

IMPLEMENTING RECIPROCAL TEACHING STRATEGY
TO IMPROVE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT
AT GRADE XI SCIENCE ONE OF SMA HANDAYANI PEKANBARU

THESIS



BY

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ABSTRAK

Ardiya. 2013. Penerapan Strategi Pengajaran *Reciprocal* untuk Meningkatkan Kemampuan Membaca Teks *Narrative* Siswa Kelas XI IPA 1 SMA Handayani Pekanbaru. Tesis. Program Pascasarjana. Universitas Negeri Padang.

Siswa kelas XI IPA 1 memiliki kemampuan yang rendah dalam memahami teks *narrative*. Penelitian ini bertujuan untuk mengetahui apakah strategi pengajaran *Reciprocal* dapat meningkatkan kemampuan siswa memahami teks *narrative* dan untuk menentukan faktor-faktor yang mempengaruhi peningkatan siswa memahami bacaan teks-teks *narrative* dengan menerapkan strategi pengajaran *Reciprocal*.

Penelitian ini adalah penelitian tindakan kelas yang dilakukan dalam dua siklus yang mencakup delapan pertemuan. Penelitian dilakukan dari tanggal 17 Maret - 11 April 2012. Ada tiga puluh delapan siswa Kelas XI IPA1 SMA Handayani Pekanbaru dan seorang kolaborator sebagai peserta penelitian ini. Data penelitian diambil dari tes membaca, lembar pengamatan, catatan lapangan, dan wawancara. Data dianalisa dengan teknik kuantitatif dan teknik kualitatif.

Penelitian ini mengungkapkan bahwa penerapan empat langkah *Reciprocal* (memprediksi, mempertanyakan, mengklarifikasi dan meringkas) dapat membantu siswa dalam memahami teks *narrative*. Skor siswa meningkat setelah mereka menggunakan empat langkah tersebut dan mereka dapat memahami semua indikator membaca teks *narrative* yang terdiri dari tema, orientasi, komplikasi, resolusi dan kesimpulan. Adapun faktor-faktor yang mempengaruhi perubahan pemahaman membaca teks *narrative* adalah partisipasi siswa, pengaturan ruang kelas dan bahan bacaan yang digunakan dalam proses penelitian ini. Peneliti menyimpulkan bahwa strategi pengajaran *Reciprocal* dapat meningkatkan pemahaman siswa dalam membaca teks *narrative* pada kelas XI IPA 1, SMA Handayani Pekanbaru.

ABSTRACT

Ardiya. 2013. Implementing Reciprocal Teaching Strategy to Improve Students' Reading Comprehension of Narrative Text at Grade XI Science One of SMA Handayani Pekanbaru. Thesis. Graduate Program. State University of Padang.

Students of Grade XI Science One of SMA Handayani Pekanbaru had low ability in comprehending narrative text. The purpose of this research are to find out whether reciprocal teaching strategy can improve students' comprehension of narrative text and to find out what factors influence the improvement of students' reading comprehension of narrative text by implementing reciprocal teaching strategy.

The research was an classroom action research which was conducted in two cycles consisting eight meetings. The research was done form March 17th to April 11th, 2012. There were thirty eight students of Grade XI Science One of SMA Handayani Pekanbaru and one collaborator treated as participants of this research. The data of the research were taken from reading tests, observation, field notes and interviews. The data were analyzed by quantitative and qualitative technique.

The study revealed that the implementing of four steps of reciprocal teaching (predicting, questioning, clarifying and summarizing) can help the students in comprehending the narrative text. Students' score increased after they applied four ways and they were able to master all indicators of reading comprehension of narrative text consisting of theme, orientation, complication, resolution and draw conclusion. The factors that influenced the change of students' reading comprehension of narrative text were the participation of students, classroom setting and reading materials used in the process of this research. The researcher concludes that reciprocal teaching can better improve students' reading comprehension of narrative text at the Grade XI Science one of SMA Handayani Pekanbaru.

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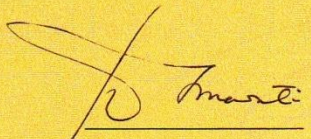
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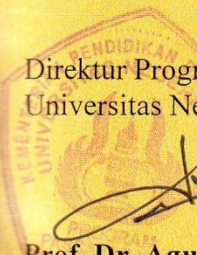
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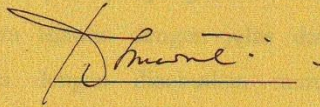
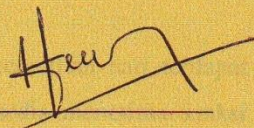
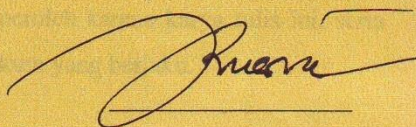
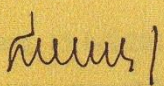

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading comprehension as an English skill taught in schools, is definitely one of the most important skills for many ESL/EFL learners. In the EFL setting, reading is a medium to understand information written in English. It also helps readers understand sentences and the structure of writing. Through reading, readers are required to be able to comprehend ideas, follow arguments, and detect implications.

Considering the significance of reading, some educational researchers argued that there is a strong correlation between reading and academic success. Guthrie (1996:165) found that students who had high self-efficacy for the strategies of summarizing, outlining, and taking notes were likely to set higher academic goals than students with lower self-efficacy for these strategies. In other words, a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader. The student can determine the meaning of many of the unfamiliar words found from the context of a reading material.

In Indonesian national curriculum, called School Based Curriculum 2006, the government has put forward appropriate portion of reading in teaching and learning process. In the national curriculum of English, reading is an integrated skill taught using genre based approach. This approach requires students to understand reading material based on its text types. The curriculum of high school determines 12 text types, namely; narrative, procedure,

recount, descriptive, report, analytical exposition, news items, hortatory exposition, discussion, review, explanation and spoof.

SMA Handayani is a private senior high school in Pekanbaru applying national curriculum 2006. The school uses genre based approach to teach English skills. Students of grade eleven (science one), where the researcher conducted this research, study English twice a week. They have studied English, with genre based approach, since they were in junior high school. In fact, their performance, especially in comprehending narrative texts, as shown in the score, was low. Some students failed to achieve comprehension of narrative text components (social purpose, generic structures, and language features) when they were assigned to accomplish reading materials. The test has been conducted to the students. The form of the test was essay. It consists of ten questions. The result of the test was unexpected. They, approximately got 60.5%. It means that they failed to achieve minimal standard of reading. More than half of the students were not able to meet the requirements for the subject. There were only 15 of 38 students, approximately 39.5%, passed the minimal standard required (the score: 75) stated by SMA Handayani Pekanbaru. Briefly, the target of the curriculum was not successfully achieved.

The failure was mainly caused by students' unwillingness to participate actively in reading activities, such as accomplishing classroom reading tasks. The failure was also caused by lack of vocabularies. If the number of unfamiliar words in the narrative text is minimum and was not significant in influencing the basic meaning of the main message, they would not get serious problem in comprehending the text. However, if there are many unfamiliar words that are key words, comprehension of the text begins to break down. To those students, reading became a frustrated job when they did not understand what they were

reading and as a result, they became less-motivated. The phenomena were probably influenced by inappropriate teaching strategy used by the teacher in the classroom. The teacher just applied instruction and reading task only. The teacher selected the text and asked the students to read the text. Then the teacher asked the students to comprehend the text by translating the text into Indonesia. The students answered the questions based on the text. It made reading activities in classroom setting was monotonous and boring.

The above facts need some kind of reflection and evaluation of teaching strategy used. They are not only a failure, but they are also crucial problems to cope. As the teacher who teaches English in the school, the researcher needs to find solution to answer them. The failure of instructional task and reading assignment, as the strategy used in teaching reading, should be evaluated. The ultimate challenge for the teacher is to know exactly which method is useful and most beneficial to teach, since each student needs different strategies. The proven method in teaching reading comprehension, like reciprocal teaching, is a choice to solve the problems, so then it can improve students' reading comprehension. Reciprocal teaching strategy is also helpful to motivate the students to participate actively in the process of teaching reading comprehension, because in this strategy students are really stimulated to express their opinion or ideas through the dialogue among the students in small group. The dialogue is specifically designed to improve students' confidence in using English.

Reciprocal teaching is an instructional strategy based on modeling and guided practice, in which the teacher first models a set of reading comprehension strategies and then gradually give responsibility for these strategies to the students (Brown & Palincsar, 1989:393; Palincsar, 1986:118; Palincsar & Brown, 1984:117). Specifically, reciprocal teaching aims to construct three main components, (a) the teaching and learning of specific

reading comprehension strategies, (b) the dialogue between an instructor and students in which the instructor models why, when, and where to use these reading comprehension strategies, and (c) the appropriateness of the role of the instructor by the students, that is, students begin to model the reading comprehension strategies for other students. Thus, the goals of reciprocal teaching are for students to learn the reading comprehension strategies, learn how and when to use the strategies, and become self-regulated in the use of these strategies.

Reciprocal teaching is characterized as a dialogue that takes place between the teacher and students (or student leader and members of the group). It involves four techniques in improving reading comprehension: (1) predicting (2) generating questions, (3) clarifying, and (4) summarizing. It has been heralded as an effective method in helping students improve their reading ability. The techniques describe the process of reading as an interactive one, in which readers interact with the texts as their prior experience.

Reciprocal teaching would benefit to build students' participation and comprehension in reading. In term of participation, the techniques enable dialogues between teacher and students. It happens when the teacher delegates his role to lead the class to a leader in each group set in the techniques. As the techniques consist of predicting, generating questions, clarifying and summarizing, comprehension is achieved when students work together to use the techniques to accomplish reading task. To do so, the teacher should be first model of the strategy, so then students are able to run them.

To examine the benefit of reciprocal teaching in teaching reading, this research is designed to apply the strategy in classroom setting. The narrative text was chosen in this research. The text was chosen for the sake of its suitability with the curriculum. As national

curriculum has mandated, the narrative text is taught in grades ten, eleven and twelve where the researcher teaches English in these grades. To this point, the researcher conducted a research entitled “Implementing Reciprocal Teaching Strategy to Improve Students’ Reading Comprehension of Narrative Text at Grade XI Science One of SMA Handayani Pekanbaru.”

B. Identification of the Problem

Based on the background above, there were some problems found in teaching reading at SMA Handayani Pekanbaru; they were:

1. Some students failed to understand idea of narrative text given as they finish reading activity
2. Students got reading’s score below than the minimal standard of English subject.
3. Students’ responses reflected a poor understanding of the purpose of the text.
4. Some students were not interested in participating in reading activities.
5. The teacher did not use appropriate strategy in teaching reading.

C. Focus of the Problem

Based on the identification, the problems of the research are the teacher did not use the appropriate teaching strategy and students got low score in reading narrative text. Therefore, this research is limited to investigate the use of appropriate teaching strategy. In this research, the reciprocal teaching strategy is implemented to improve students’ reading comprehension of narrative text at the grade XI Science One of SMA Handayani Pekanbaru.

D. Statement of the Problem

The statement of the problem of the study is “How can reciprocal teaching strategy improve students’ reading comprehension of narrative text at Grade XI Science One of SMA Handayani Pekanbaru?”

E. Research Questions

The questions of the research could be stated as follow:

1. Can implementing reciprocal teaching strategy improve student’s reading comprehension of narrative text at the grade XI Science One of SMA Handayani Pekanbaru?
2. What factors influence the changes of students’ reading comprehension of narrative text by implementing reciprocal teaching strategy at the Grade XI Science One of SMA Handayani Pekanbaru?

F. Purpose of the Research

The purposes of the research are:

1. To find out whether implementing reciprocal teaching strategy improve student’s comprehension of narrative text at the grade XI Science one of SMA Handayani Pekanbaru.
2. To find out what factors influence the improvement of students’ reading comprehension of narrative text by implementing reciprocal teaching strategy at the grade XI Science One of SMA Handayani Pekanbaru.

G. Significance of the Study

1. Theoretically, this research is useful to examine the effectiveness of reciprocal teaching strategy in teaching reading.
2. Practically, the result of this research is useful for other researchers as information for conducting a further study.
3. Practically, the result of this research is useful for students to get input about the importance of reciprocal teaching strategy to improve their comprehension in reading.
4. Practically, the result of this research is useful for English teachers to evaluate strategies used in teaching reading.

H. Definition of the Key Terms

1. Narrative text is a text which contains about story and sequence of events. The generic structure of a narrative text is orientation, complication, resolution, re-orientation and evaluation.
2. Reading comprehension is the process of constructing meaning from written text. It contains the reader, text and activity of reading. In this research the reader is the student, the text is the narrative text and the activity is process of using reciprocal strategy.
3. Reciprocal teaching strategy is an instructional strategy based on modeling and guided practice, in which the teacher first models a set of reading comprehension strategies and then gradually give responsibility to run reading activities to the students. In other words, the students become the teacher in small group reading

class and help other students learn to guide a group discussion using four strategies:
predicting, questioning, clarifying and summarizing.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on findings of this research, it can be concluded that reciprocal teaching can better improve students' reading comprehension of narrative texts at the grade XI Science One of SMA Handayani Pekanbaru.

1. Reciprocal teaching strategies can improve students' reading comprehension of narrative text. The use of four steps (predicting, questioning, clarifying and summarizing) help the students in comprehending the narrative text. The improvement can be seen in the increase of mean score of students' reading comprehension of narrative text from the base score, test1 and test 2. Students' scores increase after they apply four steps and they are able to know every indicators of reading comprehension of narrative text such as theme, orientation, complication, resolution and draw conclusion.
2. Some factors that influence the change of students' reading comprehension of narrative texts are also concluded.
 - a. Participation of students

The students' participation during the learning process improve their reading skill.
 - b. Classroom setting

Classroom setting is very helpful to motivate the students in sharing ideas among members of the group.

c. Reading materials

The popular reading materials are interesting to the students so that they enjoyed in reading the text.

B. Implication

As the research accomplished, some implications are identified as follows:

1. English teachers of SMA Handayani should be introduced how to apply the reciprocal teaching in the classroom. This strategy is one of the proven ways to improve the students' skill in reading. Therefore, it is one of good strategies that can be used in teaching reading.
2. Teacher need to know the factors influenced students' reading comprehension. Good participation of students, well-structured classroom and popular reading material are essential consideration for teachers in teaching reading.
3. The students of SMA Handayani need to be drilled in using reciprocal strategies to improve students' reading comprehension. Their interest is also need to be increased by interesting reading material related to teenagers' life.

C. Suggestion

The researcher proposes some suggestions related to the results of this research as follows:

1. It is suggested to English teachers who have the same problem to apply reciprocal teaching for improving or developing students' reading comprehension by giving students more opportunities in sharing their ideas.
2. It is suggested for English teachers, other researchers as well, to investigate the use of reciprocal teaching in improving reading comprehension at different level and different skill of English teaching.

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