The Effect of Using Reciprocal Teaching toward Students' Reading Ability of Second Grade Students of SMA N 4 Padang

THESIS

Submitted as one of partial requirements
to obtain strata 1 (S1) degree

by:

Melani

83603/2007

Advisors:

Drs. Jufri, M.Pd.

Yuli Tiarina, M. Pd.

ENGLISH DEPARTMENT

FACULTY OF LANGUAGE AND ART

STATE UNIVERSITY OF PADANG

2012

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Skripsi
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang

THE EFFECT OF USING RECIPROCAL TEACHING TOWARD STUDENTS' READING ABILITY OF SECOND GRADE STUDENTS OF SMA N 4 PADANG

Nama : **Melani**
NIM / BP : **83603 / 2007**
Program Studi: **Pendidikan Bahasa dan Sastra Inggris**
Jurusan : **Bahasa dan Sastra Inggris**
Fakultas : **Bahasa dan Seni**

Padang, 10 Juli 2012

Tim Penguji

Nama	**Tanda Tangan**
Ketua : Drs. Jufri , M.Pd.	
Sekretaris : Yuli Tiarina, M.Pd.	
Anggota : 1. Dr. Desmawati Radjab, M.Pd.	
2. Drs. Zainuddin Amir, M.Pd.	
3. Fitrawati, S.S., M.Pd.	

ABTRAK

Melani. 2012. ***The Effect of Using Reciprocal Teaching toward Students' Reading Ability of Second Grade Students of SMA N 4 Padang***. Skripsi. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universtitas Negeri Padang.

Mengajarkan keterampilan membaca kepada siswa kelas XI Sekolah Menengah Atas bukan hanya mengartikan bahan bacaan ke dalam bahasa Indonesia kemudian menjawab pertanyaan tetapi membutuhkan teknik untuk membuat teks bacaan lebih mudah dimengerti dan dipahami peserta didik.

Dalam pengambilan data, tahap awal yang dilakukan adalah melakukan uji coba pada tiga kelas yang dianggap memiliki nilai rata-rata kelas yang tidak jauh beda. Ini dilakukan untuk menentukan kelas yang digunakan sebagai kelas eksperimen dan kelas kontrol. Setelah try out, ditentukan kelas XI IPA 6 sebagai kelas eksperimen dan XI IPA 5 sebagai kelas kontrol. Pada proses pembelajaran, dua kelas ini akan diberikan model pengajaran yang berbeda dimana kelas XI IPA 6 diberikan model Reciprocal Teaching dan kelas XI IPA 5 diberikan metode dikusi.

Berdasarkan hasil penelitian yang dilakukan, penggunaan strategi Reciprocal Teaching seperti yang telah diterapkan oleh Brown and Palincsar (1986) berpengaruh cukup besar terhadap kemampuan membaca siswa. Ini dibuktikan dengan peningkatan nilai rata-rata siswa kelas eksperimen yang signifikan yaitu 62,5 pada tes awal menjadi 69,4 pada tes akhir.

Dengan demikian, dapat disimpulkan bahwa penggunaan Reciprocal Teaching dalam pengajaran keterampilan membaca pada siswa kelas XI SMA N 4 Padang memuaskan dibuktikan dengan peningkatan nilai rata-rata yang signifikan.

AKNOWLEDGEMENTS

Alhamdulillahirobbil 'alamin, first of all I would like to say thanks to Allah SWT, the almighty and the most worthy raise, who has given me opportunity and strength in completing my thesis entitled "**The Effects of Using Reciprocal Teaching toward Students Reading Ability of Second Grade of SMA N 4 Padang**". In addition, I also send *Salawa*t and *Salam* for the prophet Muhammad SAW, the last prophet and the greatest leader of human beings.

I would like to express my deepest gratitude to Drs. Jufri, M.Pd. as the first advisor and Yuli Tiarina, M.Pd. as the second advisor for their valuable ideas, suggestions, motivation, and patience in guiding her during writing this thesis. Then, a special appreciation is also expressed to the examiners Dr. Desmawati Radjab, M.Pd., Drs. Zainuddin Amir, M.Pd., and Fitrawati, M.Pd. who have contributed their suggestions and ideas to the completing of this thesis.

Next, I also express my thanks to Dr. Kurnia Ningsih, M.A. the Chairperson and Dra. An Fauzia Rozani Syafei, M.A. the Secretary of English Department for having shared interesting, valuable knowledge, motivation, suggestions, also give solution when I faced problem. Then, I say grateful for all lecturers of English Department who had taught me during my study in this department.

Then, I would like to address the deepest gratitude to my beloved Parents – my great and lovely mother Yulfinelda and my father Yunius Yulius, my beloved two older sisters Olivia, Amd and Melisa, M.Pd, who always give love, support

and pray. I also would like to convey my thanks to all my best friends who always pray for me and give comments and suggestions in composing this thesis.

Padang, July 10th 2012

Melani

TABLE OF CONTENTS

ABTRAK……i

AKNOWLEDGEMENTS……ii

TABLE OF CONTENTS……iv

LIST OF TABLES……...vii

LIST OF GRAPHS……..…viii

CHAPTER I INTRODUCTION

A. Background of the Problem……..…1

B. Identification of the Problem……...……5

C. Limitation of the Problem……5

D. Formulation of the Problem……5

E. Purpose of the Research……...6

F. Significance of the Problem…….……6

G. Definition of the Key Terms……6

CHAPTER II REVIEW OF RELATED LITERATURE

A. Reading……..…….…7

B. Level of Reading..……..……..8

C. Reading Ability……..11

D. Concept of Reciprocal Teaching

1. The definition of Reciprocal Teaching……..……12

2. The Purpose of Reciprocal Teaching…….……15

3. The Features of Reciprocal Teaching……16

4. The Procedure of Reciprocal Teaching……..22

E. Teaching Reading at Senior Hugh School……..…25

F. Reading Texts

1. Narrative Texts……...…27

2. Spoof Texts……29

3. Hortatory Exposition Texts……...…29

G. Review of Related Studies…….30

H. Conceptual Framework……..33

I. Hypothesis……..34

CHAPTER III RESEARCH METHOD

A. Design of Research……36

B. Population and Sample…….…….37

C. Instrumentation…….38

D. Research Procedure……...……41

E. Technique of Data Collection……47

F. Technique of Data Analysis…….……..48

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Data Description……..…50

B. Data Analysis…….59

C. Hypothesis Testing……..…63

D. Discussion……..64

E. Delimitation of the Research…….66

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion…… ……..……...67

B. Suggestion…….67

BIBLIOGRAPHY……68

APPENDIXES……..71

LIST OF TEBLES

Table 1. The Design of the Research……..……..37

Table 2. Classroom design…….…..42

Table 3. Students' Score in Pre-test……..…51

Table 4. Class Interval of Control Class in Pre-test……....52

Table 5. Class Interval of Experimental Class in Pre-test……...54

Table 6. Students' Score in Post-test……..…….55

Table 7. Class Interval of Experimental Class in Post-test…….57

Table 8. Class Interval of Control Class in Post-test……58

Table 9. The Analysis of Pre-test Scores in Experimental and Control Class…….……..60

Table 10. The Analysis of Students' Post-test Scores…….……..…61

Table 11. The Gain of Experimental and Control Class between Pre-test and Post-test……...…...62

LIST OF GRAPHS

Graph 1. Class Interval of control Class in Pre-test…….…….53

Graph 2. Class Interval of Experimental Class in Pre-test……54

Graph 3. Class Interval of Experimental Class in Post-test……..57

Graph 4. Class Interval of Control Class in Pre-test…….……59

Graph 5. The Gain of Students' Score in Pre-test and Post-test……...64

LIST OF APPENDIXES

Appendix 1: Reading Texts Materials……71

Appendix 2: Exercises……79

Appendix 3: Lesson Plan of Control Class……87

Appendix 4: Lesson Plan of Experimental Class……..89

Appendix 5: Score Analysis……93

Appendix 6: Score Analysis……94

Appendix 7: The analysis of the experimental Class Pre-test Score……..93

Appendix 8: The analysis of the Control Class Pre-test……..95

Appendix 9: The analysis of the Experimental Class Post-test score……97

Appendix 10: The analysis of the Control Class Post-test Score…….....99

Appendix 11: The Analysis of the Students' Pre-test Sore…….101

Appendix 12: The Analysis of the Students' Post-test Score……..…102

Appendix 13: The Gain of the Experimental and Control Class……....103

Appendix 14: Research Schedule……...104

CHAPTER I

INTRODUCTION

A. Background of Problem

Reading is a receptive skill which takes a big role in mastering English. By having a good ability in reading students will get more information easily. Reading supports students in every part of their learning process because one of the effective ways to get information or to master the learning material is by reading it. They may get information from reading their textbook, newspaper, magazine, article, and journal.

In English curriculum for Senior High School, reading skill means understanding the meaning in various types of written interactional and monolog text especially descriptive texts, narrative texts, procedure texts, report texts, news item texts, spoof texts, explanation texts, discussion texts, and review texts. Each of monolog texts has their own characteristics which are different from one and another. Students need to know and understand them in order to get information because monolog texts often appear in many kinds of reading material. For example, students may find news item text in newspaper, descriptive text in brochure, narrative text in magazine, etc.

In the school based curriculum for senior high school, there are five kinds of monolog text studied by students in second grade of senior high school; they are narrative text, report text, analytical exposition, spoof text, and hortatory exposition. In the second semester, especially, there are three

kinds of monolog texts studied: narrative texts, spoof texts, hortatory exposition texts.

Most of students in the second grade of SMA 4 Padang do not have good ability in reading. As it was shown that in the first semester there are not more than 52% students in XI IPA 5 and XI IPA 6 get score more than the limit score. It shows that most of students still do not have good ability in reading. As Royse (2001) states that although every student knows how to read, many have never learned good reading skills. This problem is caused by two factors; the students' factors and the teachers' factors.

There are several causes which make students' ability in reading is low. First, students are less motivated to read. It is because they do not know what exactly the purpose of reading and how to read in a good way. It is also because of they have not found an interesting way in reading. Sometimes, students need to be given reading choices to increase motivation and reading skill. Wagoner (2011) says that students are also interested in learning through self-discovery and from their peers. Students would prefer to learn through class discussion rather than teacher lectures and handout. Moreover, the topics have chosen in the reading material are often not familiar or quite hard to be covered because students who have no ideas of it. In other words, students need a new strategy in reading.

Second, when reading, students rarely use their prior knowledge or previous experience. They just think about what information they are going to read rather than relating their prior knowledge to the topic of the

reading materials. Student's background knowledge can influence their reading comprehension. Carpenter & Just (1986) says that students may have too little prior knowledge to the task at hand, to employ particular strategies effectively. By having prior knowledge or experience, students may comprehend the reading materials easily.

Third, students do not know how to read in a good way. It is found in the teaching practice when students are given a text they directly read the text. However, most of them not finish their reading. It is because of they read the text word by word. So, when they find difficult words, many quit reading. It is worse because they also have very limited vocabulary.

Beside the students' factors as explained above, the teachers undeniably also take a big role in the teaching reading process which causes the students' reading ability become low. A teacher as a key person deals with student's achievement in learning process. So far, the teachers have tried to present their best contribution in increasing students' reading ability by using teaching reading techniques. However, in the teaching process, their effort has not been used optimally. In teaching monolog texts, teacher has tried using teaching reading strategy like predicting in the pre-reading activity. However, it has not used as good as the theory the teacher still use conventional teaching in which he/she asked the students to read the text individually or in groups and then they have to answer the questions. Suryadi and Mulyana (1993) explain the teacher's

competencies. Two of them are mastering the learning materials and managing the teaching and learning program.

Besides, the teachers also have practiced using other strategies like using teaching media in supporting the teaching process. For teaching narrative texts, most of teachers have used pictures as the media. Suryadi and Mulyana also explain the teacher's competencies are managing classroom and using media and learning sources. It functions to guide the students to the topic of the reading materials. However, it is found that the media was not suitable to the classroom situation in which there are about forty students. In other words, the media is not qualified to catch students' attention even guiding them to the teaching materials.

In teaching reading, especially for the three monolog texts studied in the second semester: narrative texts, spoof texts, hortatory exposition texts, the teachers need to use teaching strategy. The teachers are able to conduct teaching reading strategies like predicting, clarifying, questioning, and summarizing. These strategies are included in reciprocal teaching.

Using reciprocal teaching in teaching texts will help the teachers in increasing the students' reading ability. It is due to reciprocal teaching contains four main organized strategies which lead teacher to teaching in a good step. From the statement above, it can be concluded that this strategy needs to be studied in order to find the effect of reciprocal teaching strategy on students' reading ability.

B. Identification of the Problem

Based on the background of the problem above, it is determined that there are some reasons why students do not have good ability in comprehending the three monolog texts studied in the second semester. First, they are less motivated to read because they do not know what they are reading for and how to read in a good way. Second, they rarely use their prior knowledge in supporting the process of reading. Third, they do not use reading strategies which help them to comprehend the information in the text faster. They tend to read the text word by word rather than finding the key point of the text.

Problems from the teachers are: the use teaching reading strategy which have not been well and the use of teaching media has not been optimal.

C. Limitation of the Problem

This research is limited on the effect of using reciprocal teaching toward students' reading ability of second grade students at SMA N 4 Padang.

D. Formulation of the Problem

Based on the formulation, the problem in this research is formulated as follows: "Does reciprocal teaching strategy give a better effect than discussion method toward second grade students' reading ability at SMA N 4 Padang?"

E. Purpose of the Research

The aim of this research is to find a significance effect of reciprocal teaching strategy on students' reading ability of second grade students of SMA N 4 Padang.

F. Significance of the Research

The researcher expects that this study will give useful contribution to the English teacher about reciprocal teaching to improve students' reading ability of second grade students of SMA N 4 Padang. Moreover, this strategy is also needed for the students in order to read more easily.

G. Definition of Key Words

1. Reciprocal teaching: reading instruction originally developed by Palinscar and Brown (1984). It consists of four main strategies: predicting, questioning, clarifying and summarizing. It occurs in the form of dialogs between the students and the teachers. First, the students learn the four key strategies and practice them. Second, the teacher models the entire process step by step using structured dialog. Third, the teacher gives the students a chance to get involved and try how to ask appropriate questions, summaries, and so on. The teacher takes role as the leader.
2. Reading ability: the ability to understand the text the students read and what the writers try to convey to them.