THE EFFECT OF USING RECIPROCAL TEACHING TOWARD STUDENTS' READING ABILITY OF SECOND GRADE STUDENTS OF SMA N 4 PADANG

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Abtrak

Tujuan penelitian ini adalah untuk menemukan pengaruh penggunaan strategi mengajar Reciprocal Teaching terhadap kemampuan membaca anak pada tiga jenis teks bacaan: Narative, Spoof, dan Hortatory Exposition . Data penelitian ini adalah nilai siswa kelas experimen dan kelas kontrol pada tes awal dan tes pilihan ganda sebanyak 40 butir yang berasal dari enam teks dari tiga jenis teks yang berbeda. Temuan penelitian yaitu peningkatan nilai tes rata siswa pada kelas eksperimen dari 62,43 menjadi 69,49.

Keywords: Reciprocal teaching, Narrative, Spoof, Hortatory Exposition, multiple choices

A. Introduction

Reading is a receptive skill which takes a big role in mastering English. By having a good ability in reading students will get more information easily. Reading supports students in every part of their learning process because one of the effective ways to get information or to master the learning material is by reading it. They may get information from reading their textbook, newspaper, magazine, article, and journal.

In English curriculum for Senior High School, reading skill means understanding the meaning in various types of written interactional and monolog text especially descriptive texts, narrative texts, procedure texts, report texts, news

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items texts, spoof texts, explanation texts, discussion texts, and review texts. Each of monolog texts has their own characteristics which are different from one and another. Khand (2004 : 430) defines reading as a process of receptive language, recognition, interpretation and perception of written or printed materials. It can be said that reading is a receptive process that involves language, thought, and perception. Students need to know and understand them in order to get information because monolog texts often appear in many kinds of reading material. For example, students may find news item text in newspaper, descriptive text in brochure, narrative text in magazine, etc.

In the school based curriculum for senior high school, there are five kinds of monolog text studied by students in second grade of senior high school; they are narrative text, report text, analytical exposition, spoof text, and hortatory exposition. In the second semester, especially, there are three kinds of monolog texts studied: narrative texts, spoof texts, hortatory exposition texts.

Most of students in the second grade of SMA 4 Padang do not have good ability in reading. As it was shown that in the first semester there are not more than 52% students in XI IPA 5 and XI IPA 6 get score more than the limit score. It shows that most of students still do not have good ability in reading. As Royse (2001) states that although every student knows how to read, many have never learned good reading skills. This problem is caused by two factors; the students' factors and the teachers' factors.

There are several causes which mak e students' ability in reading is low. First, students are less motivated to read. It is because they do not know what exactly the purpose of reading and how to read in a good way. It is also because of they have not found an interesting way in reading. Sometimes, students need to be given reading choices to increase motivation and reading skill. Bruce and Robinson (2004) says that students are also interested in learning through self-discovery and from their peers. Students would prefer to learn through class discussion rather than teacher lectures and handout. Moreover, the topics have chosen in the reading material are often not familiar or quite hard to be covered because students who have no ideas of it. In other words, students need a new strategy in reading.

Second, when reading, students rarely use their prior knowledge or previous experience. They just think about what information they are going to read rather than relating their prior knowledge to the topic of the reading materials. Student's background knowledge can influence their reading comprehension. Carpenter and Just (1986) says that students may have too little prior knowledge to the task at hand, to employ particular strategies effectively. By having prior knowledge or experience, students may comprehend the reading materials easily.

Third, students do not know how to read in a good way. It is found in the teaching practice when students are given a text they directly read the text. However, most of them not finish their reading. It is because of they read the text

word by word. So, when they find difficult words, many quit reading. It is worse because they also have very limited vocabulary.

Beside the students' factors as explained above, the teachers undeniably also take a big role in the teaching reading process which causes the students' reading ability become low. A teacher as a key person deals with student's achievement in learning process. So far, the teachers have tried to present their best contribution in increasing students' reading ability by using teaching reading techniques. However, in the teaching process, their effort has not been used optimally. In teaching monolog texts, teacher has tried using teaching reading strategy like predicting in the pre-reading activity. However, it has not used as good as the theory the teacher still asked the students to read the text individually or in groups and then they have to answer the questions.

Besides, the teachers also have practiced using other strategies like using teaching media in supporting the teaching process. For teaching narrative texts, most of teachers have used pictures as the media. Suryadi and Mulyana also explain the teacher's competencies are managing classroom and using media and learning sources. It functions to guide the students to the topic of the reading materials. However, it is found that the media was not suitable to the classroom situation in which there are about forty students. In other words, the media is not qualified to catch students' attention even guiding them to the teaching materials.

In teaching reading, especially for the three monolog texts studied in the second semester: narrative texts, spoof texts, hortatory exposition texts, the teachers need to use teaching strategy. The teachers are able to conduct teaching reading strategies like predicting, clarifying, questioning, and summarizing. These strategies are included in reciprocal teaching.

Using reciprocal teaching in teaching texts will help the teachers in increasing the students' reading ability. First, reciprocal teaching contains four main organized strategies (predicting, clarifying, questioning, summarizing) which lead teacher to teaching in a good step. Each step provides different strategy to which help the students understanding the texts. Second, reciprocal teaching provides the students the chances to share and improve their ideas with their groups. From the statement above, it can be concluded that this strategy needs to be studied in order to find the effect of reciprocal teaching strategy on students' reading ability.

Based on the problem above, it is determined that there are some reasons why students do not have good ability in comprehending the three monolog texts studied in the second semester. First, they are less motivated to read because they do not know what they are reading for and how to read in a good way. Second, they rarely use their prior knowledge in supporting the process of reading. Third, they do not use reading strategies which help them to comprehend the information in the text faster. They tend to read the text word by word rather than finding the key point of the text. Problems from the teachers are the use teaching reading

strategy which has not been well and the use of teaching media has not been optimal.

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Reciprocal teaching is an instructional teaching strategy developed from research conducted by Anne Marie Palincsar and Laura Klenk at the university of Michigan and Ann Brown at the University of Illinois at Urbana Champaign. Palincsar (1998) defines reciprocal teaching strategy as dialog between teacher and students. This interaction may occur between teacher and students or between students. The dialogue is structured by using four strategies (predicting, questioning, clarifying, summarizing). These strategies are modeled by the teacher in the context of instruction, and students practice the comprehension strategies in cooperative group. According to Klenk (2001) reciprocal teaching is an instructional procedure in which teacher and students take turns leading about shared text through four comprehension strategies, prediction, clarification, summarization and question generate.

The aim of this research is to find out the significance effects reciprocal teaching strategy on students' reading ability of second grade students of SMA N 4 Padang.

B. Research Methodology

This study was an experimental research which used the Pretest-Posttest to collect the data which involved two balanced groups; one group as an experimental group was treated by using reciprocal teaching and the other one, as a control group was treated without using reciprocal teaching.

By using t-formula, the data of the experimental group was calculated and compared to the control group. The design of the research was non-equivalent control group which meant the experimental group was treated differently with the control group

The population of this study was the six classes of the second grade students of SMA 4 Padang who were registered in academic year 2011/2012: XI IPA 1 – XI IPA 6. It is selected by using cluster random sampling. The two classes selected were XI IPA 5 and XI IPA 6. The two classes were selected were XI IPA 5 as the experimental class and XI IPA 6 as the control class.

In this research, an achievement test was used as the instrument of the research. An achievement test measures an individual's current proficiency in

given areas of knowledge or skills (Gay: 2009). This test was made by the teacher based on the materials that they learned which consisted of 40 multiple choices questions from three different texts: Narrative texts, Spoof texts, Hortatory Exposition texts. The test was conducted twice, both in the experimental and control classes. The first test was given at the beginning of the treatment (pre-test), while the last one was given at the end of the treatment (post-test). Pre-test activity was done to see whether these two groups had basic ability in reading text in English.

C. Discussion
1. Data Description

The data of this research were taken from the reading test for both experimental and control classes. The test was conducted twice, at the beginning of the treatment and at the end of the treatment. At the beginning of the treatment, the students were given the test named as pre-test. After conducting the treatment for eight meetings from 5th Mei 2012 until 4th April 2012, the students were given the test that named as post-test. The explanation of the data will be explained in the following explanation.

a. Students' Score in the Pre-test

The pre-test was conducted in both classes as the sample of the research to see the students' ability in reading narrative texts, spoof texts, and hortatory exposition text, before they would be given the treatment. There were 39 students in experimental class (XI IPA 5) and 37 students in control class (XI IPA 6).

The mean of the pre-test score of the control class was 55.38 while the mean of the pre-test score of the experimental class was 62.43. The lowest score in control class was 20 while the highest score was 75. On the other hand, the lowest score in experimental class was 27.5 and the highest score was 75.

b. Students' Score in Post-test

After the treatment was given around one month or eight meetings to both experimental and control class, the post test was given to measure the improvement made by the two classes. The number of participation of control and experimental class was similar that is 37 students.

The mean of experimental class score in post-test was 69.39. On the other side, the mean of the control class in post-test was 64.86. The lowest score in experimental class was 57.5 and the highest score was 77.5. Meanwhile, the lowest score of the control class was 40 and the highest score was 77.5.

2. Data Analysis

In this research, the data were analyzed by using t-test formula. The purpose of using t-test formula was to see the level of ability of the both classes after the

treatment was given. This research wanted to compare the scores between the experimental class and control class. To get the value of $t_{observed,}$ to be compared with t_{table}, the t-test formula was used. Since the degree of freedom (*df*) was 74 and p<0.05

It could be analyzed that the mean score of the experimental class on the pre-test was 62.7 and the mean score of the control class was 55.4. The t-table was 1.666 with the degree of freedom (*df*) = 74 and p<0.05. After calculating the data by using t-test, the value of $t_{observed}$ was higher than the value of t_{table} at the level of significance 0.05 ($t_{observed} > t_{table} = 2.97 > 1.666$). It could be seen from the data that the scores between the experimental class and the control class is not similar.

It could be analyzed that the mean score of the experimental class on the post-test was 69.49 and the mean score of the control class was 64.86. The t-table was 1.666 with the degree of freedom (*df*) = 72 and p<0.05. After calculating the data by using the t-test, the value of $t_{observed}$ was higher than the value of t_{table} at the level of significance 0.05 ($t_{observed} > t_{table} = 3.36 > 1.666$). It could be seen from the data above that the scores between the experimental class and the control class was still not similar after the treatment had been given.

Based on the findings, it could be seen that using Reciprocal teaching could give better effect on students' ability in reading the three texts; narrative texts, spoof texts, hortatory exposition texts. It was seen from the students' pre-test scores, the mean score of the experimental class was 62.7 while the control class was 55.4. However, from the post-test score which was assigned after the treatment, it can be stated that the reading scores of both of the classes increased. In pre-test, the mean scores of the experimental class was 62.5 and it was increased became 69.4. Meanwhile, the mean score of the control class was 55.4 and it increased into 64.86 in the post-test.in fact, the experimental class obtained higher score than the control class in the post-test. The mean score of the experimental class was 69.4 and the control class was 64.86. It means the difference was statistically significant.

Relating to Brown and Palincsar (1986), in the first one reciprocal teaching was compared to a traditional teaching method. The result showed that reciprocal teaching produced greater gains than the traditional method. In the second study, the experimental group interventions were conducted by volunteer teachers (no the experimenters). The results were very similar to the ones in the first study.

Reciprocal teaching is a teaching strategy that helps the students to increase their reading ability by involving them to the discussion by using four steps; predicting, clarifying, questioning, summarizing. The result of this research could prove that the use of Reciprocal Teaching strategy could give better effect on the students' reading ability. In addition, students could clearly differentiate the three kinds of monolog text studied in the second semester. They are able to understand the social function of the text, the language features, and detailed information containing in the texts.

The result of this research shows that the use of reciprocal teaching gives a better effect on students reading ability. The use of four main strategies in reciprocal teaching; predicting, clarifying, questioning, summarizing takes a big role in decreasing the students' understanding about the three kinds of monolog texts. Moreover, reciprocal teaching strategy involves he students in independent discussion which gives them chances to share their ideas with their peers and support them with help when they find any difficulties.

In summary, the use of Reciprocal teaching in teaching the three kinds of monolog texts could help the students to understand and comprehend the reading materials. This strategy gave better effect on students' reading ability.

D. Conclusion and Suggestions

Based on the findings of the research, it is concluded that the using of Reciprocal Teaching strategy on second grade students at SMA N 4 Padang gives better effect on the students' ability in reading three kinds of monolog texts; narrative texts, spoof text, hortatory exposition texts. The alternative hypothesis could be accepted because the analysis of the post-test score by using t-test formula showed that the $t_{observed}$ was higher than the t_{table}. Based on the data, it is concluded that after the treatment, the students' ability from the experimental group increases. This implied that the teacher could use Reciprocal Teaching strategy in teaching narrative texts, spoof texts, and hortatory exposition texts; and involve the students in an independent discussion.

The result of this research shows that there is no contradiction with the assumption that using Reciprocal Teaching strategy in teaching monolog texts can give better effect on the students' reading ability. Since this research has done in limited time, it is suggested to further researcher who wants to conduct the similar research to do the research longer than eight meetings. It is hoped that by doing the research in longer time the students' reading ability in comprehending monolog texts can be better significantly. In addition, the students probably can be more familiar with Reciprocal Teaching strategy which consists of four steps and it can bring good effect to the students' ability in reading monolog texts.

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