THE INFLUENCE OF RECIPROCAL STRATEGIES ON STUDENTS'

READING COMPREHENSION AT THE SECOND GRADE STUDENTS

OF *SMK PGRI 1 PALIMANAN*

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon In Partial Fulfillment of The Requirements of Undergraduate Degree

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ABSTRACT

Casini. 1410130006. *The Influence of Reciprocal Strategies on Students' Reading Comprehension at the Second Grade Students of SMK PGRI 1 Palimanan.*

Reading is a skill that can enhance an individuals' standard of living and functioning in todays' society. In our environment, especially at the second grade students of *SMK PGRI 1 Palimanan* almost are lack of understanding about reading. One of the reason is that students do not know the general outline. Students feel difficult to recognize how the text is organized or even to identify what the text is about. Reading comprehension is the topic for this research in hopes that could introduce a strategy that would allow the second grade students of *SMK PGRI 1 Palimanan* to become fluent and accurate readers, while being able to comprehend what they are reading. The field of this research is method of teaching.

The aims of this research are: (1) to find out the implemetation of using reciprocal strategies in learning reading, (2) to find out the students' comprehension ability before and after using reciprocal strategies, (3) to find out there is a positive and significant influence of using reciprocal strategies on students' reading comprehension.

This research method is quantitative, that used pre-experimental design. It used one class. The subject of this research was second grade students of *SMK PGRI 1 Palimanan* which consist of 39 students (36 females and 3 males). The sample is given reciprocal strategies involved explicit treatment of reading comprehension. The technique of collecting data in this research used observation checklist to get the data of the implementation of the treatment, and pre- and post reading comprehension tests to get the data of students' reading comprehension ability before and after the treatment. The data were analyzed by using paired sample t-test formula in SPSS (Statistical Package of Social Sciences) 16.0 for window.

The findings of this research are students who were taught by using Reciprocal Strategies at experimental class for for pre-test got mean score 48.21 and for post-test got mean score 79.36. The result of calculated by independent paired sample t-test shows that the the obtained sig. (2-tailed) = 0.000 < 0.05. Then, t_{count} -15.717 < t_{table} 1.686) indicates that alternative hypothesis (Ha) was accepted and the effect size calculation (r = -31.154) is high criteria. So, it can be concluded that there is positive and significant influence of reciprocal strategies on students' reading comprehension at the second grade students of *SMK PGRI 1 Palimanan*. These data suggest that further research teaching of reciprocal or comprehension strategies should focus on the time for instructions, the teachers' perception, and the implementation in grouping.
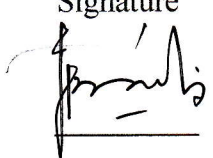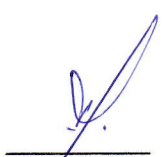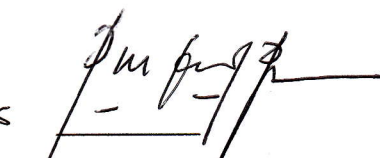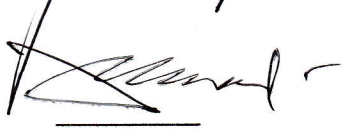
Key words: *Reciprocal Strategies, Reading, and Reading Comprehension, Second Grade Students.*

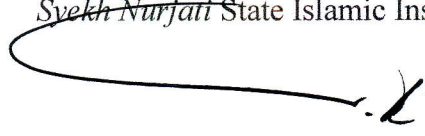# RATIFICATION

This thesis which entitled " **THE INFLUENCE OF RECIPROCAL STRATEGIES ON STUDENTS' READING COMPREHENSION AT THE SECOND GRADE STUDENTS OF** *SMK PGRI 1 PALIMANAN*" written by Casini, student numbers 1410130006 has been examined on 02 December 2015. It has been accepted by the board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I

INTRODUCTION

1.1　Research Background

Essentially, almost people need the information and knowledge, especially for students. To get it, they need a tool or way, and one of the ways to get them is reading. So, reading is an important study in language learning. Because of reading is one of basic skill that must be learned in learning and teaching process. Reading also is an important at all levels; its instrumental use is particularly important at the almost schools especially in Indonesian. Therefore, reading is a skill that can enhance an individuals' standard of living and functioning in nowadays society. Even in this technological era, books are very essential tool of learning. 'Learning to read and reading to learn' is not just an outworn slogan which means that all the need for developing reading skill is more urgent because increasing students' reading can help them understand knowledge.

Based on the findings in several chances, there are many problems in teaching and learning reading namely; oral reading, silent reading, reading fluency, reading comprehension, etc. However, the researcher chooses reading comprehension as the area that will be researched. In Indonesia, some students feel reading is not a new science or ability, but not in reading English. As a Foreign Language Learning (EFL), almost students are lacks understanding it because do not know the general outline. They feel difficult to recognize of how the text is organized or even identified about.

Reading comprehension is a skill that students in the classroom tend to struggle with. In SMK PGRI 1 Palimanan, students are expected to reach 85% comprehension, in order to be considered proficient. The researcher has been participated as the development staff of SMK PGRI 1 Palimanan in some workshops about this problem that within the researcher searches for techniques and strategies therefore the students will be helped in the classroom and able to comprehend what they are reading. The researcher chooses reading comprehension as the topic for this research in hopes of introducing a strategy that

allows the second grade students of SMK PGRI 1 Palimanan to become fluent and accurate readers.

Students need the comprehension of the passage or text to get meaning and to finish the materials. Therefore, reading comprehension is significant to be learnt in language learning especially in English Language Learning (EFL) because it is very crucial; in some situations, it is often tested on some language examinations, as well as in TOEIC, TOEFL, as one of the measures and evidences of how far the language has been acquired, though it is seldom in taught of teachers nowadays (Ekwall: 1992; Brownell: 2000; Brooks: 2004; Carnine: 2006).

> Bernhardt (2011: 7) stated:
> We define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

From the statement above, it can be concluded that reading comprehension is the activity of getting meaning and information from the text or the language in writing. For that reason so reading comprehension is attained, as students need it; understand the content of the text to get meaning from the content of it, because reading comprehension is a process of simultaneously conducting meaning of text with communication in written form. (Snow, 2000: 11).

To solve and avoid such situation and problems, it is needed the effective technique on teaching students' reading comprehension. According to Slater & Horstman (2002: 134), reciprocal teaching can help students prevent cognitive failure during reading, and describe a study that was designed to assess the effectiveness of explicit instruction through the specific meta-cognitive strategies of using prior knowledge, predicting, and sequencing on the reading comprehension development of readers in a first grade classroom. Palincsar and Brown (1986: 72) reported in their initial research on reciprocal teaching in a peer-reviewed journal. The terms such as "reciprocal teaching," "comprehension instruction," "reading comprehension instruction," and "meta-cognitive in reading" were used to identify potential studies which pertaining directly to reciprocal teaching, therefore, utilizing the four comprehension monitoring

strategies (e.g., predicting, summarizing, clarifying, and questioning) are then chosen for review.

According to Oczkus (2010: 34) reciprocal strategies are a comprehension fostering strategies that consist of four strategies, they are: (1) predicting the text; (2) clarifying; (3) summarizing the content of the text; and (4) questioning about the text. These strategies have intended to make reading activity become active and the readers or students can explore the cognitive domain in learning activity or in reading activity exactly.

There are many advantages of reciprocal strategies in reading comprehension activities. Through these reciprocal strategies the teacher can teach reading English effectively which can be applied in all texts especially in informational texts. As the components of students' personality, they can get close to students' reading comprehension ability, because this strategy is not only used in individual reading activity but also in group or team work.

Based on Oczkus (2010: 35) this strategy (namely reciprocal strategy) can make students become struggle readers. In this case, he defines strategy four steps, including: (1) predicting; (2) clarifying; (3) summarizing; and (4) questioning; with the reason, *first*, that when students predict the text they can describe the inferences and also can apply evidences to support the comprehension of reading activity. *Second*, from the clarifying strategy students can know about the basic phonic levels, their abilities in word analysis, and self-correction skills. *Third*, from summarizing strategy students become interactive and memorable. *Fourth*, from questioning students can increase willing, because, when students ask questions they automatically draw on multiple sources.

Nevertheless, the reciprocal teaching strategies have the goals that can be represented the solving of students' difficulties in reading comprehension. The goals of reciprocal teaching are arranged for students to learn the reading comprehension, of how and when these strategies are used to be self-regulated for students. Besides that, the strategies also can be used for general readers to comprehend reading as Haggart (2003: 72) states that readers with different sensory learning styles have distinct ways to learn something new. The statements below define some of those areas:

1) Kinesthetic learners tend to like reading "how-to" books and "action-oriented" books, but they will have trouble sitting or listening for more than four minutes.

2) Tactile learners tend to like reading historical novels or biographies, but they will have trouble within without sensory stimuli.

3) Auditory learners tend to like reading plays and dialogues, but they will have trouble reading silently and with speed.

4) Visual learners tend to like reading for pleasure, but they will have trouble within noise and distraction environments.

According to the explanation above, the researcher chooses teaching reading comprehension to students as the specific subjects for this research because it is one of the difficulties for Indonesian students in learning language. Explaining the material in classroom is considered enough, actually it is not enough, because practicing language in real situation-in order to make students are not bored, but more interesting in reading is also necessary. Thus, teachers need techniques of enjoyable and practical teaching to make students better comprehending English, for example, using games to teach grammar, using English comics to teach reading, using song to teach listening, etc.; therefore, as the experimental technique the researcher uses reciprocal strategies as the technique helping students' comprehension in reading English text or passage.

From the description above, the researcher assumes that reciprocal strategies can determine students' comprehension in teaching and learning English, especially on teaching reading comprehension. For that reason, the researcher initiates to do the research entitled **"The Influence of Reciprocal Strategies on Students' Reading Comprehension at the Second Grade Students of** *SMK PGRI 1 Palimanan***".**

1.2 Identification of the Problem

The researcher formulates the the identification of the problem is to explores all about question probably that can be submitted. It is also relevant to the research variables that have been chosen. The identifications of the problem in this research are:

1.2.1 The Field of the Research

The field of the research in this research is method of teaching, discussing reading comprehension constructing in the application of reciprocal strategies at the second grade students of *SMK PGRI 1 Palimanan*.

1.2.2 The Kinds of the Problem

There are many kinds of problems in teaching and learning English, especially in teaching and learning reading. The researcher would like to mention the kinds of some problems in this research. Based on the several findings when she conducting the preliminary study. There some kinds of the problem found in the research, they are:

1) Method of teaching in the school that concentrates on reading comprehension still uses monotonous activity.
2) The students are difficult in acquiring reading comprehension, especially, when they want to know about the general outline of the text such as: main idea and the topic of the text.
3) Students have low passion in reading activity.
4) Students feel bored in the process of learning reading comprehension.
5) The teacher has still uses conventional methods in teaching reading comprehension.

1.2.3 The Main Problem

According to the kinds of the problem above, it can be concluded that the main problem of this research is method of teaching. This research is intended to describe the application of reciprocal strategies on students' reading comprehension. In order to make students interest in learning English reading which they can get meaning clearly in reading text, furthermore they can improve their abilities in reading comprehension, therefore, the researcher tries in experiment by applying reciprocal strategies to improve students' reading comprehension at the second grade students of *SMK PGRI 1 Palimanan*.

1.3 Delimitation of the Problem

For the essence of this research then the researcher delimits the problems into three delimitations of problem in order to make this research more focus and analytic, namely:

1) The students' ability in mastering reading comprehension
2) The students' difficulties in mastering reading comprehension.
3) The influence of reciprocal strategies on students' reading comprehension at the second grade students of *SMK PGRI 1 Palimanan*.

1.4 Research Question

Based on the explanation of the problem in the delimitation of the problems above, the researcher decides some questions of this research to formulate the problem. In order to make this research more focused on the main problem that will be researched, the researcher, therefore, formulates the questions of the problem in this research as follows:

1) How is the implementation of using reciprocal strategies in learning reading?
2) How is the students' comprehension ability in English reading before and after using reciprocal strategies?
3) Is there any positive and significant influence of using reciprocal strategies on the students' reading comprehension?

1.5 The Aims of the Research

The aims of the research in this research are as follows:

1) To find out the implementation of using reciprocal strategies in learning reading.
2) To find out the students' comprehension ability before and after using reciprocal strategies in English reading.
3) To find out the data of the influence of using reciprocal strategies on students' reading comprehension.

1.6   The Significance of the Research

The researcher divides the usefulness of this research into two kinds, namely the significance of the research theoretically and practically. The significance of the research theoretically is directed to find out the new theory, evaluates the theory and develop this theory. Nevertheless, practically is related to the object of research foundations. The researcher formulates the significance of the research, they are:

1.6.1   The significance of the research theoretically

This research is expected to contribute the development of science and learning English, especially in learning English reading. Also this research is expected to be as contribution in the development of learning English methods to be more effective and interactive.

1.6.2   The significance of the research practically

1) For students, it is expected so they become motivated in developing their academic ability, especially in reading comprehension.
2) For the researcher, it is expected so she has experience and knowledge in applying the method of learning English, especially learning the reading.
3) For English teachers, it is expected so they get the additional knowledge and information of the methods in learning and teaching English, especially in learning and teaching reading.
4) For schools, it is expected to be used as strategies or references to improve students' achievement in school, especially in reading comprehension skill.
5) For readers, it is expected so they get more information, knowledge, and experience from this research as reference of similar study.

1.7   The Frame of Thought

Alderson (2000: 10) says that reading comprehension is to process text meaning through some processes of interaction with print. Not only looking at the print, the reader also deciding' what they mean' and how they relate to each other. Current research views reading comprehension as dynamic process in which the

reader "constructs" meaning based on information that a reader gathers from a text. That's why, the teaching reading comprehension is very important for the students in our country although it is not only emphasized in the English learning but also it is often tested in all examination types. Therefore, it should be taught mastering reading comprehension.

Reading comprehension in foreign language learning (English) is similar to the first language acquisition (Indonesian). It is one the difficult learning for Indonesian students. It is not enough for the teacher just explained the material, but it is necessary for them to be brought in an experience in practicing the language in real situation in order to they are not become bored and to be more interesting. So, the teacher must use the effective strategy to teach the students about reading. In order to the students can mastering reading comprehension ability effectively, and they will be motivated and interested in learning English. From the explanation above, the researcher chooses the reciprocal strategies as the strategies of the teacher that can applied in teaching reading comprehension be enjoyable and practical to make better comprehend into English.

Reciprocal strategies are guided reading comprehension strategies that adopted from Palincsar and Brown Enquiry (1984: 45), it can encourage students to develop the skills that effective readers and learners do automatically (summarize, question, clarify, predict and respond to what they are reading). Students use these four comprehension strategies on a common text, in pairs or small groups. Reciprocal strategies can be used in all kinds of texts both in fiction or non-fiction, prose or poetry. (Oczkus, 2010: 12).

Based on the statement above, the researcher regard that has the relationship between reciprocal strategies and students' reading comprehension at the second grade students of *SMK PGRI 1 Palimanan*. Paradigm of the research:

$$X \longrightarrow Y$$
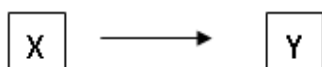
Where:

X   : The influence of using reciprocal strategies

Y   : The students' ability in reading comprehension

$\longrightarrow$: The relation that influence

The frame of thought can be performed as the flow-chart follows:

Fig 1.1 The Frame of Thought of the Research
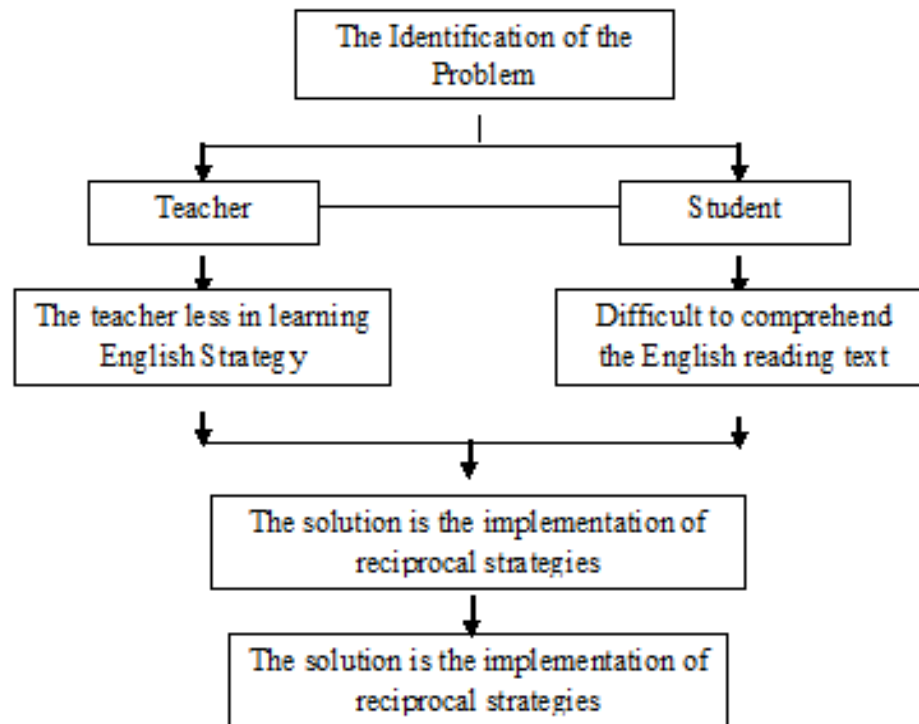
1.8 Theoretical Hypothesis

Based on the problem of the research that will be conducted by the researcher, the researcher formulates two kinds of theoretical hypothesis. According to Arikunto (2010: 112) states that there are two kinds of hypothesis in conducting quantitative research. Null hypothesis (H_0) is the hypothesis that there is no the influence of the independent to dependent variable. Whereas, alternative hypothesis (H_a) is the hypothesis that there is the influence of the independent to dependent variable. So, the hypothesis of this research can be formulated as below:

H_a : There is the influence of reciprocal strategies on students' reading comprehension at the second grade students of SMK PGRI 1 Palimanan

H_o : There is no the influence of reciprocal strategies on students' reading comprehension at the second grade students of SMK PGRI 1 Palimanan

CHAPTER V
CONCLUSION AND RECOMMENDATION

This chapter summarizes the results of this research presented in the three main sections: the conclusion, the recommendation, and the implication of the research. The detail explanation will proposed as follows:

5.1   Conclusion

This research was designed in an pre-experimental design called. Since the objectives of this research were to find out, first, the implementation of using reciprocal strategies in learning reading. The second is the students' reading comprehension in English reading. The last is the influence of using reciprocal strategies on students' reading comprehension.

After conducting the experimental research and collecting the data, the following conclusion could be drawn:

1) Reciprocal strategies is the metacognitive strategies that able to apply in teaching reading comprehension too. The researcher has been applying and observing this strategy at the second grade students of *SMK PGRI 1 Palimanan*. The resercher find out that the implementation of reciprocal strategies on reading comprehension classroom activities in the all meetings are good. It is caused the whole calculation can be interpreted that the score gained 95, while the maximal score is 120. It is mean that 95/120 x 100% = 79.16%.

2) The students' reading comprehension ability of the second grade students at *SMK PGRI 1 Palimanan* before the treatment is low score. It is caused mean value of pre-test ability is 48.21 or 48.21with the Std. Deviation value 8.621 compared to the standard score of English skills in Indonesia (KKM), the KKM value is 75 for vocational students level. So, it is categoraized as low score (Instruction book of academic of *IKIP* citied Arikunto: 2010). Whereas, the English reading ability of the second grade students at *SMK PGRI 1 Palimanan* after treatmet is good score. The students have better reading comprehension ability based on the mean value of post-test is 79.36 with Std.

Deviation value 10.399 compare to the standard score of English skills in Indonesia (*KKM*), the standard minimum value is 75 for vocational students level. This result indicates that reciprocal strategies helps the second grade students (*AK 1*) have better understand and comprehend the reading text or passage.

3) From the analysis, it is able to be seen that the second grade students of *SMK PGRI 1 Palimanan* receiving reciprocal strategies improve their English reading comprehension ability. In addition, it is found that after the treatment, the students in the reciprocal sample group obtains significantly higher post-test mean scores than the students mean scores before treatment or pre-test. So, there is positive and significant influence of reciprocal strategies on students' reading comprehension at the second grade students of *SMK PGRI 1Palimanan*. This conclusion is based on the result of paired sample t-test that t_0 or t_{count} -15.717 < t_{table} is 1.686 = Ho is rejected. Then, Sig. (2-tailed) = 0.00, p. <0 .05.

5.2 Recommendation

Based on the results of the study, it is therefore recommended as follows:

5.2.1 For the Teacher

This study is hoped that EFL teachers are able to design reading activities which use the reciprocal strategies. Reciprocal strategy is effective for teaching reading comprehension. It is able to implemented in order to improve students' reading comprehension. In its implementation, the teacher must be aware of the complex and challenging tasks in which the students are forced to make prediction, question, clarify, and summarize the text, and also respond and think quickly about the text.

5.2.2 For the Headmaster

The results of this study can encourage educators to include learning style as their consideration in their preparation in reading instruction. The results could encourage teachers to aware with students' learning styles and incorporate lesson strategies that address those styles.

5.2.3   For Further Researcher

In relation to the duration of the teaching of the instruction, the implementation of the instruction should be carried out in everyday lesson through out a year. Moreover, it is important to teach the instruction across the curriculum. As students need time to acquire knowledge, the training should be lasted a long time, such as one academic year, to see the positive results. The techers work together to use resources effectively to fulfill students' need, then the students are provided more time for practising the use of comprehension strategies and apply the efficiently.

To promote efficient instruction, teachers' preparation are very important. How teachers interpret the instruction and its effectiveness has a direct impact on their teaching and students' acquisition of the use of comprehension strategies. It is necessary to collect teachers' opinions on the teaching of instruction, so they get help from the school or collagues.

5.2.4 For Material Developer

Material developers are able also to introduce reading strategies in reciprocal teaching through execises to help students improve their reading skill.

5.3   The Implications of the Research

Based on the research finding, it is able to be seen that students' reading ability is 'good' and has not reached 'very good'. Although, the result of this research that null hypothesis (Ho) is rejected or reciprocal strategies have positive and significant influence on the students' reading comprehension ability. There is students who get score are still lower than *KKM* (*Kriteria Ketuntasan Minimum*) of study.

from the explanation above, it shows that reading ability is able to be influenced by other variables that has not used in this research. This might be influenced by less maximal of time in conducting the treatment using reciprocal strategies or other factors that has not explained by the researcher.

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