

**USING RECIPROCAL TEACHING STRATEGY IN TEACHING READING
TO SENIOR HIGH SCHOOL STUDENTS**

PAPER

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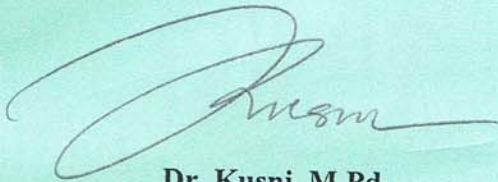
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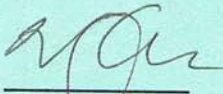

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ABSTRAK

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Makalah ini bertujuan untuk menjelaskan bagaimana cara pengajaran *Analytical Exposition Text* dengan menggunakan *Reciprocal Teaching Strategy*, sehingga dapat mengatasi masalah-masalah yang ada.

Kemampuan siswa dalam memahami teks *Analytical Exposition* masih sangat kurang. Hal ini disebabkan kurangnya motivasi dan kemampuan siswa dalam memahami teks yang diberikan. Selain itu teknik mengajar guru yang kurang tepat dan tidak bervariasi, sehingga membuat siswa menjadi bosan dan tidak mempunyai motivasi untuk membaca. Salah satu strategi pengajaran yang dapat membantu siswa dalam memahami teks *Analytical Exposition* adalah *Reciprocal Teaching Strategy*. Strategi ini merupakan interaksi antara guru dan siswa dalam memahami sebuah teks melalui empat strategi yaitu *predicting, clarifying, questioning, and summarizing*.

Dalam mengimplementasikan strategi ini, guru harus mempersiapkan bahan ajar (*Preparation*) dan menyusun langkah-langkah pengajaran seperti *Pre-reading activities, Whilst-reading activities, dan Post-reading activities*. Pada *preparation*, guru mempersiapkan teks dan media yang sesuai dengan materi yang akan diajarkan. Pada *pre-reading activities*, guru menyampaikan tujuan pembelajaran dan meningkatkan motivasi siswa sebelum menerima pelajaran. Dalam *whilst-reading activities*, guru membagi siswa menjadi beberapa kelompok, kemudian memodelkan setiap strategi tersebut dengan mengaplikasikannya secara langsung pada teks yang akan diajarkan. Pada *post-reading activities*, guru menyimpulkan pelajaran dan memberikan PR (pekerjaan rumah).

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an important skill for students in learning English. Through reading, the students can gain knowledge and information about sciences, technology developments, arts, cultures and many others. Besides, reading can enlarge the students' knowledge and it is one of the keys to make the students success in learning and their daily life.

Because of an important language skill, reading has been taught to the students in Indonesia at any level of education from elementary school to university levels. It helps them to develop their reading skill and improve their ability in understanding and comprehending the texts given. Because in reading class, the students face many types of texts, and each of them has a different function, generic structures and language features. So the students are expected to have better reading skill.

In curriculum of Senior High School, the students are taught many types of texts. They are monolog texts (procedure, narrative, report, analytical exposition, hortatory exposition, recount, description, etc), functional texts (advertisements, notices, announcements, memo, and invitations), and interactional texts (giving permission, asking for help, giving opinion, asking opinion, giving apologize, etc). By studying those texts, the students are

expected to have ability in understanding and comprehending spoken and written form.

However, most of the students in senior high school still have problems and difficulties in understanding texts. They have difficulty in identifying the topic, main idea, and supporting details of the text. Based on the writer's experience, during teaching practice at SMA N 6 Padang and interview with the English teachers at that school, it can be concluded that the students' ability in comprehending the texts was still low. It can be seen through the students' achievement in reading exercises and reading tests.

Based on the fact above, their low ability in reading may because of by some factors. The factors may not only come from the students' themselves but also from the teacher. The students may have lack of vocabulary. The students who have lack of vocabulary may have problem in comprehending what they have read, because they get difficulties in interpreting the words in the text.

The next factor is they may not master grammar that makes them difficult to comprehend the text. Therefore, they will misunderstand about the content of the text that they have read. Another factor is they may lack of background knowledge about the text. It makes them not interest and motivates to read the text given.

Then, the factors may come from the teacher. The teacher may not apply various techniques in teaching reading. The techniques used by the

teacher were less attractive and do not vary. The technique may not motivate them to be active and creative. As a result, the students have lack of attention and seriousness in learning reading.

Moreover, the teacher rarely involves the students actively in teaching reading process that makes them unable to express their own opinion freely. Sometimes, the teacher comes to the class merely ask the students to read the text and answer the questions without discussing what the text is about. This situation will make the students bored in reading class.

In order to solve these problems, the teacher should try to apply creative strategies to improve students' reading comprehension. In this paper, the writer is interested in explaining Reciprocal Teaching Strategy as one of the ways in presenting reading.

Reciprocal teaching is a very powerful strategy to help students to comprehend the text. It refers to an instructional activity that takes place in the form of interaction between the teacher and the students in comprehending the segments of texts. It also a dialogue between the teacher and the student which participants take turn assuming the role of teacher in helping their peers constructing meaning from the text. This interaction is structured by using four strategies, predicting, clarifying, questioning, and summarizing. The goals of this strategy are to help the students to improve their reading comprehension and make them more creative and active in reading class.

B. Identification of the Problem

Based on the explanation above, some factors are identified. The factors may come from the students themselves, and some others are from the teachers. The factor that appears from the students include the students may have lack of vocabulary and grammar mastery which make them difficult to comprehend the text. Besides, they also have lack of background knowledge about the text. Therefore, it makes them not interests and motivates to read the text. Meanwhile, the factors that come from the teacher such as strategy or techniques that used by the teacher which are monotonous.

C. Limitation of the Problem

Based on the background and identification of the problem above, this paper is limited to using reciprocal teaching strategy in teaching reading for senior high school students.

D. Formulation

Based on the limitation above, the problem is formulated as follow: “How will a teacher apply reciprocal teaching strategy in teaching reading?”

E. Purpose of this Paper

The purpose of this paper is to explain the way to apply reciprocal teaching strategy in teaching reading.