

## THE EFFECTIVENESS OF USING RECIPROCAL TEACHING ON THE READING COMPREHENSION TO THE SECOND GRADERS OF MTsN

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### **Abstract:**

*Reciprocal Teaching technique is effective in teaching reading comprehension. In this research the result showed that the students' Mean score in teaching reading without using Reciprocal Teaching technique is only 75.00. While the students' mean score after they are taught using Reciprocal Teaching technique was 82.17. The result of significant level is 0,07%. By comparing significant level 0,07% and t table at 0.05 %. It is known that significant level is bigger than t table = 0,07% > 0.05 %. It's means that  $H_a$  which states that there is significant effect of using Reciprocal Teaching as a technique of teaching reading narrative text toward students' reading comprehension of the second Grade students of MTs N Pulosari is accepted. Whereas  $H_o$  which states that There is no significant effect of using Reciprocal Teaching as a technique of teaching reading narrative text toward students' reading achievement of the second grade students of MTs N Pulosari is rejected. Based on the explanation above, Reciprocal Teaching technique surely showed the real effectiveness in teaching reading comprehension of the second graders of MTs N Pulosari.*

**Keywords:** *Reciprocal Teaching Technique, Reading Comprehension*

There are many problems faced by the students in reading. Some of them don't understand about the meaning of the words and lack in vocabularies. Some of them think reading is boring activity with contacted role. The teaching and learning process in the class only read the text and answers the question based on it. This condition and situation caused some of the students feel bored when they joint in the reading class.

Based on the explanation above, the writer is interested to find out the effects of treatment with Reciprocal Teaching technique. Many of teachers assume that the use of cooperative learning Reciprocal Teaching technique is suitable for the student's reading comprehension achievement in English. According to Palinscar, et al. (2000:48) in Trianto,( 2007: 96), the main idea of Reciprocal teaching is motivating the students to help and support each other in mastering the material that taught by the teacher. It means that during the process of teaching learning using reciprocal teaching, the students become more independent readers, capable of handling increasingly sophisticated material. So the students do not only learn from the teacher but they also can learn from each other.

According to Cahyono (2010:128) teaching is the process of transferring knowledge from the teacher to the students or from someone to another whether in a formal or informal situation. Harmer (2007:23) said that teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable.

Regarding to the explanation of teaching above, the writer concludes that teaching is activities and manages the environment in a good condition to make and giving the opportunity for the students in learning process to get the purpose. The main task in teaching reading is to teach understanding. To assess the problem of what to teach when teaching understanding, we must try to determine what is likely to prevent a child from comprehending a given text.

According to Snow (2002:11) reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Olson and Dillner (1982:42), reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. It can be said that reading comprehension ability is taught to be a set of generalized knowledge acquisition skill which permits people to acquire and exhibit information gained as a consequence of reading printed language.

Based on the definition above, the writer concludes that reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. Reading also process to knowing the information from the text and to understanding the meaning of the text.

## **RESEARCH METHOD**

The research design of this study is pre-experimental design with quantitative approach. In this study the experimental design used in One-Group Pretest-Posttest. The population of this study was The Population was all the students of second grade of MTsN Pulosari Tulungagung consist of 124 students. Because the number of students was large, the sample selected was class VIIIB consisting of 30 students. The research instrument used in this research was reading comprehension test ( pre-test and pos-test). The data analysis was using T test.

## **DISCUSSION**

This research was divided into three steps. First step is pre-test where the researcher conducted a test to know the students' reading comprehension before being treated using reciprocal teaching.

The second step was given treatment to the students. The treatment here was teaching reading comprehension by using reciprocal teaching strategy. The students were given material about narrative text. After the students

getting treatment, they were more effective to study reading comprehension.

From the finding, it is known that the  $t_{\text{count}}$  is higher than  $t_{\text{table}}$ , and the alternative hypothesis ( $H_a$ ) is accepted, while the null hypothesis is rejected. It means that there is significant difference of reading comprehension to the second grade students of MTsN Pulosari Tulungagung before and after using Reciprocal Teaching.

Based on the result, it can be concluded that the reciprocal teaching was effective in teaching reading comprehension at junior high school especially at the second grade students of MTsN Pulosari Tulungagung. According to Palinscar, et al. (2000:48) in Trianto, (2007: 96), the main idea of Reciprocal teaching is motivating the students to help and support each other in mastering the material that taught by the teacher. It means that during the process of teaching learning using reciprocal teaching, the students become more independent readers, capable of handling increasingly sophisticated material. So the students do not only learn from the teacher but they also can learn from each other.

The result also shows that Reciprocal Teaching does not only motivate the students to learn reading comprehension by helping and supporting each other in mastering the material taught by teacher and students become more independent reader, but also make them work together to solve the problem and they could solve alone because each students in one group are able to be summarizer (the student can understand about the text and then they make summary about the text give by the teacher with using alone language), questioner (the student can make a question from the text give by the teacher with using 5W 1H), classifier (the students are able to make sense in the text and to do many necessary actions to solve problem) and prediction (the students be able to anticipating what will come next in the text) So, they can learn to develop their ability in reading comprehension, especially of narrative text.

According to explanation above, reciprocal teaching surely showed the real effectiveness in teaching reading comprehension because it can help the

students to improve their reading comprehension achievement of the second grade students of MTs N Pulosari Tulungagung.

## **CONCLUSION**

Based on the research finding it can be concluded that there is significant difference in reading comprehension achievement between students who were taught by using Reciprocal Teaching technique and students who were not taught by using Reciprocal Teaching technique of the second grade of MTs N Pulosari Tulungagung. This conclusion is gotten from analyzing the result of statistical test by using t test showing that the significant level 0,07% is bigger than 0,05%. The implication of this conclusion, that the Reciprocal Teaching technique is effective for teaching reading comprehension.

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