THE USE OF RECIPROCAL QUESTIONING STRATEGY IN TEACHING READING AT EIGHT GRADE STUDENTS OF SMP NEGERI 26 PALEMBANG

THESIS

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Menyatakan bahwa skripsi berjudul:

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Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

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MOTTO AND DEDICATIONS

Motto :

"Allah does not burden a person except according to his ability".

(QS. Al-Baqarah:286)

This work is dedicated to:

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ABSTRACT

Wiranti A.D 2022. *The Use of Reciprocal Questioning Strategy in Teaching Reading of SMP Negeri 26 Palembang.* Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education *Universitas Muhammadiyah Palembang*. Advisors (I): Kurnia Saputri, S.Pd., MPd. (II) Finza Larasati, S.Pd., M.Pd.

Keywords : Reciprocal Questioning, Teaching, Reading, Narrative text.

This thesis entitled "The Use of Reciprocal Questioning Srategy In Teaching Reading At Eight Grade Students of SMP Negeri 26 Palembang. The problems of this research were students' reading score was still low, students had difficulties in comprehending the text especially on narrative text. The objective of this research was to find out is it effective to teach reading narrative texts by using Reciprocal Questioning to the eight grade students of SMP Negeri 26 Palembang, This research used quasi- experimental method. The population of this research was all eight grade students of SMP Negeri 26 Palembang, with the total number 288 students. The samples of this research were 64 students which were divided into two classes: experimental class and control class. The samples were taken through purposive sampling. The data obtained were analyzed by using independent sample t - test in SPSS (Statistical Package for the Social Science) 21.0. The result of t-obtained was 6.687 the critical value of t table was 1669 at the significance 0.05 (5%) for two- tailed test and degree of freedom (df) was 62. It could be concluded that Ho (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted, because t-obtained was higher than t-table. It means that "it is effective to teach reading narrative text by using Reciprocal Questioning Strategy at eight grade students of SMP Negeri 26 Palembang.

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The researcher realizes that this thesis is still far from being perfect. Therefore, any constructive comments, suggestions, and criticism are very much welcomed.

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The Researcher,

A.D.W

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CHAPTER I

INTRODUCTION

This chapter consists of: (a) background, (b) problem of the study, (c) limitation of the study, (d) formulation of the study (e) objective of the study, (f) significances of the study, (g) hypothesis of the research

A.   Background

Reading is one of four basic skills in language learning process that must be mastered by the students. Reading skill is needed by the students to increase their knowledge. Hamidah (2016) states that reading is an activity that essentially concerned with the transfer of meaning from mind to mind, a message from a writer to a reader. By reading, students can get new knowledge and information. Reading also can develop one's mind, point of view, and perception (Zuchdi & Budiasih, 2001). Thus, reading is important skill for the students because by reading the students can get more new knowledge and information and it will develop the students' thoughts, point of view, and perception. Reading is known as the receptive skill in the written mode that produces an indirect communication process between the writer and the reader. Hesham (2006) defined reading as a complex activity that involves perception and thought (p.64).

According to Simaibang (2016) Reading is one of the four language skills. It is categorized under receptive skill that is concerned with the ability to apprehend the meanings of the written or printed materials'(p.63). Reading is one of the important skills in learning English for the students because by having a good reading skill the student can find the factual information, getting an overall view of a subject, or getting main points. The reading skill becomes very important in educational field. Therefore, the student need to be exercised and trained in order to have a good reading skill. Futhermore by reading, the students can increase their knowledge and

know many things. Reading is an important activity in life with which one can update his/her knowledge not only that but also reading skill is an important tool for academic success.

In Indonesia, reading still becomes a problem for the students. The results of the 2018 Program for International Student Assessment (PISA), Indonesia's score is low because it is ranked 74th out of 79 countries. PISA is an evaluation of the world's education system that measures the performance of secondary school students. The 2018 results measure the abilities of 600,000 15 year olds from 79 countries. According to data published by the OECD from the 2009-2015 survey period, Indonesia consistently ranks in the bottom 10. The 2018 survey again placed students in the lowest ranks on measurements of reading. In the category of reading ability, Indonesia ranks 6th from the bottom (74) with an average score of 371. Down from 64 in 2015. Even Advances in International Reading Literacy Studies (PIRLS) on the world standard for mentoring reading comprehension achievement scales. Indonesian students failed to make any significant improvement in their PIRLS reading achievement scores in 2011. The Indonesian average is much lower than the midpoint of the PIRLS scale scores. A reading score of 428 brings concern that the mean score is below the PIRLS 500 scale mean score. The factor causing the low reading ability and culture of students in Indonesia is the misperception of the concept of reading ability in most people, including students and teachers. Course subjects, school library facilities and infrastructure as a center for developing students' reading skills maximally, the learning process in schools still does not utilize models, methods. Strategies and learning media that are diverse and suitable for learning reading comprehension (Tahmidaten and Krismanto,2020, p.26). Therefore, based on the researcher's observation at eighth grade students of SMP Negeri 26 Palembang, the researcher found the main problem in teaching reading. The problem is the students' reading score was still low. This is evidenced by 288 students at SMP Negeri 26 Palembang, especially the eight grade their average reading comprehension is still below 80%, less than 75 minimum mastery criteria (KKM). Moreover, students had

difficulties in understanding the text, and lack of vocabulary. Moreover, the teacher has monotonous teaching strategy. Consequently, the students lost their motivation in learning and their involvements in classroom are really low.

In teaching reading, there are so many kinds of texts are offered to students in Junior High School, one of them is narratives texts. Narrative text is a text which relates a series of logical and chronologically relates evnts that are caused or experienced by factors (Rebecca, 2003, p.1). Narrative texts is a kind of text that happenns at the past and it tells about story whether true story or fictional. Based on the researcher observation at eight grade students of SMP Negeri 26 Palembang, in teaching reading process especially in narrrative texts, the researcher found some problems, the students were confused to identify general information, find specific information and how to find main idea: When students were given questions by the teacher and they looked the answers in the text, the students were still confused how to answer the questions correctly (Yunarti, 2014).

There are some ways that can be used to improve the students' ability in reading. To build the students motivation in learning reading especially the second grade students of SMP Negeri 26 Palembang, some strategies can be used by the teacher. In this case, the researcher applied a strategy which can be used to improve reading skill of the students. The strategy is Reciprocal Questioning. It is a reading strategy that gives the teacher and students opportunities to ask each other their own questions following the reading of a selection. This strategy allows students to learn to create more effective questions, models questioning techniques and proper questioning of texts. According to Manzo (In Yuniarti, Rufinus and Wijaya, 2012) the Request strategy is designed to encourage students to formulate and develop their own questions, find purpose in learning, develop an inquiring attitude, and develop independent comprehension techniques". In this intructional procedure, teachers segment content-area textbook chapters and informational books and articles into sentences or paragraphs, and teachers and students read a segment and ask cach other questions about the text they

have read (Tompkins, et al, 2015, p.415). King (2002) also said the reciprocal questioning strategy was structured so that students would be assigned interchangeable rol of questioner and explainer and required to take turns asking questions and answering each other's question fully"(p.667).

In the Reciprocal Questioning, an individual student and teacher silently read section and than take turn asking and answering each other's question about selection. In the Reciprocal Questioning instructional procedure, teachers segment content-area textbook chapters and informational books and articles into sentences or paragraph, and teachers and students read a segment and ask each other questions about the text they have read (Tompkins, 2015, p.415).

In learning reading researcher found some problems, they cannot able to find the detail informationg in reading. Other problem in reading are lack of vocabulary and also pronouncation, they will have an opinion that english learning is a difficult in particular the reading skill (Pribadi, 2015). To solve the problem, the researcher believed that it is important to applied Reciprocal Questioning as strategy in teaching reading narrative texts, The researcher suggested that Reciprocal Questioning can help the students in comprehending the reading text easier. Because this strategy applied with interaction and collaboration. The Reciprocal Questioning (ReQuest) strategy is a suitable strategy to be applied in reading learning because this method is specifically designed for learning to read, not learning other language skills, such as listening, writing, and speaking. The ReQuest strategy will create active learning because students are given the opportunity to ask questions while reading. This will spur students to think creatively and freely.

Reciprocal Questioning trained students to pick main ideas, engage in metacognitive thought, and think critically while reading. Initially, it is a verbal exchange between the teacher and the students. Eventually, the students work independently in pairs following the same questioning pattern. For the students to become independent, use Reciprocal Questioning often. This strategy required the teacher to have strong questioning skills.

Based on statement above, the researcher was interested to investigated the study entitled "The Use of Reciprocal Questioning Strategy In Teaching Reading At Eighth Grade Students of SMP Ngeri 26 Palembang.

B.   Problem of the Research

Based on the background mentioned, the problems of this research were students' reading score was still low, students had difficulties in comprehending the text especially on narrative text.

C.   Limitation of the Research

Based on the problem of the research, the researcher limited the problem on teaching reading narrative texts by using Reciprocal Questioning strategy to the eight grade students of SMP Negeri 26 Palembang

D.   Formulation of the Research

The problem of this research is formulated as: "Is it effective to teach reading narrative texts by using Reciprocal Questioning to the eight grade students of SMP Negeri 26 Palembang?"

E.   Objective of the Research

Based on the formulation of the problems above, the objective of this research is to find out whether or not is it effective to teach reading narrative texts by using Reciprocal Questioning to the eight grade students of SMP Negeri 26 Palembang

F.   Significance of the Research

The result of the study would be beneficial for the following parties:

1. For Teacher of English

   The result of the research gives good knowledge to the teachers of English, and hopefully they can apply the model in teaching reading through reciprocal learning model and make it interesting in teaching process.

2. For Students

   It is hope that this study can increase the students' motivation and their ability in learning reading especially in reading narrative text.

3. For the Researcher

   It will increase her knowledge and give newexperience in conducting an educational research.

G.   Hypothesis of the Research

A hypothesis is a simply put, a prediction of the possible outcomes of a study (Fraenkel and Wallen, 2012: 83)". The hypothesis consist of Null Hypothesis (Ho) and Alternative Hypothesis (Ha). The hypothesis of this research were formulated as follow:

1. Null Hypothesis (Ho) :It is not effective to teach reading narrative texts by using reciprocal questioning strategy?

2. Alternative Hypothesis (Ha) : It is effective to teach reading narrative texts by using reciprocal questioning strategy?

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