

**The Use of Reciprocal Teaching Technique to
Teaching Reading Comprehension to The Ninth
Grade Students of SMP Muhammadiyah 1
Palembang**

THESIS

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**UNIVERSITAS MUHAMMADIYAH PALEMBANG
FACULTY OF TEACHER TRAINING AND
EDUCATION ENGLISH EDUCATION STUDY
PROGRAM
2023**

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TEACHING READING COMPREHENSION TO THE NINTH
GRADE STUDENTS OF SMP MUHAMMADIYAH 1
PALEMBANG**

THESIS

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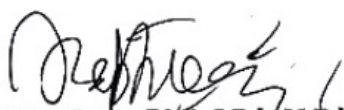
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MOTTO :

“Pendidikan mempunyai akar yang pahit, tapi buahnya manis”

(Aristoteles)

DEDICATION :

Thanks to:

- 1. In this opportunity, the writer would like to express her deepest gratitude and greatest honor, to her beloved parents, Bapak Suherman and Mama Romdiah who always give her support and motivation in her study and give prayer all the time. Then, the writer would also thank to her younger brother, Ilham fajriansyah and Ria dharmayanti who have been her friend to share stories and give her motivation to finish this research.**
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ABSTRACT

Sari, Intan N, 2023 Using *Reciprocal Teaching*. The use of Reciprocal Teaching Technique in teaching Reading Comprehension of the ninth grade students of SMP Muhammadiyah 1 Palembang. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education of University of Muhammadiyah Palembang. Advisors (1) Sri Yuliani, S.Pd., M.Pd. (2) Dian Septa Rini, S.Pd., M.Pd.

Keywords: *Reciprocal Teaching Technique* and Reading Comprehension

The title of this thesis was “The use of Reciprocal Teaching Technique in teaching Reading Comprehension of the ninth grade students of SMP Muhammadiyah 1 Palembang”. Reciprocal teaching is learning strategy through teaching friends. In this strategy, students act as teachers to replace the teacher's role to teach their friends. The sample of this research was 27 students of IX C class as the experimental class and 27 students of IX D class as the control class. To collect the data from both classes, this research used reading test as the true experiment. The test was divided into two tests, pre-test and post-test. The data from both pre-test and post-test calculated and analyzed by using T-test. The result revealed that the post-test mean score of the experimental class was higher than the controlled class. Additionally, the result of hypothesis analysis showed that the significance 2-tailed was lower than the alpha that was $0.001 < 0.005$. It indicated that H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. All the explanation above simply meant that the use of The use of Reciprocal Teaching Technique in teaching Reading Comprehension of the ninth grade students of SMP Muhammadiyah 1 Palembang.

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It is hoped that this undergraduate thesis will be useful for all readers. Then the researcher also realizes that thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

Palembang April 2023

Intan Novita Sari

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CHAPTER I

INTRODUCTION

A. Background of the Study

Mart (2012) stated that reading is a good way of comprehension. A good reader is able to understand sentences and structures of a written text. It appears that reading is a key factor in language learning. One important notion of developing reading skills and speaking skills is to use the language for learning as well as communication. Reading can play a big part in successful language learning (p.91). It can develop speaking skills. It needs to be noted that speaking holds a very significant place in foreign language learning because through speech messages are conveyed.

According to Widiawati (2020) reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because the parts of the body, our eyes particularly, do it. Bulut, A (2017), stated that reading comprehension is defined as students' "acts of thinking and constructing meanings in pre-reading, while-reading and post-reading stages". It is one of the main language skills that require making inferences and understanding the details in written materials, and it is expected that it will be acquired by pupils at primary school. In fact, reading comprehension is placed at the heart of many school subjects as it plays a key role in the process of cognitive development.

Based on my experience during internships 2 and 3 at SMP Muhammadiyah 1 Palembang, the researcher found that there were several problems to the students at the school, namely, the students' lack of vocabulary in reading texts, lack of knowledge of vocabulary and lack of concentration of students in learning, especially in Reading Comprehension, because the methods or techniques used by the teacher are less attractive.

The ability of students in reading comprehension is low. It indicate that the students were still facing difficulties in reading comprehension, such as

difficulty in process of decoding, limited vocabulary, and having no background information relating to the text. It means that they have problems in reading comprehension.

Based on these problems, a suitable technique to improve students' understanding of reading texts, increase vocabulary knowledge and attract students' attention and concentration is to establish a reciprocal teaching technique. With this technique, the researcher believes that it improve students' ability in reading comprehension.

The teacher must find technique that adjusts with the problem existed. However, the problem should be indicated earlier. By knowing the problems of students researcher obtain choose the strategy or method that fits for solving that problem. Complicated problem also gain easier to solve if we know what problems they face. According to Taka, S. D. (2020) Reciprocal technique is a very powerful strategy for improving reading comprehension. Teachers need to explicitly teach an model the four basic strategies: predicting, questioning, clarifying and summarizing.

Reciprocal teaching strategies used to improve students' reading comprehension. Reciprocal teaching involves four main metacognitive reading strategies: predicting, questioning, clarifying, and summarizing. The aims of this paper was to defined the key terms, explain the models of reading process, review reading process and reading strategies, discuss cognitive and metacognitive strategies and reading comprehension, elaborate reciprocal teaching and its theoretical framework, mention the related research on reciprocal teaching, and state relationship between reciprocal teaching and reading comprehension. The findings indicated that reciprocal teaching had a significantly positive effect on the English reading comprehension and usage of the four main metacognitive reading strategies of EFL students, Abbas pourhosein (2012).

Based on the background described above, the researcher was interested in doing a research entitled **“The use of Reciprocal Teaching Technique in teaching Reading Comprehension of the ninth grade students of SMP Muhammadiyah 1 Palembang”**

B. Formulation of the Study

The study was formulated in the following question:

Is it effective to teach Reading Comprehension by using Reciprocal Teaching Technique to the Ninth Grade Students of SMP Muhammadiyah 1 Palembang?

C. Objective of the Study

In keeping with the problem, the objective of the study was find out the whether or not it is effective to teach Reading Comprehension by using Reciprocal Teaching Technique to the ninth grade Students of SMP Muhammadiyah 1 Palembang.

D. Significance of the Study

The results of this study was expected to be beneficial both theoretically and practically:

1. For the researcher herself

By conducting this research, the researcher have a better understanding of activities that obtain improve more abilities in students' English Learning especially in Reading Comprehension.

2. For the Students

For students (at school and at university); this study was designed to make teaching techniques that are creative and better in front of class. Reciprocal teaching technique obtain improve students' thinking power in discussion and learn in class.

3. For the Teachers

This study is useful for teacher to teach English in an interesting and fun way from this study, the teacher know what students are thinking and respond when they are in class.

4. For the Other researchers

Hopefully, this research obtain be a reference for other researchers to conduct research, especially for researchers who want to conduct the same case study related to this research.

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