# IMPROVING STUDENTS' SPEAKING ABILITY BY USING RECIPROCAL TEACHING STRATEGY AT THE TWELVE GRADE STUDENTS OF SMKN 1 RAMBAH ROKAN HULU REGENCY

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## ABSTRACT

The purpose of this research was to know the extent of reciprocal teaching can improve speaking skill of student of the third grade level of SMKN 1 Rambah Kab. Rokan Hulu and to know the factors influence the improvement of speaking skill of student of the third grade of SMKN 1 Rambah by using Reciprocal Teaching. This research is an action research that is done by three cycles. One cyrcle consist of five meetings. The participants of the study are 39 students. The data were collected by speaking test, observation checklist, filed notes/video recording, and interview. The finding showed that the significant influences of Reciprocal Teaching Strategy in teaching speaking. The result of research showed that students' speaking ability was 9,5% got KKM in cycle one, 15,4% got KKM in cycle two and 75,1% got KKM in cycle three. Based on the data, the reserach conclude that Reciprocal Teaching Strategy can improve students' speaking ability.

**Key words**: Speaking and Reciprocal Teaching Strategy

## INTRODUCTION

Speaking is a language skill and it is an important skill to be learnt by every student to be successful in communication. On the other words, speaking is the way to express what in our mind is to others orally. Someone is involving in communication to speak his/her mind for many purposes and meaning senses. It might convey something, inform, warn, give comment, describe and etc.

According to the School Based curriculum at Vocational School level, every student is expected to be able to communicate in English. To apply the curriculum, at SMKN 1 Rambah Rokan Hulu Regency Riau Province, Every student is demanded to be able to speak English well. Although the students taught many subjects to be proficient in Vocational Education, they were also prepared to master English as one of supporting subjects in that system. Unfortunately, most of the students did not reach KKM (minimal criteria of achievement). The KKM of English was 60. It meant that most of the students got below six at the speaking test. Most of them had low speaking skill. Then, the teacher use traditional strategy in teaching and learning process. So that, most of them are not interested in teaching and learning process.

Moreover, the students' motivation was also still low to speak English. They did not want to try to speak even though they were involved in any speaking activities that were held by the teacher such as English day, speech contest, debate, discussion, storytelling, etc. When the teacher asked them for what substantively affect their motivation to speak English. The answer of some students gave such description about the real problem faced in learning English such as strategy used by the teacher, learning environment, supporting facility, and many else.

Based on those problems above, the researcher believed that Reciprocal Teaching Strategy would be very useful for the teaching learning process because the students were given a large opportunity to speak and they belonged to such group discussion which also gave good motivation for them to speak among the group and also to the teacher.

In applying Reciprocal Teaching strategy, the students discussed some reading material. They thought about it, and then they were speaking each other in the group to discuss what the reading material was about. In addition, in reciprocal procedure, the students have their own job or function for a specific problem to solve in form of dialogue with the teachers or among the group. In other words, the students had much time to speak during the discussion process to show their responsibility in solving the problem of reading material.

## OBJECTIVE AND RESEARCH QUESTION

The purpose of this research are:
1. Does the use of reciprocal teaching strategy can improve speaking skill of student of the third grade level of SMKN 1 Rambah.
2. What factors that influence the improvement of speaking skill of student of the third grade students of SMKN 1 Rambah by using Reciprocal Teaching.

The research question of this research as follow:
1. To what extent does reciprocal teaching can improved speaking skill of student of the third grade level of SMKN 1 Rambah?
2. What factors influence the improvement of speaking skill of student of the third grade of SMKN 1 Rambah by using Reciprocal Teaching?

## MATERIAL AND METHOD

In applying reciprocal strategy the researcher distributed the material to be discussed by the students. Since of the procedure of reciprocal strategy demanded students to be able to predict where the students are asked to make a prediction what will the reading material be about? In this process the student tried to make a correlation their prior knowledge to the information consisted in the material, therefore the researcher gave them materials which were closely related to their speciali-zation or majoring, from the first cycle until the third cycle the researcher had given about 12 reading material to be discussed. And the materials enriched students' vocabularies.

In accordance with Palinscar (1984) who introduced this technique, "the formal definition of reciprocal teaching is as follows: "Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text" therefore, in order all students got more active in the dialogue process of discussion in applying predicting, summarizing, clarifying, and questio-ning about reading material given, the researcher and collaborator gave any help to lead the student involve in those activities. In other words, the researchers gave scaffolding to the students until they could lead and do discussion in good order. Summa-rizing provides the chance to identify the most important information of the text. Questioning reinforces the sum-marizing strategy and carries the learner one more step along in the comprehension activity. Where students make their own questions substantively supported the main information. Clarifying gives an opportunity to students to clarify any

unfamiliar message, difficulty word and if they have problem they might reread the difficulty one for asking help in discussion. Finally, Predicting occurs when students hypothesize what the author will discuss next in the text.

## RESULT AND DISCUSSION
### The Finding

This research was conducted to answer the research questions; 1) Does the use of reciprocal teaching can improve speaking skill of student of the third grade level of SMKN 1 Rambah? 2) What factors influence the improvement of speaking skill of student of the third grade of SMKN 1 Rambah by using Reciprocal Teaching?

The data of first cycle had shown almost no improvement of the students' speaking skill. There were so many students got Score Point 0 and just 9,5% students could reach KKM. Since there was a revision of an action at the second cycle made the teaching-learning process through reciprocal teaching quite run well. Therefore from the quantitative data of second cycle also had shown an improvement of student speaking skill ability. There were 15,4% students got KKM. Finally, the better improve-ments were found at the third cycle of this research. The researcher decided this is the last cycle of the research to see the development of student speaking skill by using reciprocal teaching strategy. There were 75,1% students got KKM.

In conclusion, the use of Recipro-cal teaching Strategy had increased student's speaking ability at SMKN 1 Rambah.

### Discussions

This research was conducted in three cycles which consist of 15 meeting. The use of reciprocal teaching strategy improved the students' speaking skill at the third

grade level students of SMKN 1 Rambah in Academic Year 2012/ 2013. From the description and analysis of the data, it can be seen the development for both qualitative and quantitative data. Then, the improvements of students' speaking skill as well as factors which influence the improvement are taken as findings of this research. The data of first cycle had shown almost no improvement of the students' speaking skill. There were so many students got Score Point 0, there were 9,5% students could reach KKM. Since there was a revision of an action at the second cycle made the teaching-learning process through reciprocal teaching quite run well. Therefore from the quantitative data of second cycle also had shown an improvement of student speaking skill ability. There were 15,4% students got KKM. Finally, the better improve-ments were found at the third cycle of this research. The researcher decided this is the last cycle of the research to see the development of student speaking skill by using reciprocal teaching strategy. There were 75,1% students got KKM.

Based on the findings of this research, it was stated that Reciprocal Reading Strategy can improve students' speaking ability at SMKN 1 Rambah.

## CONCLUSIONS

Based on the findings of the research, it can be concluded that: Reciprocal Teaching Strategy can improve students' speaking skill at the third grade level student of SMKN 1 Rambah. Besides, it can be concluded that there were some factors influences the improvement of students' speaking skill by using this strategy. They are:
1. Material

The material was what the students discuss in the reciprocal

teaching. This factor was also important factors to improve students' speaking skill. The material also enrich their vocabulary

2. Media

Media used was video recording of student activity and download video about reciprocal strategy this factors help the students to see their progress and references on how to apply the strategy so that they speaking skill could be improved.

3. Classroom Activity

Since the activity gave more chance to students to speak English they become more fluent to speak English.

4. Classroom management

The researcher managed the classroom by following the procedures giving scaffolding a student, controlling, observed, organizing and reflecting. This factor also influences the improvement of students' speaking skill.

5. Teachers Approaches

One of the teachers' approaches was learner-centre approaches. So that they much opportunity to drill their speaking skill.

6. Strategy

Reciprocal strategy was the main factor influence the improvement of student speaking skill.

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