

**IMPROVING STUDENTS' READING  
COMPREHENSION THROUGH RECIPROCAL  
TEACHING TECHNIQUE TO THE SEVENTH GRADE  
STUDENTS OF SMP NEGERI 1 TANAH ABANG PALI**

**THESIS**

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***UNIVERSITAS MUHAMMADIYAH PALEMBANG***  
**FACULTY OF TEACHER TRAINING AND EDUCATION**  
**ENGLISH EDUCATION STUDY PROGRAM**

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**THESIS**

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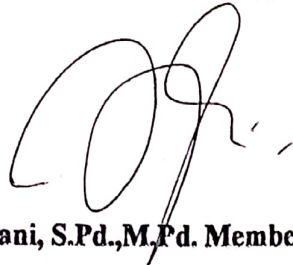
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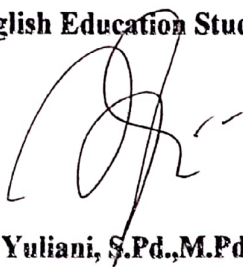


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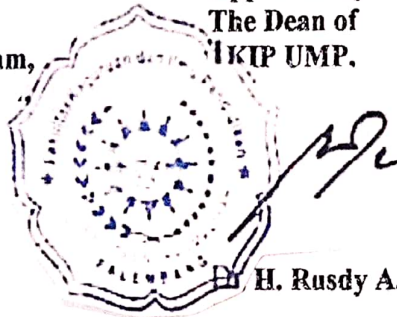
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## MOTTO AND DEDICATION

### *Motto:*

- ❖ *“Failure occurs only when we Give up”*
- ❖ *“To get a succes, your courage must be greater than your fear”*

### *Dedication*

### *Thanks to :*

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***Improving Students' Reading Comprehension through Reciprocal Teaching Technique to the Seventh Grade Students of SMP Negeri 1 Tanah Abang Pali***

***Abstract***

This thesis is entitled “*Improving Students' Reading Comprehension through Reciprocal Teaching Technique to the Seventh Grade Students of SMP Negeri 1 Tanah Abang Pali.*” The problem of this study was formulated in the following question: “*is it effective to improve Reading Comprehension Through Reciprocal Teaching Technique to the Seventh Grade Students of SMP Negeri 1 Tanah AbangPali?*”. The objective of this study was to find out it is effective or not to improve reading comprehension through reciprocal teaching technique to the Seventh Grade Students of SMP Negeri 1 Tanah Abang Pali. The population of this study was all of the Seventh Grade Students of SMP Negeri 1 Tanah Abang Pali in the academic years of 2020/2021 with the total number 186 students. The selecting of sample in population by purposive sampling and the classes in sample were VII.2 as experimental class and VII.3 as control class. The data was collected by test, they were pretest and posttest in experimental and control classes. In analyzing the data, the result of the value of the t-obtained showed that in experimental class was -8,718 and in control class was -8,188 df (degree of freedom), the formula was  $(n-1)$  sample was 31 and df was 30. At the significance level  $<0,5$  for the 2 tailed and degree of freedom (df) was 30, therefore t-obtained was higher than t-table, so it means that  $H_0$  (null hypothesis) was rejected and  $H_a$  (alternative hypothesis) was accepted, because the differences between the scores of experimental class and control class was significance. In independent t-test, it showed that the result of sig.2 tailed was (0,024), it is lower than (0.05). Based on the result in analysis of research, it can be concluded that it was effective to improve students in reading comprehension through reciprocal teaching technique to the Seventh Grade Students of SMP Negeri 1 Tanah Abang Pali.

***Key words:*** *Reading comprehension, reciprocal teaching technique.*



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DUM

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## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of (1) background, (2) problem of research, (3) limitation of research, (4) formulation of the problem, (5) objective of the research, (6) significance of research (7) hypotheses of the research, and (8) criteria for testing the research.

#### **A. Background**

Language is the one of the most important things in communication and it is used as a tool of communication among the nations in all over world. To master the language well, people need to learn four skills in language, they are listening, speaking, reading, and writing. From those skills, reading is one of English skills in which the Standard of Competency state that its purpose to comprehend many various meaning brought by the written text that has objectives in communication, text structure and specific linguistic. It means that the students need to be trained in order to have a good reading skill. According to Spivey & Cuthbert (2006), reading is one of the language skills that learners should master, however, reading proficiency is difficult to attain without having adequate skills and comprehension. (p.124).

Meanwhile, Mikulecky and Jeffries (1996) state that good reading comprehension will be accomplished if learners have four reading abilities they are: determining the main idea, guessing word meanings, finding detailed information, and making inferences. (p.57). For this reason, it is highly suggested that in reading teachers assist learners to make sense of what they read. The teacher needs to assist them during reading lesson through effective guidance. Reading is the process that used to get idea from text, it enables for people to get the information from the varieties of text.

Reading is one of the language skill has an important role for facilitating the students to learn a foreign language, in which through reading the students are expected to be able to find the information from the text, identifying the main idea

from the text and understanding the purpose of the text. While comprehension is the important thing in reading activity. Students can read so many English texts but without understanding the content is useless.

According to Arkian (2008), reading comprehension as the most widely used technique are studied from various vantage points. (p.77). To comprehend the reading text, it needs comprehension, as stated by Hanna (2013) that reading comprehension is the ability to understand what we read where words have context and texts have meaning. (p.139). So that, the researcher chose reading comprehension as the object in doing the research.

Based on the researcher's observation and interview to the teacher of English at SMP Negeri 1 Tanah abang Pali, the researcher found that the students' problems, they were : (1) students just read the text but they did not understand what the topics mean; (2) students were lack of vocabularies, so they could not answer or understand the other various of text given by their teacher; (3) students were lazy to read the reading text because the teacher still used the old technique so the students felt bored in the process of learning at the class and it made their scores were low in reading comprehension achievement.

To improve the students of SMP Negeri 1 Tanah Abang on reading comprehension, the researcher chose one effective technique to the students and the technique name is reciprocal teaching, as stated by Farris (2004) that

“ This technique consists of four strategies in series such as, prediction, questioning, seeking clarification, and summarization by cooperatively. In this technique, the sequence of the reciprocal teaching is implemented through cooperative learning. Furthermore, the advantages of this technique in facilitating comprehension are enduring and well worth the effort between teacher and students.” (p.43).

In this sense, all the parts in the classroom understand about the text are going to discuss. Here, the researcher's basic interpretation is students need to learn how to build their prior knowledge in the reading text and to keep their attention on what they are reading. In reading comprehension text for the research,



descriptive text was given for the students at the class. Descriptive text is a kind of genre text that contains describing about people, place or thing. According to Schwegler (2010), descriptive text is a text used to expose the details about places, people, qualities, emotions, moods, etc. (p.351).

By using reciprocal teaching technique, it is supposed to help the students can be more understand in reading text at the class. Based on the explanations above, the researcher took a research study, entitled: **“Improving Reading Comprehension through Reciprocal Teaching Technique to the Seventh Grade Students of SMP Negeri 1 Tanah Abang Pali.”**

### **B. Problem of the Research**

Based on the background above, the problem of research focused on the effectiveness of teacher’ strategy by using Reciprocal Teaching Technique in teaching reading comprehension to the Seventh Grade Students of SMP Negeri 1 Tanah Abang Pali.

### **C. Limitation of Research**

In line with the identification of the problem, the research focused on improving students’ reading comprehension through reciprocal teaching technique. The decision to determine this strategy is taken by considering the importance of the reciprocal teaching technique to make students more active in comprehending the descriptive text given to the students at the class .

### **D. Formulation of the Problem**

Based on the problem above, the researcher stated that the problem of this research as follow: *“is it effective to improve reading comprehension through reciprocal teaching technique to the Seventh Grade Students of SMP Negeri 1 Tanah Abang Pali?”*.

### **E. Objective of the Research**

Based on the formulation of the problem above, objective of the research was to find out *it is effective or not to improve reading comprehension through*

*reciprocal teaching technique to the Seventh Grade Students of SMP Negeri 1 Tanah Abang Pali.*

## **F. Significance of the Research**

### 1. For the Researcher

The research could help the researcher to improve her knowledge about it and the researcher can give a solution for the problems which experienced by students.

### 2. For the Teacher of English

This study can be used for reference the teachers of English to improve their teaching skills on reading text to the student in the classroom activity.

### 3. For the Students

The research can be useful to improve the students' activity in reading class and to help students solving problem in reading activities.

### 4. For the Other Researchers

Hopefully, it can be reference of strategy that used in teaching reading for the next researchers and also can help in teaching reading process by using reciprocal teaching technique.

## **G. Hypotheses of the Research**

A hypothesis is a precise testable statement of what the researcher predict will be the outcome of the study. This usually involves proposing a possible relationship between two variables they are the independent variable and the dependent variable. According to Fraenkel (2007), the hypotheses simply put of prediction of the possible outcomes of a study.(p.45). The researcher purposed two hypotheses in this study, they were:

1. The alternative hypothesis (Ha) : It is effective to improve reading comprehension through Reciprocal Teaching Technique to the Seventh Grade Students of SMP Negeri 1 Tanah Abang Pali.

2. The null hypothesis (Ho) : It is not effective to improve reading comprehension through Reciprocal Teaching Technique to the Seventh Grade Students of SMP Negeri 1 Tanah Abang Pali.

#### **H. The Criteria for testing the Hypotheses**

Sugiyono (2013) states that the criteria of testing the hypotheses in measuring, they are :

1. If the p-output is lower than 0,05, Ho is rejected and Ha is accepted. So, there is significant different achievement on the students reading comprehension through Reciprocal Teaching Technique at Seventh Grade Students of SMP Negeri 1 Tanah Abang Pali.
2. If the p-output is higher than 0,05, Ho is accepted and Ha is rejected. So, there is no significant different achievement on the students reading comprehension through Reciprocal Teaching Technique at Seventh Grade Students of SMP Negeri 1 Tanah Abang Pali. (p.107).

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