possible to apply another students' internal factor.

The procedure on reciprocal teaching strategy, the lecturers can vary toward the specific needs and purposes. The steps are used can be developed depend on the purposes, the students, and the lecturers which appropriate to another skill of language.

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