IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH RECIPROCAL TEACHING TECHNIQUE AT THE FIRST GRADE STUDENTS OF SMAN 1 WAY PENGUBUAN

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Abstrak. Penelitian ini bertujuan untuk mengkaji i) apakah ada peningkatan pemahaman membaca siswa yang signifikan dalam teks naratif setelah penerapan teknik mengajar reciprocal, dan ii) bagaimana respon siswa terhadap penggunaan teknik reciprocal. Subjek penelitian ini adalah 30 siswa tingkat pertama SMAN 1 Way Pengubuan. *One group pretest and posttest design* adalah desain yang digunakan dalam penelitian ini. Tes kemampuan membaca dan kuesioner adalah instrumen untuk pengambilan data. Data dianalisis menggunakan *Paired Sample t-test*. Hasil penelitian menunjukkan bahwa ada peningkatan pencapaian kemampuan membaca siswa yang secara statistik signifikan dengan tingkat signifikan (0.00<0.05). Dapat disarankan bahwa pengajaran membaca menggunakan teknik mengajar reciprocal mempermudah siswa meningkatkan kemampuan membaca mereka.

Abstract. The objectives of the research were to find out i) whether there was a statistically significant improvement of the students' reading comprehension of narrative texts after the students were taught through reciprocal teaching technique, and ii) how the students' responses of the reciprocal teaching technique. The subjects of this research were 30 students of the first grade students of SMAN 1 Way Pengubuan. One group pretest and posttest design was used in this research. The reading comprehension test and questionnaires were used to elicit the data. The data were analyzed by using Paired Sample t-test. The result of research showed that there was a statistically significant improvement of students' reading comprehension achievement with the significant level (0.00<0.05). This suggests that teaching reading using the reciprocal teaching technique facilitates the students to improve their reading comprehension.

Keywords: narrative text, reading comprehension, reciprocal teaching technique.

INTRODUCTION

As one of international languages, English is widely used by the number of countries as a mean of communication. This condition demands the need of English for everyone who wants to get involved in global community, since it holds so many aspects of life including education. Thus, English is considered as a compulsory subject in school. It leads to the point of how important the mastery of English for all the students. Learning English means learning four language skills namely listening, speaking, reading and writing. Those four aspects of English are also supported by some components; they are vocabulary, grammar, and pronunciation. One of the four language skills that should be mastered by the students is reading. Reading is the process of understanding the written or printed text.

Grabe & Stoller (2002: 9) state that reading is the ability to draw meaning from printed page and interpret this information appropriately. It means comprehending and interpreting the information of the text are important. It implies that students need to learn a considerable amount of information from a text. So that's why reading is very important skill for the students to increase their knowledge. Meanwhile, the objective of all readers is comprehension of what they read since comprehension is the main power of understanding.

Based on curriculum 2013 the objective of teaching reading at senior high school is to comprehend the social fuctions, generic structures and language features of the texts. For that reason, senior high school students are taught two kinds of texts namely fuctional and monologue texts. Unfortunatelly, there are still many students who get difficulties in reading such as they have difficulties in understanding the word meaning since they have inadequate vocabulary mastery, getting information from the text, identifying the spesific information and main idea of the text, determining the word reference, and making inference. Consequently, the students are unable to understand and interpret the meaning from an English text as the main purpose of teaching reading.

Besides, the technique of teaching reading is also the substantial factor that affects students problem in reading. The fact appearing that the teacher still applies the conventional teaching strategy. As a matter of fact, the conventional teaching technique cannot give satisfying results. Moreover, in reading class, the students still show inefficient reading habits because they only read the text and answer the tasks in reading material merely by matching the words and sentences in task with the words and sentences in the text without knowing what the text is about. As a result, reading process becomes monotonous and boring.

In line with the fact, the use of appropriate technique and reading material which can make students to be active in instructional process must be considered in

order to make them familiar with the task and to build their ability to interpret the meaning of the text. As a result, it is improtant to provide an alternative technique to improve students reading comprehension. It will determine of how successful the material delivered by teaching depends on the technique being used.

Consequently, the researcher proposes the way of teaching English reading comprehension by using reciprocal teaching technique. According to Palinscar and Brown (1984) Reciprocal teaching technique is an instructional activity in the form of dialog between teacher and students regarding the segment of that is built on four steps; predicting, questioning, clarifying, and summarizing. Each step has its own purpose within the process. The purpose of reciprocal teaching is to promote the readers' ability to construt meaning from the text and facilitate the monitoring of their path of comprehension (Palinscar and Brown, 1984). The students monitor their own thinking through the reading process. Moreover, there were some previous research which proved that reciprocal teaching technique could improve students' reading comprehension (Rosalia, 2015; Ati, 2014; and Rosenberger, 2011).

Referring to the explanation above, this research will try to apply reciprocal as technique in teaching reading on narrative text of senior high school students. Therefore, the objectives of this research are (1) to find out how far the students' ability in comprehending narrative text is significantly improved after being taught by using reciprocal teaching technique, (2) to find out the aspect of reading which improves the most after reciprocal teaching technique applied in teaching learning process, and (3) to find out how the students' response are towards the steps of reciprocal teaching technique.

METHODS
This research was quantitative which used one-group pretest-posttest design. The population of the research was the first grade students of SMAN 1 Way Pengubuan and the sample of the research was class X Social 2 consisting of 30 students. The activities were started from administering pre-test, doing treatment, and administering post. The instruments used were reading comprehension tests and questionnaire. The reading test was administered twice: the first was pretest and the second was posttest. Pretest was conducted to find out the students' reading comprehension ability before the treatment and posttest was given to find out the students' reading comprehension ability after the treatment. The reading test consisted of 30 items in a form of multiple choice while the questionnaire consisting of 8 statements. In analyzing the data, paired sample t-test was used to prove the hypothesis and to find out whether this research was significant or not by looking at the results of pretest and posttest.

RESULTS AND DISCUSSION

Results

Based on the result of the students' scores in pretest, it was found that the total score was 1676. The mean score was 55.87. The highest score was 73 and the lowest score was 37. The English's minimal mastery criterion (KKM) of SMA is 70. It can be seen from the result, there are only four students who passed the KKM score.

After the treatment, the researcher distributed posttest. Based on the result of posttest, it was found that the total score was 2100. The mean was 70.00. The highest score was 87 and the lowest score was 50. From the data of the posttest score, there were 17 students who passed the KKM score. The distribution of the students' pre test and post test score in experimental class are described as follows:

Table 1. Distribution Frequencies of Pretest and Posttest Score

Statistics

		Pretest	Posttest
N	Valid	30	30
	Missing	0	0
Mean		55.87	70.00
Std. Error of Mean		1.902	1.924
Median		57.00	70.00
Mode		47[a]	77
Std. Deviation		10.418	10.541
Variance		108.533	111.103
Range		36	37
Minimum		37	50
Maximum		73	87
Sum		1676	2100

From the Table 1, it could be seen that the students' mean score of the pre-test and the post-test was improved 14.13 point after the treatment of teaching reading comprehension through reciprocal teaching technique. Then, the scores of pretest and posttest were analyzed by using Paired sample t-test. The table below shows the result of Paired Samples Test.

Table 2. Paired Sample T-test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	
Pair 1	Pretest – Posttest	14.133	4.869	.889	15.951	12.315	15.899	29	.000

The result of paired samples t-test showed that t-ratio was 15.899 and t-table was 2.045 because the value of t-ratio was higher than t-table (15.899>2.045) and the significant level is lower than 0.05 (0.000<0.05), it means that H is accepted. Therefore, it can be inferred that there was a significant difference of students' reading comprehension achievement before and after being taught through reciprocal teaching technique.

Besides that, there were five aspects of reading comprehension measured by using the tests. The table below provides the improvement of each aspect of reading in the pretest and the posttest.

Table 3. The Improvement of Five Aspects of Reading

No	Aspect of Reading	Pretest (%)	Posttest (%)	Gain (%)
1	Determining Main Idea	58.7	72.7	14
2	Finding Spesific Information	65.7	84.8	19.1
3	Finding Reference	60.7	76	15.3
4	Finding Inference	41.2	53.3	12.1
5	Understanding Vocabulary	57.3	67.3	10

Based on Table 3, it showed that reciprocal teaching technique improved the students' reading comprehension in all aspects of reading comprehension. Moreover, the aspect of reading comprehension which increased the most was finding specific information (19.1%).

In addition, based on the result of the data analysis of questionnaire, it was found that most of students' response was positive. The score of the questionnaire was 949 out of 1200 (79%) and the mean score was 118.8. The questionnaire result can be seen from the following table.

Table 4. The Result of Questionnaire

No	Questionnaire Statements	Score
1	Reciprocal teaching technique increases my interest in learning English	117
2	Reciprocal teaching technique facilitates me to find the main idea in the text	116
3	Reciprocal teaching technique facilitates me in inferring the text	111
4	Reciprocal teaching gives opportunity for independent learning	122
5	Reciprocal teaching technique facilitates me to specify the reference	118
6	Reciprocal teaching technique facilitates me to find the specific information of the text	121
7	Reciprocal teaching technique facilitates me to understand the difficult words	121
8	After reciprocal teaching technique was being applied, it was easier to answer the questions	123
Total Score		**949**

Discussion

The result of the research showed that reciprocal teaching technique significantly improved students' reading comprehension achievement in narrative text. The students' mean score after being taught through reciprocal teaching technique improved significantly. The students' mean score of the pretest was 55.87. Meanwhile, their mean score of the posttest after being taught through reciprocal teaching technique was 70.00, in which students' gain score was 14.13. In accordance with the finding, it could be stated from the students' mean score of the pretest and the posttest that there was a significant difference before and after being taught through reciprocal teaching technique.

Based on the result above, it can be concluded that reciprocal teaching technique was successful to improve students' reading comprehension ability. The finding of this research was also in line with the previous research conducted by Rosalia (2015), Ati (2014) and Rosenberger (2011). Rosalia (2015) proved that reciprocal teaching technique could improve students' reading comprehension ability. Besides, Ati (2014) who conducted a research dealing with the use of reciprocal teaching technique found that reciprocal teaching technique was effective to improve students' reading comprehension ability in narrative text. In addition, Rosenberger (2011) also proved that reciprocal teaching technique could increase inference making among focus group participants.

Furthermore, in order to answer the second research question the researcher also analyzed the improvement of reading aspects in the pretest and posttest. Based on the result of analysis, finding specific information became the most improved aspect (19.1%) after the students were being taught through reciprocal teaching technique. The improvement of the students' score was caused by reciprocal

teaching technique. One of the main objectives of reciprocal teaching technique is to helps students to identify specific information or ideas from the text. With questioning, the students can more explore deeply ideas and information students got from the text. It is supported by Palinscar and Brown (1984) who stated questioning strategy is designed to help the students in identifying specific information from the text. By applying reciprocal teaching technique properly, the readers could identify the specific information by identifying the relationship between a sentence and another sentence which have any relationship or not.

Moreover, based on the results of questionnaire it can be concluded that reciprocal teaching technique was helpful for the students, especially in accomplishing the reading comprehension. In this research, the researcher could investigate that the students had a high interest to study narrative text through reciprocal teaching technique. Baron (2015) stated that if educators and parents want to raise the next generation of readers, they need to get serious about the strategies. In this case, implementing the reciprocal teaching technique properly is considered as one of the effective technique to raise up the students' interest in reading.

CONCLUSION AND SUGGESTION

Conclusions
In line with the data analysis and discussion, the conclusions can be drawn as follows:
1. Reciprocal teaching technique is considered as a good teaching technique to improve students' reading comprehension. There is significant difference of students' reading comprehension before and after being taught through reciprocal teaching technique.
2. Reciprocal teaching technique can improve all aspects of reading and the highest increase is specific infomation aspect.
3. The result of questionnaire shows that most of students gave positive response toward the steps of reciprocal teaching technique in learning procces.

Suggestions
Based on the conclusions above, the researcher proposes some suggestions concerning the research finding as follows:
1. The teacher should occasionally provide the students opportunities to perform reciprocal teaching technique as an alternative reading technique to improve their reading comprehension.
2. The teacher should pay more attention to students' vocabulary by giving extra explanation about vocabulary since most of students have difficulties in this aspect. It can be realized by giving more various vocabulary which are appropriate to the students of senior high school level.
3. The teacher should make highly good preparation before applying reciprocal teaching technique such as giving instructions more clearly, preparing the visual clues of the material in order to help the students in understanding the text and to make them more interested to the materials given.

4. The teacher may apply some regulations in order to control the class to avoid too much noise during the process of learning, because the learning process takes place in the form of dialog.
5. It is suggested for further researcher to cunduct this technique on different level of students with different kinds of text.

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